

# Narrowing the Achievement Gap: Good Practice in Schools

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## About the Authors

**Feyisa Demie** is Head of Research and Adviser for School Self-evaluation at Lambeth LA. Prior to this, he was Head of Research and Statistics and a university lecturer. Feyisa is a Fellow of the Royal Society of Arts (FRSA) and a school governor. He has worked extensively for the last 25 years with Local Authorities, government departments, schools and governors on the use of data and sharing good practice to raise achievement. He was responsible for pioneering work on developing school profiles: making figures speak for themselves, contextual and value added analyses that are widely used for monitoring, challenging and supporting schools. He is a passionate champion of school self-evaluation and an advocate of using data and research as a tool for supporting school improvement. He runs bespoke school focussed training programmes on the use of data to raise achievement and an annual national school improvement conference at UCL Institute of Education (IOE) for headteachers, teachers, governors and policy makers to share good practice in schools. With longstanding research interests on what works in raising achievement in schools and equity issues in education, he has written a number of research reports and articles on school improvement, school effectiveness and ethnic background and educational achievement.

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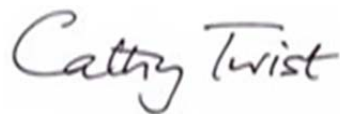
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## Foreword

I am pleased to introduce this research '*Narrowing the Achievement Gap: Good Practice in Schools.*' The research examines the success factors behind narrowing the achievement gap of disadvantaged pupils who are entitled to free school meals. The main findings of the research show that disadvantaged pupils reach exceptionally high standards at KS2 and GCSE. Researchers have highlighted the reasons for improvement and narrowing the gap with disadvantaged pupils in the case study schools. These include strong leadership, high quality teaching and learning, an inclusive curriculum, effective use of data to identify underachieving groups, and effective use of pupil premium to challenge poverty through extensive use of the best teachers to teach intervention groups, or re-deploy support teachers who have a good track record in raising achievement.

This research celebrates those schools that have created success for all pupils ensuring that each disadvantaged pupil makes the best possible progress. It reflects the key characteristics of those schools and is intended to be a practical resource to support other schools in strengthening their work around pupil progression.

I hope you will find this research report useful.

A handwritten signature in dark ink that reads "Cathy Twist". The script is cursive and fluid, with the first name "Cathy" and the surname "Twist" clearly legible.

**Cathy Twist**  
**Director, Education, Learning and Skills**  
**London Borough of Lambeth**

# **Narrowing the Achievement Gap:** ***Good Practice in Schools***

**Sudbourne Primary School**

**St. Andrew's CE Primary School**

**Vauxhall Primary School**

**Woodmansterne Primary School**

**Dunraven Secondary School**

**La Retraite RC Secondary School**

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# NARROWING THE ACHIEVEMENT GAP: GOOD PRACTICE IN SCHOOLS

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## SECTION 1: INTRODUCTION

### Why does the achievement gap matter?

Narrowing the gap between the achievement of disadvantaged pupils and their peers is the highest challenge faced by policy makers in England. There are long-standing achievement gaps in England associated with socio-economic status (Cassen and Kingdon 2007, DCSF 2009 and Strand 2014). The Joseph Rowntree Foundation recently suggested that there will be 3.5 million children in the UK living in poverty by 2020, many in households where there has been no experience of work (JRF, 2014). Gorard's (2000) research also suggests that children start school with different levels of resources and begin to display strong patterning by family origin in their school attainment. This pattern continues at every subsequent age and stage throughout children's schooling. Certainly aggregate scores and qualifications for students from those living in poverty, are considered lower than average, despite a system set up purportedly to prevent this (Gorard 2010). Of a particular concern is that children from poorer homes do worse educationally than their classmates with 34% of pupils eligible for free school meals achieving 5+A\*-C GCSEs including English and maths, compared to 62% of better-off pupils (DfE 2014). There remains a significant gap between FSM pupils and non FSM pupils.

### What role can schools play in narrowing the achievement gap?

There is a long standing debate about the role of the school in narrowing the achievement gap. Although schools are continually expected to 'raise standards', such evidence would appear to replicate Bernstein's (1970) concerns to some degree, that education cannot compensate for society. A study by Rasbash et al (2010) explored the role that schools can play in tackling the general link between educational achievement and family income, and noted that academic studies generally had found that about 20 percent of variability in pupil's achievement is attributed to school factors, with around 80 percent attributed to pupil-level factors such as the wider family environment, the neighbourhood where they live and the school attended. Ofsted also pointed out that *'these factors are beyond the school gates and the communities where pupils live can have a detrimental impact on their achievement. Schools can do much to improve the outcomes of disadvantaged pupils but only so much.'* (Ofsted 2014:32) ASCL (2014:32) also suggested that *'the problem was not of schools making...they cannot solve it by themselves.'* They pointed out that the factors influencing low attainment are beyond the control of individual schools and it is impossible, for them to overcome the wider problem of poverty and disadvantage. We would argue that while many of these factors influencing achievement are beyond the direct control of schools, it is a mistake to assume that schools cannot be part of a solution. The reasons for underachievement of disadvantaged pupils are indeed complex but a body of research is beginning to show that schools can make a difference, albeit within certain limits (see Demie and Mclean 2014; Demie and Lewis 2010; Mongon and Chapman 2010; Ofsted 2009; Cassen and Kingdon 2007).

There are now a number of schools serving disadvantaged communities that can demonstrate poverty should not be an excuse for low attainment (Demie and Mclean 2014, Demie and Lewis 2010, Mongon and Chapman 2010, Ofsted 2009). These studies show that high quality education can transform lives and compensate for shortcomings in a society. Recent national research and data (See Ofsted 2014 and Sutton Trust 2014) has also revealed how the pupil premium<sup>1</sup> is helping to close the gaps through targeted support and interventions. The key challenge then is to find out

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<sup>1</sup> The pupil premium is an additional funding given to publically funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. In 2013/14 financial year, schools received £953 for each pupil eligible primary- aged pupil. This covers 1.83 million pupils in England (DfE 2014)



what strategies schools can use to make a difference to the achievement of groups, such as disadvantaged pupils with low income background. In recent years a need for detailed case studies of schools that are successful in raising the achievement of underachieving groups of pupils has become apparent, as a means of increasing our understanding of the ways in which schools can enhance pupils' academic achievement. For example, Mongon and Chapman (2008) study records encouraging signs of improvement in the ways schools are addressing the underachievement of disadvantaged pupils. Key findings in this study show that these are schools with strong leadership and strong systems where headteachers do not accept poverty as a reason for failure. They had high expectations of their students and several headteachers had also come from low-income backgrounds and claimed working class roots. A number of the headteachers in the study had also been in the post for several years and spoke about the importance of building a deep respect for the community they served. Headteachers encouraged and valued the active involvement of parents and the community in their children's education, adopting a number of strategies to overcome some of the barriers to achievement including, effective use of staff, developing an inclusive ethos and inclusive curriculum that meets the needs of disadvantaged pupils and effective targeted support and mentoring.

Ofsted research into what works in outstanding schools also identified similar effective strategies in raising achievement and narrowing the gaps in schools. They included:

- *'Rigorous monitoring of data and effective use of feedback, planning, support and interventions*
- *Ensuring access to high quality teaching*
- *Providing a strong and visionary headteacher*
- *Working with parents to increase engagement and raise aspiration'* (Ofsted 2013:31)

Ofsted commented that these *'schools prove constantly that disadvantage need not be a barrier to achievement. They put students first, invest in their staff and nurture their communities, they have strong values and high expectations that are applied consistently and they are highly inclusive, having complete regard for the educational progress, personal development and well-being of every student.'* (Ofsted 2009:6)

Similar findings are reflected in a report from the Department for Children, Schools and Families; *'The Extra Mile: How schools succeed in raising aspiration in deprived communities'* (DCSF 2008). It too uses a case study approach and cites dynamic leaders who set a 'can do' culture, strong systems for quality assuring the curriculum, teaching and pupil progress, creative recruitment measures specifically recruiting staff from the local community. It highlights extra measures specifically targeted at the most disadvantaged including outreach work with local families and strategies to make children associate school with learning that is fun, interesting and action packed. Yet a recent report published by Ofsted, *'Unseen children: access and achievement 20 years on'* (2013) suggests that although the English education system has undoubtedly improved in the past 20 years, there still remains a large minority of children who do not succeed at school or college and become increasingly less visible as they progress through the system. A disproportionate number of these children are from disadvantaged backgrounds. Furthermore the Organisation for Economic Co-operation and Development (OECD) has highlighted the association between low family income and poor educational outcomes as a particular weakness of the English educational system. It argues that *'until this issue has been addressed we cannot have a world-class education system'* (Ofsted 2013:4).

Overall although a review of the literature shows there is a recent growth in case study research into successful strategies to raise the achievement of disadvantaged children, there is little research carried out to study good practice to narrow the achievement gaps in schools.

## Research aims and methods

This research is a qualitative study of schools in an inner London Local Authority (LA) and examines the success factors behind narrowing the achievement gap of disadvantaged pupils who are entitled to free school meals. It is similar to other studies that have looked at examples of schools that provide an environment in which underachieving groups flourish, but reflects the perspective of the disadvantaged pupils, using detailed case studies to illustrate how policy and practice help to narrow the achievement of disadvantaged pupils with a strong emphasis on what works (Demie and Mclean 2007, 2014; Demie and Lewis 2010; Mongon and Chapman 2008, Ofsted 2009). Three overarching research questions guided this research:

- What does the data tell us about narrowing the achievement gap?
- What are the success factors?
- What are the implications for policy and practice?

The case study LA is one of the most ethnically and linguistically diverse boroughs in Britain. African pupils form the largest ethnic group with 24%, followed by Black Caribbean 17%, White British 15%, White Other 8%, Mixed Race 13% and Portuguese 6%. Overall, 85% of pupils in the LA schools belong to Black and other ethnic minority communities. Across the authority over 150 languages are spoken, reflecting the different cultures, experiences and identities of the members of the community. The latest disadvantage data also shows that 34% of the pupils are also eligible for free school meals.

The methodological approach comprised case studies of selected schools and focus group interviews. The case studies were supported by a qualitative study of the school strategies used to narrow the achievement of disadvantaged pupils. Details of the methodological framework are summarised below:

**Focus groups:** Parent, pupil, governor and headteacher focus groups were carried out to ascertain their views on strategies that worked to narrow the achievement gap, and to identify whether their views mirrored those of the participants in the case study interviews.

**Case studies:** Using an ethnographic approach, detailed case study research was carried out to study the strategies used to raise achievement. A structured questionnaire was used to interview headteachers, teachers, parents and pupils to gather evidence on what worked in raising the achievement of disadvantaged pupils. The aim was to triangulate the voices of the various stakeholders in their education. Four primary and two secondary schools were selected for case studies to study strategies to narrow the achievement gap.

The schools were chosen to reflect schools of different types in the LA which have relatively high numbers of pupils on free school meals. The key criteria for the selection of schools were those with a very high proportion of pupils eligible for free school meals and good KS2 and GCSE results or improving schools and Ofsted positive reports including comments on inclusion.

The case study schools studied in this report defy the association of poverty and low outcomes and they enable such young people to succeed against the odds. Overall the case study schools' data shows that from their generally low starting points, pupils reach exceptionally high standards. The

key challenge is to find out what the schools are doing and why their strategies are proving to be effective in raising the achievement of all pupils and narrowing the gap.

As part of the research a variety of members of school staff and parents were interviewed in order to get a range of perspectives on the main practices in schools over a two-year period. These included headteachers and deputy headteachers; class teachers; EAL (English as an additional language) teachers and special educational needs co-ordinators; teaching assistants and learning support teachers; family support workers, governors and pupils. Each of the case study schools were visited for a day between February and April in 2015.

Finally, by triangulating case study and focus group data and linking to outcomes, we were able to identify examples of good practice.

A research approach such as this is bound to have its critics, to be more accurate, critical friends as it will not meet academic ideals in terms of sampling and conventional research methodology. This one is no exception as it is based on a small number of case study schools in order to explore in detail what successful schools do differently, additionally or more intensively to achieve the best outcomes for disadvantaged pupils from low income backgrounds. We would argue an increase in research of this type focuses on what works and challenges perceived notions of disadvantaged pupils' underachievement in schools. The practical nature of case studies and the application of their findings to future practice is a strength in this particular context. Whilst we do not aim to make generalisations as a result of the case studies, learning from this practice can make a difference to schools. Case study research is presented in a more accessible way than other forms of research. It is important that it can serve multiple audiences. In this particular instance, the audience is likely to be policy makers and schools. Judith Bell makes a further point about case studies: *'a successful study will provide the reader with a three-dimensional picture and will illustrate relationships, micro political issues and patterns of influences in a particular context.'* (Bell 1993:9)

## Terminology

For the purpose of this research the term 'disadvantaged pupils refers to those pupils from low income backgrounds who are eligible for free school meals. The merit of free school meals is that it provides a clear and comprehensive means of differentiating between two broad groups of FSM pupils and non- FSM pupils. In England, eligibility for free school meals (FSM) is a widely used policy indicator of pupils known to be from a financially disadvantaged background. It is routinely treated as context for judging both individual and school level attainment and as the basis for the pupil premium (PP) funding policy.

## SECTION 2: THE ACHIEVEMENT GAP FOR DISADVANTAGED PUPILS

### The Achievement Gap in Lambeth

Research shows the link between poverty and achievement (See Demie 2002 and Cassen and Kingdon 2007). As noted by Mortimore and Whitty (1997):

*‘Probably the single most significant factor that currently distinguishes the low achieving schools in urban areas from that of the more academically successful schools is that only a small proportion of pupils in academically successful schools come from disadvantaged homes.’*

Cassen and Kingdon (2007) research also suggests that eligibility for free school meals is strongly associated with low achievement. LA research into disadvantage and educational achievement has also highlighted that schools in the authority experience extreme levels of social disadvantage relative to national norms (Demie 2002 and Demie et al 2014). In Lambeth, school level data demonstrates a clear relationship between the concentration of poverty levels in schools and tests and examination results. For schools, the indicator most often used to compare the contexts in which they operate and disadvantage is eligibility for free school meals. The proportion of pupils taking KS2 statutory tests in 2013 that were eligible for free school meals (FSM) was 34% and for the GCSE cohort it was 33%. The number of pupils entitled to a free school meal in Lambeth primary and secondary schools is double the national average (DfE 2013). Despite this challenge, the LA and its schools have focussed considerable time and resources to ensure that disadvantaged pupils achieve well. As a result there has been a noticeable improvement in the performance of disadvantaged pupils over the last fifteen years in the LA.

**Table 1. KS2 Average Performance by FSM in Lambeth and England (Level 4+)**

	<b>Lambeth – Disadvantaged</b>	<b>National - Disadvantaged</b>	<b>Gap</b>	<b>Lambeth - Not disadvantaged</b>	<b>National - Not disadvantaged</b>	<b>Gap</b>
<b>2003</b>	63%	59%	+4	79%	76%	+3
<b>2004</b>	68%	60%	+8	79%	77%	+2
<b>2005</b>	67%	62%	+5	81%	79%	+2
<b>2006</b>	69%	63%	+6	82%	80%	+2
<b>2007</b>	72%	66%	+6	83%	84%	-1
<b>2008</b>	72%	68%	+4	84%	85%	-1
<b>2009</b>	73%	68%	+5	85%	85%	0
<b>2010</b>	76%	66%	+10	88%	84%	+4
<b>2011</b>	78%	67%	+11	88%	84%	+4
<b>2012</b>	85%	75%	+10	92%	88%	+4
<b>2013</b>	86%	75%	+11	93%	88%	+5

*\*Disadvantaged is defined as those children in receipt of free school meals*

*Source: Raising Achievement in Lambeth Schools, Research and Statistics Unit*

Table 1 indicates that there is a marked difference in KS2 performance between pupils eligible for free meals and the most economically advantaged groups in schools. At the end of primary education in 2013, 86% of eligible pupils achieved level 4+, whereas 93% of pupils who were not eligible achieved at this level. The GCSE data in Table 2 also shows a significant gap, with pupils on free school meals gaining only 60% 5+ A\*-C including English and maths in 2013, compared to 69% for those not eligible. Overall, the findings from the LA data confirm that pupils eligible for school meals did considerably less well than their more affluent peers in Lambeth.

Figure 1: KS2 Performance by FSM in Lambeth and England (Level 4+)

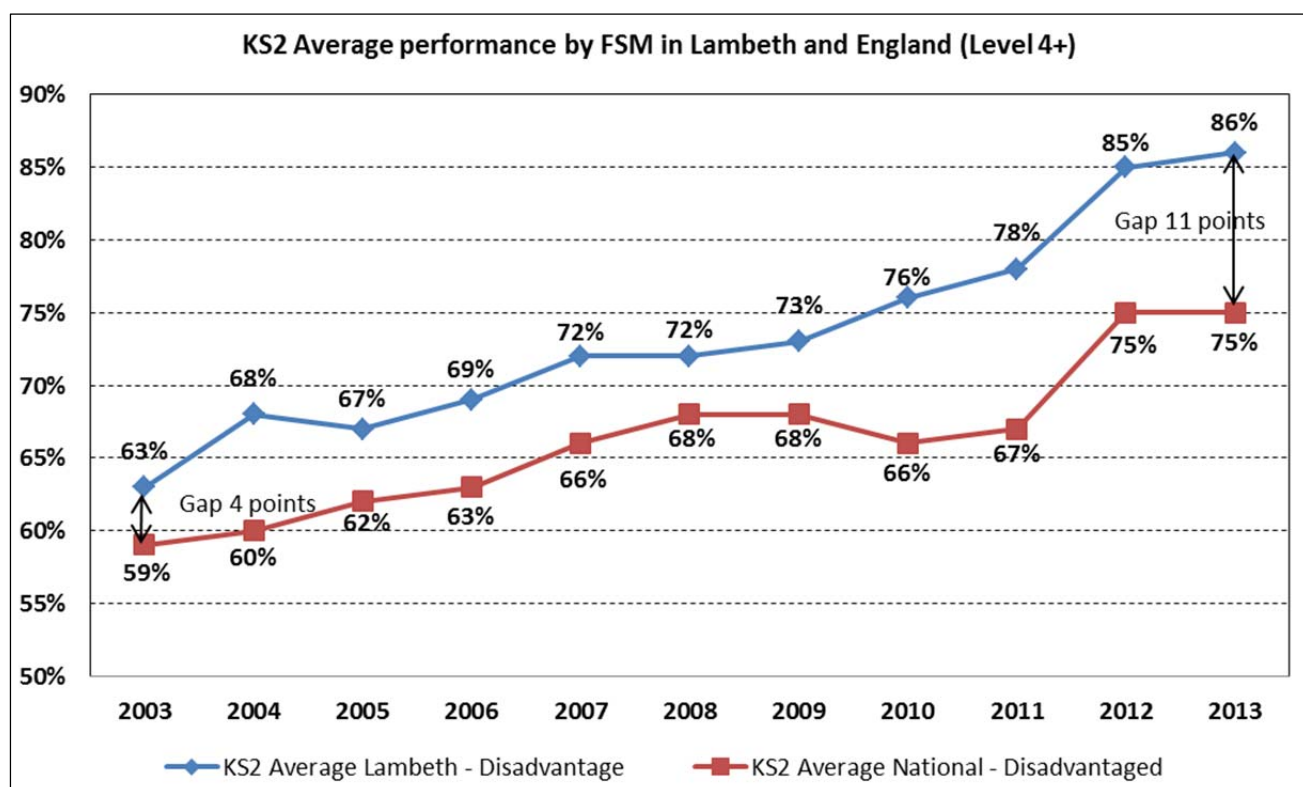


Table 2. GCSE Performance by FSM in Lambeth and England (5+A\*-C incl. English and Maths)

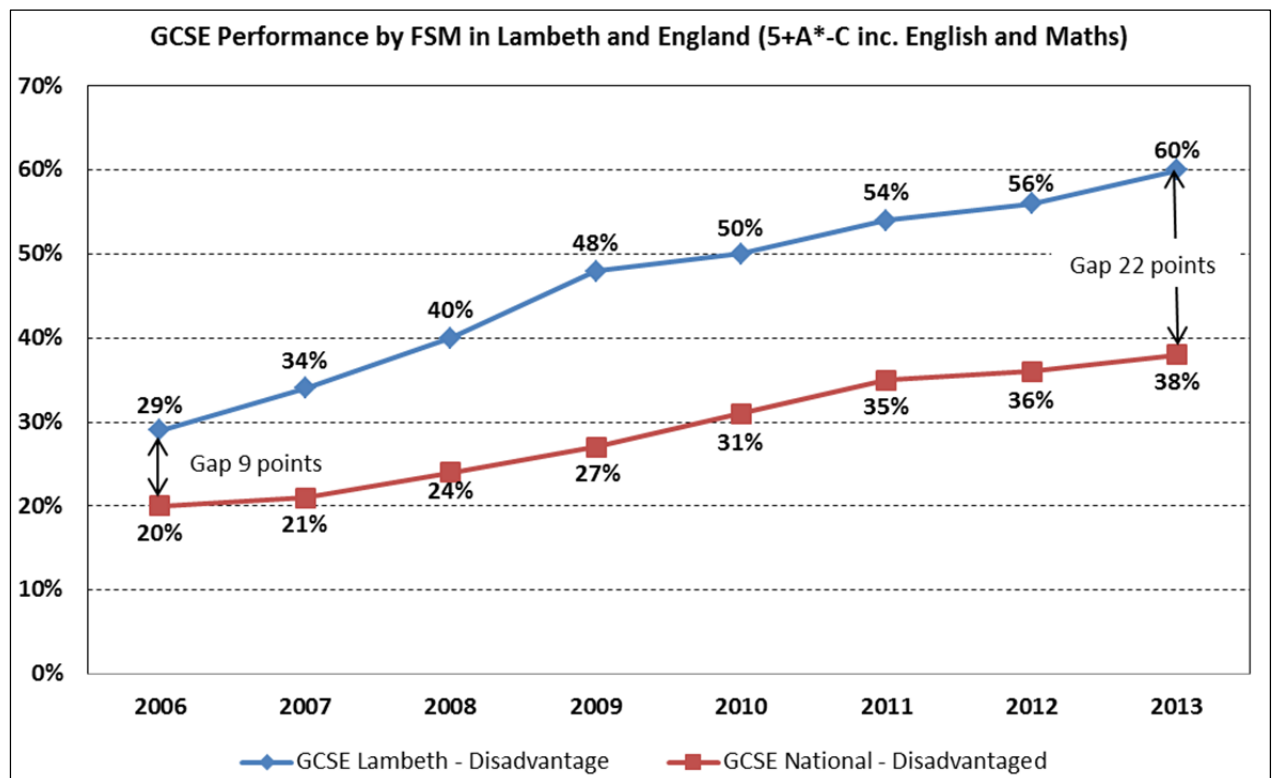
	Lambeth - Disadvantaged	National - Disadvantaged	Gap	Lambeth - Not disadvantaged	National - Not disadvantaged	Gap
2006	29%	20%	+9	49%	48%	+1
2007	34%	21%	+13	46%	49%	-3
2008	40%	24%	+16	52%	52%	0
2009	48%	27%	+21	56%	54%	+2
2010	50%	31%	+19	55%	59%	-4
2011	54%	35%	+19	64%	62%	+2
2012	56%	36%	+20	66%	63%	+3
2013	60%	38%	+22	69%	65%	+4

\*Disadvantaged is defined as those children in receipt of free school meals

Source: Raising Achievement in Lambeth Schools, Research and Statistics Unit

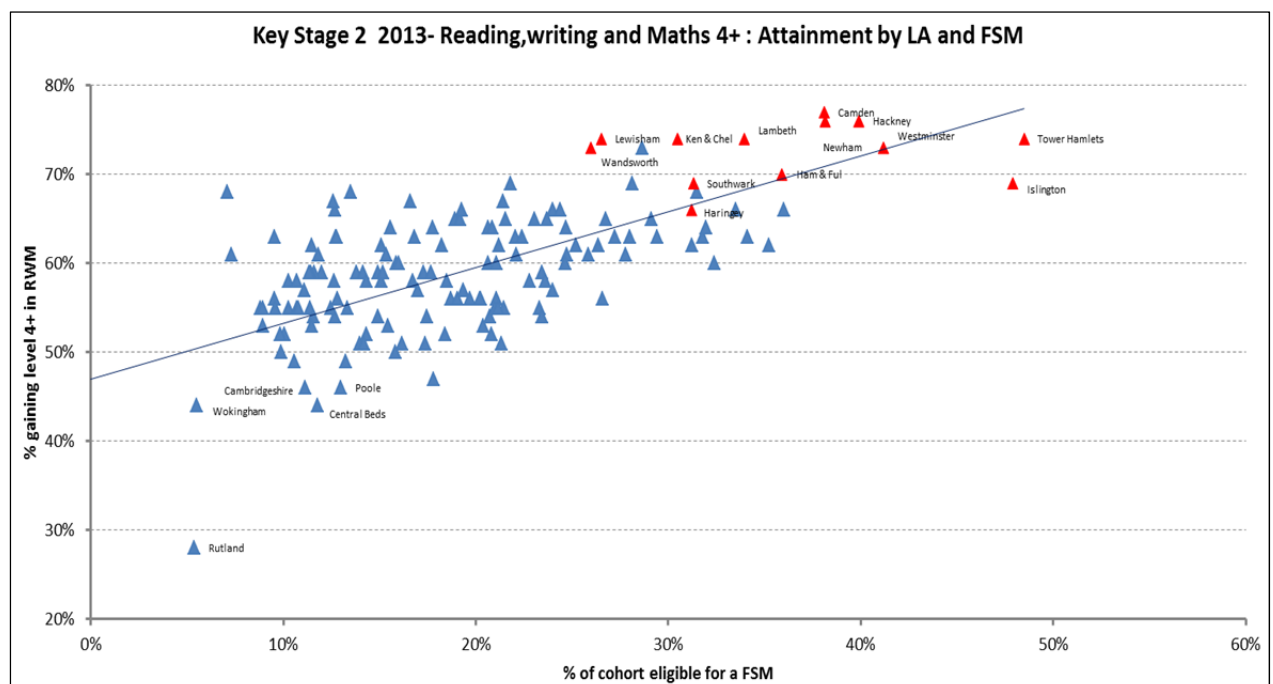
Tables 1 and 2 also show a compelling picture of the educational success of disadvantaged pupils when compared to the national average. It confirms that pupils in Lambeth do better at KS2 and GCSE than they do in England. For example in 2013, 86% of Lambeth pupils eligible for free school meals at the end of KS2 attained level 4 or above compared to 75% in England. Similarly at GCSE, 60% of pupils eligible for free school meals gained 5+A\*-C including English and mathematics compared with 38% for all FSM pupils in England. What is particularly remarkable about Lambeth's performance is that the LA pupils achieved 11 and 22 percentage points better than the national average at KS2 and GCSE. (See Table 1 and 2)

Figure 2: GCSE Performance by FSM in Lambeth and England (5+A\*-C inc. English and Maths)



## The Achievement Gap in England

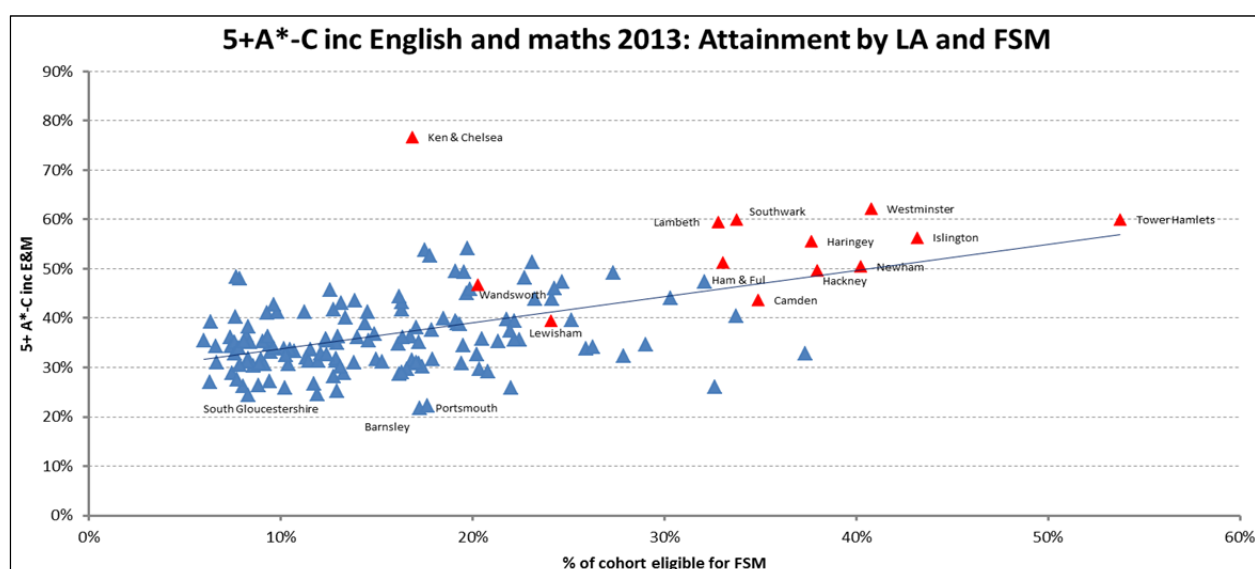
Figure 3: KS2 Performance in England by LA and FSM (Level 4+)



The performance of disadvantaged pupils varies greatly across different local authorities in England (see Figure 3). In 2013, 63% of pupils eligible for free school meals at the end of Key Stage 2 attained level 4+ in reading, writing and maths combined, compared with 81% of all other pupils (DfE 2013). In that year, there were 10 local authorities where 70% or more of the pupils eligible for free school meals attained the benchmark level at the end of Key Stage 2. Attainment gaps were smaller than average in all these authorities. All ten of these higher performing local authorities were in London and against this measure of attainment; the four strongest performing authorities were Camden, Hackney, Newham and Lambeth.

There are also larger variations in attainment at GCSE (see Figure 4). In 2013, 41% of pupils eligible for free school meals nationally gained five GCSEs at grades A\* to C including English and mathematics compared with 68% for all other pupils. In that year, there were 27 local authorities where 45% or more of the disadvantaged cohort achieved the GCSE benchmark. The majority of these local authorities were in London, exceptions being Luton, Slough and Birmingham. The attainment gap between disadvantaged pupils and their better off peers was also lower than the national average in all except two of these local authorities (Slough and Bromley). By contrast, there were 10 local authorities where the benchmark GCSE attainment of disadvantaged pupils was 26% or less. The weakest performing local authorities against this measure were Barnsley, Portsmouth and South Gloucestershire.

**Figure 4: GCSE Performance in England by LA and FSM (5+A\*-C inc. English and Maths)**

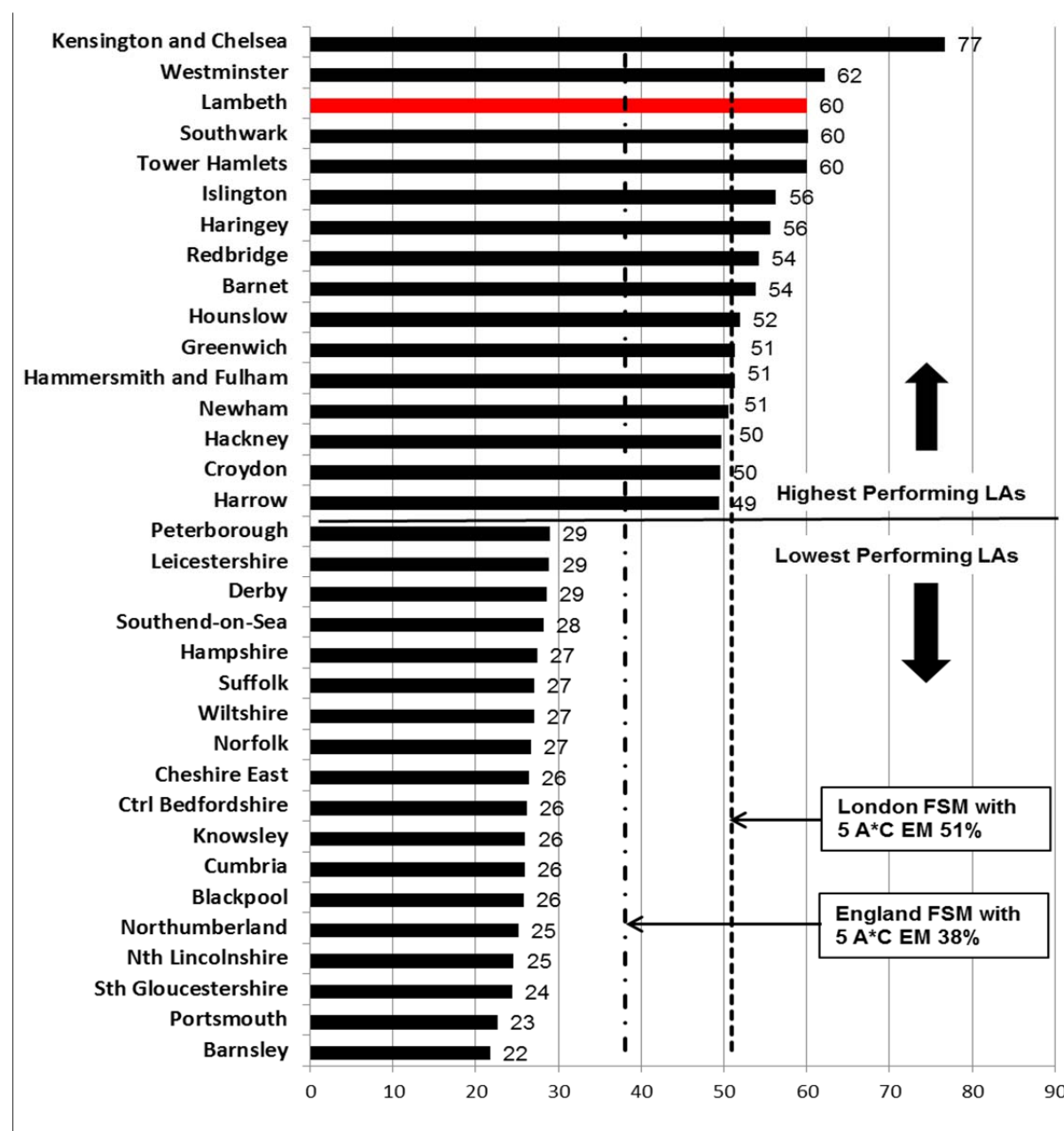


The exemplary performance of Lambeth's more disadvantaged pupils is also borne out by statistics when compared to other local authorities in England. Figure 5 also shows the difference in attainment of FSM pupils' performance compared by local authority. Looking more broadly at the 20 top performing local authorities in terms of GCSE attainment for local low income pupils, the data confirms that disadvantaged pupils in Lambeth do better when compared to their peers at national level and in other local authorities. In Lambeth the percentage of pupils on free school meals achieving 5+A\*-C including English and maths is 60% compared to Barnsley (22%), Portsmouth (23%), Norfolk (27%), Hampshire (27%), Peterborough (29%) and the England average of 38% (See Figure 2). The five strongest performing authorities, in rank order, are Kensington and Chelsea, Westminster, Lambeth, Southwark and Tower Hamlets, all inner London boroughs.



There are a number of reasons for the vast improvement in the achievement of disadvantaged pupils in Lambeth compared to nationally in England. The LA firmly believes that disadvantage has multiple causes and the many challenges faced by young people in the most deprived area, cannot be ignored or left at the school gates. The London Borough of Lambeth has therefore taken a wide range of approaches to provide additional support to schools in areas of high socio-economic disadvantage.

**Figure 5: Percentage of pupils with FSM achieving 5+A\* to C including English and Mathematics in 2013 by Local Authorities**



Source: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/300172/SF\\_R05\\_2014\\_National\\_and\\_LA\\_tables\\_updated\\_BF\\_v2.xls](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300172/SF_R05_2014_National_and_LA_tables_updated_BF_v2.xls)



## The Achievement Gap in the Case Study Schools

This section explores the achievement gap in the case study schools. The case study schools studied in this research defy the association of poverty and low outcomes and they enable pupils to succeed against the odds. Table 3 shows that the attainment of all pupils has been exceptionally high. About 95% of the disadvantaged pupils in the case study schools achieved level 4 or above at KS2 compared to the LA average 78% and national average of 67%. The improvement rate of pupils in the case study schools is also impressive compared to the national and LA average.

The empirical evidence from the case study schools also shows that pupil premium pupils buck the trend. For example in one school, despite challenging circumstances and low attainment at entry, 100% of pupil premium pupils with a low income background attained level 4, and above, at KS2. In another two primary schools 95% achieved level 4+ and above.

**Table 3: KS2 attainment in the case study schools**

	Background		KS2 Level 4+ (Reading, Writing, and maths combined)				2 levels progress		
Case Study Schools	School Pupil Premium	KS2 PP	All Pupils	PP Pupils	non PP Pupils	GAP	Reading	Writing	Maths
Sudbourne	40%	48%	95%	95%	95%	0	100%	100%	100%
St Andrew's CE	48%	68%	89%	89%	89%	0	100%	100%	100%
Woodmansterne	25%	35%	96%	95%	97%	-2	98%	100%	100%
Vauxhall	68%	78%	100%	100%	100%	0	100%	100%	100%
Case Study-All	36%	51%	96%	95%	96%	-1	99%	100%	100%
LA	41%	57%	82%	78%	88%	-10	93%	96%	94%
National	26%	31%	78%	67%	83%	-16	91%	93%	90%

**Table 4: GCSE attainment in the case study schools**

	Background		GCSE 5 A* to C including English and maths				3 levels of Progress		
Case Study Schools	School Pupil Premium	KS4 PP	All Pupils	PP Pupils	Non PP Pupils	GAP	English	Maths	VA
Dunraven	49%	47%	60%	51%	70%	-22	75%	69%	1004.7
La Retraite	48%	43%	80%	80%	80%	0	85%	83%	1031.0
Case Study- All	49%	45%	68%	61%	74%	-13	79%	75%	n/a
LA	35%	55%	57%	51%	65%	-14	78%	69%	1011.7
National	29%	27%	53%	37%	64%	-28	72%	66%	1000

Similarly in the two case study secondary schools, GCSE results have shown significant improvement and the percentage of pupils achieving 5+A\*-C including English and maths was 51% and 80% respectively. Therefore the key question for research is, *'what is the reason for such successful achievement in the case studies schools? As part of the interviews headteachers and teachers were asked, 'what strategies does your school use to raise the achievement of pupil premium pupils?'*

## SECTION 3: CASE STUDIES OF SCHOOLS

### Sudbourne Primary School

#### Background

Sudbourne primary school *is an outstanding school* and is situated in central Brixton. The school is very popular and oversubscribed. There are 350 pupils on roll. The number of pupils taking up free school meals is 23%, slightly above the national average. It has a high proportion of pupils with English as an additional language. About 41% of the pupils are from homes where English is not the first language. The number of pupils with a statement of special educational needs is more than twice the average. Pupils come from a variety of ethnic backgrounds: - White British (28%), African (17%) and Caribbean (10%) comprise the largest three groups.

#### Achievement and Standards

The KS2 data shows that the school has an impressive improvement rate over the years (see Figure 1 and Table 1). The achievement at KS2 improved from 90% in 2009 to 100% in 2014 for reading and maths and has been consistently above the national average.

Figure 1: KS2 Writing, Reading and Maths Results (combined)

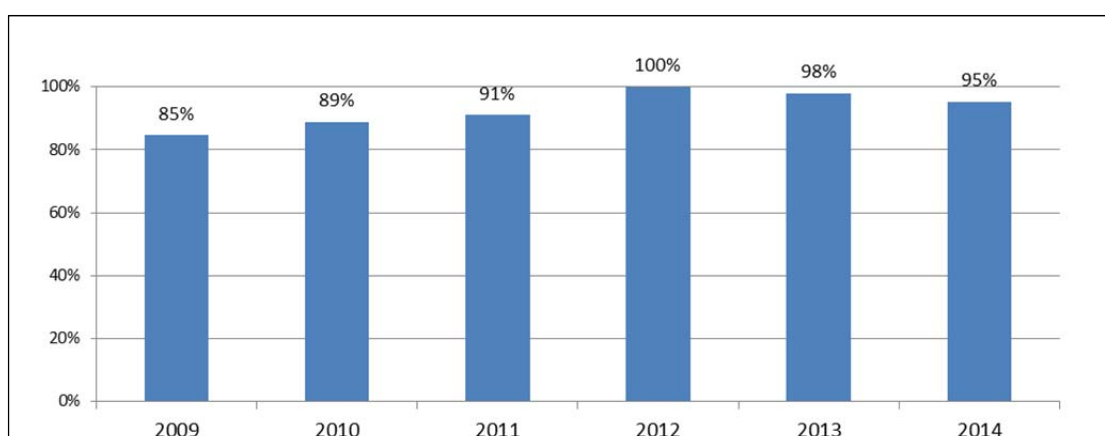


Table 1: Key Stage 2 Results 2009-2014

	2009	2010	2011	2012	2013	2014	National 2014
English	92%	93%	93%	100%			
Reading	97%	91%	93%	100%	98%	100%	89%
Spelling, punctuation & grammar					98%	100%	76%
Maths	87%	89%	91%	100%	98%	100%	86%
Writing, Reading & Maths combined	85%	89%	91%	100%	98%	95%	79%
Average (Reading & Maths)	90%	91%	92%	100%	98%	100%	88%
Overall Value-Added				99.7	102.4	102.6	

Overall the achievement of the school is outstanding. This research identified the following reasons for the school's success in raising achievement and narrowing the gap:

- Outstanding visionary school leadership
- Effective teaching and learning
- Effective use of data
- Targeted support and use of pupil premium funding
- Inclusive curriculum
- Effective use of pupil voice

The evidence used to inform the judgements made here includes interviews with the headteacher, deputy headteacher, assistant headteacher, SENCO, two class teachers, three teaching assistants, five pupils (two from each of Years 4 & 5 and a Year 6), lesson observation and scrutiny of relevant documentation including previous Ofsted reports; analysis of pupils' work and attainment data.

The school was visited for one day in March 2015 to gather school-identified good practice evidence in narrowing the achievement gap. Details of the findings are discussed below.

### Leadership and Management

Many studies have highlighted the importance of strong and visionary school leadership in meeting the needs of pupils from deprived backgrounds, (Demie & Lewis 2010, Evans 2010, Mongon and Chapman 2008, Ofsted 2008). In many cases, high quality leadership was reported as the driving force behind change, raising expectations and inspirational success. One of the strategies for successful leadership is building a vision of success and setting a clear direction. At Sudbourne the headteacher has adopted a strategy for closing the attainment gaps of children eligible for pupil premium funding, which has required these leadership qualities. He explained the strategy as follows:

*'I took my strongest teachers out of class in each of the phase teams EYFS, Year 1/2, Year 3/4 and 5/6 and each is picking up intervention groups. I have spent quite a lot of money upgrading small rooms, making them enticing for children by decorating, putting in spotlights, whiteboards – these rooms are even more enticing than the classrooms. Our PPG children are not seen as second class citizens being shunted off. They also have some of the most popular teachers and therefore are envied rather than looked down on. Despite our best intentions most children know why the PPG children are taken out of class but now they are with a special teacher who is universally loved and they are going into an attractive environment.'*  
(Headteacher)

Making the decision to give the best teachers and provision to deprived children reflects the leadership's concern that all pupils, despite their starting points, will achieve the best they possibly can. By an expert teacher taking out groups of pupils who need more help, it frees the class teacher to accelerate the learning of the other pupils including those of higher capability. The sustainability of this successful strategy is, however, dependent on future PPG funding, although the school is incorporating some well-specified, well-supported programmes incorporating extensive professional development of volunteers, teaching assistants and School Direct staff, to address this. The headteacher commented:

*'We may struggle this time next year as our funding is exactly the same in real terms but costs have gone up, never mind the pupil premium funding. I wouldn't be able to balance the books! I have managed this strategy for two years because I could afford it.....' 'We have got two School Direct students that we have trained to our*

*specification. We train them in the 'Sudbourne way'. We tell them how we would like them to teach using our Teaching Toolbox and they observe exemplar quality first teaching. We then observe them and ensure that they are up to our standard. Our current Schools Direct staff are virtually as good as any class teachers. This further frees up class teachers to teach groups of six or seven pupils.'* (Headteacher)

The headteacher is good at spotting potential talent and explained his approach when recruiting new staff:

*'Some of our teaching assistants are on one year contracts. Every time we get a new TA vacancy we advertise in the Guardian, inviting people to apply for a TA post for a year. The people we are seeking would not want to stay longer because they are looking to become teachers. We have some high quality people who apply and some of them we put through the School Direct route. I will talk with new staff and explain and demonstrate how it is done and take them through the Toolbox. This applies to TAs as well as teachers. We show them how to use whiteboards, talk partners, and targeted questioning etc. They also have opportunities to observe each other. By November/December they are skilled and effective. They are fast learners – that's why I have chosen them.'*

The deputy headteacher added her own perspectives on how the school is adept at using 'volunteers' – people aspiring to become teachers, to the benefit of the school:

*'They often become TAs and we get to 'grow our own'. They absorb good practice and we get to see aptitude so we would look over eighteen months, to see someone progress from volunteer to TA to a School Direct candidate. This enables to some degree our Years 1 and 2 teachers to take out pupils for interventions. This will happen more in the summer term. We give them support and we can now trust them to sustain the progress of all pupils.'*

The headteacher is passionate about coaching teachers (and those aspiring to become teachers) in new teaching strategies as the means whereby outcomes for children can be advanced:

*'It's about humility – are you prepared to improve your teaching practice? If you are then we will give you the strategies to improve your teaching. Teaching is not rocket science if you are prepared to improve then we can help you.'*

Clarity about his expectations of staff and the support which will be available to those who take up the challenge, is a feature of the headteacher's strong and visionary leadership:

*'A major issue I think nationally is professional neglect. I recently did an Ofsted inspection outside London and the deputy said she only monitors teaching three times per year because the Unions might object. I think that if you are clear about what you want and you are prepared to put in the resources, there shouldn't be a problem. I do not take any risks with staff, especially new teachers. I warn them at interview what they are going to get and the promise is that by the time it is over they will be a cracking teacher. Recruitment is where you get quality first teaching, you are minimising risk.'*

## Effective Teaching and Learning

We spoke to an experienced, outstanding teacher who is now a non-classed based Phase Leader and maths specialist, who teaches small groups of PPG children. She explained the impact of the strategy of using the strongest teachers to narrow achievement gap, on her Year 6 groups and why this type of intervention is necessary:

*'There are socio-economic issues; specific learning needs (e.g. dyslexia) some parental issues where they are not from talkative families. If you don't have that from the start you can be lagging behind all the way through. One child has come from another school and his behaviour is difficult. There isn't a male role model at home and he struggles. Pupils do well in this kind of environment with lots of praise and encouragement. These children have had IEPs and have been picked up all the way through school. Two are dyslexic. They have made progress from a very low base.'*

We observed this outstanding teacher with a group of seven Year 6 pupils teaching an excellent lesson with a rapid pace of instruction and using all-pupil responses. Their understanding was assessed by the teacher who displayed their work on the whiteboard via a camera and invited them to explain how they had arrived at their answers, marking any errors which were then used as teaching points. The school is using Learning Lines which facilitate pupil's evaluation of their own learning, as they place themselves at some point on a line and identify any difficulties or 'pit experiences'. The teacher enables pupils to reflect on what strategies can help them get out of the pit. What is noteworthy is the level of trust that has been built up between the teacher and the group and between pupils. Pupils risk revealing the true depth of their misunderstandings but peer relationships are now good enough for all members to be comfortable with revealing their own lack of understanding to each other, as well as to the teacher, but most importantly to recognise it themselves without fear or shame. At the end of the lesson the teacher explains that *'our aim is to try and get you to Level 4. We are all roughly about the same. The questions you are working on were Level 4. If I came last September and asked you this question you never could have done it so you are making great progress!'*

This exceptional teacher believes that these vulnerable pupils need the strongest teachers because some have behavioural issues, SEN and all have low self-esteem:

*'It just doesn't work with a TA. It's the experience of teachers and their knowledge of how to motivate a wide range of pupils with a wide range of needs that makes a difference. The TAs are extremely strong but they are not trained teachers. Teachers know how to break things down and how to change tack if it's not working, having a host of strategies and experience of what works. These children need to feel they are on a par with their friends. I make them know they are doing hard stuff – as hard as what is going on in the classes. It makes them feel equal which is what we want.'*

The teacher's comments echo the headteacher's belief that all children should be offered the same opportunities to succeed. The teacher continued:

*'I meet with parents. I think it is very telling some of the responses of the parents. I tell them how well their child is doing and their response is negative. 'He's not as good as his brother!' That shows a lot.'*

We asked whether it would be possible to use inexperienced teachers to teach groups in this way and she responded:

*'If you started taking people out of class after only one or two years teaching they may not feel they have the range of teaching strategies to be able to carry out the interventions. You have to choose the people wisely and you need experienced teachers – you also need to have the right space to use as an attractive teaching base.'*

The following two case studies show how 'best teacher' is used to help pupil premium pupils with remarkable improvement in attainment.

**Case Study 1:** Case Study 1 is a Black Caribbean boy who is currently in year 6 and joined Sudbourne in year 2. There was a history of lack of parental involvement, including sending him to school with no breakfast, unclean uniform, no show at parents evening, mother taking extended holidays without child in term time, playing inappropriately aged computer games, staying up extremely late, and so on. Child has displayed immature behaviour including tantrums, lengthy sulking periods, stamping of feet, crying, hiding, refusing to do work or engage in discussion. He finds it difficult to use his words to express how he is feeling or what is upsetting him. His SEN needs include communication and interaction and social, emotional and mental health.

Interventions put in place included weekly sessions with learning mentor/counsellor, as well as daily maths and literacy intervention with experienced teacher out of class. Reward systems to motivate with a clear sanction system. Focus on using words to express feelings. Use of 'learning line' to express when struggling during the lesson and how best to find a way to move forward with learning. Regular contact with mother where possible. A clear impact has been shown, as the child is increasingly focused in both maths and literacy lessons. He can concentrate on a task for longer periods of time and shows growing levels of resilience when stuck on a problem; however this remains a target for him. He does still tantrum, however is able to compose himself much more quickly than previously. He is beginning to express himself more readily by using his words. He is motivated by rewards and praise. His levels demonstrate that he is making steady progress in all areas of his learning and is on task to achieve his predicted SATs levels.

	KS1 end level	Year 6 start level	Year 6 term 2 level	Year 6 term 4 level	Year 6 target level
Maths	2C	3B	3B	3A	3A/4C

**Case Study 2:** Case Study 2 is a White British girl also in year 6 who joined the school in reception. There was a history of inconsistent parental involvement and low attendance (below 85%). Child has displayed in the past signs of very low self-esteem, low levels of resilience, exceptional difficulties in spelling and comprehension. SEN needs comprise cognition and learning (dyslexia) as well as confidence and self-esteem.

*Interventions put in place included daily maths and literacy intervention with experienced teacher out of class. Additional daily reading, comprehension and spelling strategy work. Reward systems, star of the lesson, stickers, games and daily praise to motivate. Regular contact with parents to inform them of her progress. Use of 'learning line' to express when struggling during the lesson and how best to find a way to move forward with learning, as well as to see visually how much progress she has made in each lesson. This has had a clear positive impact. The child's confidence in both maths and literacy is hugely improved since September and she will regularly feedback how happy she is with her learning and progress. She loves coming to lessons and often asks to stay behind to do extra work. She is now attending additional morning sessions for maths. She will readily ask for help whenever she doesn't understand something and is not afraid to make mistakes. She can now concentrate on a task for very long periods of time and shows excellent levels of resilience when stuck on a problem. Her work and levels demonstrate that she is making excellent progress in all areas of her learning and is on task to achieve her predicted SATs levels.*

### Use of Data

One of the core elements of the school's success in raising achievement and narrowing the gap is its robust focus on tracking and monitoring individual pupil's progress. The headteacher is the driving force behind the effective use of data. He has a strong vision and commitment and sets high expectations for both staff and pupils. He is extremely well supported by the senior leadership team, governors and staff. The headteacher raised expectations through challenging everyone to think about the performance of the school, different groups, classes and individuals. The school used detailed performance data which was becoming increasingly available and now uses class, group and individual targets extensively.

The school's tracking and monitoring systems are exemplary and ensure that all staff are extremely well informed as to their pupils' progress and needs. The school tracks the progress of every pupil in all subjects meticulously and ensures that any underachievement is addressed immediately.

The rigour with which assessment data and evidence on the quality of teaching and leadership are monitored and evaluated is impressive and is a major factor in the school's outstanding achievement in all subject areas. This achievement has been recognised by the Department for Education in a recent letter detailing the school's position as a top performing school nationally in narrowing the achievement gap of FSM pupils. As a result of this recognition the school qualified for the Pupil Premium awards by the DfE and was awarded a cash prize.

The effective use of data has a major effect on teaching and learning in the school. The quality of teaching is well informed by effective assessment and data. At the classroom or pupil level, effective use of data enables the school to highlight specific weaknesses of individual pupils, identify weaknesses in topics for the class as a whole, inform accurate curricular targets for individual pupils and provide evidence to support decisions as to where to focus resources and teaching. Staff think very carefully about strategies for targeted support. Classroom lesson observation confirms teachers skilfully target questions, using data and their knowledge of individual pupils to good effect.

We would argue that the school is forensic in the use and analysis of data. The school performance has been thoroughly discussed by the achievement committee, GB meeting and PP meeting. Our



observations suggest that the governing body are excellent in using data and in challenging and supporting the headteacher and SMT. They carefully monitor the impact of the school's work in raising achievement and rigorously hold the school leaders and managers to account through effective use of data. The GB discuss extensively what the data says about the school performance including the interventions strategies and the impact of the strategies the school has put in place to improve performance of particular groups.

Interviews with the headteacher, deputy headteacher, classroom teachers, TAs and learning mentors also suggested that the school is rigorous in assessing all pupils and teachers look at the data carefully. The school uses data to track pupil progress, set targets, identify underachieving pupils for further support and inform teaching.

To conclude, every pupil is expected and encouraged to achieve their full potential by teachers in Sudbourne. These high expectations are underpinned by the effective use of data to pinpoint underachievement and target additional support.

### Targeted Support and Pupil Premium Funding

As the first priority at Sudbourne is quality first teaching, the headteacher explains that all teachers know which pupils are eligible for PPG and have their own in-class tracking systems which includes looked after children, EAL, SEN pupils. Pupils' progress is closely monitored at termly pupil progress meetings, led by the deputy head, with the SENCO and the class teacher. Within these meetings the views of phase leaders about how children are progressing are also considered and an evaluation is made of what has worked and what hasn't. Data on the impact of interventions is recorded and is shared with parents, staff and the governing body.

With regard to subject specific interventions, the headteacher commented:

*'What we know from our own experience of the Sudbourne context, we take into account. The Sutton Trust tool kit is used to identify key approaches that come within our resources and what would work for us. Marking of children's books is a priority. Our marking is manageable and teachers mark extremely well. Formative assessment is outstanding. Our TAs are actively involved in making observations of pupils' learning and recording them on post-its, which gives teachers feedback within the lesson'.*

The governing body are described as 'bright and sharp' and they take an active interest in pupils' progress. They ask for detailed evaluations of the impact of the interventions put in place to support pupils of all abilities.

In the knowledge that children's grasp of language and literacy skills during early years is fundamental to accessing the curriculum and making good progress, the school uses a plethora of literacy and mathematics interventions targeted mainly at pupils in Reception classes and Years 1 and 2. KS1 is a particularly difficult phase for children in receipt of FSM and consequently there is a strong emphasis on the development of social skills and communication skills in the Reception Class. Structured phonics teaching by a specialist read-write teacher, supported by two well-trained TAs is very effective in improving literacy outcomes at Key Stage 1 and is eliminating risk factors for those children from disadvantaged backgrounds.

The school has implemented other innovative and successful interventions, for example the 'Learning Line' which enables children to express themselves when struggling and to articulate how best they might find a way to move forward with their learning, as well as to recognise how much progress they have made within the lesson. Peer-tutoring, where older children in Years 5 & 6 teach



younger pupils has been introduced. This builds greater self-esteem and is a great confidence booster for both the 'pupil-teacher' and the 'learner'.

The headteacher reflected on why there is a need for interventions for PPG pupils higher up the school:

*'Every time there is a gap in Years 5 and 6 we are picking up children who need PPG support. Parents tend to move out in Year 5 into the private school sector, or families move out of London and we take in pupils from other schools into these year groups and very often they are working at below average levels. We have Year 6 booster classes and Easter boosters with two members of staff taking children who are borderline level 4. After the summer half term I place all my resources in Year 5. I will put all my strongest teachers to do intensive work in key areas for next year. I start early with smaller groups.'*

The deputy headteacher is fostering a growth 'mind-set' in children who are achieving a secure level 4 or Level 5 in mathematics. Any child falling into this level of attainment is invited to attend after-school booster classes in Level 6 mathematics which she runs. Research on the growth mind-set shows that pupils who believe they can grow their basic abilities have greater motivation, and higher achievement, than do pupils who believe their abilities are fixed and that teachers can influence pupils' mind-sets. In a growth mind-set, people believe that their most basic abilities can be developed through dedication and hard work – brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.

As a result of the above high quality teaching and learning and effective targeted support and effective use of PP funding, 100% of pupils achieved level 4 and above in reading and maths in 2014 and the school has closed the attainment gap. The school uses the pupil premium funding extremely well utilising the best teachers and employing extra staff to implement specific interventions, leading to an immediate and positive impact on standards for those pupils. Pupils who are supported by the pupil premium do exceptionally well. Table 2 shows that both pupil premium and non-pupil premium both did very well in 2014 with both groups outperforming the national non-pupil premium average in each subject. There is no difference in the school between the achievement of those in receipt of the pupil premium and those who are not, ensuring any gaps in learning are closed.

**Table 2 Performance by Pupil Premium 2014**

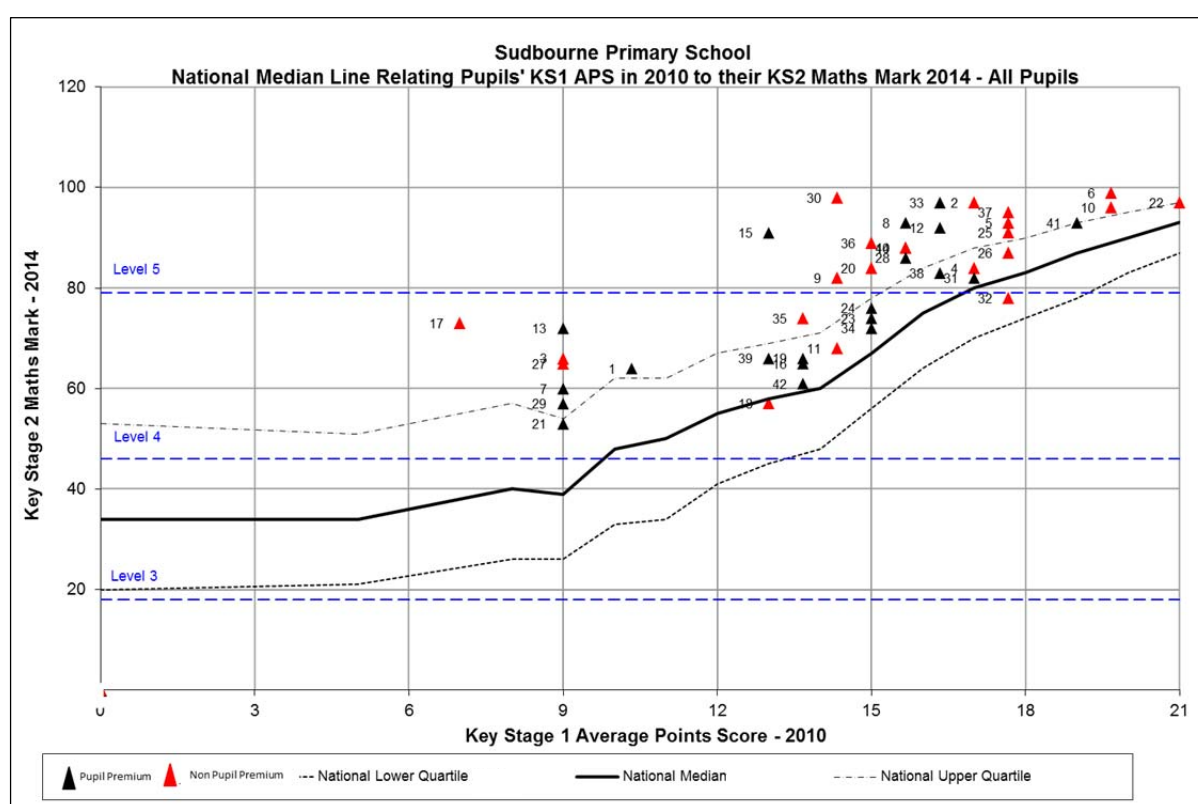
		<b>All Pupils</b>	<b>Non Pupil Premium</b>	<b>Pupil Premium</b>	<b>Within School Gap</b>
	Cohort	42	22	20	
Reading Test	School Results (%)	100	100	100	0
	National Non PP* (%)	92	92	92	
	<b>Difference</b>	8	8	8	
Maths Test	School Results (%)	100	100	100	0
	National Non PP* (%)	90	90	90	
	<b>Difference</b>	10	10	10	
Writing TA	School Results (%)	95	95	95	0
	National Non PP* (%)	89	89	89	
	<b>Difference</b>	6	6	6	

The value-added by the school is also very impressive. KS1 to KS2 value-added data in the graphs, which compare the relative progress made by pupils in Sudbourne with the progress made nationally by all pupils in England, show that pupils have made very good progress. About 61% of the pupils in the school are in the upper quartile in maths compared to 25% nationally, indicating that more than

twice as many children made the highest rates of progress than might be expected. There were no children in the lower quartile – which represents children making the lowest rate of progress. Similar evidence was also recorded between KS1 and KS2 for the school for reading, suggesting excellent progress in all curriculum areas for all groups. This is a school where all pupils make impressive progress between KS1 and KS2.

Overall at Sudbourne pupils make outstanding progress in reading, writing and mathematics both for pupil premium and all other pupils. By the time they leave school at the end of Year 6, pupils' standards are consistently above average and all pupils have fulfilled their potential by exceeding the national expectation in attainment in all subject areas. This picture of outstanding progress and very high standards of attainment is evident throughout the school and year groups (see Figure 2 and Table 1).

**Figure 2: Sudbourne KS1 to KS2 maths Value Added Scatterplot**



### Inclusive Curriculum

Sudbourne's curriculum is rich and exciting and offers all its pupils an equal opportunity to experience outdoor lessons, take part in educational visits, theatre trips, dress-up days, hands-on 'explorer' lessons, 'expert into school days' and show days. The new National Curriculum has been used to enhance and update all the topic based units of work with new themes, resources and learning outcomes. The school uses an enquiry led approach to ensure subjects are taught within a unifying theme. Pupils are provided with a more meaningful, rich and exciting array of classroom experiences, that relate, inspire and enthuse the youngest learners' imagination. This allows the flexibility to respond to pupils' interests within a topic and to incorporate current events and local community projects that provide relevance and real life contexts.

The headteacher commented:

*'Topics begin with an emotional hook. I was walking past Year 3 and saw children wrapped up in toilet paper – they were getting the feel of what it was like to be mummified! It ends with a celebration for parents to come and see. We do not assume that every single child has seen, for example, the river Thames – many of our children will have had all kinds of opportunities but some haven't. We have affluent middle-class children who are rich in language at home but we have others where language is quite limited. We are trying to come up with a way of becoming a talking school where we are all modelling high quality language. We use speaking/talking frames for English and maths and have a 'talking day' to develop mathematical vocabulary.'*

Alongside the inspiring curriculum, further opportunities to broaden children's horizons by offering experiences and opportunities that they are unlikely to otherwise receive, pupil premium grant (PPG) pupils are carefully selected to take part in specific trips. The deputy head explained this process:

*'I will select FSM and PPG pupils to experience life in different ways. We have participated in a 'brokerage project', e.g. a law firm or a financial company invited us to take along some pupils. We chose Yrs. 5 & 6 PPG pupils to develop their social capacity. We are partnered with inter-University which offers after-school tutoring for different groups of pupils. There are weekend trips to give pupils appropriate opportunities. We offered six places last year and four were taken up.'*

### **Pupil Voice**

Pupils have overwhelmingly positive attitude to learning and they contribute to excellent progress. During the interview they speak with great pride about their school.

#### **Do you like coming to school and why?**

*'I like maths, PE and playing'*

*'I like to be with my friends'*

*'We have opportunities to do extra activities that I really like. I also like to see my friends. In Year 6 teachers know you better and have fun with you'*

*'I like school because you have the opportunity to make new friends and learn things with them'*

*'I like school because there is a great opportunity to learn. Some people in other countries do not the opportunity so it's a great opportunity for us.'*

#### **What is special about your school?**

*'When I first came to this school I thought I would get punished but on the second day I made friends and it encouraged me to behave myself'*

*'The headmaster and teachers listen to the kids ideas – not only the adults in the school are special but the kids are. We got AstroTurf and new computers – they listen to your ideas'*

*'This school is special because if a teacher leaves they will find someone nice to replace them. Recently I lost my teacher and we got two teachers from the school who are friendly to replace him'*

*'The teachers are always so friendly. If you need something they will explain it to you. Everyone is nice and friendly'*

*'We have different people coming in – today a Jewish person came to talk to us about their religion and we have had charities and other people coming in.'*

**What is your favourite subject?**

*'PE'*

*'PE, Art, Literacy'*

*'PE, Art, ICT and Literacy'*

*'Art, PE ICT'*

*'PE, Art, Maths'*

*'Art, ICT and Maths.'*

## St Andrew's CE Primary School

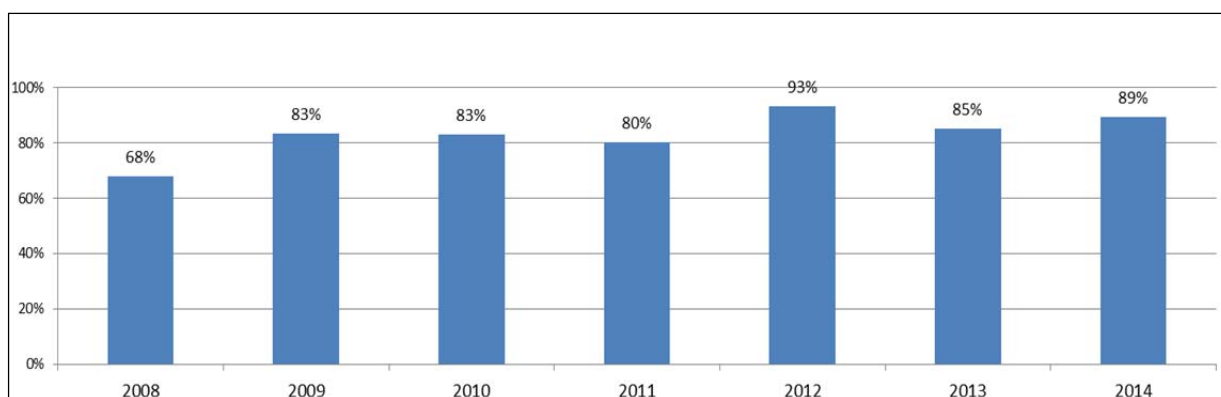
### Background

St Andrew's CE primary school 'is a good school' (Ofsted 2014). It serves one of the most deprived wards in Lambeth. The school is a happy and welcoming community where all pupils are valued and make good progress. There are 207 pupils on roll. The number of pupils taking up free school meals is 27%, above the national average. The school is placed within the second lowest quartile in the benchmarking and statistical families for LA schools based on levels of disadvantage. About 46% of the pupils are from homes where English is not the first language. The number of pupils with a statement of special educational needs is higher than average. Pupils come from a variety of ethnic backgrounds with Black African (28%), Black Caribbean (24%) Black Other (16%), White British (6%), Mixed Race (7%) and Portuguese (4%) comprising the largest groups. There is a breakfast and after school club for pupils. The headteacher is a local leader of education (LLE) and provides support to other local schools.

### Achievement and Standards

The achievement in school is good and the school achieved above the national average in all subjects. The achievement at KS2 improved from 68% in 2008 to 89% in 2014 and has been consistently above the national average.

**Figure 1: KS2 Writing, Reading and Maths Results (combined)**



**Table 1: Key Stage 2 Results 2009-2014**

	2009	2010	2011	2012	2013	2014	National 2014
English	92%	87%	90%	97%			
Reading	96%	88%	90%	100%	100%	96%	89%
Spelling, punctuation & Grammar					96%	89%	76%
Maths	83%	87%	83%	97%	100%	96%	86%
Writing, Reading & Maths combined	83%	83%	80%	93%	85%	89%	79%
Average (Reading & Maths)	88%	87%	87%	97%	100%	96%	88%
Overall Value-Added				100.9	102.3	101.1	100.0

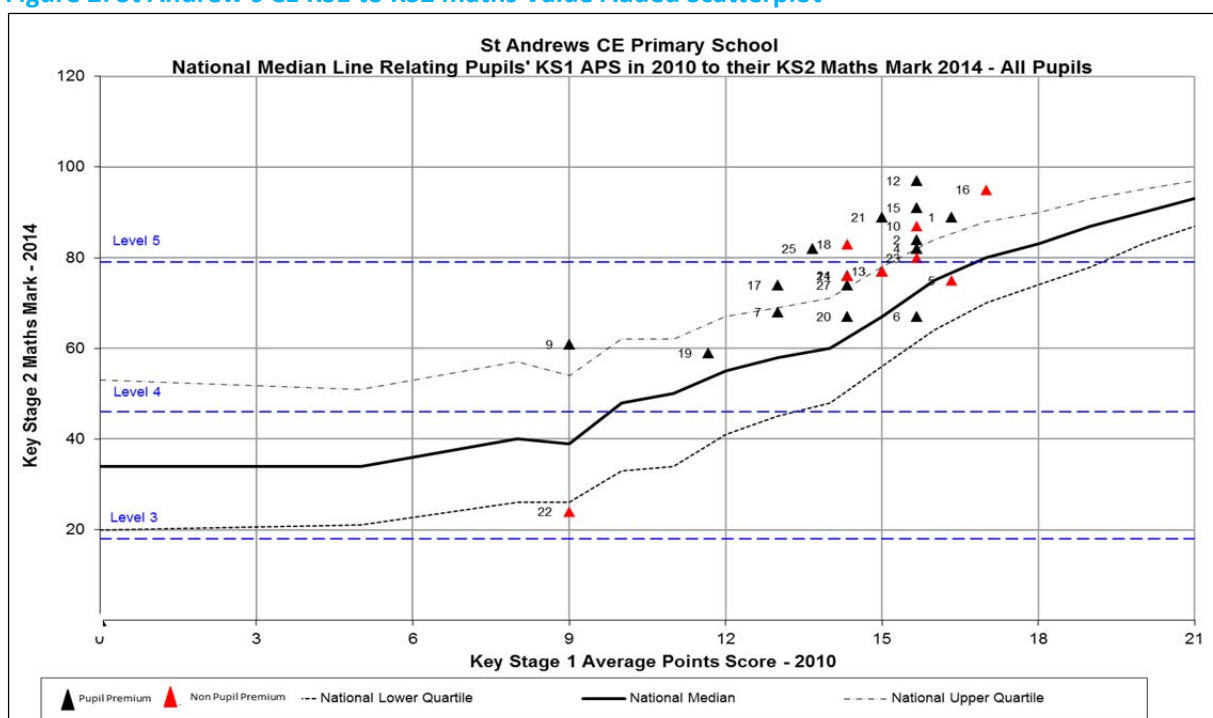
A very high proportion of the KS2 cohort were eligible for the pupil premium. Pupils eligible for the pupil premium funding reach similar levels of attainment to other pupils. They make good progress because they receive effective support from skilled teaching assistants and teachers. In 2014 pupils had high levels of attainment in maths – above the national non pupil premium average.

**Table 2: Performance by Pupil Premium 2014**

		All Pupils	Non Pupil Premium	Pupil Premium	Within School Gap
	Cohort	28	8	20	
Reading Test	School Results (%)	96	100	95	5
	National Non PP* (%)	92	92	92	
	Difference	+4	+8	+3	
Maths Test	School Results (%)	96	88	100	-12
	National Non PP* (%)	90	90	90	
	Difference	+6	-2	10	
Writing TA	School Results (%)	93	100	90	10
	National Non PP* (%)	89	89	89	
	Difference	+4	11	1	

The value-added by the school is also very impressive. KS1 to KS2 value-added data in the graph below, which compares the relative progress made by pupils in St Andrews CE with the progress made nationally by all pupils in England, shows that pupils have made very good progress. About 63% of the pupils in the school are in the upper quartile in maths compared to 25% nationally, indicating that more than twice as many children made the highest rates of progress than might be expected. Similar evidence was also recorded between KS1 and KS2 for the school for reading, suggesting excellent progress in all curriculum areas for all groups. This is a school where all pupils make impressive progress between KS1 and KS2.

**Figure 2: St Andrew's CE KS1 to KS2 maths Value Added Scatterplot**



The school was visited for one day. The meetings and discussion were held with the headteacher, inclusion manager, 2 class teachers, NQT, Pupil Guidance and Support Leader, 2 teaching assistants, pupil and parent partnership leader, SEN specialist TAs, EAL specialist HTLA and 6 pupils from years 4,5 and 6. In addition we carried out lesson observation and scrutiny of relevant documentation including previous Ofsted reports; analysis of pupils' work and attainment data<sup>2</sup>.

This research identified the following success factors in raising achievement and progressing pupils:

- A very strong leadership team
- Effective teaching and learning
- Excellent targeted support and use of pupil premium
- An innovative curriculum
- Effective use of data
- Effective use of pupil voice

### Leadership & Management

*'The school's motto, 'Reach for the Stars', underpins all aspects of the school's work. School leaders and governors are ambitious and they have high expectations for staff and pupils. Leaders have established a strong team of staff who work closely together. Consequently, staff morale is high and pupils achieve well.'* (Ofsted 2014)

St. Andrew's outstanding success in raising standards and narrowing gaps in achievement has been achieved within an area of high socio-economic deprivation (within the top 1% of deprivation) where the most vulnerable children suffer multiple disadvantages. The headteacher believes firmly in working collaboratively and has a gift for setting up relationships on a strong and trusting basis. This has been an important prerequisite to achieving successful outcomes for pupils.

In the past, St. Andrew's was not a high achieving school and the leadership needed to establish some clear improvement strategies. Over the years, a clear vision of high aspirations for children to achieve to the best of their abilities and a collaborative culture has been developed. Affecting the culture of the school was a long-term change process, and identifying the key levers to make this change happen have been through the use of data, leadership and teaching and learning. A focus on data was an important aspect in providing compelling evidence of underachievement and the need to develop high quality teaching and learning in order to raise standards. On the school's journey to success, the headteacher recalls a period of staffing turbulence which inhibited her desire to get to the level of developing pedagogy and improving teaching and learning. In 2007 the school became part of Lambeth LA's 'Best for All Our Children' (BFAOC) programme and this provided the support for improvement which was needed. The 'Best for All Our Children' programme had rigorous monitoring systems to track the progress of individual pupils towards performance targets; monitored the progress of teaching and learning in each school and the status of leadership and management capacity. Outreach workers supported schools to embed systems and policies around attendance and punctuality as well as parental engagement. For example, the introduction of attendance panels with targeted families.

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<sup>2</sup> Details of KS1 and KS2 performance and value-added from:

- Ofsted (2014). *St Andrews CE Primary School Inspection Report*, Ofsted.
- Ofsted (2014). *St Andrews CE Primary School RAISEonline report*, Ofsted.



Since then, the school has gone from strength to strength, with the professional development of staff at all levels, being a first priority. The headteacher has led by example as she studied for an MA, has recently received Ofsted training, taken part in Southwark Diocesan Board's headteacher training, and Coaching and Mentoring training from the Institute of Education. High quality CPD for staff has been delivered over the years by the latter providers. The Senior Leadership Team (SLT) received 'Heads Up' professional development. One of the assistant headteachers and the inclusion manager, both outstanding teachers are non-class based, one developing quality first teaching and the other focusing on SEND interventions. The school has received a number of national awards and are currently being assessed as an IQM Centre of Excellence.

A key priority area for the school is to increase the number of children achieving level 3 at KS1 and levels 5 and 6 at KS2. Year 6 pupils now attend a local Secondary School for level 6 maths lessons. Planned opportunities for G & T pupils within the school include: Digital Leaders, Language Experts, Peer Writers Project. Whilst there was the potential lack of wider opportunity for pupil premium children to excel with regards to extra-curricular activities e.g. sports, arts etc. due to the cost of such activities opportunities now exist through the Cluster and include funded music lessons and after-school clubs.

Pupil Premium funding has enabled the school's teaching assistants to take part in the Institute of Education's 'Maximising the Impact of Teaching Assistants' programme. The headteacher explained why:

*'We are changing the hours our TA's work. At 8.30am they will meet with each class teacher and plan the way they are working, although my objective is tied to my aim to extend their hours to 5.30pm. It's about raising the TA's profile. There is no way they can turn up at 9 am and be prepared for the day ahead. We have to have them working more effectively. They will have new job descriptions which will focus on learning.'*

The roles and responsibilities of the former Learning Mentors has also changed to reflect the significant roles they play in removing barriers to learning. They are now members of the Senior Leadership Team: The Inclusion Manager explained these changes:

*'The roles have changed, they have evolved. We now have a Parent-Partnership leader. We have written her a new job description. She has amazing relationships with parents and they feel they can say more to her than to me.'* There is now a Pupil Guidance and Support Leader, rather than a Learning Mentor: *'He works with children with behavioural and emotional difficulties. He trains the TAs and works with staff, modelling and supporting staff to implement the behaviour policy.'*

St. Andrew's is a strategic partner in the Lambeth Teaching School Alliance and offers training to NQTs and RQTs (in their second year of teaching). They are a lead school for 'School Direct' and have four apprentices training to become TAs.

Sharing best practice with other schools and a desire to work together with other schools is a significant factor in the school's leading role in school improvement, not only as part of the Oval Cluster of Schools, but also with other Lambeth Church of England Schools. The headteacher has initiated ways of working together within the latter group, where the headteachers of Church of England schools meet termly to discuss current issues of educational change, sharing and celebrating successes, school issues and showcasing opportunities. Reflecting on why some schools successfully manage to work together, whilst others struggle, the headteacher said:



*'To avoid the issue of people not working together, we change 'triads' (groups of three schools working together within a larger cluster) we change them round every year – we just pull names out of a hat!'*

Another factor for the success of the Oval Cluster 'working together is: 'because of the strong leadership of Chris Toye', the lead headteacher.

As the Church School Cluster (*Lambeth CE Headteachers Working Together*) is fairly new, the headteacher commented:

*'With the Church Schools, there are similar issues, there is more work to do but it is very much about trust. I am quite open and honest. If things are not going well I ask for help but some might not want others to know.'*

The school 'Cluster' arrangements provide further opportunities for professional development for staff at all levels, for example, for two weeks all schools in the Oval Cluster take part in the 'Inspirational Teaching and Learning Fortnight'. Teachers are invited to offer to be observed or to observe inspirational lessons to share best practice. There are plans to extend this to SENCo /Inclusion Managers looking at interventions which impact on pupil achievement by visiting other schools.

Successful bids for funding through the Cluster resulted in St. Andrew's having access to a Family Support Worker. In addition the school was successful in a bid for funds to supplement pupil premium funding for the employment of a Speech and Language Therapist and a psychotherapist to work with children and families.

### Effective Teaching and Learning

The teaching staff is young and enthusiastic and highly values the training opportunities they receive in the school. An NQT enthusiastically describes the support he receives:

*'My NQT training is with the Lambeth Teaching School Alliance, Henry Fawcett, Wyvil and Vauxhall. I pick up lots of ideas and good practice. I receive in-school support from the SENCo and the assistant headteacher. I am very aware of PPG pupils 50% are middle or high achieving. I chat with the headteacher about questioning, task appropriateness and pairings. There is an open-door policy with the SLT and they are accessible. They provide invaluable support for particular children and colleagues know pupils well. The size of the school helps as everyone knows the pupils but also the deployment of all the staff. As an NQT I have one of the most experienced TAs and she can support me. There's a wealth of interventions and people feed back to me on what they have been doing with a particular child, even by email – it's very helpful.'*

The NQT's comments were borne out in a mathematics lesson observed in his class. The lesson was jointly led with an assistant headteacher, (who modelled excellent questioning skills and expert pupil management), and an experienced teaching assistant leading a group. The lesson had a range of imaginative strategies to motivate and inspire pupils and there was a clear grasp of what pupils of all abilities needed to do to make good progress in their understanding of the properties of 3D shapes.

Teachers speak confidently about the types of interventions PPG pupils need. A Year 2 teacher explained:

*'Our interventions take place inside and outside class. We have a large number of high quality support staff. Staff are trained in using toe-by-toe, phonics based, reading catch up. They have ten minutes every day. Each member of support staff works with individual children each day. We squeeze it in wherever we can but the children never miss any whole class direct teaching. I have a 'School Direct' student in my class and this helps give pupils additional support.'*

The Year 2 teacher gave an example of the progress PPG pupils have made as a result with the right intervention:

*'Last year, pupils came into Year 2 at Level 1 and came out at 2c and 2b. Their confidence and learning attitude developed – they progress when this is overcome. Their self-confidence increases with all the enrichment activities, school assemblies and trips they take part in. It all makes a difference.'*

Teachers also appreciate the input they have received from the SENCo/Inclusion Manager:

*'This year we have had input from Laurel, different teaching strategies, analysing learning barriers, how we can support pupils who are underperforming, and emphasis on IEP targets which are incorporated into our planning. The SLT have got us to look at the structure of our lessons, going about it in an inventive way.'*

Pupils with EAL receive pre-teaching to work through specific vocabulary in humanities subjects before the lesson begins. An example was provided of a child with EAL who came into a Year 5 class working at 2b: (the child left in Year 6 last year): *'The child had SEND and had two writing lessons a week with the HLTA (EAL). In that year he made one whole level of progress.'*

### Use of data

The school is effective in using data to monitor attainment, track pupil performance, measure the effectiveness of teaching and learning, guide curriculum development, target interventions and identify pupil's achievement and to set targets. The school use Raiseonline, LA data and the school's own teacher assessment data. During our visit we observed the following good practice in the use of data:

- The school use data to inform planning, allocation of teaching and other staff and resources and to challenge expectations of staff, pupil and parents. The leadership team also use data to monitor the impact of targeted interventions such as PP grants designed to improve the progress of individual pupils and groups and to narrow gaps in attainment
- School use data rigorously to monitor the gap between the performance of cohort, groups and individuals, compared to national, LA and similar schools
- Data is analysed not just by subjects and class but by year group, ethnic group, gender and free school meals. The data used in school always has been quite robust and is shared with all teachers, SMT, TA, Learning mentors and SENCO.
- All staff knows what school data reveals about the attainment and standard in the school. They know where they fit into the bigger picture for the school, what their contribution needs to be, which subjects the school excels in, and which require more work in comparison to similar schools, the LA and national average.

- At classroom or pupil level the effective use of data enabled the school to highlight weakness as for individual pupils, inform accurate targets and to provide evidence to support decisions as to where to focus teaching and resources.
- Data is used to monitor additional support for targeted interventions, booster groups, one to one support and more personalised differentiated teaching and learning.
- Data is used effectively in pupil progress meetings.

The school works hard at keeping the data simple and developing the data management system to ensure it is used by everyone. In order to have a productive pupil progress meeting it was essential for the school to have detailed data to facilitate meaningful discussions about individual child's attainment and progress. As a result the school have developed a simple system of tracking data from the moment the child enters the school. Everyone understands the data. The head commented that *'she kept it simple and as a result teachers, governors, all staff use data effectively to drive improvement'*. We would argue that this is a robust strategy in effective use of data. Data used in school needs to be provided in a simple and consistent way to ensure it is effectively used by teachers. It is also important to recognise it does not really matter what systems a school uses for data collection and analysis, as long as it is not over complicated and does not overburden the school with information. It is clear from our observation that the school is carrying out effective assessment and data is used in posing appropriate questions. Data is disseminated in the school to make sure that each person using it knows what it means and every one able to interpret the data and to flag up any problems and issues the data raises for action.

### Targeted Support and Pupil Premium Funding

PP funding has contributed significantly to staff development, deployment and training as illustrated above. Quality first teaching is the first priority and therefore there is an ongoing need to support teaching and learning through staff training. Two teachers and one member of support staff are undertaking MA level study. All support staff have achieved NVQ Level 3 and a TA recently qualified as a HLTA.

St. Andrew's aspires to support families in overcoming the multiplicity of challenges some face, so that children can thrive and reach their full potential. The Parent-Partnership Leader plays a key role in this respect; arranging parent workshops on, for example, 'understanding tax credits', 'eating on a budget' and 'back to work' strategies. She monitors attendance and punctuality and explained the process:

*'We have panels where we go through the report and see anyone with attendance falling below 95%. I chat with parents about it and if it gets worse I'll arrange a more formal meeting with the Chair of the Governing Body, the headteacher and the Pupil Guidance and Support Leader. As a small school we know families very well. Sometimes the FSW is involved if we know there are family problems. I grew up with the same background as our parents on the same multi-cultural estate. They see teachers as formal, they might feel they do not want to cross the line, I help them get their foot in the door.... bridging the gap. The next generation of parents coming up, some are very scared of school. I had to take one young parent by the hand and lead her into the school to deal with her issues she was in such a state.'*

Overcoming the emotional and social barriers that both children and sometimes parents experience is one of the reasons why the school have invested pupil premium funding in developing the roles of support staff. The Pupil Guidance and Support leader commented:

*'Parents may have had a very difficult experience themselves with school and we have to let them know that we are there for them as well as for the kids. We are a small school and this helps. We look at the social and emotional aspects, and how this impacts on their children's academic progress. We focus on how they are getting on with life and their next steps. Pastoral care is very important – the mixed backgrounds of staff all helps- we all work together and bounce ideas off each other.'*

The Pupil Guidance and Support leader gave an example of the impact his work has had on a particular pupil:

*'In Year 4 a FSM pupil had serious anger issues. He was in danger of not achieving his targets. He was one of seven children living in overcrowded conditions and his mother had cancer. He was so angry he used to smack himself... he was always in trouble and his older brothers gave him a hard time. He came to one of my behaviour groups. We identified situations that would get him into trouble, explored what anger is, like a bomb. I tried to get him to the point of choosing to make a change in his behaviour. I spoke to teachers about positive praise and how they could respond to him. I spoke to the TAs about this boy and what we were doing for him. We started to build his self-confidence and in Year 6 he achieved Level 4 or above in all subject areas. He came back to visit us from his secondary school the other day. He is doing well but his older brother is in trouble with the Police'.*

The HLTA who speaks, French, Spanish and Portuguese offers EAL support to pupils and families, observe: *'We are very strong, we are a family as a whole school. Everyone can depend on each other.* She gave the example of successful interventions with EAL pupils:

*'The child arrived at the end of Year 5 with no English although he was fluent in Spanish which he spoke at home. I met with the parents and supported the family who wanted him to succeed. We provided 1:1 support and Spanish translation with a peer-buddy. By Year 6 he achieved Level 5 in maths and Level 4 in English.'*

*'Another child came from Brazil into Year 5. He had supportive parents and was excellent in Portuguese. The family situation was idyllic. He achieved Level 4 in maths and English. We are a very inclusive school so the child would not have any hindrances.'*

*'A child came into Year 2 straight from Colombia. He could speak no English at all, but he is working at Level 6 in maths and Level 5 in English. Working with his parents was very helpful.'*

The school offers Adult Literacy classes for parents and Stages 1 and 2 ESOL classes, and Crèche facilities are available for young children. The Parent-Partnership Leader encourages parents to attend all meetings and there is now a very good turnout for parents meeting because of her friendly approach. Coffee mornings for parents of SEN pupils are also well attended and offer a supportive environment where they can share experiences.

When asked whether the school could do without the pupil premium funding which has enabled them to develop the skills of support staff to enable them to address the social and emotional needs of children and families, they responded:

*'Come and live in our world – a term or a year'! Children would not have a successful future because we all make a difference.'*

*'If you don't look at the whole family but just at the child, you are going to have a seriously dysfunctional society.'*

The support staff appreciate the opportunities that have been opened to them by the leadership and one remarked:

*'She trusts us, all her faith and confidence she has in us. She lets us get on.'* Another commented: *'I have never been to her with an idea for a job and she has said it wouldn't work. She always lets you try it out.'*

Ofsted noted that one reason for good progress of pupil eligible for the pupil premium funding in the school is because they receive effective support from teaching assistants:

*'The school have highly trained teaching assistants and they provide good support to pupil premium, English as additional language and SEN pupils. They deliver small groups of lessons as well as one-to-one support in class to help pupils to understand what they are expected to do. Consequently, these pupils make good progress at similar rates to their classmates.'*

We agree with Ofsted. Teaching assistants provide valuable support to all groups needing an extra boost in the classroom and this helps all pupils to make progress at a similar rate.

### **Inclusive Curriculum**

Apart from a broad, balanced curriculum which includes a wide range of enriching activities, throughout the year there are many trips and visits as well as an annual school journey in Year 4 and Year 6. Music and art are particularly strong and the school has been awarded the Arts Mark Gold and Inclusion Quality Mark. There are a number of after school clubs that give pupils the opportunity to try something new including Spanish, French, various sports, drama, art, ICT and martial arts.

### **Pupil Voice**

As part of pupil voice we asked a pupil focus group of 6, 'Do you enjoy coming to school? Why your school is special? What is your favourite subject?' They commented during the focus group discussion with the following statements.

#### **Do you enjoy coming to school?**

*'Yes, I get a good education, we have kind teachers, good teachers that teach us the right things to do and don't let us do what we want'*

*'The teachers they teach what we want to know and they help us do maths and English. They are kind'*

*'Every day we learn something new. There is no bullying here. We have an anti-bullying week'*

*'Teachers are strict when they need to be strict but they are really kind'*

*'I look forward to coming to school because the teachers are very kind and help us achieve our targets. When you do something wrong they are strict about it and it teaches you a lesson. If you need help you get support'*

*'I struggled with my maths and I got extra support. Teachers are kind and if you are in trouble we have a traffic light system.'*

### **Why is your school special?**

*'If you are having difficulties and if your speech is rough you can see a speech and language therapist – I had a stammer!'*

*'The teachers here help you'*

*'When I came here I knew no English and Miss Claudia who knows three languages, she helped me understand and now I am really good. I am aiming for Level 6 maths and reading and 5a in writing. I had extra support from other teachers. Booster classes helped me'*

*'I think it is special because some primaries are big and here they pay attention to everybody. They know everything that is happening. Everyone is really close we are like a big family in a way. Everyone helps us. Small schools are better because you get more help and more safety. If it is a big school there wouldn't be a lot of teachers in one place, you can see each other here and play with other children'*

*'Key Stage 1 and Key Stage 2 have separate playgrounds... you wouldn't want to hurt them'.*

*'If you are new here it wouldn't take long to make friends'*

*'If you are in a lower key stage you are taken care of by older children.'*

### **What is your favourite subject?**

*'My favourite subject is writing because writing helps you at secondary school'*

*'Maths because it really makes my brain think hard and if I understand it quickly Sir asks me to help others'*

*'Maths because if we don't understand it we wouldn't know how to do + - x etc.'*

*'Maths – we are learning new things. We have done SATS papers and a mental maths paper today'*

*'Art you get to express yourself and it helps you at Secondary school'*

*'Maths because I really like numbers and shapes. I like algebra as well.'*

The pupil voice suggests that the pupils are very happy and feel very proud about their school. It also confirms St Andrew's is a good school which has a happy learning community. There are very clear shared values and pupils have excellent attitudes to learning and get a good education.

### Background

Vauxhall primary school serves one of the most deprived wards in Lambeth. There are 233 pupils on roll. Many pupils come from disadvantaged economic home circumstances. The number of pupils taking up free school meals is 54%, well above average. The school is placed within the upper quartile in the benchmarking and statistical families for LA schools, placing the school in the top 25% of Lambeth schools with the highest levels of disadvantage. There is a high proportion of pupils joining and leaving the school at non-standard admission times. Over 73% of the pupils are from homes where English is not the first language. The number of pupils with a statement of special educational needs is more than average. The majority of pupils are from a wide range of minority ethnic groups and speak more than fifty different languages. Most pupils come from African (42%), Caribbean (12%), and White Other (9%) backgrounds.

Vauxhall is characterised by its high expectations and the high achievement of its pupils. It provides a calm, nurturing learning environment where teachers and staff really know pupils and their parents, and every child can flourish. Vauxhall aims to enable all its pupils to realise their full potential, despite their starting points and provides them with every opportunity to succeed. The school supports and stretches pupils to find their talents through rigorous and engaging learning both within and outside the classroom. Through outstanding leadership, exceptional teaching and support, Vauxhall provides an inspirational environment which celebrates success and encourages pupils to strive for excellence in everything they do.

The most recent Ofsted inspection graded the school as outstanding in all areas (see Ofsted 2012). In addition to the importance of academic achievement *'the school seeks to provide many opportunities, often in partnership with other organisations, for the children to develop talents and interests in the arts, sports and environmental education. Pupils and staff commented on the distinct 'family feel' and every member of its community refers to their 'Vauxhall family.'* There is a passionate drive to ensure that no child is left behind and that each pupil achieves their potential to the fullest' (Head of School). Evidence from the school performance also suggests that pupils make good progress between key stages and this has placed the school in the top league in value-added nationally (see Figure 1 and Figure 2). The key stage data also shows that the school has had an impressive improvement rate in the last five years.

Central to Vauxhall's success in narrowing the achievement gap and ensuring pupils progressing are:

- Exceptionally strong leadership team
- Effective teaching and learning
- Effective use targeted support and use of pupil premium
- Effective inclusion policy and practice
- Effective use of data
- Effective use of pupil voice

The evidence used for this report included interviews with senior managers and pupils and scrutiny of relevant published, current and, where applicable, previous inspection reports and surveys involving the school, and performance data, including RAISEonline<sup>3</sup>. During the day spent at the

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<sup>3</sup> For details of KS1 and KS2 performance see:



school for the case study, the following members of staff were interviewed: the head of school, inclusion manager, class teachers, teaching assistants and pupils across the school.

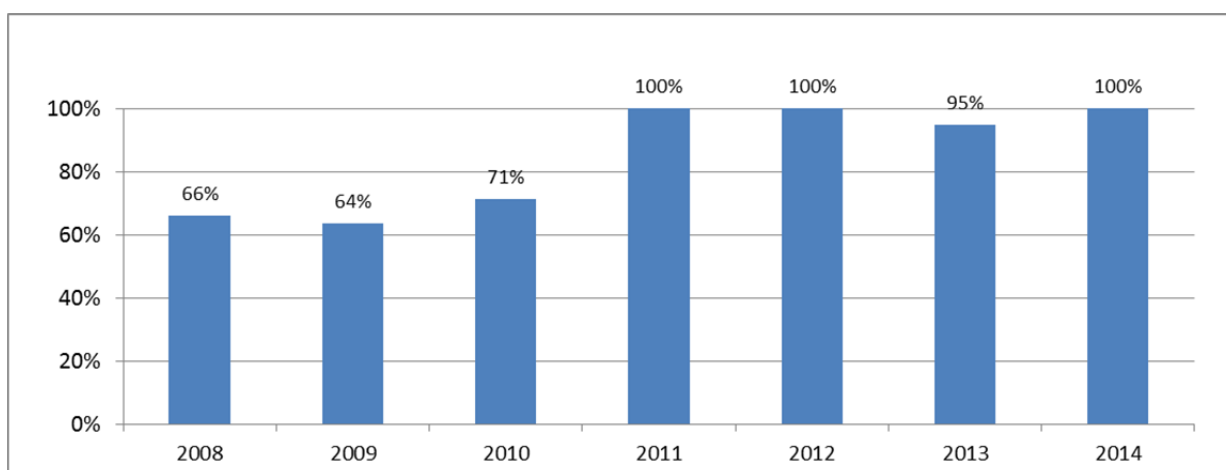
The following report considers the evidence collected from those interactions and draws conclusions from these and more informal observations, conversations and discussions made during the day.

### Achievement and Standards

Vauxhall is highly successful in narrowing the achievement gap. There are no differences in attainment and progress of pupils regardless of their ethnicity, socio-economic circumstances, levels of English fluency, or SEN. This is evident in the outcomes of end of key stage tests. This success has been made possible by excellent inclusive practices and the effective use of pupil premium funding.

Pupils' acquisition of basic skills in literacy and numeracy is seen as fundamental to their future success. At key stage one there is a focus on basic skills including phonics, reading, number and computation. Pupils are given every opportunity to develop and consolidate these skills by the end of the key stage. The expectation is that only in exceptional circumstances (newly arrived pupils or those with severe SEN) should a pupil require intervention beyond Year 3.

**Figure 1: KS2 Writing, Reading and Maths Results (combined)**



Overall pupils have made outstanding progress across the school with the majority of children working at or exceeding age-related expectations. Termly tracking of progress enables the SLT to intervene at the earliest possible time to match pupils' needs to specific provision.

The school's leaders believe passionately that the pupils should achieve their best during their time at Vauxhall. Table 1 shows how successful they have been in ensuring that this happens. Despite challenging circumstances and low attainment at entry, results for all pupils at KS2 have improved consistently over the past five years under the leadership of the executive headteacher and the head of school. The school is one of the fastest improving schools in Lambeth. The school's achievement at

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- Vauxhall Primary School, *School Profile: Making Figures speak for Themselves*, Lambeth Research and Statistics Unit, November 2014; p.1-18.
  - Ofsted (2012). Vauxhall Primary School Inspection Report, Ofsted, November.
  - Ofsted (2014). Vauxhall Primary School RAISEonline report, Ofsted.



KS2 improved from 64% in 2009 to 100% in 2014 and remained at this level for three of the last four years. This is significantly above the national average of 79% in 2014.

**Table 1: Key Stage 2 Results 2009-2014**

	2009	2010	2011	2012	2013	2014	National 2014
English	82%	81%	100%	100%			
Reading	86%	90%	96%	100%	95%	100%	89%
Spelling, punctuation & Grammar					86%	96%	76%
Maths	64%	86%	100%	100%	95%	100%	86%
Writing, Reading & Maths combined	64%	71%	100%	100%	95%	100%	79%
Average (Reading & Maths)	73%	83%	100%	100%	95%	100%	88%
Overall Value-Added			102.5	101.9	101.5	102.3	

Overall at Vauxhall, pupils make outstanding progress in reading, writing and mathematics. By the time they leave school at the end of Year 6, pupils' standards are consistently above average. This picture of outstanding progress and very high standards of attainment is evident throughout the school and year groups (see Figure 2 and Table 1).

### Leadership and Management

Leaders, staff, and governors are fully committed in supporting the drive for the highest levels of achievement and personal development for every pupil. Teamwork is extremely strong. Everyone's contribution is valued and morale is high. The executive headteacher and the head of school have set out a clear agenda for the development of the school. They are positive role models, leading by example. Support for teaching is very effective, with excellent systems in place to check on the quality of teaching and its impact on pupils' progress. Able middle leaders contribute very well to this process both through lesson observations and very regular analysis of pupils' work and through sharing the best practice with colleagues. All of this has ensured that teaching is outstanding. Additional funding to support the learning of disadvantaged pupils and of vulnerable pupils has been used wisely, as shown by their remarkable achievement. This illustrates the school's great success in promoting equal opportunities for all of its pupils.

The head of school is fervent in his desire to ensure that children achieve the highest standards, in all aspects of the curriculum. Apart from his inspirational and efficient school leadership he is an excellent role-model as a 'leader of learning' and his passion for every pupil to succeed is supported by his constant efforts to improve outcomes for pupils. For the past two years he has achieved his goal which has been to ensure that by Year 2 every child is able to read, write independently and have a mastery of numbers appropriate to their age, with a significant proportion exceeding this. This continues to be an ambitious target when attainment on entry to the Nursery is well below average. The implementation of the rigorous phonics and number programmes are a consequence of his innovatory leadership.

Another example of the leadership's innovation has been a 'mastery' based assessment model which has been implemented, specifically set against National Curriculum statutory competences. There is a direct relationship between what the children are being taught and what is assessed and specifies

what the children can actually do, with a requirement to validate this by a 'yes' or 'no' response (binary). The assessment is both formative (and therefore informs teachers' planning) and summative with a reporting mechanism which is 'parent friendly'. The head of school explained the purpose of this type of assessment:

*'Our needs made us innovate – we see something in it for us. I don't wait; I have the autonomy to just do it. As soon as we received autonomy from the national government to decide on our school-based assessment system, we developed our own web-based database, driven by the concept of mastery learning, eventually funded by the National College of Teaching and Learning. Now other schools in our cluster are using it and some schools in the Norfolk LA have expressed interest in it, and so are some schools in Jersey.'*

Vauxhall is at the forefront of leading edge practice through researched based learning and development as part of 'The Oval Learning Cluster' of schools. There is an ongoing commitment by the leadership to the dissemination of practice locally, nationally and internationally and this now extends to making commercially available some of its latest 'masters' curriculum and assessment programmes. Vauxhall was the only primary school asked by the OECD to present its experiences on successful implementation of educational policies, attended by delegates from 30 countries.

### Targeted Support and Pupil Premium

The pupil premium grant has enabled the school to offer a range of curriculum enrichment activities which have proved successful in developing children's confidence, and boosting self-esteem whilst also improving standards in mathematics and Year 1 phonics and KS2 outcomes. There is 1:1 reading support, additional level 5 mathematics, small group springboard mathematics support, English, mathematics and revision materials for Years 5 and 6, 1:1 phonics support and reading intervention, staff training on outstanding teaching, the release of teachers for pupil progress reviews sessions three times a year, extended services including a wide range of after-school clubs. As a result of such support and outstanding provision *'progress by FSM pupils in all subjects exceeded expectations and attainment is within age-related expectations. In particular the percentage of FSM children classed as 'more able', is growing each year. By the end of Key Stage 2, the % children achieving the higher level 5 in all core subjects are significantly higher than the national average.'* (head of school).

Pupil premium funding has been used to subscribe to 'Mathletics' and this has contributed to the consistently improving standards in mathematics. In Years 5 and 6 an extended school day has been implemented in the Spring and Summer terms when the school begins with breakfast at 7.30 am and additional English and maths lessons begin at 7.45 am. Attendance is almost 100%. Pupils have small group lessons in grammar, writing, mental maths, and it is also a time for *'plugging the gaps'* and *'going back to basics'* (Year 5 teacher). From 9 am Years 5 and 6 revert to the curriculum as usual.

Further investment in reading has resulted in the Year 1 Phonics Screening Check outcomes to be above national average. This has also been true for the end of Key Stage 2 outcomes where FSM pupils outperformed their peers nationally in reading, writing and mathematics.

Teaching assistants play a vital role in supporting children in small groups, individually in EYFS and in both key stages. Roles are flexible with some TAs teaching phonics, number masters, taking story time with a whole class and administrative tasks. Others run breakfast and after school clubs. They know the children and families well and gave examples of successful outcomes for individual children on FSM which they had worked with:

*'Child A: I worked with him from Year 1, he had slight cerebral palsy but that didn't impact on his general learning. He started off making huge letters when writing but his writing is now smaller and he's a top speller and his literacy is quite strong. He's now in Year 3 and attends after school clubs.'*

*'Child B': He came into EYFS from Colombia and didn't speak a word in English, or Spanish. He made noises and couldn't say any vowel sounds. His mother took him to visit a special school but he showed them his Vauxhall badge and his mum bought him back here. He was very timid. He is now in Year 2 and you can have a conversation with him, he is reading and he approaches adults. He never did that before. His mother is very happy, very involved in his homework.'*

The talented, flexible and mature teaching assistants (many live locally) represent a wider age range than many of the teachers and speak various community languages which is a great help in communicating with parents. They also feel that they have an in-depth knowledge of the children they support as they see them in the playground, at lunchtime and in after-school clubs, as well as the classroom.

In order to fully explore the socio-economic background of children and families at Vauxhall, the school has examined pupils' postcode areas and plotted them against the Indices of Multiple Deprivation (IMD). IMD is based on the idea of distinct dimensions of deprivations experienced by individuals living in an area. Seven main types of deprivation are considered in the IMD 2010 – income, employment, health, education, housing and services, living environment and crime and these are combined to form a measure of multiple deprivation. As a consequence of the findings, the school set up a breakfast club as a starting point, targeting pupils who were always late for school. Getting pupils in for breakfast impacted positively on attendance and punctuality rates and currently over 70 pupils attend the breakfast club.

Another aspect of deprivation in the local population is the level of skills and training which is among the lowest in the UK. This confirms Vauxhall's baseline assessment of pupils. Attainment on entry to the school is below typical national average. The level of home support that the school can expect is low, not because of lack of parental aspiration, but because many parents do not have the ability to help. Therefore the school puts a focus on the development of basic skills.

Improving pupils' health has led the leadership to successfully bid for Vauxhall to become one of the four pilot schools with high numbers of pupils who have FSM to receive sponsorship from Nike's 'Move it' programme which provides physical activities (with sports coaches) for all pupils in Years 5 and 6.

Overall pupil premium funding was used to deliver a wide range of intervention strategies to raise attainment in reading, writing, communication and mathematics. The school intervention and targeted support strategies were effective because they were driven by pupil's the academic, emotional and social needs. The classes we observed get lots of support from the class teacher, TA and learning mentors. As a result of high quality teaching and learning, effective tailored individual support and effective use of pupil premium funding, the school closed the attainment gap. Table 2 shows that both pupil premium and non-pupil premium pupils both did equally well in 2014, with 100% of both groups getting level 4+ in each of reading, maths and writing. Both groups also outperformed the national non-pupil premium average in each subject. Ofsted also commented:

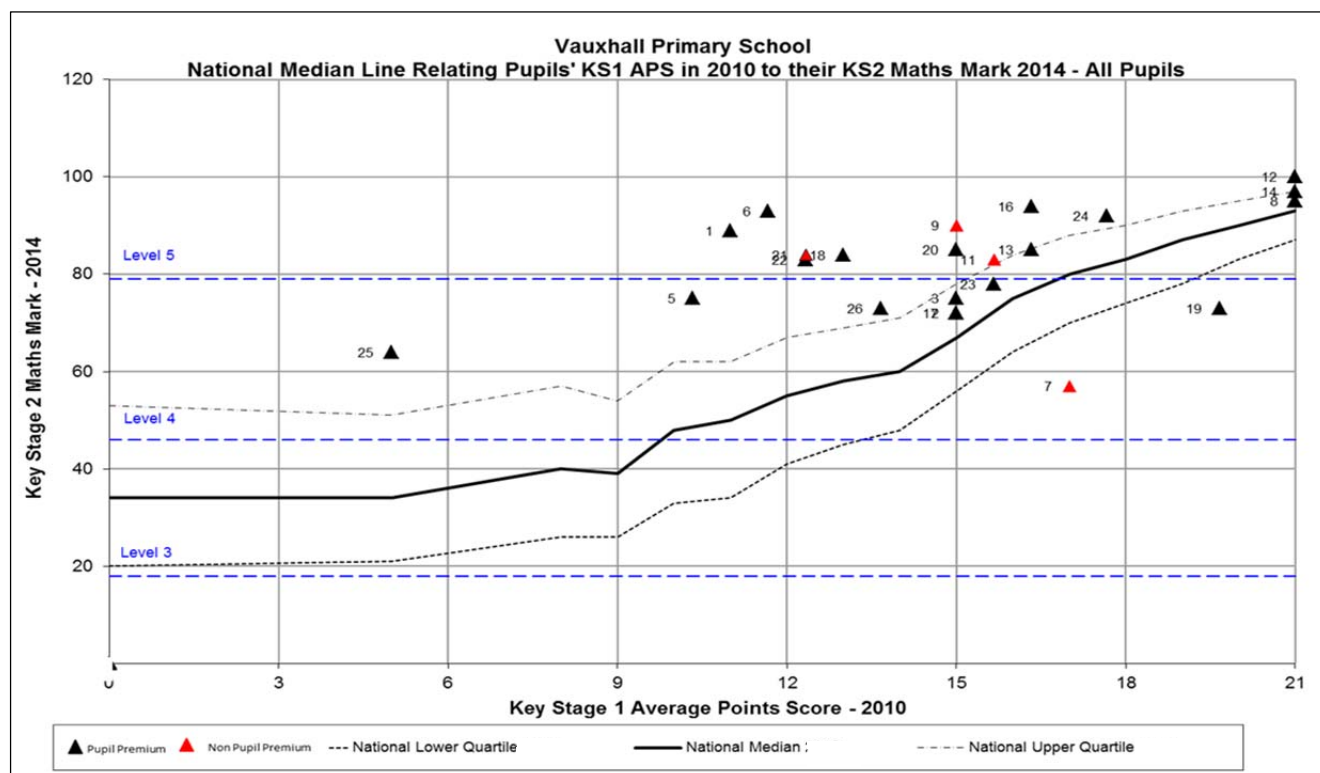
*'The school is highly successful in closing any gaps in the attainment and progress of pupils. Those who are eligible for the pupil premium, for example, achieve at least as well as all other pupils in the school and better than similar pupils nationally.'*  
(Ofsted 2012)

**Table 2: Performance by pupil premium 2014**

		All Pupils	Non Pupil Premium	Pupil Premium	Within School Gap
	Cohort	23	5	18	
Reading Test	School Results (%)	100	100	100	0
	National Non PP* (%)	92	92	92	
	Difference	+8	+8	+8	
Maths Test	School Results (%)	100	100	100	0
	National Non PP* (%)	90	90	90	
	Difference	+10	+10	+10	
Writing TA	School Results (%)	100	100	100	0
	National Non PP* (%)	89	89	89	
	Difference	+11	+11	+11	

The school was congratulated by the Education Minister for the effective strategies it has employed to improve the achievement of disadvantaged pupils and closing the gap in 2015. It was also nominated for the Pupil Premium Awards and has received £25,000 by winning the High Aspiration award from the DfE. The school has recently been shortlisted in the 2015 TES Schools Awards for three categories- Primary School of the Year, Healthy Schools Award and Mathematics Team of the Year award. This is the first time that a school has been shortlisted in three categories!

**Figure 2: Vauxhall KS1 to KS2 maths Value Added Scatterplot**



The value-added by the school for pupil premium pupils and other pupils is also very impressive. KS1 to KS2 value-added data in the graphs below, which compare the relative progress made by pupils in Vauxhall with the progress made nationally by all pupils in England, show that pupils have made very good progress. About 61% of the pupils in the school are in the upper quartile in maths compared to 25% nationally, indicating that their progress is greater than would be expected given the average rate of progress. The interquartile range performance is 30% compared to 50% nationally suggesting the pupils progressed better than expected. Only 9% are in the lower quartile range making less progress, compared to 25% expected nationally. Similar evidence was also recorded between KS1 and KS2 for the school for reading, suggesting excellent progress in all curriculum areas for all groups. This is a school where all pupils make impressive progress between KS1 and KS2.

### Inclusive Curriculum

As a fully inclusive school, Vauxhall is wholly committed to providing equal opportunities for all pupils. It is committed to overcoming barriers to learning and meeting any special educational need to ensure that all pupils make good progress. A relentless pursuit of excellence for all pupils underpins the work of the school. The carefully chosen and meticulously planned, high quality curriculum ensures that pupils' academic, social, cultural, physical, moral and spiritual development is addressed. The school's proactive approach to change led to the adoption of the new national curriculum a year before most schools. A focus on early consultation and training of all staff has supported familiarisation and understanding of all aspects of the curriculum at a very detailed level.

As a school with over 70% EAL pupils, it sees fluency in English as vital to pupils' future success. Therefore through the teaching of English, all children learn important skills which will enable them to communicate with others and will help them to understand and access the rest of the school curriculum. By Year 2 *every* child is able to read, write independently and have a mastery of number appropriate to their age, with a significant proportion exceeding this. Over the past two years this has been achieved through carefully targeted teaching of phonics, and 100% of pupils are reading by the end of KS1. Every single member of staff has been trained (including office staff) on the delivery of the school's phonics programme. This is to ensure that if for any reason a teacher or teaching assistant is absent, another member of staff can step in to teach phonics to one of the small groups. The Phonics Screening Check results by the end of year 1 are higher than the national average. Reading by the end of key stage two is significantly above both local and national averages. The innovative mathematics curriculum is aimed at developing pupils' computational fluency by achieving mastery in numbers and calculations. To achieve this, the school has pioneered the development of Number Masters, which is being used at key stage 1. Number Masters is a comprehensive mathematics programme, delivered in small groups for 15-20 minutes daily to enable young pupils to develop strong mastery of numbers and calculations, a key to mathematical success. A love of mathematics is developed from the Early Years/Foundation Stage by ensuring that pupils engage in enjoyable, practical activities. This exciting mathematics curriculum ensures that by the end of key stage 2, pupils outperform their peers nationally. Exceptionally able mathematicians successfully attain level 6 in mathematics by the end of Year 6. The school ensures that teachers' subject knowledge is consistently refreshed and enhanced by a robust professional development programme.

Vauxhall regularly seeks high quality partnerships with public and private organisations to extend the breadth and reach of pupils' curricular and co-curricular opportunities. This includes annual performances at The Royal Opera House with the Royal Ballet, mathematics master classes with the Royal Institution, staging of Shakespeare plays at the Peacock Theatre, or pupil exhibitions at the Tate Modern. The school choir has sung at the Royal Albert Hall, and Year 5 has been engaged in writing and performing a play at the Polka Theatre.

The Oval cluster of nine schools, which includes Vauxhall, contributed funds to provide 30 after school clubs, with specialist coaches in basketball, tennis, taekwondo, boxing, netball, rounders and football. There are a dazzling range of clubs for homework, gardening, guitar, cookery, knitting, ICT, pot-making, film, drama, Arabic and Mandarin. ESOL classes are also available for parents. Curriculum enrichment/enhancement activities include Science investigation day, World Book Week, Science inter-school quiz, Debate Mate, Digismart, and a General Knowledge inter-school quiz. With the introduction of the new, dynamic PSHE programme, Promoting Alternative Thinking Strategies (PATHs) in key stage 2 classes, the children are gaining a broader more in-depth learning experience which has already had a positive impact on their behaviour. Children gain a deeper understanding of how to interact in social situations and how to problem solve.

### Effective Teaching and Learning

Due to the significantly high numbers of EAL pupils at Vauxhall, EAL teaching principles inform classroom pedagogy and are incorporated into lesson plans. This includes the use of talk partners, sentence starters, speaking frames, collaborative working strategies etc. The impact of this has been that the achievement of EAL pupils is considerably better compared with their peers nationally. The quality of teaching and learning was judged to be outstanding by Ofsted in 2012. The inspection report stated:

*'High quality teaching has had a significant impact on the impressive rise in pupils' achievements over the last three years. Teachers create well-ordered and stimulating classrooms in which purposeful learning takes place. They have a calm and consistent approach to managing behaviour, which all pupils respond to well, including those who have emotional or behavioural difficulties. Pupils are in no doubt what is expected of them.....Teaching is particularly effective when adults ask pertinent questions to develop pupils' understanding. They get pupils started on well-tailored activities quickly and assess the quality of learning that is taking place thoroughly, correcting misconception and moving pupils to their next learning steps as soon as they are ready. ...The use of additional staff in lessons to support individual pupils with specific needs or groups of pupils is very effective, so all pupils are purposefully engaged in activities and learning well. Work in pupils' books is marked well with clear next steps identified so pupils know precisely how to improve.'*

Various monitoring activities also provide evidence of inclusive practices in teaching and learning which are consistently being applied from the point of planning to implementation and evaluation/assessment.

Outstanding teaching of early number, the daily phonics teaching and reading in the Early Years Foundation Stage and in Years 1 and 2 provide a firm foundation for children in basic skills. The involvement of teaching assistants in teaching phonics and mathematics enables children in Years 1 and 2 to make excellent progress as they are taught in small groups, where activities and resources match their needs. Children in EYFS are excited about the games/activities they are engaged in which they see as fun but nevertheless have significant mathematical content, such as the identification and ordering of numbers.

The well qualified teaching assistants and additional adults, play a vital role in teaching and learning and over the last few years this has led to significant improvements in pupils' reading skills, which they are then able to apply in other subjects. They are enthusiastic about their work with small phonics and mathematics groups:



*'I had training in Jolly Phonics in another school, but not as intensive as the training I had here. Here it is a two day course and we have constant catch ups and updates.'*  
(TA)

Opportunities for CPD are valued by the teaching assistants:

*'We have peer-to-peer observations, which are co-ordinated by the literacy co-ordinator. We have been doing it long enough now to know who to observe. We talk about what we are doing and if you think you can learn something from the way someone else is doing it, you ask if you can observe them.'* (TA)

Another TA commented on Inset days which are shared with other schools in the cluster:

*'There's a selection of workshops in the afternoon. Individual CPD needs are taken into account. The federation with Wyvil is a benefit in that respect.'*

Teachers are constantly trying to make lessons exciting and relevant to the children and their stages of development, drawing on a wide range of resources and materials to support learning. They are also conscious of the learning needs of individual pupils.

Teachers assess pupils every half term and have pupil progress review meetings. The Year 5 teacher appreciates the clarity and simplicity of planning and assessment arrangements in the school. He commented:

*'There is no pressure about planning. The head of school looks at children's work in their books and monitors teaching. There is a level of trust because the teaching is high quality.'* With regard to assessment he added: *'The assessment masters lay out all the objectives, I go around with my iPad (a resource the school provided) and check on progress in learning objectives from the new national curriculum. We also use our teacher assessment to ensure there is no mismatch. We are getting familiar with the 'assessment masters' but it works. We can also use the assessment materials at home.'*

Our discussions with Year 2 and 5 teachers indicate that teachers enjoy the challenge of teaching in an outstanding school and appreciate the development opportunities that working collaboratively in the federation partnerships with Wyvil and Ashmole schools bring, as well as being part of the Oval Cluster of schools.

The Year 5 teacher commented:

*'We are a small school and all teachers are experienced now. Insets are mainly with the eight cluster schools and on training days we can choose which workshop (from a wide range) we want to do. You can also choose to lead one which I did. We have opportunities to observe other teachers in other schools twice per year. The cluster arrangements are very beneficial for teachers and teaching assistants. We are sent further afield to offer support to other schools – not necessarily to see good practice.'*

The Year 2 teacher noted: *'We have a closer relationship with Wyvil. I am Art co-ordinator for both schools. The cluster/federation approach offers many opportunities for professional development and leadership – rather than going elsewhere.'*

## Use of Data

Use of performance data for school improvement is strength of the school. It has a well-developed pupil tracking system and detailed FSP, KS1, KS2 and non-statutory assessment data followed by background data such as ethnic background, country of origin, language spoken, level of fluency in English, date of admission, attendance rate, eligibility for free school meals, EAL stage of fluency, SEN stage, mobility rate, years in school, which teacher's class have been attended, attendance rate, types of support, postcode data and experience of pre-school. In addition the school identifies and monitors the progress of 'joiners', who are the children who have joined the school as non-routine arrivals.

The consistent use and analysis of school data has promoted effective self-evaluation and high standards of teaching and learning by informing professional discussions with key partners including governors, parents and staff; identifying pupils' achievement and informing target setting; monitoring the effectiveness of targeted support and interventions; supporting the allocation of staffing and resources and challenging the aspirations of staff, pupils and parents. Staff have developed a good understanding of the range of data available and this understanding has given them the confidence to plan for continuous school improvement.

The successful use of data owes much to the capable, determined head of school who is responsible for developing innovative school assessment and tracking systems which are extremely useful for monitoring trends, results and analysis of how the school performed in relation to similar schools and schools nationally. Comparisons are made between subjects and teachers are held accountable for their results and this has helped to sharpen the focus to raise achievement. Teachers are expected to identify and target specific areas of improvement and to identify and monitor progress of individual pupils who are underachieving. The headteacher and leadership team monitor progress against targets. The school uses data effectively and staff know their pupils' performance and the school's strengths and areas for development very well. Teachers closely monitor work in the classrooms and pupil progress is tracked rigorously so that any child at risk of underachievement is identified and given the support they need. Regular, targeted training for staff, in partnership with the North Lambeth school clusters, has secured a significant improvement to many key aspects of the school's performance, including the quality of teaching and learning, and pupils' achievement in reading, writing and mathematics. Through very regular monitoring of teaching against Ofsted's teaching standards, and systematic checks on the impact teaching has on pupils' progress and attainment, leaders and managers secure and maintain excellent teaching quality and high achievement at all levels.

The school is particularly proud of its approach to pupil premium pupil monitoring. It uses PP data to identify individual strengths and weaknesses in school provision to make target setting more responsive to the needs of the pupils. This monitoring is done by all teachers. It was clearly noted during the interview with the headteacher and in the classroom observations that teachers are using data in a number of ways to motivate their class pupils:

*'Teachers are confident in the use of data and assessment information. The data is shared widely within the school.'* (Teacher)

*'The school has been good in using data that we have to identify pupils who are particularly underachieving. The school looks very early on at the students who are underachieving against the FSP, KS1, KS2 results and this has led to a number of interventions or strategies where data analysis highlighted issues to be addressed in the school.'* (Head of school)



All staff interviewed are aware of what the data tells them about the school's standards and achievement and the key priorities under the outstanding leadership of the head of the school. Staff share a common purpose and are well supported by senior staff through well-resourced pupil premium money to help raise achievement of specific groups. More importantly teachers we observed and interviewed, make effective use of data to evaluate the quality of provision and to identify and provide support for differentiated groups of pupils.

The evidence from our research confirms that data tracking is used rigorously across the whole school and identifies all underachieving pupils. There is a strong focus on learning to ensure that no one is left behind, through detailed monitoring and tracking; those pupils below the expected level or at risk of falling behind are quickly identified and individual needs are targeted. The effective use of school data has contributed towards the school's capacity to improve and key members of staff have a good understanding of how data can be used to evaluate and improve the performance of a school. A comment from the headteacher captures the climate and the views in the school about effective use of data which supports some of the conclusions reached in this paper:

*'Data is used as a driving force for raising standards and is central for the school self-evaluation process and target setting'. The use of data at all levels by teachers, also means that areas of weakness are picked up and can become a priority for early interventions.'*

## Pupil Voice

We met with twelve pupils from KS2.

### Do you enjoy coming to school? Why?

*'We get lots of good education'  
'When we are good we get rewards – marbles in the jar'  
'Every day we learning something new and they make lessons fun!  
'Because you always get fun activities – they make lessons fun – you get really enthusiastic!  
'Lots of different things to do and learn and lots of different activities'  
'You get lots of friends to play with'  
'Make lots of friends and you get scholarships'  
'We get to go on trips which help us learn'  
'They teach you and you feel safe and happy about what you are learning, teachers are helpful'  
'Every day you learn something new'  
'Lots of events you can participate in eg code club'  
'Lots of people you can talk to. Lots of sports you can get involved in.'*

### Why is your school special?

*'You always have someone to talk to'  
'Teachers respect you and you get lots of education'  
'People come up and invite you to play if you are a new person'  
'We have buddies if you are new, someone shows you around the school and looks after you to make sure you have some friends'  
'In assembly we speak about the Vauxhall family'  
'If someone is new you speak to them and are kind to them and make friends with them'  
'We have a lot of talented, smart people'  
'We are sporty we came 2<sup>nd</sup> out of 20 schools'*

*'If teachers see you are struggling, they do the lesson the next day so you can learn'*  
*'I am new here, I feel more at home here than my other school'*  
*'You get chance to speak about what you have done'*  
*'We get to go on trips that other schools cannot go to'*  
*'We went to the Bank of England and the Crown Court'*  
*'We get to take part in loads of competitions, the Primary School of the year and football competitions'*  
*'If you really need help you get it from adults'*  
*'Every Friday we go swimming, Oval Cricket ground'*  
*'Every day you get to learn something different in class'*  
*'Not as many schools have as many teachers and TAs and a big playground!'*

### **What are you good at?**

*'I'm very good at English because you get to write stories and read it. Teachers give you advice'*  
*'I like maths because it has logic, it is complicated, and I understand it very well'*  
*'I am good at maths, we always do different things, and one day we had a shop'*  
*'I am good at PE'*  
*'I like maths because it is fun and you get to play around with numbers and its fun to find out ways to work it out'*  
*'I like art'*  
*'I like handwriting because every single day your handwriting can improve.'*  
*'I like to go to choir, warm up your voice'*  
*'I like steel plans every Wednesday because we get to go upstairs and we have a teacher'*  
*'I like science, maths and PE, tennis, football and netball'*  
*'In science you get to learn about plants and how fossils are made. In maths it might be easy or hard'*  
*'I like English because you get to make your own Greek Myths and you can get better in writing'*  
*'I like maths because it is such a broad subject; other subjects are not as broad as maths'*  
*'My favourite is computing. Scratch'*

## Woodmansterne Primary School

### Background

Woodmansterne primary school *'is an outstanding school'* (Ofsted 2013). There are 513 pupils on roll. Many pupils come from disadvantaged economic home circumstances. The number of pupils taking up free school meals is 18%, similar to the national average. The school is placed within the third quartile in the benchmarking and statistical families for LA schools, placing the school in the second lowest 25% of Lambeth schools based on levels of disadvantage. About 58% of the pupils are from homes where English is not the first language. The number of pupils with a statement of special educational needs is slightly more than average. Pupils come from a variety of ethnic backgrounds: - White Other (19%), Pakistani (15%), White British (13%), African (12%) and Caribbean (11%).

The most recent Ofsted inspection report confirms that: *'The achievement of pupils is outstanding.'* (Ofsted 2013).

The evidence used for this report included interviews with the headteacher, deputy headteacher, class teacher, adult and family learning leader, six pupils as well as scrutiny of relevant published inspection reports, and performance data, including RAISEonline<sup>4</sup>. Researchers visited the school, each of whom had prepared a day's programme of meetings with key members of the school community. The school was asked to identify the features it considered central to its success in becoming and remaining outstanding. The research identified the following key reasons for the school's success in raising achievement and narrowing the achievement gap:

- A strong leadership team lead by an outstanding headteacher
- Effective teaching and learning
- Effective inclusion policy and practice
- An innovative curriculum
- Effective targeted support and use of pupil premium
- Effective use of data
- Effective use of pupil voice

The following report considers the evidence collected from those interactions and draws conclusions from these and more informal observations, conversations and discussions made during the day.

### Achievement and Standards

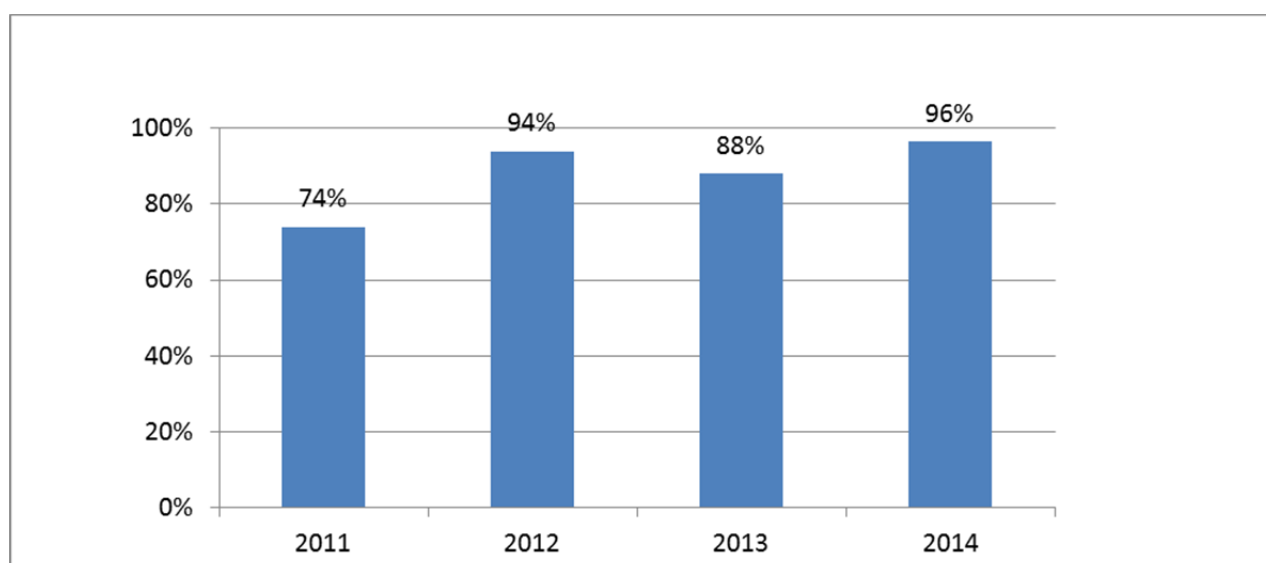
*'Pupils achieve exceptionally well. They make outstanding progress from low starting points to reach standards in reading, writing and mathematics that are significantly above average by the end of Year 6.'* (Ofsted 2013)

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<sup>4</sup>Details of KS1 and KS2 performance and value-added from:

- Ofsted (2012). Woodmansterne Primary School Inspection Report, Ofsted, November.
- Ofsted (2013). Woodmansterne Primary School RAISEonline report, Ofsted.

**Figure 1: KS2 Writing, Reading and Maths Results (combined)**



The Ofsted Inspection report confirms that achievement is outstanding (Ofsted 2013). Results in national tests at the end of Key Stage 2 have risen year on year. The school's achievement at KS2 improved from 74% in 2011 to 96% in 2014 and has been consistently above the national average for the last three years.

**Table 1: Key Stage 2 Results 2011-2014**

Key Stage 2 Tests (Level 4+)	2011	2012	2013	2014	National 2014
English	86%	96%			
Reading	89%	98%	93%	98%	89%
Spelling, Punctuation & Grammar			93%	96%	76%
Maths	84%	96%	95%	96%	86%
Writing, Reading & Maths combined	74%	94%	88%	96%	79%
Average (Reading & Maths)	85%	96%	94%	97%	88%
Overall Value-Added		102.1	102.8	103	

### Leadership and Management

Woodmansterne's outstanding school leaders have demonstrated that it is possible to narrow achievement gaps and sustain improvement through its skilled staff, effective systems and positive culture. Quality first teaching has the highest priority and high value given to the professional learning and growth of all staff. The leadership has instituted culturally appropriate family engagement programmes, recognising the resilience and positive attributes that urban children bring to the school. The linguistic, racial and cultural diversity represented at Woodmansterne is recognised as a resource in preparing all pupils for life in a global context.

Staff at all levels understand the part they play in accelerating the progress of underachieving disadvantaged pupils and the idea that it is 'everyone's responsibility' to ensure this happens, is evident. Data is collected six times per year and is analysed by the senior leadership team. Class teachers also analyse data for their own classes. At pupil performance review (PPR) meetings, (which take place every half term) pupils eligible for the pupil premium grant (PPG) are discussed first, target cards with next steps and any interventions needed as a result are identified. The SENCO attends all PPR meetings (alongside the headteacher, class teacher, deputy head, and assistant head) and organises the interventions, matching these to the particular skill sets of individual staff members. The deputy head acknowledged that PPG pupils need the most highly skilled people to work with them:

*'sometimes it is teachers or it could be an Early Years Educator (EYE) – it depends on the need, we try to ensure that we get the right match of person to the needs of the child.'*

The leadership deploys staff efficiently to maximise the impact they will make in raising achievement and accelerating pupils' progress. For example, the assistant headteacher acts as a 'third teacher' across both Year 6 classes, and takes PPG in her maths 'set' and a maths specialist also teaches PPG children in Years 2 and 6. For English, these pupils remain within class groups as their learning is accelerated when working with good role models.

Newly recruited teachers are wisely inducted into the 'Woodmansterne way' of working. This year there is a new teacher in each year group and they are familiarised with school expectations, planning, working closely with their experienced year group partners. Every measure is taken to support them in understanding the individual learning needs of PPG pupils and the impact on pupil progress made by quality first teaching.

The continuing professional development of staff is one of the key strengths of the school. It begins with the headteacher himself who has been engaged in action research on system leadership in a number of local schools as part of his Master's Degree programme. He sees CPD as 'critical' to narrowing the achievement gap as *'it is due to highly qualified and experienced staff and the impact of high calibre consultants coming in to do high quality CPD, that quality first teaching has been achieved.'* In addition to a rigorous and comprehensive 'in-house' programme of training, the school pays for teachers to study for Masters Degrees, for Higher Level Teaching Assistants training, and for the EYE in the Children's Centre to do the Forest Schools Programme. Office staff have been equipped to take over some of the administrative work previously done by teachers.

The school was graded as 'outstanding' in all areas by Ofsted in its inspection last year. Ofsted reported that:

*'The school is driven by the conviction that all its pupils can succeed. Its core values are aimed at teaching pupils to be considerate citizens and aspirational, hard-working members of society. To meet their goal, leaders invest a lot in maintaining the high quality of teaching that produces outstanding outcomes for pupils. In feedback, teachers told inspectors that their professional development was exceptionally well-catered for and documentation shows checks made on the quality of teaching are rigorous and detailed. Teachers are set aspirational targets and meet them by working together to share best practice.'*

Whilst excellent professional support is provided to staff at all levels and expectations are high, the headteacher commented:

*'We do have difficult conversations if PPG pupils are not making progress, and our first response is 'what can we do to support you [the teacher] to be more successful?' Additional training and support put in place as required. However, we do not tolerate under-performance and that requires us to act quickly in regard to staff that are under-performing.'*

The roles and responsibilities of support staff have been reviewed to reflect a focus on learning, as the headteacher explained:

*'The learning mentor role has changed to the position of HLTA with a pastoral element. The expectation of a learning mentor is not just pastoral, but educational. All our support staff work from 8.30 am – 4pm and 5pm on Tuesdays so that they can attend staff meetings. They need time to discuss their work with teachers. They have all been given iPads so they can record pupils' progress. We let them know that they are contributing and are valuable to the school.'*

He continued: *'We are all part of one team, there is no differentiation, our support staff are all so qualified and experienced and we acknowledge their skills... you cannot ignore them because they have such an impact!'*

The headteacher is steadfastly 'community focused' and is currently chair of the local 'South Lambeth Schools' Partnership' a cluster of nine primaries and one all-through school. He commented: *'We come together for training – not all schools for everything, but subsets – our cluster is democratic.'* The cluster arrangement benefits pupil premium pupils through speech and language therapy support, a maths consultant and the range of enrichment activities it can offer to its schools. Always seeking ways to serve the local community more effectively by sharing best practice, the headteacher is a school improvement adviser to three other local primary schools. Woodmansterne is in the process of applying to become an all-through school.

### Targeted Support and Use of Pupil Premium Funding

Strategies for success in narrowing the gaps include the engagement of a diverse community of parents/carers in partnership with the school, in providing support for children's learning. The deputy head explained the school's approach:

*'We work hard at building relationships for example in engaging our Somali parents in the Family and Schools Together (FAST) programme. The difference it has made is amazing, now they say 'good morning' and are smiling at us, whereas they used to group together in the playground and not talk to us. During the ten week programme they really got to know us and we worked together. Parents have time together and they also have time to talk with the headteacher and myself so they could ask us questions. It has really helped break down barriers. In the FAST programme you also get parents to run future sessions – parents are currently organising this and are keeping it going. This has been down to our HLTA who ran it the second time and organised it. She has a great relationship with parents.'*

Parent workshops on phonics, reading and writing and mathematics are a regular feature of the school's approach and parent volunteers are invited to train as volunteer readers. The school currently has twenty parents as reading volunteers. Training in phonics is provided for all parents of children in the Reception class and the school talks to them about the articulation of sounds and

invites them to come into the school and observe a phonics lesson. They also offer this opportunity to see a mathematics lesson. The deputy head explained why this is important:

*'We have done a lot with parents with the new mathematics curriculum, especially the calculation policy. We have put it on our website and parents come in and observe us teaching – they can help their children at home. Parents come from a wide range of backgrounds and experience and things keep changing so we need to give them the support they need to help their children. We use our Home/School Agreement to talk with parents who are not supporting their child with their school work.'*

The range of interventions provided for disadvantaged pupils is extensive and starts as soon children arrive in the Nursery. The SENCO/Inclusion Manager attends home visits for Nursery/Reception children if particular children have been identified as needing additional support, as she explained:

*'If there are identified specific needs we refer the child to particular agencies. We have a Speech and Language Therapist one day per week (shared between the cluster of schools) she works with children and has trained our HLTA in speech and language methods and the EYE to identify the right children. Over the last few years we have had a shift from TA led interventions to teacher-led interventions. Our HLTA now supports children in Year 2 in the mornings and has children for speech and language interventions in the afternoons.'*

The SENCO does not believe it is possible to support the needs of pupils using the SEND budget alone, and feels that the PPG funds make a huge difference in narrowing the gap:

*'You cannot do it with just SEN money. Without pupil premium funding we could not provide the support for learning or the range of enrichment activities our children need. The learning mentors' support has a huge impact and they are class based in the morning and pastoral in the afternoons.'*

One of the learning mentors commented:

*'Our role has changed; it used to be just pastoral. We look at things from an emotional stance and things that inhibit their learning. If we can sort it out we remove those barriers to learning. I am now in class more supporting children with behavioural difficulties keeping them on task, helping them with their learning. I use the 'skills ladder to help me develop the planning', I have to make sure my input is up to scratch. I am monitored by the headteacher. In the afternoon I mentor children on a 1:1 basis mostly - but sometimes in a friendship group.'*

Learning mentors appreciate their personal professional development and the opportunities provided by the school to work alongside others to improve their own skills:

*'I learned Art Therapy from a colleague, we share ideas. I did a course and qualified. I have done bereavement counselling for children. During the FAST programme I saw the development between the child and their parent.'*

Pupils have received training in peer-mediation and restorative justice and they are adept at sorting out problems well as the learning mentor observed:



*'There are now more issues getting resolved before it comes to me. The children are now empowered to solve their own problems.'*

At the breakfast club, the HLTA and the learning mentors offer a range of activities, e.g. a story club as one of the learning mentors explained:

*'I read to KS1 – 30 pupils, a Year 5 child helps me and this helps her confidence. We speak to parents a lot and whatever I am doing for their child, they need to know about it. I will phone the parent of a child who isn't in. It is imperative that you have a good relationship with parents and teachers. It's about teamwork and working together.'*

A learning mentor also has responsibility for the implementation of the behaviour policy and inducts new teachers into the code of behaviour: *'Everyone uses it consistently, NQTs, supply teachers, supply TAs. I monitor behaviour every week. Incidents are logged on yellow cards – it fits in with our Kidscape anti-bullying sessions.'*

The learning mentor initiated an impressive system of monitoring pupils' behaviour and has produced 'detention data' which indicates incidences of negative behaviour by pupils, according to PPG eligibility and gender, per term for each class. Detentions for pupils eligible for pupil premium funding, have reduced over time. Data indicates that there has been improvement year on year because of the level of support these pupils receive. Another excellent reward system to improve attendance and punctuality rates has shown some dramatic improvements. The learning mentor described how this was done:

*'At the end of term some pupils had up to 10-15 detentions and they didn't care about the consequences. We then said if you have two detentions you will miss the end of year treat. Some of the parents 'kicked off' as they thought it was unfair. However, suddenly the children realised we were following through. We saw it out to the end and said 'No' to lots of stuff. Behaviour improved dramatically after that! We also introduced 'Punctuality and Attendance' prizes – the classes with the best punctuality get a trophy and extra playtime. We also have a 'draw' at the end of term with prizes like Kindles and Tablets for children. The children LOVE it.'*

When asked 'Why can't the school do without the learning mentors?' The response was:

*'We are out there with parents after breakfast club in the playground. Not all teachers are available to do this. We have a particular social/emotional focus. A child would more likely speak to a learning mentors rather than a teacher if they have an issue. The teachers' role is to prepare to teach the class at that time of day. We have a strong TA team too, as well as an Inclusion team, there is a strong network. Links with parents are huge... In my view, pupil premium pupils make more progress because their social and emotional needs are met. The school provides a safety net for these children. If they have had a good breakfast, no concerns because someone has helped them, then they can learn. We have 30 pupils a day coming, they have breakfast, play games in the hall and we award them house points. They have a cheerful morning start and are not late for school... we set them up nicely for the day.'*

Newly arrived children with EAL might also have Special Educational Needs and initially it can be quite difficult to determine the exact specific needs. The SENCO explains: *'We try to give the child*



enough time to develop English before we look in depth at any other learning needs, i.e. 2-3 half-hour sessions per week.’ Children with EAL receive English ‘pre-learning’ sessions to enable them to access the vocabulary they need before a lesson begins.

The headteacher has concerns however, that many newly arrived EAL children in the Nursery are not eligible for PP funding, he stated:

*‘It’s a huge issue. We make use of PP funding to support staff CPD... so all children benefit because we create a highly qualified staff which makes a huge difference to all pupils’ progress. We have an increasing number of Polish parents who speak no English at all because they are interacting almost exclusively within the local Polish community; they are not able to support their children with English. Therefore, developing family learning is essential. We have found that some families feel that they do not needed to speak English. We really encourage them to complete ESOL classes – and work with the families to help them understand how this will ultimately benefit their children’s education.’*

Other pupil premium funded support comes through a Children’s Counsellor, Art Therapy – draw and talk sessions one day per week for children in KS2 where they are able to articulate their emotions. There are also plans to introduce ‘Pets as Therapy’ with ‘Fitz the reading dog’ who listens to children read and they can enjoy the opportunity to stroke him!

**Table 2 Performance by pupil premium 2014**

		All Pupils	Non Pupil Premium	Pupil Premium	Within School Gap
	Cohort	57	37	20	
Reading Test	School Results (%)	98	97	100	-3
	National Non PP* (%)	92	92	92	
	<b>Difference</b>	6	5	8	
Maths Test	School Results (%)	96	97	95	2
	National Non PP* (%)	90	90	90	
	<b>Difference</b>	6	7	5	
Writing TA	School Results (%)	98	100	95	5
	National Non PP* (%)	89	89	89	
	<b>Difference</b>	9	11	6	

Ofsted commented that:

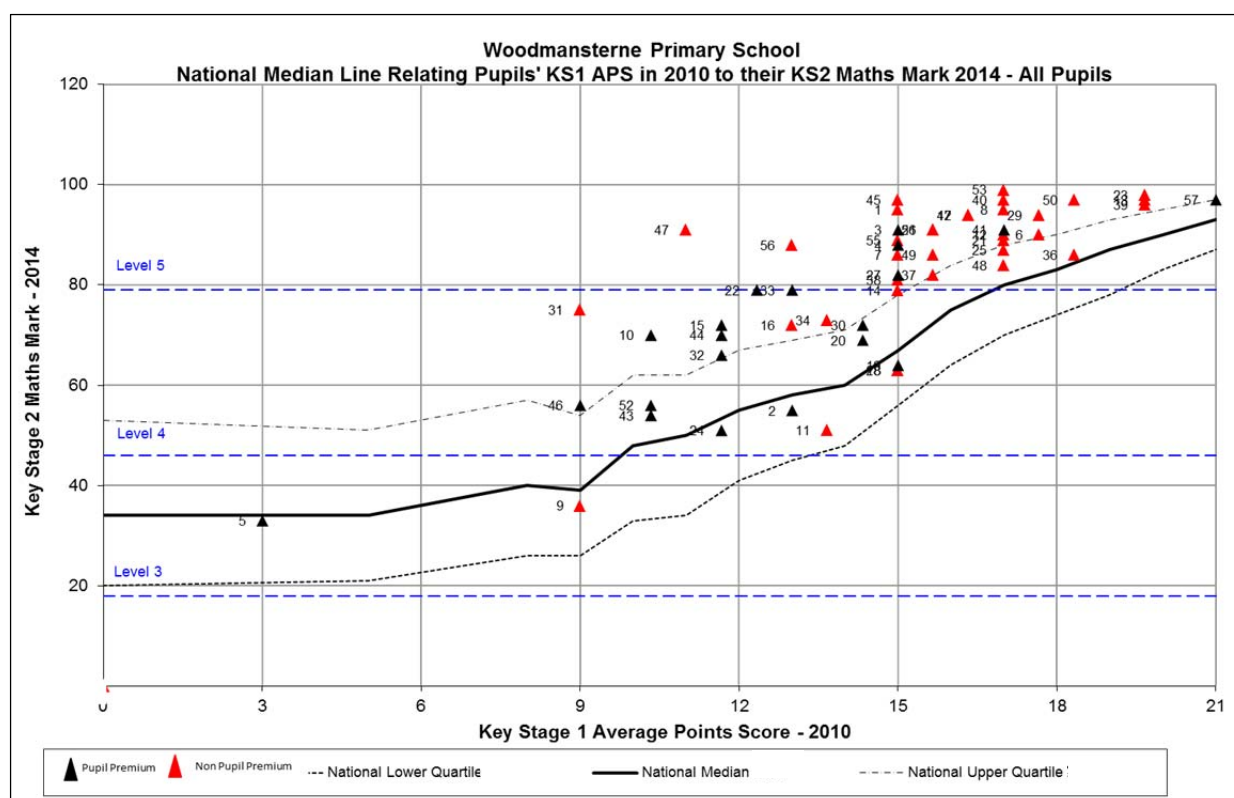
*‘Pupils for whom the school receives the pupil premium make even more progress than the outstanding progress made by their classmates because additional support paid for by the funding, such as specialist small groups for English and mathematics, is highly effective in accelerating progress. Consequently, the gap between their attainment and that of other groups in school is narrowing rapidly. For example, in the latest published figures available, the gap in mathematics had closed, and the gap in reading was half that of the national gap, at just over the equivalent of one term.’*

This was also confirmed by recent data which shows that both pupil premium and non-pupil premium both did very well in 2014 with both groups outperforming the national non-pupil premium

average in each subject (see Table 2). In addition the gap in attainment in the school between pupil premium and non-pupil premium children was narrower than nationally.

This is further confirmed by the value-added by the school which shows very impressive performance for PP pupils. KS1 to KS2 value-added data in the graphs below, which compare the relative progress made by pupils in Woodmansterne with the progress made nationally by all pupils in England, show that pupils have made very good progress. About 71% of the pupils in the school are in the upper quartile in maths compared to 25% nationally, indicating that about three times as many children made the highest rates of progress than might be expected. There were no children in the lower quartile – which represents children making the lowest rate of progress. Similar evidence was also recorded between KS1 and KS2 for the school for reading, suggesting excellent progress in all curriculum areas for all groups. This is a school where all pupils make impressive progress between KS1 and KS2.

**Figure 2: Woodmansterne KS1 to KS2 Maths Value Added Scatterplot**



Overall at Woodmansterne, pupils make outstanding progress in reading, writing and mathematics. By the time they leave school at the end of Year 6, pupils' standards are consistently above average. This picture of outstanding progress and very high standards of attainment is evident throughout the school and year groups.

### Inclusive Curriculum

Ofsted judged the curriculum to be: *'rich and engaging and offers pupils many opportunities to deepen their understanding and appreciation of art and music. Physical well-being is another priority and leaders make sure that all pupils have access to a wide range of sporting activities.'* Key skills in English, communication and mathematics are taught through topics.

The school plans an impressive range of trips and experiences for pupils. Each topic begins with a 'wow' entry experience (exploration, dressing up, Theatre Company, a visit, or a visitor in). Each topic also ends with a 'wow' exit (a Tudor ball, museum, film show, assembly, or a feast) and parents are invited to share their children's learning. In KS1, children recently visited London Zoo, had a London boat trip, visited a Safari Park, had visiting authors, and drumming workshops. They also visited the London Transport Museum, the Monument and St. Paul's, traveled on cable cars over the river and visited the Polka Theatre. KS2 visits and experiences include day trips to France, Cadbury World, overnight stays on the Golden Hinde, as well as a plethora of museum and gallery visits. Understandably there is no shortage of parent volunteers to accompany their children on these visits!

### Effective Teaching and Learning

Expert teachers use a range of imaginative strategies to inspire and motivate pupils. There is a strong emphasis in the Early Years Foundation Stage on helping children to develop key skills and the concentration and stamina needed to get the most out of the excellent range of planned activities.

The Year 1 teacher (who previously taught the same class in Reception) explains the importance of the solid foundation laid in the children's speech and language development, and how it is now paying off this year. She explained how the school's approach supports PP children:

*'It comes down to nurturing. I also taught these children in Reception. Our Forest Schools approach has been key. We take them to the allotments, to the growing garden and they learn how to grow carrots, potatoes etc. We bring them back to school and cook them. To begin with the children are very shy but very soon become experts. They learn how to share equipment – and to distribute aprons among themselves. It develops their social skills and builds confidence as well as extending their language when we come back and talk about what they have found out. In Reception this has the biggest impact but it is very resource heavy e.g. the EYE and a teaching assistant are also needed to enable these interventions to take place, but the outcomes are huge in terms of literacy, speaking and listening and friendships.'*

The teacher explains why the children are shy: *'It can be because of their social background, maybe something has happened at home, or they are naturally shy even though they have a perfectly happy background. Some cultures are quite restrictive with their children and cannot understand why they are not sitting at a desk in the Nursery.'*

This early focus on the development of basic skills through exciting, real life practical activities pays dividends as Ofsted noted:

*'The teaching of writing elicits outstanding outcomes for pupils because teachers root writing in relevant experiences so pupils have a deep understanding of what they are being asked to write about.'*

The focus on the development of early literacy skills continues in Year 1 with ELS support groups running from 8.30 – 9 am run by HLTA and TAs for children working below expectations, mainly children of Polish, Pakistani and Somali backgrounds. For children with SEN there is a Lego Club, Speech and Language support with the HLTA. The Year 1 TA takes extra reading groups and parent volunteers support reading every week.

The Year 1 teacher leads on Family Learning for the school and does a lot of workshops for parents, she reflected:

*'Some of our Somali and Bangladeshi families do not know what their children are doing because it is very different from what they did when they were at school. Mainly mothers come. I did a Fathers Reading Day and that was very successful but what I found was some of the Dads couldn't come and their wives came for them and took the papers home. We have a very high turnout of parents for workshops, e.g. I did a phonics workshop and had a 100% turnout. Our learning mentors and TA's go out and promote what we are doing... the parents love them and they will come. We try and give lots of notice to parents. Parents are very engaged with the school and they seem to feel very welcome. We have Family Reading Fridays from 9 a.m. – 9.30 a.m. every week when the parents read to their children in Reception, Year 1 and Year 2. It does however tend to fall off as the children get older.'*

From Reception and Year 1 parents come to Phonics workshops and these are very popular. To make it easier for parents to attend workshops are timetabled to take place from 9- 9.30am on the same day as a class assembly which starts at 9.30a.m. The Year 1 teacher is aiming for 92% of children to achieve the phonics screening test, she says *children 'love phonics and love reading... reading and writing links are strong'*. Children who speak English as an additional language (EAL) are helped by teachers and staff modelling high quality language at all times, and ensuring that all children are picking this up.

Ofsted judged teaching to be outstanding because:

*'pupils are highly motivated in lessons because tasks and explanations are matched exceptionally well to their needs'.... 'Pupils achieve exceptionally well and make outstanding progress from low starting points to reach standards in reading writing and mathematics which are significantly above average by the end of Year 6.'*  
(Ofsted 2013)

## Use of Data

As the school was selected for their success in raising achievement of disadvantaged pupils, it was not difficult for the school to demonstrate how the use of data was effective. The use of data is a key part of the process of school improvement. The use of data involves all interested parties: staff, governors and parents. One of the core elements of the school's success in raising achievement is its robust focus on tracking and monitoring individual pupil progress and achievement. The school sees data as an important tool in raising achievement. Data is incredibly useful and used in the school for a number of purposes including to track pupil performance, to assess the individual needs of pupils, to identify individuals and groups of pupils who might be underachieving, to evaluate the quality and impact of the school interventions to support teaching and learning, to inform the deployment of staff, inform teachers planning, challenging expectations of staff and identify priorities for school improvement. In the words of the deputy headteacher:

*'The school holds at least 6 in depth pupil progress meetings where we look at the data. We have to account for what we do for PPG, EAL, SEN all other groups and individual pupils. This forms one of the areas of discussion in the pupil progress meetings. This is also used to see the progress made and to formulate intervention groups.'* (Deputy Headteacher)

Good practice in the use of data and evidence provided during the school visit and previous research confirmed that:

- The school has a well-developed pupil tracking system and it has detailed Foundation, KS1, and KS2 data at all year groups followed by background data such as ethnic background, language spoken, level of fluency in English, SEN stage, date of admission, attendance rate, eligibility for free school meals, mobility rate, years in school and types of support.
- The school is data rich and uses Phonics, FSP, KS1, KS2 assessments for monitoring performance and to look at whole school, class, group and individual issues.
- Data are widely shared with classroom teachers, senior leaders and inclusion staff. There is evidence that individual teacher within the classroom use data for lesson planning, to track the progress of pupils, to inform targets for individual pupils and ethnic groups, to identify weaknesses in topics or aspects of class teaching as a whole. The school uses data for targeted support and staffs spend a good deal of time during the year *'drilling down'* to individual needs.
- EAL pupils are identified through individual initial assessment and ongoing stages of English data which is updated three times per year.
- Data is used to review individual pupil progress, especially to identify signs of underachievement and to help set targets for pupils.
- Subject teachers and teaching assistants use data and other assessment information to review the performance and expectations of pupils.

*'All of the teaching staff have an understanding of how well the pupils of the school achieve and how this compares with similar schools and national average. All teachers are involved in individual and group target setting and in the regular assessment of pupil groups. Teaching assistants, SENCO, inclusion manager also look at the data carefully and aware of their target intervention groups and they play a key role in helping individual pupils achieve significant improvement.'* (Deputy Headteacher)

Overall, interviews with the headteacher, deputy heads, teacher, learning mentors and teaching assistants further suggested that there are excellent systems for monitoring the work of the pupils, identifying those who need additional help or extra challenge and then providing them with appropriate additional support. The school bases its improvement and support strategy on thorough monitoring of and evaluation including the identification of what most needs to be done and decisions about actions to be taken. The school uses data to identify pupils who are at risk of underachieving and this has led to a number of interventions or strategies where data analysis highlighted issues to be addressed. The most commonly reported interventions as a result of looking at the data is providing additional support, including one to one, personalised teaching, booster class and English language support. As a result PP pupils make rapid progress and achieve outstanding results as they are monitored and supported closely. Pupils interviewed value highly the support of their classroom teachers and TAs and they enjoy the education provided in the school.

## Pupil voice

We asked six pupils from Years 4, 5 and 6 who speak, in addition of English, Somali, Arabic, Mandarin, Hindi and Twi; 'What do you like about your school? What makes your school special?' They commented during the focus group discussion:

### What do you like about your school?

*'School is great. I love music and PE. Today we are making our own boom whackers and drums'*

*'There's always something to do and the activities of learning are fun'*

*'Because whenever we do activities they are fun and the teacher explains things so we really understand them'*

*'You never know what's going to happen, nice surprises, its science week and our teacher was doing some magic with objects'*

*'Teachers are really kind and we have good equipment and a good system for our pens, like you start with one pen and as your handwriting improves you get another'*

*'I like seeing my friends, science on Friday we are going to make our own ice cream.'*

### What makes your school special?

*'This school has lots of equipment and lots of things to do'*

*'Our field is very large and they put a rugby pitch there'*

*'When it was snowing they allowed us to go out and play for half an hour, snowballing'*

*'We have a very kind headteacher and nice teachers'*

*'I think it's a really nice environment to learn in and work in and play'*

*'When we leave this school they are going to knock it down and make a new primary and secondary school'.*

### Favourite subjects:

*'Maths: questions are a bit challenging and I like stuff that's challenging'*

*'Science and maths'*

*'Science and last week we did what could dissolve'*

*'PE because we get to do different sports and choose groups'*

*'I like science – we did a lava lamp'*

*'I don't have a favourite subject because I enjoy everything'.*

## Dunraven School

### Background

Dunraven is an all-through school located close to the centre of Streatham. The governors took the decision to support the need for additional local primary school places by expanding provision from 11-18 to 4-18. The primary phase is developing year by year and began with two forms of reception children who joined the school in September 2013. It offers the children - and their families - a unique educational opportunity as well as the chance for the school to create an exciting and enriched learning experience for all its pupils. In 2014 there were 1,219 students on roll in the secondary phase. 20% of pupils were eligible for free school meals. The school also has a high proportion of students learning English as an additional language. About 31% have English as a second language and 3% of pupils are not fluent in English.

Students come from a wide variety of backgrounds. Overall, their socio economic background is well below the national average. Almost all the pupils come from the local community. The school population is ethnically very diverse. Of the 1,219 on roll about 19% are White British, 18% African, 16% Caribbean, and 7% Other White. Over 17% of the school population have a mixed race background- White and Black Caribbean or Black African and other ethnic groups suggesting strong community cohesion in the area served by the school. There are also other groups including Portuguese, Turkish, and Polish. About 52 languages are spoken in the school. The most common mother tongue languages are English (77%) followed by Somali, Portuguese, Spanish, Polish, French, Bengali, and Arabic.

Dunraven is an inclusive school where staff and students are highly valued. Excellence in students' achievements is not merely confined to academic progress but can be seen in their creativity, social awareness and confidence. The school nurtures each student, regardless of background or ability, and students thrive and develop in a secure and stimulating learning environment. A 2014 Ofsted Inspection confirms that Dunraven is an outstanding school in all areas.

This research identified five key success factors in raising achievement and progressing pupils in the school:

- A strong leadership team led by an outstanding Principal
- Effective teaching and learning
- Effective use of data
- Effective inclusion work and targeted support
- Effective use of pupil voice

The evidence used to inform the judgements made here includes: interviews with the principal, two deputy principals, assistant principal, data manager, head of primary phase, EYFS and KS1 leader, director of inclusion, director of student engagement, analysis of students' work and attainment data; a student focus group and interviews; scrutiny of relevant documentation<sup>5</sup>. Details of the findings are discussed below.

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<sup>5</sup> For details see:

Ofsted (2014). Dunraven School Ofsted inspection Report, Ofsted.



## Achievement and Standards

Achievement at Dunraven is outstanding. The trend over time is that they achieve GCSE results that are consistently well above national and local averages. The number of students achieving 5+ A\*-C grades, including English and mathematics was well above average. The GCSE results have shown significant improvement over the last few years and it is one of the fastest improving schools in Lambeth.

**Table 1. 5+A\*-C GCSE performance including English and Maths**

Year*	Dunraven	Lambeth	England	School VA**
2006	60%	41%	45.8%	1010.1
2007	61%	42%	46.8%	1006.8
2008	61%	47%	47.6%	1001.4
2009	61%	53%	50.7%	1001.2
2010	62%	53%	53.5%	1000.5
2011	73%	61%	59.0%	1000.6
2012	72%	63%	59.4%	1005.2
2013	75%	66%	59.2%	1013.9
2014	63%	57%	53.4%	1004.7

\*From 2014, GCSE measures use the Wolf Report recommendations

\*\*From 2006 to 2010 measure is CVA. The measure is VA from 2011 onwards

Source:DfE (2014). School Performance Table <http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qttype=LA&superview=sec&view=aat&set=4&sort=&ord=&tab=106&no=208&pg=1>

In 2014, as a result of changes in the way GCSE results are reported and the implementation of 'Wolf Report', there was a drop in GCSE 5+A\* to C including in English and Maths.

The value-added of the school is also very impressive and pupils in the school progress much higher than similar pupils nationally. In 2014, pupils with low attainment on entry at Year 7 had a value-added score of 1021.

Difference in the achievement of Pupil Premium pupils and those not eligible for Pupil Premium is lower than that nationally. Table 2 shows that Dunraven compares favourably to national figures which have a gap of minus 27.5 percentage points. The gap at Dunraven is 22 percentage points.

**Table 2. School performance data - Pupil Premium**

		All Pupils	Non Pupil Premium	Pupil Premium	Gap
5 A*-C including English and Maths	Cohort	205	108	97	
	School Results (%)	63	70	51	-19
	National (%)	53	64	37	-27.5
	<b>Difference</b>	<b>10</b>	<b>6</b>	<b>14</b>	



The Ofsted report confirmed that:

*School leaders have established a detailed programme of support, activities and additional resources for pupils eligible for the pupil premium. These range from smaller groups with additional teachers in core subjects to personal mentoring and access to technologies for research and homework. They closely check how effective each has been to raise achievement and are flexible in their approaches to ensure that learning gaps are closing effectively. (Ofsted 2014)*

### Leadership and management

The impact of the Principal's inspirational leadership and outstanding management is evident in the school's success over the last decade and in its determination to become even better. The principal sets high expectations for the senior team and the staff as a whole. There is an unremitting focus on improvement, particularly in the quality of teaching and learning, effective use of data and the higher achievement by students. The Principal is very well supported by an exceptionally effective senior team in guiding, monitoring and evaluating the many aspects of the school's work. There is a remarkable sense of teamwork across the school. This is reflected in the consistent and committed way the leadership at all levels work towards the school's aim to raise achievement. The school is proud of its efforts to maintain its inclusive ethos. This is seen in the outstanding progress made by all groups of students.

The school was inspected by Ofsted in 2014 and judged to be outstanding in all areas:

*'The leadership and management are outstanding. The principal and his team's relentless pursuit of excellence and thorough understanding of the school's strengths and areas for further improvement have raised all aspects of the school's work to outstanding. Inspirational leadership at all levels has ensured the completion of an extensive building project and incorporated a new Early Years Foundation Stage and primary phase, without allowing any turbulence to disrupt learning. High standards abound in all areas because senior and middle leaders model the very best practice and are excellent communicators, adept at sharing information with each other about pupils' academic and personal progress. Without exception, all are committed to involving pupils in their own learning...'.. 'Leaders are highly effective in raising pupils' awareness of how to stay safe and strong links with community police provide pupils with excellent first-hand information on how to keep themselves safe both inside and outside the school. Leaders make thorough checks on the attendance and behaviour of pupils enrolled on courses outside the school. They see that all pupils achieve high standards and make excellent progress. The school is held in high esteem and leaders at all levels supported by the principal, share their expertise with other schools. The local authority works in partnership with the school.'* (Ofsted 2014)

One of the reasons for the school's success over the last decade is the promotion of a dynamic and decentralised approach to leadership. Giving staff genuine authority, but supporting them in developing the best possible way of going forward, is a feature of the distributed style of leadership at Dunraven. Clarity of roles and responsibilities are evident at every level.

The Senior Leadership Team (SLT) hold fortnightly meetings with Directors of Learning to review the progress of students and develop specialist intervention plans which the ST supports them to deliver.

There is a 'high trust – high accountability' model from the ST to Directors of Learning, through to directors of year groups.

*'The role of the ST is to have robust conversations with directors of learning not to do the job for them – our role is to triangulate what they are saying. The role of the directors of learning is to deliver the maths/English results. Lots of our departments exceed their targets.'* (Deputy Principal) The appraisal structure which runs from October to October has FFT targets applied, which are non-negotiable and set around cohorts of pupils.

The development of a clear vision that every 'individual' student can achieve is central to the leadership's transformational approach – that is, shared vision, rather than supervision, which provides for the coordination of individual efforts. The building of a school culture in which individuals at all levels enjoy a degree of autonomy in relation to their own work, and the possibility of bringing their own knowledge, skills and creativity to bear in resolving problems and pursuing opportunities, is extended to students as well as staff.

The Principal is passionate about every child's sense of 'being known' by the school and of being valued as an individual, he affirmed:

*'Overwhelmingly our children know that they are known and their needs are secure. That's the basis that liberates them to be good learners, more confident and optimistic. Outcomes follow from getting those things right. Increasingly it's about the whole child. If we can give this to our children regardless of their background, then we are doing a good job.'*

As a National Support School, Dunraven works with a number of schools in London and beyond.

### EYFS/Primary Phase

As around half of the achievement gap is already present nationally by the time children enter secondary school, it made sound sense for Dunraven to extend its provision to provide primary school places for local pupils and to play a pivotal role in closing any gaps in the early years of schooling.

The head of the primary phase explains the strategy for narrowing the gap in EYFS/Key Stage 1 and how this involves developing strong relationships with parents. The school admitted 56 pupils into its reception classes both last year and this year and have noticed a change in the cohort this year:

*'Attainment on entry is more favourable this year than with the previous Reception classes. There were gaps between boys and girls, especially in writing. In this year's reception only ten pupils are below and 15 in Year 1.'*

The EYFS/KS1 leader is focusing on 'narrowing the gap' as part of her NPQML programme and is putting into practice some of the effective interventions identified through research.

*'An after-school reading club has been started and children have targets for home reading. This is building confidence and a love of reading in boys especially and has increased their motivation. In the Spring Term we ran an outdoor maths explorers club, targeting PPG children. There is speech and language support from a SALT and Chatterbugs groups for children who had low scores on the language screening*

*check. The group helps build confidence and models good speaking and listening for children. Year 1 phonics screening check suggests that there will be a 5% gap between PP children and non-PP children, so phonics interventions are taking place in the summer term. We are targeting parents to engage them in phonics, reading, developing growth mind-sets, maths and computing workshops. We have also implemented FRED (Fathers Reading Every Day). We offer them tea and coffee and encourage them as much as possible. We have put in a lot of effort to engage parents; we are being proactive in ringing them, encouraging their attendance at meetings. We have also started a parent/volunteer reading group.'*

Family Digital Stories which is an inspirational six week project run by the City Learning Centre, has been offered to targeted families. The aims of the project are to increase parental engagement with certain families, boost children's confidence and support parenting skills. 12 parents attended each week and feedback was very positive, one parent of a child in a Reception class said:

*'Getting to know other parents at school was great. Doing something together with my child makes her feel important.'*

Dunraven takes a whole school approach to engaging parents and adopts an outward-facing strategy which makes use of information and expertise from others. Goodall et al (2011) reported that parenting styles improve as a consequence of receiving support and training, and parents gain knowledge, skills, confidence and empathy. They found the most effective interventions to be those focusing on both academic outcomes and parenting skills rather than either in isolation, and discovered much greater evidence of the impact of parental engagement programmes on children's literacy than for any other curriculum area.

The EYFS/KS1 phase leader explained the lengths the school goes to in making sure that every parent is engaged:

*'Having a School Direct student has enabled me to be more available to meet with parents. In the case of one PPG pupil, who only sees her Dad at weekends and he can't come to the school, I email him, to make sure all the family are engaged.'..... She recalls: 'last year, the first year, we did everything we could to get parents in to school. We do have EAL children, but not beginners in English, they are less confident but they get by and are picking up.'*

There is a free breakfast and after school club available for PPG pupils and a range of clubs, football, gym, cooking and Children's University activities.

The head of the primary phase, who was formerly the head of a successful primary school in another London Borough, recognises the advantages for staff and pupils of being an 'all-through school':

*'I have carried out observations in the secondary phase and it has been very good for my own professional development to see what happens in Year 7. We have had teachers come to us from the secondary phase, to gain experience and we have had meetings with directors of learning in each subject to see how we can use secondary teachers' subject expertise. Year 7 carried out a project teaching animation to our Year 1s and there were enormous benefits for both year groups. The Year 7 pupils commented that it gave them a greater appreciation of how hard it is to teach. It raises our expectations of what pupils can do. Last year we had a huge exhibition of Reception pupils' work and it was of a very high standard.'*

## Effective Teaching and Learning

*'Excellent teaching and tailored support for pupils enable them to learn exceptionally well in all subjects', Ofsted reported on the quality of teaching:*

*'School leaders have placed a strong emphasis on raising the quality of teaching in all areas of the school and are passionate about involving the pupils in their learning. This is one of the main reasons why the quality of teaching has improved and is now outstanding.'*

The talented and committed teaching staff are willing to share their expertise and have developed a culture and learning environment where there is skilled and deep questioning which draws out and promotes pupils' understanding. Pupils frequently lead parts of lessons, present their work and question each other and their teachers, as inspectors observed:

*'Classrooms provide a safe and secure place where pupils are not afraid to speak out, or to learn by getting it wrong before they get it right. They check their ideas with a mark scheme, before their own work is returned and self-reviewed with increased skill and proficiency.'*

Teachers and other adults working with pupils encourage, support and express very high expectations for every pupil, and the pupils correspondingly expect the very best of themselves. Excellent support for pupils who have special educational needs is provided in class and within the resource base.

Teachers use their outstanding expertise to support pupils with learning English as an additional language, they are well qualified, experienced and knowledgeable. As a consequence, these learners' needs are met in lessons and targets for their literacy needs are regularly set. They make excellent progress during their time in school. When a new EAL pupil arrives at the school an assessment is immediately carried out and they are carefully tracked to monitor their progress and their levels of English. Pupils of higher capability are challenged by the pitch of work in the accelerated sets which is matched to their needs, as Ofsted noted:

*'Teachers plan and adapt their lessons to incorporate a sharp match of tasks and interesting activities for all groups of pupils and are adept at stimulating interest about their subjects through the use of varied and different resources.'*

Teachers regularly check pupils' understanding during lessons and they urge pupils to question and check their own and each other's understanding. Written and verbal feedback on how well pupils are learning is sharp and helps them to improve even further.

An innovative online homework system which enables schools to easily and effectively track and monitor pupils homework is used. The system makes it simple for teachers to set homework tasks and a transparent and thorough reporting means that any teacher or staff member can see at a glance the quantity and quality of work being set by individual teachers, departments or year groups. Students access their homework via an internet account. To help students who might not have ICT/internet access available at home, the school library is open after school with a suite of computers available for students to log on and to check their homework. Parents too can check and extend pupils' thinking beyond the lessons.

## Effective Targeted Support and Use of Pupil Premium Funding

All students in Year 11, including those eligible for pupil premium funding, progressed to further education and/or training last summer, for the fourth year in succession. This underlines that the funding provided by the pupil premium has been used effectively by the school to help ensure that all eligible students had a 'passport' to the next stage of their education. The school endeavours to support all its students, identified as vulnerable, in a variety of ways to ensure that they meet their targets.

The Principal is quick to point out that not all PPG children have the same backgrounds or needs, he maintains:

*'We lose ground by only ever seeing them as a homogenous group.... We see the needs of the children and respond to those needs. Yes we have a system and a strategy especially at Key Stage 4, our 'Going for Gold' strategy, which is modified to the needs of the cohort, but we adapt and develop it each year because the needs of the children are different. The flat one-dimension appears to be the same, but the 3D shows us that they are not the same. PPG children may come from certain backgrounds, they may or may not have articulate parents, do or do not have expectations of doing homework. It comes back to what used to be called 'working class' - PPG children may be the same in this respect. However, there is no uniform thing as 'white working class' but there are similar elements. However, you are just as likely to have a high attaining pupil in the PPG group as you are a challenged or challenging pupil. It is how we respond to their individual needs, we start from them, rather than 'let's put the children into a category'. Generally the trend has to be putting the child first and responding to their needs. The more specific the needs the more individual they are.'*

Attainment gaps between Year 11 pupils eligible for pupil premium funding and their peers in school and nationally are closing rapidly. Pupils make similarly exceptional progress because the school provides an extensive array of additional activities and resources to boost their learning such as one to one support. Figure 1 compares the relative progress made by pupils in Dunraven School with the progress made nationally by all pupils in England between KS2 and GCSE for disadvantaged pupils. The scatterplot of pupils eligible to the pupil premium shows that they have progressed well from KS2 to GCSE.

Every single student expects to be part of an intervention at some stage. In Year 11 pupils are involved in the 'Going for Gold' intervention programme. Diamond is for students targeted to achieve a minimum of 5+GCSEs at A\*-C (everyone at the bottom end of the cohort), gold is for the key marginals and platinum is for students on track to achieve a minimum of 5 GCSEs at A\*- C including English and Maths, pushing the A/A\* percentage with gifted and talented pupils.

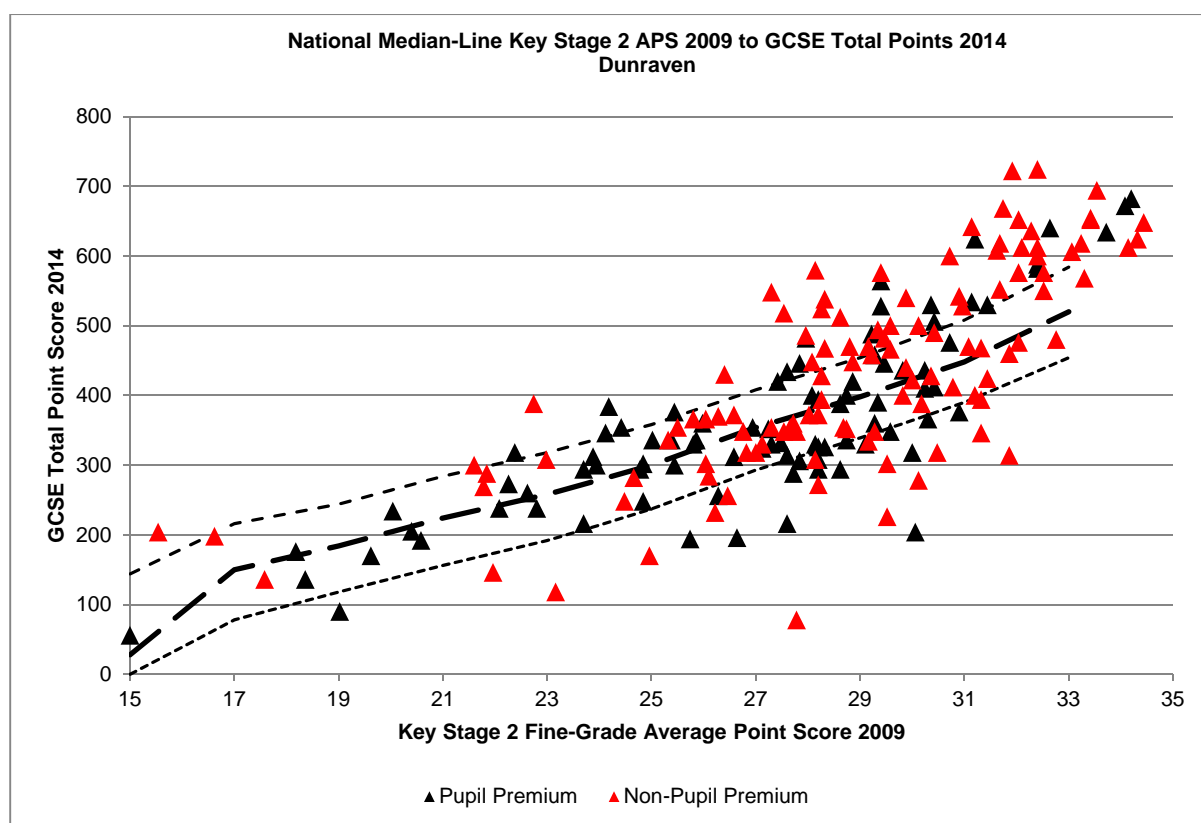
Systematic, thorough monitoring of pupils' progress underpins the school's continued success in raising achievement, through the quality of teaching and pupils' involvement in their learning, to outstanding. The Deputy Principal comments:

*'The benchmark was 5+ A\*-Cs. Once you have done that you are a bit safer. Of course the world is changing and you now need to be looking differently. The big issue now is a division between what is in the children's interests and what is in the school's. That is the big problem. Pupils need to know what they need to do to get to the next level. Until the imperative for the children is the same as the school you are in real trouble.'*

The deputy principal reflects on the reasons why Dunraven is so successful in narrowing the achievement gaps between PPG pupils and their peers:

*'We never sit PPG pupils in a room. We do not ask our teachers to produce lesson plans as such. When I go into a lesson there is a seating plan, the teacher's target grades, IEPs, what the TA is doing and for whom, what PPG pupils are doing. There is no benefit for pupils to be put in a room together because they are poor. Some of our highest attainers are eligible for PPG.'*

**Figure 1 School performance data - Pupil Premium and Median Line Value-Added**



Tracking for targeted intervention at KS4 falls within the remit of the assistant principal who explains the process: *'I have to live the data and I have to know every single child's data. I am looking at what those pupils are doing and whether they are going to meet their targets. The majority of our PPG pupils have issues of lack of motivation or a lack of support from home, it is about personalising support, but not so much that pupils think they are being lumped together'*.

During the Ofsted inspection in 2014, inspectors praised the work of the inclusion department for the tailored support pupils receive:

*'The highly sophisticated inclusion department, overseen by the director of inclusion, successfully provides an essential focal point for a vast array of expertise accessible to enhance learning. Pupils from all groups receive tailored support programmes and their achievement is never less than good and, frequently, outstanding. Equal opportunities are rigorously promoted and the school ensures that every pupil has an equal chance of success. Discrimination in any form is not tolerated and pupils show great regard and understanding for each other's differences. Focused careers guidance, mentoring and a powerful network of training and work partnerships*



*ensure that every Year 11 and sixth form student has a place arranged when they leave. No student is denied anything that the school has to offer. The whole-school ethos of developing 'the growth mind-set' has raised pupils' expectations through their own self-belief and instilled excellent attitudes to learning and future success. School leaders have established a detailed programme of support, activities and additional resources for pupils eligible for the pupil premium. These range from smaller groups with additional teachers in core subjects to personal mentoring and access to technologies for research and homework. They closely check how effective each has been to raise achievement and are flexible in their approaches to ensure that learning gaps are closing effectively.'* (Ofsted 2014)

The Dunraven Student Engagement and Inclusion Provision programme includes a Director of Inclusion, a Director of Student Engagement, three members of a student engagement team, the Base (curriculum based support/intervention KS4) an attendance and punctuality officer and alternative/external provision. The aims of the department are to ensure students' social, emotional and behavioural needs are supported through individualised programmes and to help develop restorative and solution focused approaches to their everyday experiences. Also to support families, students and teaching staff, in raising students' motivation, commitment to learning and engagement in education. Attendance, punctuality and attainment of vulnerable young people through a bespoke package of academic support and timetabling are addressed. It offers vulnerable students a selection of vocational and alternative provision courses that broadens their learning experience and enhances their opportunity of placements at apprenticeships and FE provision. The director of inclusion explains how this works:

*'The learning support teacher in Year 11 visits colleges and prepares students so that the liaison goes on between us.... because transition points are hard to manage. What makes us successful is that we do not say 'didn't attend – no further action'; we are very good at confirming and developing relationships.'*

Such is the dedication of the inclusion team that they have devised specific interventions for Year 10 and Year 11 PP pupils who have poor attendance and punctuality, or little support from home. The aim is to help develop aspirational thinking and financial skills:

*'We link them up to colleges and universities and with trades, e.g. mechanics and engage students into these programmes. We have Year 10 supporting children in their transition from primary schools i.e. Year 10s link to Year 6 pupils who will be moving to Dunraven. We spend a lot of time with Year 11 to make sure their CVs and application forms are done well.'*

There are however, concerns that there seem to be fewer and fewer safety nets for vulnerable pupils who have left the school and still need help in making the transition to College or work:

*'Motive 8 used to provide a mentoring service over the summer and into the autumn term. We need to find another provider now. Some students still come to meet with me (Director of Student Engagement) and the attendance officer, but we will still make time to help them. As a community hub we need to help them. We are looking at creative ways of providing support e.g. through Southbank University who are placing social work students in our school.'*

The Director of Student Engagement continued:

*'We are very good at liaising with each other in providing a support package for children who need it. We say we are experts which we are, we also train our teaching staff and make sure they can deliver quality first teaching... they do not say 'this one is for inclusion' but see the children as their responsibility.'*

Teaching staff feel free to come to the team for advice. There is also an 'inclusion tip of the week' on SEN, behaviour management, speech and language, or EAL and an 'inclusion slot' on the agenda every training day. Every month there is a Teacher Feature initiated by the inclusion team the issue of radicalisation is a topic on which teachers are currently asking for advice.

The Principal sums up his thoughts on the future of PPG funding:

*'If there are changes to the funding there would be unfavourable consequences. We will find it difficult to do what we have been doing. We will try our best around that but it's inevitable that it will be difficult. Data doesn't tell the whole story, race, language, SEND needs to be taken into account in raising achievement.'*

He reflected:

*'I do not think you can have a successful, high achieving school unless it's an inclusive school. In selective areas the success rates between those who just managed to pass the 11+ to get into Grammar School and then failed to thrive and those that passed easily, varied widely. Inclusion costs; without PP funding it would be disastrous. Whether we can sustain this in the future depends on the PP funding. Without it the most vulnerable pupils will suffer.'*

**Child A:** Child A is in Year 11 and looked After Child with SEND: ADHD  
SED Support: The Base Learning Mentor Attended Excellence in Education  
(Alternative Provision).

Child A had a highly difficult journey through school due to LAC status. Young person was with the same carer since the age of 6 but the relationship became strained throughout secondary education and both Child A and carer requested an end to the foster placement. Child A was placed in the care of first time carers with a therapeutic background. Child A was medicated in Year 8 this was a high point behaviourally. Y9 poor behaviour, missing from home and substance misuse. Attendance & on-going behavioural difficulties led to a referral to both the Base and a Learning Mentor. Small improvements in behaviour and attendance but Child A struggled in a mainstream setting. An alternative provision placement at Educational Excellence was brokered by the Student Engagement Department, attendance, behaviour and attainment was closely monitored by the team and were instrumental in ensuring Child A left Year 11 with an A\*-G qualification. This also resulted in an apprenticeship being gained at EE which Child A is attending and developing key employment skills.

**Child B:** Child B is in Year 9 and have Social Services (CP Plan), SEND: Cognition and Learning/Social, emotional and mental health SED/Inclusion Support: The Base Learning Mentor Attendance Officer Learning Support Assistant & Learning Support Teacher.

Child B started school in our Supported Curriculum Class. This means she had



support from learning support assistants in every lesson and a curriculum which was slightly bespoke/reduced than the other students' curriculum in the year. Child B's start to Year 9 was disruptive and difficult. Dunraven became concerned with peer relationships and Child B being sexually active. She was highly disruptive in lessons, and was referred to the Base; she was supported by a learning mentor to assist with behaviour in the classroom, and attendance mentoring by our attendance officer, with whom she had a very good relationship. Child B is in the Base for approximately half of her timetable including English, maths and science. She has made significant progress, most notably in her ability to work independently, in literacy and numeracy. Attendance was below 93% but has now improved to 95%. Child B has successfully reintegrated back into the majority of her mainstream lessons and is enjoying learning. Her ability to manage her emotions and implement strategies learned has enabled her to restore relationships and raise her attainment. Child B is interested in attending Lambeth College in Year 10 to study Construction.

### Inclusive curriculum

Dunraven believes in the importance of a broad and balanced curriculum which enables children and young people to develop a range of knowledge and skills to prepare them for a full and rich adult life. The All Through school will, over time, enable the foundations to be laid for life from Reception age onwards. The EYFS curriculum is rich and varied. Reception class children have Forest School sessions, weekly gardening, and Key Stage 1 classes have a wide variety of visits to theatre, farms and museums as part of their topic work.

The secondary phase curriculum has been praised for its breadth and balance ensuring that all students develop an understanding and appreciation of the Creative and Physical Arts, Technology, Humanities and Modern Foreign Language alongside the core subjects throughout Key Stage 3. Our aim is that students maintain such balance into Key Stage 4 before specialising their field of study in Key Stage 5.

*'The range of subjects studied, enhanced by a vast array of enrichment and extra-curricular activities and events, is outstanding. In addition, varied assemblies, such as using dance to illustrate overcoming fears and obstacles in life in modern Britain, and creative tutor time activities to boost self-esteem promote common values. Few opportunities are missed to promote pupils' spiritual, moral, social and cultural development, which is a true strength of the school. (Ofsted 2014)*

### Use of data

The use of data in the school is a particular strength. One common feature of strategies for raising achievement in Dunraven School is intelligent use of assessment data, progress-tracking, target setting and support for students slipping behind with targeted interventions. Every pupil is expected and encouraged to achieve their full potential by teachers in Dunraven secondary school. These high expectations are underpinned by the effective use of data to pinpoint underachievement and target additional support. There are a number of good practices in the use of data in the school which is identified in previous and current research (see Demie and Lewis 2010; Demie and Gay 2013; Demie and Lewis 2008):

- The school use SISRA and SIMS systems. Data can be retrieved in many combinations at any time, to look at the performance, for example, those with English as additional language, gifted and talented, ethnic background, language spoken, free school meals, SEN stage, mobility rate, attendance rate, types of support, etc. The school continues to refine the data held in its information and data tracking system, ensuring the data are simple, accessible and easy to understand. Using red, amber and green to indicate actual against expected levels of progress, attainment is clear and easy to grasp, which is useful for discussions with class teachers and staff.
- The school is rigorous in the way that they use target-setting, assessment and tracking to raise achievement. National assessment and test data are used alongside assessment data generated in the school to predict the target grades for each student at GCSE. Periodically, the data are updated and progress towards the target estimated. Targets are set in discussion with students.
- The school also use a range of other comprehensive contextual and value added data including FFT and RAISEonline data. Data is made available across the school and used to help review the pupils' progress and set targets. The principal, the ST and teachers have an accurate assessment of the school and individual pupil progress. As a result the school is effective in tracking and identifying any individuals or groups of all abilities who are not achieving as well as they could.
- Teachers make effective use of data to evaluate the quality of provision and to identify and provide targeted support for differentiated groups of pupils.
- The most common type of interventions employed in the school, where data analysis had highlighted issues to be addressed, were providing additional support including one-to-one support, and making changes to the teaching programme or curriculum, such as, more personalised or differentiated teaching to meet the needs of Pupil Premium pupils, EAL pupils or SEN or pupils in targeted initiatives to improve performance.
- Teacher used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked.
- The school ensured through effective use of data that class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress.

The above good practice is well articulated by deputy principals, teachers, inclusion team and data manager. We would argue that the use of data in the school is forensic and is used to track pupil progress, set targets, identify underachieving pupils for further support, and inform teaching and learning and strategic planning. The school understands how well their pupils are doing. Data has helped the school to pose and answer questions about current standards, trends over time, progress made by individual pupils, to track pupil progress and to set high expectations. Overall, the school is thorough and rigorous in the use of target setting, assessment and tracking individual pupils performance to raise achievement.

## Pupil voice

### Do you enjoy coming to school? Why?

*'It's fun here at Dunraven. Especially in Year. 7-11. Many activities, trips to Universities, inventions, Switzerland in Year 9'*

*'There is a lot of support, no matter what your abilities – tailored support. I played basketball in Year 11, visits to Universities in London and the Science museum'*

### Why is Dunraven an outstanding school?

*'The opportunities are tailored to individual pupils. Teachers are very supportive. They respond to our emails. If I ask if I can see a teacher after school for some help, they will help'*

*'From Year 7 all the way through to 6<sup>th</sup> form they have clubs, maths clubs whatever. I do further maths so it tends to explain things in more depth, if you want to look further into it you can ask and they will give you further questions – they will always reply with help'*

*'They are always there to dedicate their time to you whenever you need help'*

*'There is always extra work or questions, or they make up a question on the spot and you can do it'*

### Why is Dunraven a very popular school?

*'It has a good reputation because the people who know the school... you wouldn't get a negative response about us'*

*'We know how to behave appropriately and well on trips – we can be quiet or sociable'*

*'We achieve very high grades in 'A' levels but it is not just about that, it is not based on grades it's based on the feel of the school'*

### What is your favourite subject?

*'Maths because it is linked to everything and it is challenging. Problem solving in maths is interesting for me. There is always another way of doing it'*

*'Biology/Chemistry: I am interested in the human body, everything is made from similar things, so many different combinations, and everything is related. We are all made from carbon but we are all different'*

### Are you aiming to go to University?

*'Yes, but I don't know which one yet. I would like to study genetics'*

*'I was planning to go to Oxbridge or Imperial College to do Chemical Engineering. Teachers do lots of workshops around life after sixth form. Not just about University, they give us other ideas. I am a FSM student but it doesn't mean if you don't have money you cannot succeed'*

*'In Year 10 the school was very supportive of that'*

*'I try to be independent but if I need help my mum helps me'*

## Impact of Going for Gold

*'In Year 10/11 in the 'Going for Gold' programme teachers talked to us about how to write a CV, fill out application forms and gave us resources. On top of that teachers gave us specific material and general information about revision techniques, timetables etc. They would introduce us to universities and advise us on options. They talked about what is outside Dunraven and what's next'*

*'They would tell us about Open Days of Colleges and Universities, tailored to our needs. Although you are in different groups, they are always trying to move you up a grade rather than maintaining it, e.g. if you are on Gold you need to move on to Platinum. They help us organise ourselves, they gave us techniques and websites to help us. They gave us all the options and how to revise. They gave us University information about how to apply etc.'*

## Conclusions

- Strong and effective leadership. The outstanding leadership of the Principal and his leadership team has been instrumental in continuing the very successful drive for improvements. All staff are highly ambitious for the students. As a result all students make exceptional progress in their personal development and academic achievement.
- Effective use of data. The schools are rigorous in the way that they use target-setting, assessment and tracking to raise achievement. The school understands how well their pupils are doing. Data is used as a driving force for raising attainment, tracking students' progress and identify strengths and areas of development.
- Quality of teaching is outstanding. Excellent teaching and tailored support for pupils enable them to learn exceptionally well in all subjects.
- Effective use of pupil voice. Pupils interviewed appeared extremely happy with their school experience. They had a determined attitude to learning. They appreciated their friends at school, their teachers and the facilities of the school. It is evident from their comments that they felt valued and treated equally.
- Disadvantaged students make good progress, in line with other students at national level. In 2014 they did better than other students nationally in gaining five GCSEs at A\* to C grades including English and maths. The school uses specialist literacy programmes, small group support work in both English and mathematics, and one-to-one tuition help students who speak English as an additional language, Pupil Premium and SEN students all to make excellent progress in both English and mathematics. The school also uses best teachers where possible to teach intervention groups to improve mathematics and English. They made sure that support staff, particularly teaching assistants, were highly trained and understood their role in helping pupils to achieve using pupil premium funding. Particularly the work done with Key Stage 4 students as part of our 'Going for Gold' programme has clearly had an impact on the outcomes of those students targeted.
- Effective Inclusion team and support. The achievement of students who receive their education at other settings is monitored very carefully by the inclusion department to enhance learning, ensuring that they are placed on courses appropriate for them, and that they make progress that is in line with their peers. *'Pupils from all groups receive tailored support programmes and their achievement is never less than good and, frequently, outstanding.'* (Ofsted, 2014)

## La Retraite RC Girls' School

### Background

La Retraite is a Catholic comprehensive school, with 916 girls on roll. The school is popular and oversubscribed. Students come from a wide range of social, cultural and economic backgrounds and varied catchment area. The main ethnic groups are African (45%); Caribbean (13%), Other Ethnic Group (11%), Portuguese (10%), and Mixed Race (6%). A much higher proportion of pupils (65%) than nationally do not have English as their first language. La Retraite has 47.8% of pupils eligible for the Pupil Premium. This is nearly double the national average. The school gained specialist status for science and mathematics in 2004. The school works in collaboration with other schools locally, known as the South London Cluster 6 (SL6).

The school was featured in a series of previous Lambeth research projects into good practice of raising achievement of Black Caribbean pupils, Black African Pupils and also Outstanding Secondary Schools (see McKenley and et al 2003, Demie and Lewis 2013, Demie et al). The reports highlighted some of the basis of success that makes a difference for all pupils. It featured particularly La Retraite's strength of ethos, leadership, development in the innovative curriculum, monitoring of pupils progress, link with parents and celebration of cultural heritage. The overall findings of Lambeth and Ofsted's previous research shows that La Retraite is an outstanding school in all areas and the school work is underpinned by an atmosphere of high expectations and care for the individual (Demie and Lewis 2013, Ofsted 2009 and 2013).

The evidence used for this report included: interviews with headteacher, assistant headteacher and students; scrutiny of relevant previous Lambeth and Ofsted inspection reports and performance data (see McKenley and et al 2003, Demie and Lewis 2013, Demie et al; Lambeth Council 2014; Ofsted 2013, 2014; and La Retraite school 2014) and other reports<sup>6</sup>. As part of this research, the school was asked to identify the features they considered central to their success in narrowing the achievement gap. Researchers visited the school, having prepared a day's programme of meetings with key members of the school community. The following report considers the evidence collected from these interactions and draws conclusions from these and more informal observations, conversations and discussions made during the day. Details of the findings are discussed below.

### Achievement and Standards

*'Students thrive and respond to the school's the high expectations, so that students from diverse backgrounds achieve extremely well. Students' GCSE attainment is high; their progress from their starting points in Year 7 has been in the top 5% of schools nationally when measured across a range of subjects. All groups of students, regardless of their ability, including those who speak English as an additional language, make fast progress.'* (Ofsted 2013)

Achievement is outstanding. When students start in Year 7, the standard of their work is slightly above national figures (KS2 average point score of 28.5 compared to the national figure of 27.6). By the end of Key Stage 4, standards are well above the national average. GCSE results are on a rising

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<sup>6</sup> See for the details of reports:

Ofsted (2007). La Retraite School Ofsted inspection Report, Ofsted.

Ofsted (2013). La Retraite School Ofsted inspection Report, Ofsted.

trend and, in 2014, 80% of students achieved 5+ A\* to C including English and maths, even with the new “Wolf Report” measures in place. Students' progress, including that of students with learning difficulties is outstanding. The use of data to identify and improve performance is rigorous and supported well by detailed target-setting at all levels and for various aspects of students' performance. The school has used this well to identify those few subjects where performance is not as good and has implemented a range of improvement measures.

**Table 1. GCSE performance – 5+A\*-C including English and Maths**

Year*	La Retraite	Lambeth	England	School VA**
2007	57%	42%	46.8%	996.6
2008	68%	47%	47.6%	1013.0
2009	78%	53%	50.7%	1030.1
2010	72%	53%	53.5%	1025.5
2011	74%	61%	59.0%	1034.6
2012	87%	63%	59.4%	1039.1
2013	78%	66%	59.2%	1014.4
2014	80%	57%	53.4%	1031.1

\*From 2014, GCSE measures use the Wolf Report recommendations

\*\*From 2007 to 2010 measure is CVA. The measure is VA from 2011 onwards

Source: DfE (2014). School Performance Table <http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?ctype=LA&superview=sec&view=aat&set=4&sort=&ord=&tab=106&no=208&pg=1>

## Leadership and Management

*‘There is a relentless pursuit of excellence by the headteacher, senior leaders and governors. Leadership is outstanding at all levels and has established a climate where staff readily share expertise and monitor the impact of their work.’ (Ofsted 2013)*

A key factor in the school's success is its outstanding leadership and management. The headteacher provides outstanding leadership of the school. He is supported by a very effective and able senior leadership team who share his vision. Senior leaders are strongly focused on raising standards. Leaders have excellent understanding of strengths and weaknesses in their areas of responsibility and take appropriate action in light of their priorities. They are ambitious for their students and have implemented rigorous systems to improve achievement further. This is also confirmed by Ofsted which stated:

*‘Leadership and management are outstanding. The headteacher and senior leaders lead by example, creating a positive climate where staff and students work closely together with shared aims and expectations. The headteacher's vision for the school is shared at all levels.’ (Ofsted 2013)*

Staff and students benefit from the headteacher's inspirational leadership. His commitment to ensuring all students excel is underpinned by a strong sense of moral purpose which is shared by all teaching and associate staff. Staff and students interviewed are fulsome in their praise of the school's leadership. All the pupils interviewed were extremely positive and they commented on their pride in attending La Retraite. One student, typifying the views of many others, commented:

*'The school really pushes for everyone (students, staff) to be the best that they can be' and researchers agree. In this school 'students thrive and respond to school's high expectations, so that students from diverse backgrounds achieve extremely well. Their progress is monitored regularly and personalised support is put in place if a student is not making rapid progress. All teachers promote the development of literacy and numeracy skills well, and weaker readers have very effective one-to-one support. Consequently, students use these skills confidently, which boosts achievement in other subjects.'* (Ofsted 2013)

Our previous research into good practice in the school (see Demie and Lewis 2010 and Ofsted 2007, 2013) also showed that:

- Leaders at every level, including middle leaders, are very effective. They sustain high levels of achievement and provision. The school self-evaluation is accurate and all leaders have a firm understanding of the school strengths and areas of development and are unrelenting in their pursuit of excellence. The school also set challenging targets and pupils we interviewed are keen, not just to meet such targets but to exceed them.
- Overall, the tracking of students' progress is very effective and leads to students setting aspirational targets that underpin their outstanding achievement, whatever their starting points. They know their targets and how well they are doing, and how to improve. As a result, the promotion of equal opportunities is effective.
- Outstanding teaching has been sustained through rigorous checking, with support provided where it is needed, including an exciting and creative professional development programme, where staff work together to share good practice and develop new skills.
- Teachers are set challenging targets linked to how well students perform.
- The curriculum is exciting, innovative and meets students' learning needs extremely well. The curriculum responds effectively to the context from which students come - widely dispersed inner city areas of mixed heritage backgrounds, Black and ethnic minorities heritage, and many with English as an additional language. It is designed to meet the needs and interests of the different groups of students as they move through the school, and offers a creative and extensive range of choices at GCSE and in the sixth form, underpinned by outstanding careers guidance, which is appreciated by students. They are well informed about what courses and qualifications are available to them make effective choices that ensure that many students obtain a place at a leading British university. The curriculum is enriched by a superb programme of extra-curricular activities, including an extensive range of sporting, music, drama and academic groups and a rich programme of visits. A huge range of extra-curricular opportunities are enjoyed by most students. The curriculum and these extra opportunities all contribute to outstanding spiritual, moral, social and cultural development which prepares students extremely well for life in modern British society.

## Quality of teaching

- The other strength of the school in raising achievement and narrowing the achievement gap is the quality of teaching. Teaching is outstanding (see Ofsted 2007 and 2013; Demie and Lewis 2010). Our previous and current research evidence confirms the high quality teaching is the feature of the school. There is good and outstanding teaching which is supported by a well balanced, academically robust, multicultural curriculum that reflects the heritage, culture and experiences of students attending the school. In addition, teachers and teaching



assistants work very well together to ensure that teaching meets the needs of the whole group, including those with special educational needs and English as an additional language. Teaching assistants were deployed very effectively and had a clear impact on raising the achievement of the students they worked with.

- The emphasis on quality of teaching and student achievement is also confirmed by evidence from student interviews. Students who were interviewed spoke glowingly about the quality of teaching across the school; they valued the excellent working relationships they have with their teachers and particularly appreciate teachers' willingness to provide additional support and guidance when they fall behind or need extra help. When asked further what they value most about the school, a common response was to identify good teachers who were effective subject teachers and who delivered interesting lessons and responded systematically to student needs.
- The headteacher and the assistant headteacher who gave their opinions on the quality of teaching and learning with the researcher also agreed with the students' views about the quality of teaching as outstanding and how students enjoy learning. *'We have high quality staff who are really committed to their teaching and pupils.'*
- The above findings are further confirmed by the recent Ofsted inspection report ( See Ofsted 2013:5) on quality of teaching which stated that:

- *'Teachers know their students and their abilities very well because their progress is tracked and monitored regularly. They use this information to plan work which challenges students and is matched closely to their earlier achievements, so that all groups of students make rapid progress. Students who speak English as an additional language make particularly strong progress in English and their other subjects. This is because of the closely matched individual support they are given beyond lessons and teachers' understanding of how to build steadily on their existing knowledge to take learning forward quickly.'*
- *Teachers' passion for their subject is infectious and has a positive effect on motivating students and ensuring that they remain engaged throughout the lesson. For example, in a history lesson, the teacher's intervention requiring students to imagine Philip of Spain entering the throne room of Elizabeth I, helped them to understand how the relationship between the two monarchs affected Tudor foreign policy. Teachers base learning in situations which students relate to and understand.'*
- *Teachers promote the development of literacy and numeracy skills very well in other subjects, regularly extending vocabulary by exploring the meanings of words, and in the weekly spelling tests in form time. The reading skills of weaker readers are supported effectively through the use of catch-up funding used in Years 7 and 8 to provide one-to-one support by learning mentors. They give students very good opportunities to develop confidence and speaking skills by requiring them to make presentations about their ideas. In an English lesson, students' vocabulary was extended and they began to understand how language changes over time in role plays of how Shakespearean characters might insult one another.'*
- *Teachers make good use of questioning to test students' understanding and give useful feedback. Marking is frequent but the excellent policy adopted by some which makes sure that students respond to the advice given has not been adopted more widely across the school.'* (Ofsted 2013:5)

## Effective targeted intervention and use of pupil premium to support disadvantaged pupils

*'Students' progress is monitored regularly and personalised support is put in place if a student is not making rapid progress. All teachers promote the development of literacy and numeracy skills well, and weaker readers have very effective one-to-one support. Consequently, students use these skills confidently, which boosts achievement in other subjects.'* (Ofsted 2013)

La Retraite is situated in an area of inner city London which experiences considerable challenges from issues connected to 'relative' poverty. Barriers to learning that have arisen within this context in the past have been: lack of confidence and subsequently aspiration; lack of parental engagement; difficulties with completion of homework due to lack of personal space; lack of engagement with opportunities to widen experience beyond school through curriculum enrichment activities, trips and visits. This was further stated by the headteacher:

*'The key challenge we face is one of aspiration. The school deprivation indicator is in the highest percentile, as is our FSM eligibility. 48% of the pupil population is eligible for pupil premium funding. Few pupils have been exposed to higher education and career opportunities outside their immediate environment. Many pupils also face the difficulty of living in the inner city, with limited opportunity for extracurricular activities. Our EAL and ethnic minority percentage is in the highest quintile. Many parents do not have a tradition in, or understanding of, the UK school and higher education systems, creating a sense of 'inaccessibility' to both pupils and their families.'*

At La Retraite, the school ensures that that teaching and learning opportunities meet the needs of all pupils. It also ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of disadvantaged pupils are met through additional support and provision to enable them to make even a greater progress and to narrow attainment gaps. The school recognizes the difference the quality first teaching and appropriate intervention can make. They appreciate the uniqueness of every student' and they understands that some students need more support to ensure that the school community is inclusive and equal. Teachers know pupils extremely well and personalise learning to individuals' needs and abilities. They undertake proper analyses of where pupils are underachieving and why. The school report of 2013-2014 on the use of pupil premium and school strategies for supporting disadvantaged students confirmed that:

*'The staff are aware that the key success for all pupils is ensuring that all the day to day teaching meets the needs of each learner rather than simply relying on interventions to compensate for teaching that is less good. Where more support is needed the school allocates the best teachers to teach intervention groups (For example, all assistant headteachers support GCSE English). All teaching staff are aware of who is eligible for the pupil premium and this informs their planning. The school make sure that support intervention are made on time and this achieved through regular half termly monitoring and the use of regular robust assessments which allow teachers to give students effective and termly feedback.'* (La Retraite 2014:1)

The school has established a clear whole school ethos which provides a holistic approach to raising attainment. Pupils have to be ready to learn when they come to lessons. Barriers to learning, such as those described above, make this more difficult for many, and so the pupil premium helps the school to make extra provision for pupils to ensure that they have the support they need engage with their lessons, and get the most out of their school life. The pupil premium is used to provide targeted support for groups of pupils who need different types of intervention. This ensures they can engage with the school's aims effectively. The school employed the following successful strategies and initiatives to support disadvantaged pupils:

- *'Enhanced Maths and English staffing to increase flexibility of deployment of staff to enable targeted interventions, small groups and personalised provision.*
- *Assistant headteacher (experienced former English consultant) worked with targeted pupils eligible for PP, on a one-to-one basis.*
- *Scholarship Programme to promote excellence, to prepare pupils for the rigor of 'A' level study and to provide them with the appropriate support to enable successful applications to the top universities regardless of their background. As part of this Programme pupils are allocated a school tutor and an external mentor. Pupils become eligible for the programme if they achieve high grades or achieve well above their target grades. Pupils can be placed on the programme at different times during Year 10 and 11 and the scholarships follow them into the sixth form.*
- *Information and support evenings for parents. These have included target groups where previous performance highlighted gaps in attainment with others (e.g. Afro-Caribbean and Portuguese), and subjects such as university applications, homework support and e-safety.*
- *Appointment of additional support agencies on site, including a school counsellor, family support worker, multi-agency link worker and youth worker.*
- *Use of targeted support from outside agencies and groups where necessary. Examples have included the Fabulous Futures programme for pupil premium pupils in Year 12, which we have run for the past three years. This programme, run by The Sister Circle Project, lasts 10 weeks and equips young people in preparing for further education or the workforce. The Sister Circle have also worked with smaller groups in Year 7 and 10.*
- *Promotion of character building through the creation of a house system, to engage all pupils in the community and healthy competition, and payment to staff for running timetabled after school clubs.*
- *Excellence Programme and brainy buddy scheme to support and encourage more able pupils. The scheme runs throughout the year and is open to Years 8 to 13. Pupils attend vertical tutoring sessions and also the opportunity to attend workshops and events, and take part in competitions.*
- *Russell Group Programme for pupils in Years 10 to 13, run by an external careers consultant. Pupils are mentored and tracked from Year 10 to support their career and university aspirations.*
- *Increased opportunities for learning outside the curriculum, including extra staffing to open the library before and after school, and staffing for a daily homework club.*
- *Creation of General Knowledge Coordinator position to develop and encourage pupils' love of learning and wider understanding of the world.*
- *We have made a concerted effort to increase the number of visits and trips on offer to pupils, and always support pupils eligible for pupil premium to attend these. These have included residential visits to Cern, Iceland, Berlin, Rome, New York, Barcelona, Lake District and World War One battlefields. This enhanced their learning potential.*
- *Revision sessions offered through the year from September for Year 11 pupils. Alongside this we have offered all Year 11 pupils explicit study skills sessions run by graduates, to embolden effective study skills.*
- *Parallel Curriculum offered to Year 7, 8 and 9, delivered by an external facilitator. The sessions run over an eight week period and focus on confidence building and social communication.*
- *We currently have 30 Year 11 Student Leaders and 13 Year 7 Buddies. These pupils were chosen from an application and interview process. They support staff and peers and demonstrate positive behaviours for others.'*

**Source: (La Retraite 2014b:1-2)**

As a result of the above successful strategies and high quality teaching, achievement and attainment are high at La Retraite with 80% of pupils achieving 5+A\*-C including English and maths. GCSE results have doubled since 2005 rising from 39% 5+ A\* - C including English and maths to 80% in 2014. Pupils on FSM do exceptionally well compared to the national average.

La Retraite is especially proud of the fact that the school scored a VA measure of 1031.1 for all pupils gaining 5+ A\* - C with English and maths compared to a national average of 1000.0. The value added figure for pupils with low attainment on entry at Year 7 is even more impressive and the school have a value added score of 1092.4 (See DfE 2014). In addition the school achieved the best results in Lambeth and came top of its 'similar schools' table according to DfE performance measures. As a concluding remark the headteacher commented that:

*'Our strategies have increased aspiration towards higher education; Our sixth form has approximately 35% PP eligible students; 96% of our Year 13 PP eligible sixth formers gained university places in both 2013 and 2014, of which 13% went to Russell Group universities (including Oxbridge).'*

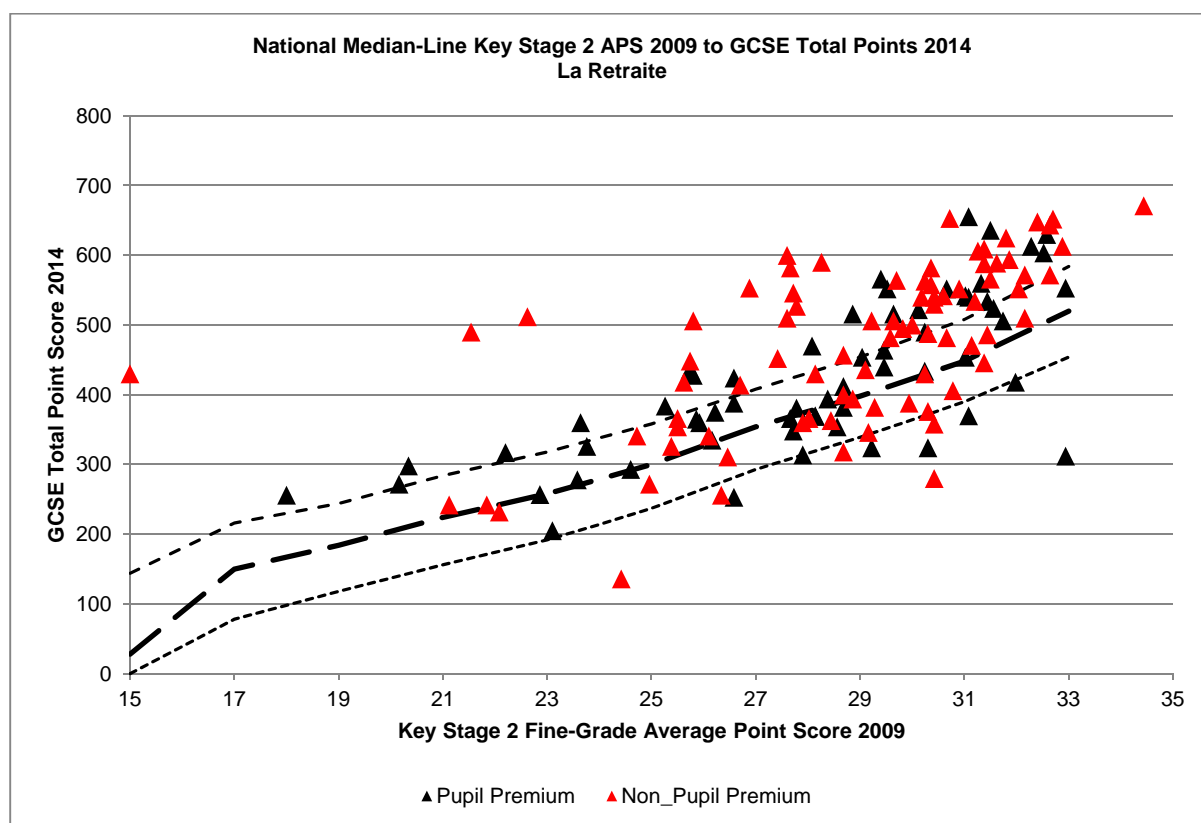
What is a significant achievement in this school is that there is no difference in the achievement of Pupil Premium pupils and those not eligible for Pupil Premium. Table 2 shows that La Retraite compares favourably to national figures, which have a gap of minus 27.5 percentage points. The gap at La Retraite is zero.

**Table 2. Disadvantaged pupils GCSE performance – 5+A\*-C including English and Maths**

		<b>All Pupils</b>	<b>Non Pupil Premium</b>	<b>Pupil Premium</b>	<b>Gap</b>
5 A*-C including English and Maths	Cohort	148	84	64	
	School Results (%)	80	80	80	0
	National (%)	53	64	37	-27.5
	<b>Difference</b>	<b>27</b>	<b>16</b>	<b>43</b>	

The extent to which PP students make progress in La Retraite School are also shown in Figure 1. The value-added data of the school as can be seen from Figure 1 is as impressive as the raw data, and confirms all students have made good progress from KS2 to GCSE. In addition, pupils with low attainment on entry at Year 7 have a very high value-added score.

**Figure 1 Disadvantaged pupils GCSE value added Performance - Pupil Premium and Non Pupil Premium Median Line Value-Added**



The median line value added in Figure 1 also shows that students in school have made a good progress in terms of value added and that the school performance in the top level in the upper quartile. Overall the school has an excellent record of improving performance of all groups and individual students. Students in the school progress much higher than similar pupils nationally. Close monitoring and intervention at all key stages ensures all students receive the support they need to provide the opportunity to attain the best results they can. Overall the data shows as a result of outstanding teaching and effective targeted support all groups of pupils make the same fast progress, irrespective of their starting points or background. From their average skills in reading, writing and mathematics when they join the school, students make rapid progress and achieve outstandingly well (see Figure 1). This is further supported by recent Ofsted report which stated that 'teaching at the school is outstanding and the school uses the additional government pupil premium funding very effectively so that they make the same outstanding progress as others.' (Ofsted 2013)

There are a large number of pupils eligible for the pupil premium who have achieved fantastic results and made exceptional progress. Some case studies are included below.

**Pupil A - Year 13 2013:** *Studying English at Exeter College, Oxford. Pupil A was a member of both the Excellence Programme and the Russell Group Support Programme. These initiatives provided Oxbridge visits and mentoring, participation in debating competitions and advice and support from school alumni for her Oxbridge application. She visited Berlin while at school and also took part in a number of residential retreats. Pupil A is currently a member of the Exeter College Widening Access Team, and has visited our school and others on numerous occasions to speak to students about her experiences.*

**Pupil B - Year 11 2014:** *Pupil B and her family were supported from Year 7. This included family support and a learning mentor. These interventions led to better attainment and more engagement in school life. In Year 11, pupil B was offered, alongside other pupils eligible for pupil premium, one to one and small group tuition in English from the English AHT. Pupil B was also offered holistic one-to-one mentoring, leading to her achieving well in her GCSE examinations.*

**Pupil C - Year 11 2014:** *Pupil C was a member of the parallel curriculum in Year 7. Pupil C was a member of the school orchestra and received free music tuition. As part of the orchestra, she performed at the Royal Festival Hall. She also went on numerous award trips (e.g. Thorpe Park) for excellent effort and achievement in KS3. Pupil C was offered more intensive support in Year 11, attending the one-to-one English sessions and also sessions offered by other subjects, notably Citizenship, where she achieved an A\*.*

**Pupil D – Year 11 2015:** *Scholarship Scheme and predicted 'best 8' average points score of 56*  
*Pupil D has been very involved in both the gospel choir and the drama club from Year 7. Pupil D has been involved in events such as the BBC NEWS Report and the Model United Nations. She is currently a member of the Platinum Scholarship group, and is interested in a law career. The scholarship has allowed her to visit Clifford Chance and be linked with an external mentor, who currently works for the Foreign Office. Pupil D has said that the scheme has made her more determined to realise her ambitions.*

**Source: (see La Retraite 2014b)**

As a concluding remark, the school makes effective use of pupil premium funding in a variety of different ways, including to provide additional staff and the best teachers to support PP pupils, for one to one and small group interventions, targeted support to help a wide range pupils who need extra help to make the same outstanding progress as other students, buying additional resources, e.g. reading books, paying for appointments with learning mentors and TAs, supporting pupil premium pupils to access nurture and enrichment activities e.g. extra curricula activities, and training teaching assistants and learning mentors to deliver specific interventions such as literacy and numeracy support. The school is highly effective in using PP funding to narrow the achievement gap of pupils known to be eligible for free school meals and that of others. The excellent range of support provided has had a positive impact on the achievement of disadvantaged pupils. It is clear that school leaders pay close attention to the successful promotion of equality of opportunity for all. This positive impact is also confirmed by Ofsted:

*'The school uses its pupil premium funding very effectively in a variety of ways, including additional individual tuition and specific financial support, for those pupils who are eligible. As a result, the progress of this group is a little faster than that of other students, enabling them to narrow the gap in their attainment on entry to the school.'*(Ofsted 2013:4)



## Use of Data

One key feature of strategies for narrowing the achievement gap in the school is effective use of data for progress-tracking, target-setting and support for pupils falling behind. A previous study in the school confirms they have a number of good practices in the use of data:

- The good use of data and assessment informs teachers' planning for learning. Additional intervention is targeted exceptionally well at groups identified through forensically detailed monitoring processes.
- National assessment and test data are used alongside assessment data generated in the school to predict the target grades for each student at GCSE.
- Data are used as a baseline to monitor and review individual pupil progress, especially to identify signs of underachievement or unusual potential and to help set targets for pupils and subject departments.









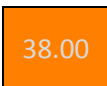


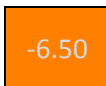
**Table 3: Sample of Year 8 spreadsheet for tracking and monitoring pupil attainment and progress**

Pupil	No. of AA *	ART	BIOLOGY	BTEC SCIENCE	BUS ST	Chemistry	CITIZENSHIP	DRAMA	ECONOMICS	ENGLISH	ENGLISH Lit	FRENCH	GEOGRAPHY	H&S	HISTORY	ICT	MATHS	Maths Additional	MUSIC	PHYSICS	RE	Science A	Science Additional	SPANISH	No. Bs	No. Cs	No. A* - C	5A*-C	Eng A	Eng B	Eng C	5A*-C inc E	Mat A	Mat B	Mat C	5 A*-C inc M	5 A*-C inc M & E
Pupil 1	1					A*	C			B	B	C			D		B				B	B	C		5	3	9	Y	0	1	0	Y	0	1	0	Y	Y
Pupil 2	1					A	B			C	C	B	D				B				D	B	C		4	3	8	Y	0	0	1	Y	0	1	0	Y	Y
Pupil 3	8	A*				A	A		B	A*	A*				A		A			A	B			B	3	0	11	Y	1	0	0	Y	1	0	0	Y	Y
Pupil 4	4					A*				A	A				E		A				B	B	C	C	2	3	9	Y	1	0	0	Y	1	0	0	Y	Y
Pupil 5	3					A				A	A	C			D		B				B	C	B		3	3	9	Y	1	0	0	Y	0	1	0	Y	Y
Pupil 6	8	A*				A	A			A	A		A*		D		A	C		A	D			B	1	1	10	Y	1	0	0	Y	1	0	0	Y	Y
Pupil 7	1					A	C			C	C	B			D		B				D	C	D		2	4	7	Y	0	0	1	Y	0	1	0	Y	Y
Pupil 8	2					A*				C	C				A	C	B				C	C	C	B	2	6	10	Y	0	0	1	Y	0	1	0	Y	Y
Pupil 9	1						C	E		C	C				E		D				C		B	A*	1	4	6	Y	0	0	1	Y	0	0	0	N	N
Pupil 10	7	A*				B	A	B		A	A				A		A	D		A*	B			C	3	1	11	Y	1	0	0	Y	1	0	0	Y	Y
Pupil 11	9	A*				A	A			A*	A*	A*	A		B		B	A		A*	B				3	0	12	Y	1	0	0	Y	0	1	0	Y	Y
Pupil 12	1						C			D	D		E				C				D		C	A*	0	3	4	N	0	0	0	N	0	0	1	N	N
Pupil 13	4	A*				B	A		B	C	C				B		A	D		A*	B			B	5	2	11	Y	0	0	1	Y	1	0	0	Y	Y
Pupil 14	1					A	C			B	B				B		D				B		D	D	4	1	6	Y	0	1	0	Y	0	0	0	N	N
Pupil 15	0	C				B	D			C	C	C			B		C		B	B	C				4	6	10	Y	0	0	1	Y	0	0	1	Y	Y
Pupil 16	1						C		D	B	B		C		E		B				D		C	A*	3	3	7	Y	0	1	0	Y	0	1	0	Y	Y
Pupil 17	0			D			E			D	D			D							G				0	0	0	N	0	0	0	N	0	0	0	N	N
Pupil 18	1	D	C			U	B		C	B	B				D		C			D	D			A*	3	3	7	Y	0	1	0	Y	0	0	1	Y	Y
Pupil 19	0						C	C		E	E				G		C				C		E	0	4	4	N	0	0	0	N	0	0	1	N	N	
Pupil 20	1			C	C		D			D	D		U				C				E		A	0	3	4	N	0	0	0	N	0	0	1	N	N	



- Subject teachers and tutors use data and other assessment information to review the performance and expectations of pupils. The school and teachers use a data analysis system called SISRA online which is managed by the data manager. SISRA is sophisticated on-line software which takes the whole-school data and gives easy access to their class' data. It presents analytical reports with the click of a button: analysis of exams, assessments and mocks, detailed analysis of performance by subject, class, gender, ethnic group, SEN code, Key Stage 2 (KS2) levels, gifted and talented, and pupil premium. Teachers can now quickly identify areas for improvement and facilitate the development of effective intervention strategies. They can also compare a pupil's levels against the levels they are achieving in other subject areas, giving a really useful analytical perspective. With a much sharper focus on data, performance trends and groups achievement are easily identified and to set up appropriate interventions and staff training to get pupils on and above target. Subject leaders present half termly self-evaluation reports of their department's progress and report to senior staff on the groups of students who might have fallen below target and agree intervention strategies for these groups during pupils progress meeting. Using red, amber and green to indicate actual against expected levels of progress, attainment is clear and easy to grasp, which is useful for discussions with class teachers and parent. (see Table 3)

**Table 3. Year 10 Academic Assessment Mid Term Monitoring Report for parents and pupils**

Key – Attainment <i>(Performance in relation to students of similar ages nationally)</i>			
NAME _____		Form Group _____	
Key – Attainment <i>Performance in relation to students of similar ages nationally</i>			
●		=	<u>Excellent - results are on or above expected levels at this point in the Academic Year</u>
●		=	<u>Good - results are at an acceptable level for this point in the Academic Year</u>
●		=	<u>Satisfactory - some results are below expected levels at this point in the Academic Year</u>
●		=	<u>Unsatisfactory - some results are well below expected levels at this point in the Academic Year</u>
Key – Progress <i>Performance in relation to personal targets at La Retraite</i>			
●		=	Excellent - progress towards targets at this point in the Academic Year is excellent
●		=	Good - progress towards targets at this point in the Academic Year is good
●		=	Satisfactory - progress towards targets at this point in the Academic Year is satisfactory
●		=	<u>Unsatisfactory - progress towards targets at this point in the Academic Year is unsatisfactory</u>
Academic Assessment			
The boxes below represents Pupil A overall progress at this point in the Academic Year			
Attainment			Progress
TERM	TERM	TERM	TERM
			
<i>Performance in relation to students of similar ages nationally</i>			<i>Performance in relation to personal targets at La Retraite</i>

	TARGETS	Spring 1 GRADES
	End of KS4	
Double Science	B	A
Drama	C	C
English	B	B
French	B	C
History	C	C
Citizenship	B	A
Maths	B	B
RE	B	B





### Punctuality

3

●		=	0 Lates
●		=	1-3 Lates
●		=	More than 3 times

### Attendance

96.50

●		=	95%-100%	<b>Excellent</b>
●		=	90%-94%	<b>Aim to Improve</b>
●		=	80%-89%	<b>Concern</b>
●		=	Below 80%	<b>Persistent Absentee</b>

- Teachers make effective use of data to review performance and to identify and provide support for differentiated groups of pupils. At classroom or pupil level, effective use of data enables the school to highlight specific weaknesses of individual pupils, identify weaknesses in topics for the class as a whole, inform accurate curricular targets for individual pupils and provide evidence to support decisions as to where to focus resources and teaching. (see table 2)
- Parents are regularly informed about their child's progress reports. (see sample Table 3)

- The data are widely circulated and used by senior managers, heads of year, heads of departments, classroom teachers, learning monitors and classroom bilingual assistants.
- There is a frequent use of achievement data to check the effectiveness of interventions. The school adjusted techniques constantly, rather than waiting until after the intervention.
- Proper monitoring of pupil premium pupil performance and spending also involved a wide range of data and evidence. This includes achievement data, pupils' work, observations, the views of pupils and staff. Effective monitoring meant that interventions and approaches could be changed and adopted quickly if they were not working.
- Equality of opportunity sits at the heart of all the school does and this is shown by rigorous monitoring of the impact of its work on different groups of pupils (see Figure 1 and Table 2). In the school different groups of pupils make equally good progress because they are known as individuals and their learning is carefully tracked. Senior leaders analyse and interpret assessment information carefully to make sure no one is left behind and take swift action to remedy any shortfall.
- This study also found that the school extensively uses Fischer Family Trust (FFT) and RAISEonline data for school self-evaluation, tracking individual pupil performance and target setting. *'Most teachers are comfortable with the school targets which is based on FFT D estimates plus 1% additional.'* (Headteacher). The headteacher, the SMT and teachers have an accurate assessment of the school and individual pupil progress. Periodically, the data are updated and progress towards the target estimated. Targets are set in discussion with pupils. The school is rigorous in the way that target-setting, assessment and tracking are used to raise achievement. Information and data systems have been developed that suit the needs of the school. They continue to refine them, ensuring that data are simple, accessible, easy to understand and manageable.
- For example, the school's data manager developed a spreadsheet that is a flexible and accessible medium to track the progress of groups and individuals, and to ensure that no student becomes 'invisible'. In the words of the school data manager the assessment tracking spreadsheet strongly supports the school's main business of teaching and learning. The system can identify 'threshold' pupils and so trigger targeted interventions. Teachers record progress as points linked to National Curriculum levels or predicted GCSE grades. Using red, amber and green to indicate 'actual' against 'expected' levels of progress and attainment is clear and easy to grasp, which is useful in discussions with parents' (see Table 3 and 4). The system is highly flexible. Data can be retrieved in many combinations and at any time, which makes the assessment database a valuable management tool, for example, in reviewing the impact of provision for gifted and talented pupils, or those with English as an additional language. Overall, disadvantaged pupils are well supported and monitored by teachers and SMT and as a result PP pupils make rapid progress and achieve outstanding results at GCSE.

As a concluding remark, we would argue that the school is highly effective at analysing data in order to identify pupils who are at risk of underachieving. The excellent range of support provided has had for example, a positive impact on the achievement of PP pupils.

## The Pupil Voice

The research team met with six Year 11 pupils from wide range of heritage groups. The pupils interviewed speak and understand a number of community language including French, Italian, Spanish, Lingala, Twi and Yoruba in addition to English. Some had been born in London, others abroad but all were fully fluent in English. As part of pupil voice we explored the following questions with them: *Do you enjoy coming to school? Why is your school is special and an outstanding school? What are your favourite subjects? Why? Do you get any support or help with your school work at home?*

As can be seen from the comments below the pupils felt that their school is an outstanding school and they get good education and teaching is of a high standard. What is more significant is the pupils shared the vision that the school articulated. They gave a number of reasons why they like the school and about the subject they wanted to study at university after they finished secondary education. Some of their responses are quoted below.

### ***Do you enjoy coming to school?***

I enjoy coming to school because:

*'It is an outstanding school'*

*'There is a good learning environment'*

*'Teachers know well their subject and are very supportive'*

*'Each day you learn something new'*

*'There are a lot facilities to support us. We got everything for everyone.'*

*'Teachers are helpful'*

*'I can learn any subject I like. I can achieve anything in this school'*

*'I feel I learn here. Teachers are brilliant in teaching'*

*'You make friends easily'*

*'Friends help you in this school'*

*'There are good teachers. They teach us well'*

*'Teachers push you to achieve and advise you how to go to Oxbridge'*

### ***Why is your school is a special and outstanding school?***

*'The teachers are good in teaching and strict'*

*'This an excellent place to learn'*

*'The teachers are helpful and they want the best for you'*

*'In this school pupils get the grade they do not think for because of the support of teachers'*

*'Teachers help you here and they go the extra mile until we understand it'*

*'Teachers are dedicated'*

*'We are very valued by the headteacher. He welcomes us every morning'*

*'The teachers break all the barriers'*

*'The school have a very good relationship with parents'*

*SMT are there to motivate you. They track you progress and they know well about each students achievement.*

### ***What are your favourite subjects? Why?***

*'My favourite subject is maths and physics. It makes much sense to learn one thing which is mathematical.'*

*'I like maths and physics'*

*'I like English and chemistry'*  
*'I like physics. Straight forward subject and easy to understand if you are good in maths'*  
*'I like chemistry and biology and maths'*  
*'I like English'*

### **What subjects would you like to do when you go University?**

The pupils interviewed are high aspiring and gave the following comments on the about the subject they want to study at university when they finish their secondary education:-

*'I would like to go to Oxbridge to study mechanical engineering and physics'*  
*'I like Oxbridge and Russell Group. I would like to study Astrophysics'*  
*'I would like to study law and would like to go to Exeter University which is the best in this field'*  
*'I want to study medicine at Oxford'*  
*'I want to study in English at Cambridge University. English is my favourite subject'*  
*'I want to study Arabic and would like to study at SOAS'*

Following this, the pupils were asked about homework *'Do you get any support or help with your school work at home?'*

The majority commented they get much help and targeted support in school and not at home. One commented that *'I do myself. I am quite independent.'* The remaining two pupils were helped at by parents and commented: *'My dad helps me and he is good in physics'; 'My mum helps me in biology and chemistry. She is good in the subject'*

The pupils interviewed want to go to top universities such as Cambridge, Oxford, Exeter and SOAS to study medicine, physics, law, chemistry, biology and English. They were proud of the school and the staff, and were happy and enthusiastic and felt secure at school. They are confident, articulate and accomplished learners. There is a buzz of learning in the school and pupils take a genuine delight in mastering new skills.

### **Conclusions**

La Retraite is an outstanding school in which each and every pupil really does matter and flourish. No child is left behind. Achievement is outstanding as a result of the school's high expectations, outstanding teaching, and excellent support and pupils wholly positive attitudes to learning. The study identified a number of key success factors in raising achievement and narrowing the gap:

- Strong leadership. One of the key success factors at La Retraite is the strong leadership. The headteacher sets high expectations for the senior management team and staff as whole. There is a no excuse culture in the school that means that every member of staff believes in the potential of every student to succeed and knows how to act on the belief.
- The quality of teaching is outstanding, so students make rapid progress. Ofsted argued that there is a buzz of activity in lessons and teachers show they have high expectations for all.
- The curriculum provision is outstanding and reflects the diverse background of students and their families.

- The use of data is forensic and exemplary. It is a strength of the school. Data on pupil performance is analysed rigorously to identify possible underachievement. Pupils have a personalised programme of support in their learning and the impact is monitored and altered as necessary.
- Effective use of pupil voice. The views of pupils and parents are sought regularly and are much used to inform worthwhile changes in the school. Pupils were proud of the school and the staff, and were happy and enthusiastic and felt secure at school.
- Good and well-coordinated targeted support to all groups of student through extensive use of best teachers, learning mentors, EAL teachers, teaching assistants and SENCO etc. As a result, disadvantaged pupils make the same outstanding progress as other pupils at the school. The school uses highly effective strategies, including best teachers for English and maths, tailored support for individuals in the classroom, 1:1 support for individual pupils, booster classes delivered by the pupil's class teacher, providing small groups with expert teachers focused on overcoming gaps in learning and funding trips to enrich the pupils education. This enabled disadvantaged students to make faster progress and to catch up on their peers. The empirical data shows that by the time students leave the school, gaps between the attainment of disadvantaged pupils and others pupils have narrowed and the gap at La Retraite was zero in 2013-2014 academic Year. This is a remarkable achievement in narrowing the gap and as a result the school was selected for the national pupil premium award.

## SUMMARY AND CONCLUSIONS

The aim of this research is to examine the success factors behind narrowing the achievement gap of disadvantaged pupils who are entitled to free school meals. A complementary methodological approach including a case study and focus group were used to explore performance and the views of teachers, parents and pupils. Firstly, detailed trend KS2 and GCSE data was collected and analysed by gender, ethnicity and free school meals. Secondly, case studies were carried out in four primary and two secondary schools to observe lessons and to hold discussions with headteachers, staff, governors and pupils to gather evidence on how well disadvantaged pupils are achieving and the factors contributing to this. Thirdly, focus groups were undertaken to ascertain the views of teachers, parents and pupils regarding what works in schools and the impact of pupil premium. Finally, by triangulating the case study and focus group data and linking to outcomes, we were able to identify examples of good practice.

The overall findings of the research shows that disadvantaged pupils reach exceptionally high standards at KS2 and GCSE in the case study schools and the LA. The research identified a number of success factors including strong leadership, high quality teaching and learning, inclusive curriculum, effective use of data to identify underachieving groups, and effective use of pupil premium to challenge poverty through extensive use of the best teachers to teach intervention groups, or re-deploy support teachers who have a good track record in raising achievement.

As can be seen from the above examples there are a number of other reasons for the vast improvement in the achievement of disadvantaged pupils in Lambeth compared nationally in England. The LA firmly believes that disadvantage has multiple causes and the many challenges faced by young people in the most deprived areas, cannot be ignored or left at the school gates. The case study schools demonstrate outstanding practice in all areas and some have succeeded in not merely narrowing the gap but closing it. Many are not new or different approaches but they require leadership teams and staff across schools to ensure that there is a sharp focus on disadvantage. The

first step is to make every member of staff in every classroom aware of which pupils are disadvantaged and ensure that they take clear and accountable action to accelerate pupils' progress to narrow achievement gaps.

Finally we would argue that the case study school story in narrowing achievement gap is of local and national significance. The lessons from the case study schools and Lambeth provides hope for school improvement practitioners and policy makers who are trying to narrow achievement gaps, particularly for disadvantaged pupils. The reports demonstrate that it is possible to tackle the link between poverty and underachievement. The methods used by the case study schools can be used elsewhere. The key ingredients such effective use of data to monitor performance and to identify underachieving groups; giving high priority to appointing effective teachers and targeted support through effective use of highly skilled TAs and best teachers to teach intervention groups can be replicated in other schools.

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## Glossary- A guide to acronyms

ASH	Assistant Headteacher
AST	Advanced Skills Teachers
CPD	Continuing Professional Development
CAMHS	Child & Adolescent Mental Health Services
DfE	Department for Education
DCSF	Department for Children, Schools and Families
EAL	English as an Additional language
EYFS	Early Years Foundation Stage
FFT	Fischer Family Trust
FSM	Free school meals
FSP	Foundation Stage Profile
HMI	Her Majesty's Inspectorate
HLTA	Higher Level Teaching Assistant
ICT	Information Communication Technology
INSET	In Service Educational Training
KS1	Key Stage 1
KS2	Key Stage 2
LA	Local Authority
LM	Learning Mentors
NC	National Curriculum
NQT	Newly Qualified Teacher
Ofsted	Office for Standards in Education
PP	Pupil Premium
PPG	Pupil Premium Grant
PPR	Pupil Performance Review
PSHE	Personal, Social and Health Education
QCA	Qualification and Curriculum Authority
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SLT	Senior leadership team
SMT	Senior management team
TA	Teaching Assistant



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