

School visit Report: Completed by Nell Banfield: Education and Leadership Consultant

Meole Brace School Science College visit		Date: Tues 19th September 2017
<p>Summary of school's existing areas of focus and approaches</p>	<ul style="list-style-type: none"> • Trips and visits for pupils in a range of year groups to universities and Post 16 provision, e.g. Sixth form, Oxford and Cambridge University and visits and talks from previous high achieving pupils, to raise aspirations. • Additional strategies to support improved achievement from PP pupils are tracking of progress via achievement data so intervention can be put in place, middle and senior leaders' monitoring of the progress of PP pupils as a result of the tracking and intervention, additional literacy and numeracy support and intervention, subject intervention mentors, revision support, after school support facilities which include emotional well being support e.g. homework club, and additional support for Yr 6-7 transition. • The school's strategy plan has recently been reviewed and improved. The Plan now identifies clearly the proportion of PP pupils in each year group, and their current attainment in English and Maths, compared with the attainment in English and Maths of all pupils in the school. • Desired outcomes in the Plan include: <ul style="list-style-type: none"> – improving rates of progress, particularly of high ability PP pupils – improving levels of numeracy and literacy – increased attendance levels – effective communication with parents • The Plan lists the specific actions needed to achieve the desired outcomes, and the means by which the impact will be evaluated; this column will identify the impact at the end of the 2017-18 academic year. • PP funding expenditure for the academic year is clearly allocated to the full range of additional support and intervention for 2017-18 	
<p>Summary of how effectively school uses evidence to identify effective approaches</p>	<p>The 2017-18 Strategy plan evaluates the impact of 2016-17 PP expenditure and identifies how the evaluation can be more specific and effective in 2018, so the school is clear which support and/or intervention has had the most significant impact on improving progress and attendance, and where support strategies need extending.</p> <p>The school now has an EXCEL cohesive spreadsheet to track intervention and enrichment and is now using data in a more intelligent way to evaluate the annual impact of the school's decisions on expenditure of the additional funding. As a result, the evaluation of PP expenditure in 2018 will be more detailed and specific.</p> <p>Moreover, the school is developing ways of evaluating the impact on more qualitative improvement, such as differences in levels of confidence, self esteem and resilience, through the development of the Growth Mindset culture and ethos.</p>	

Names of key people to speak to and outline itinerary	<p>Leader of provision and support for pupil premium/disadvantaged students Pastoral leader re attendance and emotional well being Leader for aspirational visits, revision classes etc Leader for tracking of PP achievement Leader of intervention planning for PP pupils Leader for teaching and learning re CPD for staff for meeting the needs of PP pupils in lessons</p>
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During the review, the reviewer may work with m the school on all or some of the following areas as appropriate.

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for developme																																																												
Pupil characteristics <ul style="list-style-type: none"> Interview with pupil premium co-ordinator (PPCo) or member of staff with PP responsibility Published data 	<p>The school is larger than average secondary school with a proportion of pupils with special educational needs which is larger than average, with a below average proportion of pupils who are disadvantaged or in receipt of fsm.</p> <p>Absence:</p> <table border="1" data-bbox="555 774 1509 911"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>National</td> <td>5.1%</td> <td>5.2%</td> <td>5%</td> <td></td> </tr> <tr> <td>Overall</td> <td>4.8%</td> <td>5.4%</td> <td>5.1%</td> <td>5.0%</td> </tr> <tr> <td>Fsm/DV</td> <td>8.7%</td> <td>9.2%</td> <td>8.3%</td> <td>8.3%</td> </tr> </tbody> </table> <p>Persistent absence:</p> <table border="1" data-bbox="555 970 1509 1107"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>National</td> <td>5.8%</td> <td>5.6%</td> <td>12.4%</td> <td></td> </tr> <tr> <td>Overall</td> <td>5.3%</td> <td>6.1%</td> <td>12.2%</td> <td>3.3%</td> </tr> <tr> <td>Fsm/DV</td> <td>14.2%</td> <td>13.5%</td> <td>27.2%</td> <td>22.2%</td> </tr> </tbody> </table> <p>Exclusions:</p> <table border="1" data-bbox="555 1166 1509 1303"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>National</td> <td>3.68%</td> <td>3.97%</td> <td>3.86%</td> <td></td> </tr> <tr> <td>Overall</td> <td>2.79%</td> <td>2.56%</td> <td>2.90%</td> <td>2.90%</td> </tr> <tr> <td>Fsm/DV</td> <td>8.19%</td> <td>7.05%</td> <td>4.39%</td> <td>1.3%</td> </tr> </tbody> </table>		2014	2015	2016	2017	National	5.1%	5.2%	5%		Overall	4.8%	5.4%	5.1%	5.0%	Fsm/DV	8.7%	9.2%	8.3%	8.3%		2014	2015	2016	2017	National	5.8%	5.6%	12.4%		Overall	5.3%	6.1%	12.2%	3.3%	Fsm/DV	14.2%	13.5%	27.2%	22.2%		2014	2015	2016	2017	National	3.68%	3.97%	3.86%		Overall	2.79%	2.56%	2.90%	2.90%	Fsm/DV	8.19%	7.05%	4.39%	1.3%	<p>Overall absence, persistent absence and exclusion levels are close to national averages. The rates of absence of fsm pupils is above that of other pupils but have reduced since 2015.</p> <p>Persistent absence of fsm/PP pupils is much higher than for other pupils but has reduced compared with 2016.</p> <p>The exclusion levels of fsm pupils have reduced significantly since 2015 and are now well below other pupils.</p>	<p>Continue to reduce the absence and persistent absence rates of fsm pupils.</p>
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Achievement¹

- Interview with PPCo
- Published data
- Current progress data
- Lesson observation and work scrutiny

Published data for 2016:

XX - Low XX - bottom 10% DV - disadvantaged/PP pupils

	National	School	DV	Higher ab	Higher ab DV
Prog 8	0	-0.17	-0.57	-0.19	-0.78
Att 8	49.5%	52.15%	42.94%		57.63% Nat 65.12%
Eng EI Prog	0	-0.39	-0.79	-0.47	-1.39
Eng EI Att	10.44%	10.50%	8.81%	12.14% Nat 12.99%	10.50% Nat 13.12%
Ma Prog	0	-0.27	-0.52	-0.21	-0.17
Ma Att	9.74%	10.13%	8.48% 10.41%	13.00% Nat 13.01%	11.82% Nat 13.16%

	National	School	DV	Higher ability	Higher ability DV
EBacc Prog	0	0.18	-0.24	0.12	0.06
EBacc Att	13.64%	15.58%	12.40% nat 14.81%	19.41% Nat 18.90%	19.50% Nat 19.22%
Open Elem Progress	0	-0.31	-0.79	-0.31	-1.19
Open Elem Attainment	15.69%	12.89%	10.02% nat 16.52%	16.58% Nat 19.40%	14.25% Nat 19.62%
En/Ma Grade C	62%	66%	31% (gap 39%)	95% Nat 96%	75% Nat 97%
EBacc Grade C+	24%	21%	7%	39% Nat 55%	50% Nat 58%

The school has a wide range of strategies in place to support PP pupils.

Disadvantaged pupils achieved significantly below non PP pupils in a number of areas in 2016.

Achievement²

- Interview with PPCo
- Published data
- Current progress data
- Lesson observation and work scrutiny

Published data for 2017:
There are currently no national figures against which to benchmark 2017 results.

Measure	2016		2017			
	Non-PP	PP	Gap	Non-PP	PP	Gap
P8	0	-0.5	-0.5	0	-0.3	-0.2
Eng. %>=C/4	81.7	42.9	-38.8	78.1	63.8	-14.3
Eng. %>=5				62.5	38.3	-24.2
Maths %>=C/4	79.1	59.5	-19.6	82.3	55.3	-27
Maths %>=5				49.5	31.9	-17.6

It is difficult to compare attainment and progress in 2017 with 2016 measures, so figures can be viewed with caution.

- From 2016 to 2017, school data shows that the progress 8 PP gap decreased from -0.5 to -0.3
- For English, the attainment gap decreased from -38.8% A*-C in 2016 to -14.3% >=4 and 24.2% >=5 in 2017
- For maths, the attainment gap decreased from 19.6% A*-C in 2016 to 17.6% >=5 in 2017

The school has developed a range of strategies in place to support PP pupils. They have improved the tailoring/targeting of support to the range of needs.

The attainment at Point 4 of fsm pupils in English, and their progress overall, has improved since 2016.

Attainment overall at Point 5 or above in Maths is lower than in English.

More fsm pupils attained Point 5 or above in English than in Maths. The fsm/non fsm gap at Point 5 or above is smaller in Maths than in English,.

Improve the attainment of fsm pupils at Point 4 in Maths.

Continue to increase the progress of fsm pupils so more attain Point 5, especially in Maths GCSE.

Area (including sources of evidence)		Strengths	Areas for development
<p>Leadership & Management</p> <ul style="list-style-type: none"> • Interview with Head Teacher (HT) and Chair of Governors (CoG) • Interview with PPCo • Scrutiny of pupil premium policy documents • Scrutiny of SEF • Most recent Ofsted report • Published and current data 	<p>Most recent Ofsted Report - March 2015 - school judged to be offering a good education to pupils.</p> <p>The March 2015 inspection report stated the school was not yet outstanding partly because 'gaps in achievement between DV pupils and others, although closing, are still too wide'. An area for improvement was to 'Accelerate the work the school is doing to improve the achievement of disadvantaged pupils'. Whilst the report recognises that strategies have been put in place to improve the achievement of PP pupils, it also states 'the school's approach to addressing the comparatively weak achievement of disadvantaged students has relied too much on additional intervention and not enough on the available every-day good teaching in classrooms'</p> <p>The March 2015 inspection stated in relation to Leadership and management: 'An ethos of welcome, care and support for every student is evident in all that this improving school does'....but also states that 'the gaps in achievement between disadvantaged and other students, although closing, are still too wide'. The inspection team recognised that 'Leaders correctly identified achievement of disadvantaged students and achievement in mathematics as the school's two most pressing improvement priorities and put in place a wide range of interventions to address both issues'. This includes support to improve reading skills. Since March 2015, the interventions now support all year groups rather than just KS4, have been extended to support pupils with a very wide range of need, and interventions for disadvantaged pupils are precisely targeted and matched to need.</p> <p>The senior leader responsible to disadvantaged pupils described in detail the range of support and the subtle understanding of the range of barriers to changing the 'mindset' of themselves as successful learners. The school is developing a school ethos of Growth Mindsets and feels disadvantaged pupils could gain most from this. Specific, planned and on-going CPD for school staff ensures that this initiative will be thoughtfully developed and implemented. Individual pupils in each year group who are identified as disadvantaged are targeted with interventions that are considered to meet their individual needs. Of 11 pupils in Year 10, 6 are improving progress, and 3 are showing some signs of improvement. The enrichment and interventions designed for 2 pupils who are making little progress, are being re-considered and adjusted.</p>	<p>Overall quality of provision in the school, including the quality of teaching was judged as Good.</p> <p>The report recognises the interventions already in place to support disadvantaged students. In Sept 2017, these interventions and support have been extended to KS3, have increased rigour, are targeted more precisely and respond to a range of barriers identified by staff, middle and senior leaders.</p>	<p>There are areas for improvement expressed in the report, which relate to the lower achievement of PP Pupils.</p> <p>The school self evaluation summary includes data over time to show the achievement of disadvantaged pupils but is not presented in a clear enough format to show the impact of their actions to improve.</p>

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
<p>Teaching</p> <ul style="list-style-type: none"> Lesson observation/ learning walks, to include work scrutiny and discussion with teachers Observation of out of class interventions Current progress data 	<p>Six lessons in English, Maths, and Science were visited, and pupils were spoken to about their work in most lessons.</p> <p>School leaders are clear that consistently good teaching is the main thrust of their actions to enable disadvantaged students to speed up their progress and raise their attainment. Consistently good teaching will also support all pupils to improve and this has been a priority.</p> <p>In the lessons seen, there were examples of well planned tasks that meant pupils worked together in groups on problem solving and matching tasks to extend their thinking and develop their understanding, for example, in Maths. There was evidence of high challenge, where pupils were asked for examples which demonstrated use of alliteration, personification, metaphor etc. in English. Practical activities in Science were well understood by the disadvantaged pupils in the class, so they were able to follow the same processes, and develop scientific understanding, alongside the non disadvantaged pupils. Good subject knowledge was used to extend pupils' interest and knowledge, and to enthuse them about the subject.</p> <p>All staff in English maintain an orange card for each disadvantaged pupil in their classes, which records all support, contact, referrals, discussions, contact with parents etc, as well as the pupil's progress over time. This is being extended to other subjects as it is felt to be a good way of maintaining continuity in progress. Written work scrutinised was from a range of subjects and showed a range of presentation and clarity in the writing, a range of complexity in sentence structure and vocabulary, and a range of standards of work. Some progress was seen over time, but progress was slower for those with relatively lower ability than for more able pupils.</p>	<p>The teaching seen sustained pupils' interest and engagement, and extended their knowledge by listening to teaching but also by sharing and comparing their own ideas.</p> <p>The school monitors the quality of teaching closely, regularly and in detail. The observer identifies aspects of teaching which support good and better learning, such as matching the teaching and task to the range of pupils' abilities.</p>	<p>To ensure that these aspects of teaching are present in teaching across the school.</p> <p>To use the detailed work scrutiny currently used to evaluate the impact of marking and feedback, to also evaluate pupil progress over time.</p>
<p>Behaviour & safety</p> <ul style="list-style-type: none"> Learning walk and discussion with PPCo Scrutiny of behaviour records 	<p>Students spoken to about their work said they were mostly challenged and made to think hard. They could all talk about work that had inspired them and could say why this was (several pieces of work from a Geography topic about Kenya had inspired their interest, using a well presented DVD extract). Some spelling errors were identified by teachers and examples of practising spellings were seen. However, this was not consistent across subjects, and lack of capital letters was often not commented on by teachers.</p> <p>They could all identify work in their books that they could now complete to a higher standard. One pupil said he had been asked to make notes from a DVD extract and then summarise what he had seen, using his notes, but felt he could have done better if he was more skilled in taking notes. He said there hadn't been lessons where pupils were taught, or been able to practise, that skill. All pupils were confident they could go to a member of staff for help with their work or any other issue, and that staff would have time for them and would help them manage the situation.</p>	<p>Pupils spoke sensibly, and with a mature understanding, about their work and their learning. The vast majority of pupils in lessons demonstrated a commendably positive attitude to their learning. They responded constructively to teacher comments and explanations.</p>	<p>The rates of absence of fsm pupils have reduced since 2015. Persistent absence of fsm/PP has reduced compared with 2016.</p> <p>The exclusion levels of fsm pupils have reduced significantly since 2015 and are now below other pupils.</p>

<p>Evaluation of impact, drafting action plan and next steps</p> <ul style="list-style-type: none"> • Discussion with HT/ CoG/PPCo 	<p>It appears that disadvantaged pupils feel well supported, feel they are challenged in lessons, that they are given interesting and engaging tasks in learning which sustain their interest, and that their progress is increasingly well tracked and monitored.</p> <p>They find marking and feedback from teachers helpful and have the time, the opportunity and the confidence to ask the teacher if they can't read the teacher's writing or if they don't understand what the teacher means in the marking and/or feedback comments.</p> <p>The provision for intervention is increasingly well planned and targeted to need. The school's understanding of the kind of barriers experienced by pupils, and the need to develop pupils' mindsets so they see themselves as successful learners, is developing rapidly through implementation of the Growth Mindset culture, from external inspirational speakers such as Elevate who target study skills, and through a genuine desire of teachers and leaders to support all pupils to achieve at their best by the end of KS4. The school's innovative approach to engaging hard to reach parents has contributed significantly to the emerging improvement in the attendance, progress and achievement of disadvantaged pupils. This may be because parents of any culture want the best for their children, and including them in the journey means they know how to support their child and develop their own raised aspirations alongside their child. They do not feel their child is 'growing away' from them.</p> <p>Recommendations:</p> <ol style="list-style-type: none"> 1. Reconsider how to show improvement in the achievement of disadvantaged students over time, comparing this against previous years (as effectively as possible at the moment, when courses and measures are changing), against non disadvantaged children and with other year groups. This helps to identify what is working well and what still needs to be done. 2. Agree a protocol for correcting spellings, grammar and punctuation which is helpful for the pupil and not over burdensome for staff 3. Developing teaching to include study skills practice, such as making notes 4. Develop work scrutiny so the activity provides information about pupils' work and progress over time, as well as providing examples of effective marking and feedback. This will help the school to evaluate the impact of actions taken to improve progress and attainment. It will also enable school leaders to monitor and improve pupils' abilities to show what they know and understand in their writing - an essential skill in examinations. 	<p>There is now an extensive and wide ranging programme of support and intervention. This clearly shows the school's understanding of the complexity and variety of the needs of this group of pupils. What works for some PP pupils doesn't work for all.</p> <p>The school is inventive and persistent. The PP leader maintains a 'provision map' which is used to identify what support hasn't yet been tried for a pupil who is not improving his/her learning sufficiently.</p> <p>School staff are equally committed to this rapidly developing, cohesive and comprehensive programme of support. The programme exemplifies how individual PP pupils' needs are met with bespoke interventions.</p>	
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