



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR LAWN MANOR ACADEMY

Name of School:	Lawn Manor Academy
Head teacher/Principal:	Mrs Sandra Muir
Hub:	Wootton Bassett Hub
School phase:	Secondary
MAT (if applicable):	Royal Wootton Bassett Academy Trust

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	04/12/2019
Overall Estimate at last QA Review	Good
Date of last QA Review	27/03/2019
Grade at last Ofsted inspection:	N/A
Date of last Ofsted inspection:	N/A

Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

Leadership at all Levels Effective

Quality of Provision and Outcomes Effective

AND

Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs

Area of Excellence None submitted

Previously accredited valid Areas of Excellence Excellence in language acquisition and progress for EAL students.
27/03/2019

Overall Peer Evaluation Estimate Effective

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed peer evaluation estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

Lawn Manor Academy joined the Royal Wootton Bassett Trust in 2017. The school serves a predominantly deprived community to the east of Swindon town centre. Approximately three out of four students are from 'low income' or 'hard pressed' backgrounds. This is twice the average for Swindon as a whole. Whilst one in three students is classified as disadvantaged, many other students arrive at school with significant barriers to their learning.

The proportion of students who join the school at times other than at the start of the school year continues to increase each year. Almost 25% of the students who undertook their GCSE examinations this summer arrived with no prior attainment information. The proportion of students who speak English as an additional language (EAL) is twice the national average.

Students are offered an extensive range of extra-curricular activities during lunchtimes as well as after school. These are very well attended by all groups of students. As part of the academy's vision of 'Inspiring and Creating Futures for All', students are provided with an extensive programme of careers advice. This runs throughout their time at Lawn Manor from Years 7 to 11.

2.1 Leadership at all Levels - What went well

- Leaders have over time established a clear vision for all staff and students. This is encapsulated in the values of Independence, Literacy, Equipment, Attitude, Resilience and Numeracy (ILEARN), which is understood by all as the 'Lawn Manor Way'.
- Governors are an integral part of the strategic leadership of the school and play an active role in supporting as well as holding leaders to account.
- The on-going continuing professional development (CPD) of teachers is delivered through a bespoke programme of training and coaching. Paths have been planned for teachers who are at all stages of their career development. Trainee teachers spoke of how they appreciate the level of support they receive from all members of the teaching staff. Currently all staff are engaged in coaching conversations as either a coach or someone being coached.
- Teachers are involved in a number of curriculum-related projects with the other schools in The Royal Wootton Bassett Trust. They also work closely with other secondary schools in Swindon. As happened last year, a number of staff are engaged in national programmes for middle and senior leadership. One of the teachers engaged in these programmes is using the development of students' reading skills as the basis for their research project.

- Subject leaders have clear expectations as to their role and are currently engaged in a series of meetings with senior leaders and the chief executive officer of the trust to discuss how their respective schemes of learning support the school's ILEARN vision.
- Students have many opportunities to take part in musical and dramatic events. These include performing at the Cavern Club in Liverpool and performing for residents in a local care home. They value the opportunity to showcase their talents to members of their local community.

2.2 Leadership at all Levels - Even better if...

...leaders at all levels continued to share the best teaching and learning to improve the outcomes for all students.

3.1 Quality of Provision and Outcomes - What went well

- Following the previous review report, leaders have expanded the coaching programme to include all teaching staff. They track the actions that come from coaching conversations to help them revise their CPD provision. This is being used to share best practice across the academy. Many teachers, for example, have as a target the development of questioning to deepen students' understanding.
- Students have very positive attitudes to learning. They want to learn and speak of how their teachers 'help you to pursue what you want to be in the future'. In particular, they understand the importance of the Lawn Manor Way. Similarly, they explain how the I LEARN principles ensure that all students 'are on the same page in lessons'. They say this motivates them and ensures 'we keep making progress'.
- The very positive outcomes for students with EAL are as a result of the on-going development of the 'excellence in language acquisition' programme. Leaders are exploring ways in which the success of this programme can be shared across the school.
- Many students join Lawn Manor with levels of attainment that are below the national average. Over half of the students join with a reading age below their chronological age. The introduction of the Maths Mastery programme last academic year has had a positive impact upon students' outcomes. A particular strength is their ability to use mathematical vocabulary to explain and justify their answers.
- Leaders have recently introduced English Mastery in order to enhance and develop students' oral and writing skills further. All members of the English department recently attended training to support its implementation.

- As of next year, the Key Stage 3 curriculum will be increased to three years. This will allow for an expansion in the range of subjects offered to students. At the same time, students will be able to take an additional GCSE course at Key Stage 4.
- To address the decline in student outcomes in English last summer, leaders swiftly brokered additional support from a local school. This has been instrumental in raising the quality of teaching and learning and also the confidence of members of the department. Teachers are engaged in a robust programme of moderation of students' work alongside other subject leaders.
- The consistent application of the 'do now' activity at the start of lessons supports students' ability to recall prior learning. This forms the basis for the next stage of their learning. Teachers routinely model the correct subject vocabulary which students are expected to use in oral and written responses.
- Leaders have introduced a new system for tracking attendance. Rigorous tracking and follow-up with parents have led to an improvement, which is now in-line with the national average. At the same time exclusions have fallen by almost 90% compared to the same time last year.

3.2 Quality of Provision and Outcomes - Even better if...

- the progress made by all groups of students improved, especially in relation to English Language and English Literature
- teachers' planning ensured that students were routinely challenged and were given the time and space in which to deepen their understanding.

4.1 Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs - What went well

- Leaders work in partnership with teachers from feeder primary schools to ensure that they all have the necessary information to best support disadvantaged students and those with additional needs. All students are screened on entry to the school to identify if they need any additional support. Teachers have the same high expectations of these students as they do of all students.
- Leaders acknowledge that attendance and student aspirations are significant barriers to the progress of disadvantaged students and those with additional needs. They work tirelessly to engage with parents to do all they can to ensure that their children routinely attend school. They are seeing the rewards of all their efforts.

- As part of the school's learning support provision, an alternative curriculum, 'Connect', has been designed to support the most vulnerable students. Class sizes are kept deliberately small, with each one consisting of a teacher and an assistant. The focus of the alternative curriculum is on developing students' literacy and numeracy skills. Students who are in Connect Year 10 all take part in work experience, either within or outside of the school. This is to support them as they prepare for their next destination.
- Leaders use pupil premium funding to ensure that disadvantaged students overcome barriers to their learning. Laptops and desks are provided if necessary to enable a student to undertake exam preparation at home. As part of the development of students' wider cultural capital, funding is used to enable students to access certain activities. Recently this has included taking part in a ski trip, as well as the history department's field trip to the battlegrounds of Northern France. Likewise, many students have been able to make use of their own musical instrument as well being able to attend specialist music lessons.
- As part of the 'Teach Like a Champion' programme, teachers ensure that all lessons start with a series of consistent strategies. These include lining up outside the classroom and starting each lesson with a 'do now' activity. This consistency of practice across the school helps to ensure that vulnerable students feel safe and secure, not only at the start of each day but at the start of every lesson.
- In all classrooms visited, teachers' expectations of disadvantaged students and those with additional needs were no different from those of all other students. Activities were designed to interest and engage students. In a Year 7 Connect mathematics lesson, for example, all students were able to expand brackets using numbers. This was as a result of clear exposition and use of practical equipment by the teacher.

4.2 Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

- ...the progress and attainment of students were improved by ensuring that they were routinely given opportunities to develop their spoken and written language skills
- ...increasing the opportunities for students to develop their wider cultural capital further.

5. Area of Excellence

None submitted on this occasion.

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?



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Leaders would like time to reflect upon this once they receive the final report.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.