

Pupil Premium External Review Report – T B Roche NLE

Ripley Academy - 24th October 2018

Summary of school's existing areas of focus and approaches

The school acted decisively and quickly following its review in 2017 of the PP Strategy in place in previous years and has made significant changes in terms of strategy and staffing in order to address more effectively the differences in terms of outcomes of its students eligible for PP funding and their more advantaged peers. The Deputy Headteacher was appointed as the **strategic lead** for PP and a second member of staff who has significant pastoral and curricular experience as Head of House and curricular pathways leadership was appointed in January 2018 as the **operational lead** working alongside the Deputy Headteacher. These changes have increased significantly the capacity of the school to ensure the best provision for disadvantaged students and to continue the work to diminish the gap in terms of outcomes for these students. As a result of sound strategic planning there is now a very clear focus on identifying and supporting students and their parents/carers from transition throughout their time in school with increased awareness of their specific needs and aspirations. This has been recognised in the latest monitoring visit undertaken by Ofsted when HMI noted that:

“Leaders’ work to ensure the effective use of the pupil premium funding has continued. At the time of the last monitoring visit, leaders had begun to act on the recommendations of the external review of the use of this funding. Leaders have now evaluated the impact of the funding and are using this information to inform their planning. The work to improve the quality of teaching, learning and assessment of all pupils across the school has also supported the progress of disadvantaged pupils.” and: “Leaders recognise the need to continue to improve outcomes for disadvantaged pupils and have maintained the focus to do so. For example, during the monitoring inspection the external reviewer was conducting a follow-up review to evaluate leaders’ response to the initial review.”

There is a named Governor linked to PP. She has experience of working with PP in a previous role in education and has undertaken further training to support her in her link responsibilities. She has very close links with leaders through regular meetings and feeds back to the full body via detailed reports. It is clear that Governors’ share school leaders’ high aspiration and determination to ensure the best possible provision for disadvantaged students.

There has been significant improvement in relation to the strategic use of PP Funding to support the progress and development of the disadvantaged cohort. The funding is ring-fenced and expenditure is targeted and prioritised for these students. There is much greater clarity and transparency in relation to the totality of the budget and the planned expenditure against elements of the strategic plan and evaluation of the efficacy of that input. Senior and Middle Leaders are much more aware of the financial aspects of the funding as a result of receiving regular reports from the Director of Finance.

The school’s continued focus on “quality first teaching” for all students combined with the strategic use of PP Funding on a cohort and personalised basis for individual students will promote the learning and progress of disadvantaged young people and assist in narrowing the gap in outcomes. This strategy is underpinned by developments in relation to Teaching, Learning and Assessment, improvements in attendance and reduction in persistent absence, improvements in behaviour and attitude to learning with a concomitant reduction in the use of sanctions such as Fixed Term and Permanent Exclusion. Developments in terms of Parental/carers support for and engagement with school will further stimulate improvement in student progress and outcomes.

<p>Summary of how effectively school uses evidence to identify effective approaches</p>	<p>The school has refocused its energies on gathering as much available evidence from a variety of sources including other schools and the Education Endowment Foundation (EEF) Toolkit to ensure that students receive quality first teaching and that, within this remit, the underperforming PP cohort is a priority for all staff and leaders. The EEF is an independent charity dedicated to breaking the link between family income and educational achievement. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/ links to data showing the evidential impact of various strategies linked to cost. Within the school there is now much greater clarity around the rationale for the strategies adopted and a greater sense that they will lead to better outcomes for the students. There is a clear rationale for the use of Departmental PP Champions and the role of the Heads of Houses in identifying and remediating underperformance. This is another area of work which has moved on considerably since the previous review in 2018.</p>
<p>Names of key people to speak to and outline itinerary</p>	<p>Jayne Scattergood Strategic Lead for PP and Mike Lipton Operational Lead for PP Kerry Alexander-Brown CEIAG Lead, Steve Richardson Head of Sixth Form, Sian Fidler Head of House and Behaviour Lead Heads of English, mathematics and science Sarah Robinson-Kent, Jemima Thawley, Mark Kirkland Jan De Rijk Head of Academy Lisa Walton, Executive HT and Carole Hunt, Governor</p> <p>Itinerary included meetings with key personnel as above and students. In addition the reviewer was invited to attend an assembly and to undertake a work scrutiny. It was not possible to undertake lesson observations during this visit as it coincided with a monitoring visit by HMI.</p>

Area (including sources of evidence)	Findings	Strengths	Areas for development
<p>Pupil characteristics</p>	<p>Within the school there are 204 of 672 students eligible for PP funding. This represents 30% of the school population and is lower than the corresponding figure of 37.6% in 2017.</p> <p>Senior leaders have been aware for some time of the changing demographic, the numbers of students involved and the particular socio-economic make-up of their community. They have specific knowledge of students gained by working with families over a long period of time and are fully aware that “PP/disadvantaged” covers a heterogeneous group of students and that some of this group will be making good progress, attend regularly and have very positive profiles despite their socio-economic position.</p> <p>Achievement and outcomes are still below national figures for 2018 and the comments in subsequent sections should be viewed in light of this context.</p>	<p>The growing understanding and awareness of the complex nature of identification and make-up of the “disadvantaged cohort”.</p>	<p>All staff and parents/carers must understand the eligibility criteria for PP and that the national aim is that there is no gap between these students and their peers. They must hold high expectations and aspiration for these students.</p>

<p>Achievement¹</p>	<p>HMI report that:</p> <p>“Historically, weak teaching and low expectations have led to pupils making poor progress in recent years. Considerable improvements to all aspects of the school’s work are beginning to have a positive impact on pupil’s outcomes.</p> <p>In 2018, pupils’ progress showed a marked improvement, including in English and mathematics. Girls made stronger progress than boys across a range of subjects, and their overall progress was similar to that achieved by all girls nationally. Disadvantaged pupils, and those who have SEN and/or disabilities, also made stronger progress than in the past. Nevertheless, progress for many groups of pupils remained below the national average.</p> <p>Pupils’ attainment also improved in many subjects, particularly in mathematics, science, Spanish, music and health and social care. The proportion of pupils achieving a standard pass and a strong pass in GCSE English and mathematics increased, although it is likely to be below that achieved by all pupils nationally.</p> <p>As a result of much-improved teaching, current pupils are making stronger progress than in the past. Leaders’ tracking information indicates that pupils’ progress in 2019 will improve further. Leaders also expect the proportion of pupils achieving standard and strong passes in English and mathematics to increase again in 2019.”</p> <p>These improvements across the board will also result in improvement of outcomes for disadvantaged students but the pace of improvement will need to accelerate if the gap between these learners and their more advantaged peers is to be reduced. As the year progresses, the effectiveness of new teaching and learning practice will have greater impact and data drops will show a more accurate and as projected by senior leaders, a more positive picture. Even given the above, outcomes for disadvantaged students will, in all likelihood, continue to show gaps with national average figures.</p> <p>Current Y11 data shows P8 for PP overall at – 0.18 with a considerable gap between performance and target. Looking at 2018 results, MAP PP will be a sub-group to check in the current Y11.</p> <p>There is now a greater coherence and consistency of practice in terms of reviewing achievement across departments and this is monitored by senior leaders. Quality assurance activities include consideration of performance data after each new data drop takes place. In addition, allied processes of feedback and marking have been checked during phase 1 of QA in term 1 2018. This cyclical process ensures that disadvantaged student progress remains high profile for departmental and senior leaders.</p> <p>Following concerns regarding historical issues in staffing and a lack of continuity there has been considerable intervention for students in maths.</p>	<p>The PP Progress Update March 2018 is very clear in relation to improvements in performance across a range of criteria including attendance at parents’ evenings</p>	<p>Monitoring, tracking and communication of staff judgements of student achievement should continue to be coordinated across all departments following data drops. The analysis of both quantitative and qualitative data about individual students should then be used to refine further classroom and other areas for support.</p> <p>Teacher expectations of disadvantaged students must be set extremely high; feedback must be acted upon to a very high standard by the individual students and work that does not meet the required standard should be redone.</p> <p>A continued focus on all disadvantaged students should be maintained but a particular sub-group to check will be MPAPP.</p>
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Area (including sources of	Findings	Strengths	Areas for development
<p>Leadership & Management</p>	<p>This is an area of significant improvement since the previous review; the changes that have been made in terms of assigning the responsibility for the progress of disadvantaged students across senior and middle leaders and the massively increased focus on what happens in each and every lesson and classroom are all geared to improving outcomes for all students but particularly the PP cohort. These strategies are improving the overall impact of learning, teaching and assessment and, hence, student progress and experience of school. Leaders and teachers have been provided with additional time to focus on the needs, priorities and outcomes of disadvantaged learners.</p> <p>A huge amount of work has been undertaken by senior leaders in a relatively short space of time and the work of those with responsibilities for Teaching and Learning and QA has resulted in a demonstrably more coherent strategy for ensuring “quality first teaching”. In addition, the effective evaluation of intervention activities, which in the past were designed to redress the deficits of ineffective teaching, has resulted in a greater energy and capacity for developing a more systematic approach to monitoring the consistency of practice across departments.</p> <p>Middle leaders were fulsome in their praise for the changes they have been part of. They feel that there is much more of a team approach at Middle Leadership level and that the expectations of their contribution to and responsibilities for school improvement have been made clearer. They reported that SLT have been extremely supportive and they were confident that colleagues across their level would be held to account by line managers to a much greater extent than before. They stated that a greater proportion of their time is being spent in classrooms observing general practice and the adherence of students and staff to school minimum expectations. They were energised by these changes and appreciated the input of the strategic and operational lead to driving things forward. They were confident that they could access PP funding for activities geared to improving outcomes for these students. They described the much higher prioritisation of the progress of PP students throughout all QA activities.</p> <p>The provision of CEIAG across the school has been clarified and a new lead appointed. She has undertaken a review against Gatsby Benchmarks and produced a strategic plan to ensure equity of opportunity and entitlement for all students, especially those disadvantaged, in order that they may make appropriate choices as they move through the school. Sixth Form Bursary provision continues to support the educational opportunities open to more vulnerable students post -16. This is a strength of the sixth form provision.</p> <p>Some of these changes are still in embryonic stages but they are most definitely steps in the right direction for the school. At present, they are still, of necessity, geared to improving outcomes for all students but within this the PP cohort has a much higher profile.</p>	<p>The ongoing determination and aspiration of the Headteacher, ably supported by senior staff, to improve the overall quality of education experienced by all students is a significant strength of the school. This is reflected in the changing culture of Ripley School and evidenced by the very positive feedback from students and staff. The simplification and clarity of focus of processes is an emerging strength which is leading to increased capacity for leadership and management. This in turn is ensuring that the overall quality of middle leaders as “leaders of teaching, learning and assessment” has further improved.</p>	<p>Continued sharing of best practice at Middle Leader level will help to reduce intra-school variation. Maintained focus on the monitoring of practice from senior leaders through to classroom practitioners will see standards improve still further.</p> <p>The further development and inculcation of the belief that all students are capable of aspirational outcomes Is key to making significant and sustainable improvements in outcomes.</p>

Area (including sources of evidence)	Findings	Strengths	Areas for development
<p>Teaching</p>	<p>Given that it was not possible to observe teaching during the review this section will provide information from the work scrutiny undertaken, student voice activities and the Ofsted monitoring visit report.</p> <p>Students said that they have “better teaching” and that they are taught in a more structured manner. Lower school students felt that they were making progress and that the new lesson structures “helped teachers to plan”. Upper school students felt that the majority of teachers were trying to use the policy but some “hadn’t got it yet”. Hence, there was some reported evidence of intra-school variation in how far the new policy and procedures are embedded at this stage. Homework was variable in terms of both quality and quantity and behaviour management in some lessons was a concern to students. Students felt that Homework Club/Period 6 was a good idea and found it helpful.</p> <p>Students’ books were well presented and clear however the quality and quantity of feedback was very variable. Student response to the feedback was also variable with some failing to reflect at all in response to teacher prompts.</p> <p>Heads of Core Subjects reflected that the biggest change was in terms of the raised profile of and teacher’s higher expectations of disadvantaged students and that the appointment of “PP Champions” had helped to achieve this. They cited significant improvements in the QA processes involved in regular data trawls, book views in classrooms and teacher observation methodology. They valued the work of the Operational Lead for PP in setting up activities that would give them a greater understanding of what was happening in classrooms.</p> <p>The Operational Lead for PP outlined the use and effectiveness of student “Learning Journals” and the “Pupil Passport” alongside the triangulation of what these provided with what was seen in classrooms and in book scrutinies.</p> <p>HMI report that the quality of teaching and learning continues to improve particularly in relation to planning under the new policy and procedures. Teachers have good subject knowledge and there is some strong teaching practice in the school. The quality of questioning has improved and science, Spanish and PE were cited as areas where good practice was seen. Improvements in the quality of teaching, learning and assessment were not seen across all areas and there are inconsistencies between departments. HMI state that “Ensuring consistency in the quality of teaching, learning and assessment remains a key priority for the school’s continued improvement”.</p>	<p>It was not possible to review teaching during this review as there were already observations taking place as part of an Ofsted Monitoring Visit.</p>	<p>Continued focus on whole school strategies to improve quality first teaching and the reduction in intra-school variation is a priority for the school. All staff must meet expectations.</p> <p>Within the above, there should be an increase in teacher awareness of the heterogeneity of the PP cohort and a focus on the under-performing PP students when teachers are planning for progress.</p> <p>Continued development of teacher accountability for the progress of students as a result of their teaching will lead to improvement for all students. QA including observation of lessons and structured feedback will be key to making those critical gains.</p>

<p>Behaviour & safety</p>	<p>Behaviour, attitudes to learning, attendance and level of parental/carer engagement have all been identified as "Barriers to future attainment" of disadvantaged students. A Head of House was appointed as new lead for this area in January 2018. Since then she has established a working group that re- formulated the relevant policies in discussion with students and staff, monitored its implementation and tracked its impact. She has facilitated training for staff, especially staff new to the school, to ensure consistency of practice.</p> <p>There has been a specific focus on improving the attendance of students eligible for PP funding. This involves both in-school strategies related targets, communication of actuals, rewards as well as work with targeted students and parents with case studies available to highlight the results of this work. An Attendance Officer was appointed who tracks the attendance of all PP students and intervenes in collaboration with external agencies, including the MAT, where appropriate. All Y11 disadvantaged students have received focussed and personalised careers support.</p> <p>Senior leaders have reviewed their use of funding in relation to intervention programmes and have retained those that they believe assist students to develop positive attitudes to learning and a thirst for knowledge across all learning contexts. They have continued to develop systems to ensure that behaviours for learning are improved.</p> <p>Students report positively regarding school support where there are financial difficulties for families in relation to basic items of uniform, kit and school visits. They are extremely proud of their school and older students, in particular disadvantaged students in KS4, were able to articulate their view of the continuing agenda for school improvement initiated upon the appointment of the Executive Headteacher. They are very clear that the school is a better resourced, cleaner, more disciplined environment in which to learn and that due to improvements in the quality of teaching, CEIAG, school curricular and additional opportunities that they have a much better chance of succeeding than their predecessors. They understand and support the new mobile phone policy. They value highly the provision of time for core PE activity and are thrilled at the new Sports Hall facility on site.</p> <p>Students do report that it has taken some teachers longer than others to adapt to the school's new lesson planning mechanism and that there is still intra-school variation. They also report that some staff find it more difficult to manage student behaviour.</p> <p>In addition, attention has been given to reducing the likelihood of exclusion from school by providing access to an appropriate curriculum in-house and using alternative provision for the most vulnerable students and those most at risk of disaffection. However, disadvantaged students still feature disproportionately in relation to exclusion from lessons and school.</p> <p>Parental engagement has been targeted for improvement and this extends from the transition from Y6 through to the end of the child's time in school.</p>	<p>The emerging and apparent improvements in behaviour around the school as noted by staff and students. The reduction in FTE and behavioural incidents logged over time and the improvements to attendance alongside the reduction in persistent absence are all emerging strengths which will support improved outcomes.</p>	<p>An ongoing focus on the culture and ethos of the school in relation to the latest evidence of effective provision.</p> <p>It may be helpful for the school to consider involving students and families in discussions of what additional support the school could provide on a more personalised level. This could also lead to a more constructive relationship with some families.</p> <p>Continued development of pedagogy alongside improved behaviour management will improve engagement and progress.</p>
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<p>Evaluation of impact, drafting action plan and next steps</p>	<p>We need to recognise where the school is now and the improvements that have been made since the previous review. There has been an improved focus and insightful planning for the PP Strategy which has been effective and impactful, is moving the school in the right direction and has resulted in benefits to disadvantaged learners:</p> <ul style="list-style-type: none"> ➤ Attendance has improved, although attendance for disadvantaged students is still below the national average ➤ Persistent absence has decreased and was below the national average in 2018 ➤ Behaviour and attitude to learning have improved ➤ Staff report that the aspiration of students has increased ➤ Sanctions including FTE have reduced ➤ All of the above, alongside other impactful action taken by leaders, have resulted in marked improvement in student progress as evidenced in the outcomes in 2018. This improvement is more significant for non-PP students but there has been greater improvement for disadvantaged learners than has been seen in previous years. <p>Senior leaders have reported that there will a further re-evaluation of their planning following receipt of this report. Increased transparency, information sharing and involvement of students and families in planning for the use of PP Funding could well increase the impact of the spend. The balance between the support of quality first teaching and broadening horizon / personalised support for PP students could well be part of the discussions and planning. These could also involve a continued focus on the recommendations of the last review which were for:</p> <ul style="list-style-type: none"> ➤ Further forensic examination of the barriers to learning that students experience so that a clearer and more coherent exposition and understanding of the barriers can be communicated to stakeholders with some idea of the proportions of students being referenced in this way ➤ Consideration of any changes in Y6 in transition to the school to validate current arrangements for the harnessing of information and the further development of the "Pupil Passport" ➤ A focus within the above two items on children in receipt of the Service Pupil Premium (SPP) and those who are adopted or in the care of the Local Authority. Consideration of the specific needs of each of these groups should be considered ➤ Evaluation of the strategies that have been used as early as possible in the child's school career to enable greater access to the curriculum e.g. reading intervention, numeracy intervention. These deficits may or may not have been demonstrated to have a causal link to lack of progress 		
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	<ul style="list-style-type: none">➤ Identification of strategies which may be beneficial across the whole cohort with the understanding of the need for demonstrable, rapid progress specifically in the Year 11 cohort as they seek to achieve positive progression routes. These strategies will be based on quality first teaching but also using EEF and Sutton Trust information to inform the discussion of both appropriateness and effectiveness. Leadership and management of teaching and learning at all levels to be involved here➤ Consideration of any further behavioural strategies using the latest report commissioned by DfE “ Creating a Culture” such that behaviour for learning is optimised➤ Planning for communication of the above to students, parents, staff and governors i.e. all stakeholders as appropriate➤ Consideration of the essential monitoring of the ongoing efficacy of the strategic approaches, reporting to stakeholders and any in-year flexibility that may be employed. <p>Within all of the above, there will be a continued focus in relation to specificity, expected impact with very clear success criteria in terms of qualitative or quantitative improvement with timelines and clear leads for accountability. The drive will be towards securing an ever greater proportion of quality first teaching across the school leading to significant improvements in the life chances of all students but particularly those who face more significant challenges to their success. Changes that have been put in place by the Executive Headteacher have now had time to have a demonstrable impact on performance and school students, staff, parents and governors can celebrate those moves in the right direction out of special measures The philosophy and culture of the academy has become much more positive and this will encourage all stakeholders towards further improvement. I have complete confidence that the leadership of the Executive Headteacher, Head of School and senior staff will be increasingly focused, strong and determined and, ultimately, that this will drive the academy forward through the engagement of all in the improvement process.</p> <p>It was a professional pleasure to re-visit Ripley Academy and to see first-hand the improvements that leaders have made. In particular, it was a privilege to listen to students talk with evident pride and a degree of specificity regarding the improvements to their school. I wish the very best for them and the whole community of Ripley Academy.</p>		
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