# School visit:

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| **NWKAPS School visit: May and June 2019** | |
| **Summary of the school’s existing areas of focus and approaches** | Area one:  Focus: Behaviour for learning.  Strategies: Intervention coordinator post in place. Animal therapy. Resilience / team building intervention. Use of rewards system (Gold coins) to incentivise students. Participation and destinations coordinating in post.  Success criteria: improved behaviour for learning, improved outcomes for PP students.  Area two:  Focus: Underlying and unidentified SEND.  Strategies: Use of internal intervention and external support to identify underlying SEND to make sure that appropriate strategies are put in place for students.  Success criteria: The outcomes for SEND Pupil Premium students are in line with national non PP SEND students  Area three:  Focus: Improved attendance for PP designated FSM  Strategies: School minibus collects students from further afield to ensure students are both attending and arriving on time. Use of rewards system (Gold coins) to incentivise students.  Success criteria: Improved attendance and punctuality. |
| **Summary of how the school uses evidence to identify effective approaches** | Area one:  Regular meetings of the pastoral team to discuss pupil behaviour. Data is analysed to identify incidents of poor learning behaviour. PP meeting 6x/year  Area two:  SEN provision and new strategies put in place. Meetings in place to review intervention.  Area three:  Attendance data is analysed and interventions and sanctions in place for poor attendance are reviewed to monitor progress |
| **Names of key people and outline itinerary** | Headteacher: Marie Woolston  Deputy headteacher: Abi Woodhouse  Intervention coordinator  Destinations coordinator – Phil Hardwick  Pastoral Manager Year 11 - Tracey Nash  Pastoral Manager Year 10 - Victoria Couldridge  Pastoral Manager Key Stage 3 - Paul Marshall  Behaviour and Destinations Lead - Samuel Poole  Behaviour Lead Key Stage 4 - Matthew Nelson  Behaviour Lead Key Stage 3 - Karen Gunner  Personal, Development and Welfare Lead - Pam Pritchard |

The reviewer may work with the school on all or some of the following topics:

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| **Topic (including**  **sources of evidence)** | **Suggested questions and areas to explore** | **Strengths** | **Areas for**  **development** |
| **Pupil characteristics**   * Interview with pupil premium co- ordinator or member of staff with   PP responsibility | How are pupil premium pupils spread throughout the school? Does the number / proportion vary significantly from year to year? Is this likely to have an effect on pupil progress data?  Are there any patterns within pupil premium cohort data? E.g. Are girls eligible for pupil premium making better progress than boys? Why? Do any of your pupil premium pupils have additional barriers to learning which may make it even harder for them to attain expected levels? E.g. SEN, EAL, Safeguarding factors. | 31 / 63 students at the school are PP  All students that are PP are also SEND.  All students are treated as individuals to ensure appropriate support is in place | PP monies are not passed onto NWKAPS from mainstream schools sending their students there.  The school has plans in place to identify undiagnosed SEND to ensure appropriate support is put in place. This should continue. |
| **Achievement5**   * Published data * Current progress data * Lesson observation and work scrutiny * Interview with PP Coordinator | How much has the school considered evidence, such as the EEF toolkit?  Do senior leaders liaise with colleagues from within their own development group and  / or Teaching School to discuss what has proved un/ successful for them?  What assessment system/s does the school use to evaluate the impact of interventions?  Does the school evaluate the impact of interventions regularly? E.g. half-termly, termly. Are the gaps closing in all subjects / aspects? How quickly? | The school has clearly used the EFF tool kit to develop cost effective strategies to enhance the performance of all students with a particular focus on PP students.  An Intervention coordinator has been appointed to review interventions and lead on staff training to improve outcome for PP students.  A destinations coordinator is in place to review and plan every PP student’s pathway working closely with the intervention coordinator and the Senco.  Regular meetings are in place to evaluate impact. MLs have identified that additional English tuition has had a positive impact on pupil premium students. Staff have evaluated the impact of one to one support and would like to increase the capacity for this  The school uses internal and external data to analyse impact of interventions.  There is a clear and in-depth plan in place for PP provision. | With small class and cohort sizes it is very difficult to analyse data statistically.  Other success criteria are being used to identify positive outcomes for students. This includes destinations data, reintegration to mainstream provision data and attendance data. This should continue. |

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| **Leadership & Management**   * Interview with Head Teacher (HT) and Chair of Governors (CoG) * Interview with PP Coordinator * Scrutiny of pupil premium policy documents * Scrutiny of SEF * Most recent Ofsted report * Published and current data | Do senior leaders observe out of classroom interventions to ensure that pupils are receiving the same quality of teaching they would expect within whole class sessions?  Do senior leaders focus on the quality of teaching and learning of particular groups of pupils when conducting lesson observations? E.g. pupil premium pupils  Do senior leaders monitor target tracking sheets to ensure that pupils are being appropriately challenged?  Do senior leaders carry out work sampling regularly? Does this have a focus on specific groups?  How much do senior leaders consider evidence, such as the EEF toolkit, when making decisions?  Does the school audit participation? How could the school increase the proportion of pupil premium pupils who attend? E.g. provide transport, telephone parents.  How well does the range of clubs on offer reflect pupil interest? Does the school provide a mentoring / buddying service for its pupils? Do pupils feel confident about who to ask for help?  Does the school provide emotional and social support for its pupil premium pupils to ensure that they feel happy and safe and ready to learn?  Do governors understand pupil premium funding? Are governors presented with a summary of pupil premium spending and its impact at full governor and curriculum meetings? Is there a named governor who takes lead responsibility for championing pupil premium pupils? Do governors have a specific focus during monitoring visits? E.g.  Impact and effectiveness of interventions on pupil premium pupils. | Lesson observation take place both in a formal context and through learning walks. Small class (size up to 10) ensure that provision for all students and PP students is tailored to the individual needs.  Interventions and destinations coordinators have been put in post to ensure the regular monitoring of data and to review current strategies. Staff training is led by senior leadership to ensure that appropriate strategies are put in place for PP students.  Work sampling shows that students are achieving regular feedback and are acting on the comments that have been made by teachers.  The school has clearly used the EEF tool kit to develop cost effective strategies to enhance the performance of all students with a particular focus on PP students. This has been clearly used by leadership to generate the pupil premium provision plan.  Students’ attendance on visits as part of the rewards system is monitored.  Students are provided with social and emotional support through a number of internal and external means. Additionally there is a plan in place to provide garden therapy and safe spaces. This is led by the interventions coordinator.  Governors have a clear understanding of PP provision and are able to discuss the funding and the PP plan. Governors are passionate about supporting students who are PP and SEND. | Current practice shows that students are responding to feedback. There could be opportunities for more extended responses to feedback  Continue to review the impact of EEF strategies |

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| **Teaching**    lesson observation/ learning walks, to include work scrutiny and discussion with teachers    observation of out of class interventions    current progress data | How often do pupils receive high quality constructive verbal feedback and marking?  How does the teacher divide their time within the classroom to enable them to target key groups, such as pupil premium pupils?  Do all staff – leaders, teachers and support staffs – know which pupils are eligible for pupil premium and understand their barriers to learning?  What do class teachers do to invisibly target pupil premium pupils within the classroom? Are pupil premium pupils and specialist provision identified on lesson plans / seating plans?  Do the school’s strategies for spending specifically match the perceived barriers for learning for its disadvantaged pupils? For example, do interventions designed to raise attainment in English target the right aspect / skills? How does the school target pupil progress in particular subjects / aspects?  How does the school provide its pupil premium pupils with wider opportunities and how many take them up? Are breakfast clubs and lunch time and / or after school clubs targeted at pupil premium pupils? What proportion of pupil premium pupils access these wider opportunities?  How well is the school using Pupil Premium funding to support pupils to develop positive attitudes to learning and a thirst for knowledge across all learning contexts?  Where support is focused on wider issues in pupils’ and their families’ lives and / or to widen opportunity, is there evidence that this support is improving engagement. | Student work is regularly marked and feedback is given using www / ebi allowing student the opportunity to respond to feedback and improve their work. There is clear evidence that this is happening  With a large proportion of students being PP and small class sizes, staff are able to work with students individually to ensure appropriate differentiation occurs. Use of TAs with students is well planned and effective. Students are particularly positive about one on one provision  Staff are aware of PP students and their individual needs. The newly appointed intervention coordinator is responsible for leading on training for staff making sure that teachers have an understanding of the barriers to learning and how to overcome these.  Lesson plans identify PP student and differentiated approaches are in place for all students. TAs are used within the classroom and outside the classroom for individual support.  The SENCO has introduced a new referral system to identify each PP student’s needs so that appropriate provision can be put in place. Examples of provision include ‘Language link’ to support students with speech and language difficulties. ‘Success@arithmatic’ ensures that maths intervention allows PP students to apply skills within lessons and access the maths curriculum. ‘Reading time’ gives PP students the opportunity for one to one reading time that is subject specific.  All PP students are treated the same as non PP students. Students are supplied with uniform, PE kit and school visits and team building activities are paid for through PP funding to ensure equality of provision. All students are given a hot meal.  MLs reported that there are currently 3 students planning to go to university. The destinations coordinator is ensuring that students have high aspirations with respect to their future in education post 16. There are a number of Y10 students that are working with Y11 that will be taking qualifications early giving them the opportunity to gain additional qualifications.  Support for PP students internally and from external agencies is immense. There are clear improvements in student aspiration and engagement with the curriculum. Students are very complimentary about their teachers, in particular the positive relationships that they have with them. Family engagement is improving as is student attendance. | Current practice shows that students are responding to feedback. There could be opportunities for more extended responses to feedback  MLs would like more individualised support for targeted students but clearly understand the financial restraints.  Students are very positive regarding one to one support and would like more of this to happen. Particularly in Maths.  Evaluate the impact of these new strategies to assess value for money.  Continue to push students to be the best that they can. Create opportunities for students to visit universities. |

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| **Behaviour & safety**   * Learning walk and discussion with PPCo * Scrutiny of behaviour records |  | All students at the school have underlying problems. All PP students are also SEND. The school is working hard to also identify PP students with no diagnosis so that appropriate individual support can be put into place.  In the lessons observed on a learning walk, nearly all of students were on task and focused on their learning. Students were supported by their teachers and their TAs. Many students were receiving one to one support which clearly enhanced the learning behaviour.  Students identified that sometimes students ‘get angry’. Students said that the staff were excellent at dealing with this in a calm manner and were able to deescalate the situation.  There is a clear rewards system that encourages positive behaviours that rewards students with visits at the end of each term. Both staff and students were positive about this strategy. Students in particular wanted to attend these visit. | Implement the plan for students to have safe space where students are able to take time out to return to a state where they can access lessons. |
| **Evaluation of impact, drafting action plan and next steps**   * Discussion with HT/ CoG/PPCo | How well is pupil premium funding used? | The school does not receive PP funding for many of its PP students as this stays with the mainstream school for all respite students and the majority of long term students.  Students are given appropriate support to their individual needs. The staff are a team and are working together to ensure that PP students have positive outcomes both educationally and with respect to their destinations.  There is a clear pupil premium plan that has been carefully and thoughtfully put together by the deputy head teacher to ensure that PP students are treated the same as the rest of the cohort and are able to achieve in line with all. | It would be interesting to map the support given to individual PP students.  Review action plan and RAG rate steps towards completion of action points.  Review the impact of actioned strategies. |

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