

Pupil Premium Review Report



Westminster Community Primary School

Tuesday 28th February 2017

Report Written by Alexandra Keane

Pupil Premium Reviewer for Prestolee Teaching School

The review was carried out at the request of the Headteacher

The personnel involved in the review were:

Sue Finch- Headteacher

Hannah Gaynor – Deputy Head Teacher

Phillipa Watton- Chair of Governors

Alex Keane- Pupil Premium Reviewer

Context

The school was judged 'Requires Improvement' in its last Ofsted in July 2016. As part of the ongoing review of the school and evaluation against its development priorities, the school requested an external review to validate the work already undertaken by the leadership team. The school is seeking to improve outcomes for all pupils and wanted to externally validate its chosen strategies to identify what strategies are having the desired impact and to seek ways to improve further. When the visit was booked and the initial meeting was held, 55% of pupils in the school (131 on roll) were in receipt of Pupil Premium Funding.

During the visit the following activities took place:

- Discussion with the Headteacher
- Discussion with Y6 Pupils including the head boy and head girl
- The school's analysis of data
 - Focus on pupil premium children
 - Cohort progress
- Learning walk EYFS/Y1- phonics
- Observation of teaching in Y2 and Y6- English
- Observation of teaching in Y3/4- Maths
- Observation of teaching in Y4/5- English
- Discussion with Attendance Officer and Learning mentors- attendance and barriers
- Discussion with the Pupil Premium Governor
- Discussion with the Deputy Head –Curriculum model
- Book scrutiny (Maths, English and Topic books in each year group)

Summary of Main Findings

It was evident from the review that the head teacher and the leadership team lead the school well. They provide a safe and happy environment for children to learn. The children are happy, well behaved and are a credit to the team at Westminster. When I spoke to children they were very clear about the work of the school. They said the school was highly supportive and that the school provided good support for their learning. They understood well how to keep themselves safe and how school kept them safe. Keeping children safe, caring for their needs and supporting their work is a key theme of the school and this was reflected throughout the pupil discussions. The children could articulate how they know how well they are learning in their lessons. They talked about the support that is provided when they are struggling with a particular subject. They enjoyed receiving rewards for the best attendance and said this motivated them to be on time and come to school. The children explained their understanding of different initiatives brought in to help them develop as good learners, including the good learner attributes visible in each class. They also spoke about the reading book incentive as they believed this helped them to become better readers.

The school's data was thorough and data tracking was in place for every individual child. The data showed the interventions a child had received, which the school refers to when measuring the impact of different interventions. Additionally the summary of data measures the attainment of all pupils and disadvantaged pupils as a specific group. To ensure the data provides the leadership team with an opportunity to ask the right questions, it is important to track the progress of disadvantaged pupils as a group too, as their attainment alone does not allow leaders to determine the impact of teaching and learning on this group. The leadership team set challenging targets based on its previous Key Stage data.

Phonics was a strength of the school. In 2016 they were 6% below national, but over the last three years there has been an increase in the amount of children reaching the standard expected, with the gap closing rapidly. All adults were used effectively to target children working at different phases of letters and sounds. The children were engaged through whole group participation and through the playing of games. In Early Years, where speech and language is a barrier to the development of literacy for some children, the teaching team are working hard to close the gap. To remove this barrier, teachers use the environment to provide activities to develop children's speech and language.

During observations and from discussions with the Deputy Head, it was evident that the writing curriculum is based around different books. Teachers use the books as a

stimulus for the children's writing and link skills and genres to the book to make writing more meaningful.

Although teachers have high aspiration for their children, it was not always evident that expectations of their outcomes were high. Evidence in books suggests that the expectations of basic skills in writing in the early years and Y1, such as letter formation and application of phonics, need to be raised if children are to meet the national standard expected at the end of Key Stage 1. Children need more opportunities to write in their books and receive effective feedforward comments to help them make more than expected progress.

The quality of teaching was at its best when children were engaged through rich stimulus and a purpose for writing. Teachers demonstrated good subject knowledge and knew their children's needs well. All lessons were clearly differentiated and appropriate scaffolding was used to support learning. In year 6, a spelling programme was being used to support a group of children not reaching the age related expectation. This programme was monitored by the teaching assistant; who expressed the positive impact the programme is having on children's spelling attainment. The Year 2 teacher modelled examples of expanded noun phrases for children and used children's examples to share with the class. In year 4/5 the class teacher modelled writing a plan for a newspaper report.

To develop further, the school needs to ensure children are clear about the learning objective and what success looks like. This can be achieved by explicitly sharing, and constant reference to, the learning objective and the success criteria throughout the lesson. The children are well behaved within the lessons, but are not always actively participating in the lesson. Therefore teachers need to constantly refer to the good learner attributes that the school have introduced as part of their ethos.

During a scrutiny of English, Maths and Topic books, it was evident that appropriate year group objectives are being taught. There was evidence of differentiation. The teachers use pink and green marking strategies to highlight strengths and areas for development. Some children respond to these in some year groups, but this is not yet fully developed across the school. The leadership team is currently looking at the impact of marking on children's learning and they are reviewing how they can improve to have more impact on children's learning. It was evident through books that the school's policy regarding presentation was not fully developed yet. The school is working on a set of expectations that is agreed by all staff. The Leadership team recognise that the quality of English and Maths books were better than their topic books and are reviewing their topic based curriculum as a model to develop basic skills. At present not all subjects provide the opportunity to apply English and

Mathematics skills expected within the year group, but where it is, the quality of work and expectations is consistent.

The school uses its environment to display non-negotiables for each year group, good learner displays and displays linked to the current text being studied in English. The school needs to demonstrate its high expectations through high quality displays, of both completed work and working walls.

The school leadership team has been working hard to improve the attendance of disadvantaged pupils. The overall school attendance is improving for all pupils and the disadvantaged pupils as a group. The attendance officer works closely with her colleagues to improve attendance. This includes working closely with families to address attendance concerns, rigorous monitoring of attendance and providing breakfast club places in an effort to improve attendance. The learning mentors have developed good relationships with vulnerable families and work well as a team to remove barriers to learning for these children. There are some systems in place that need to be reviewed to reduce the amount of time required by staff members. The leadership team is reviewing how they can reduce the cost of this approach whilst still achieving the same impact. The leadership team need to create a summary of the attendance data for the whole school and the disadvantaged group which shows rapid improvement half termly to demonstrate the impact of spend. During discussions with the Chair of Governors, who is also the Pupil Premium Governor, it was recommended that she asks questions relating to the impact of the spend relating to the improvement of attendance and how improved attendance impacts on directly on learning and outcomes. The learning mentors and the attendance officer recognised that case studies would be a useful source of evidence to demonstrate the impact that their interventions have on children's outcomes.

When speaking to the Pupil Premium Governor, it was evident that she knew the proportion of disadvantaged pupils, the allocation of the budget and the strategies chosen by the school. It was clear from discussions that Governors are supportive; they challenge the school and support its leadership well and in equal measure.

Thank you for the support, honesty and openness of the day and I am sure Westminster Community Primary School will continue to go from strength to strength.

Prestolee Teaching School

Further Recommendations

To ensure the gap between disadvantaged pupils and their peers continues to close and the attainment of all pupils rises, the school have been advised to consider the following recommendations for improvement:

- Ensure that English and Mathematical skills are applied well to all curriculum areas in all classes
- Ensure that learning objectives and success criteria are shared and explicitly referred to throughout the lesson
- Raise expectations of the quality and amount of classwork produced in books and ensure effective feedforward comments maximum impact on learning
- Use the classroom environment to communicate high expectations of learning
- Explicitly refer to the 'Good Learner' attributes to bring about improved attitudes to learning.
- Track progress of disadvantaged pupils as a group
- Create an overview of attendance data half termly to show impact of chosen strategies