

Manor Academy review – 9th May 2019

Headteacher:	Kat Kerry
Deputy Headteacher:	Robert Gladwin
Pupil Premium Lead:	Martin Cooper
PPR:	Judith Caswell, Craig Patterson, Dick Vasey
Summary of school's existing areas of focus and strategies:	<p>Area one: Improving Pupil Premium academic outcomes (Progress 8) with a particular focus on the middle attaining pupils</p> <p>Area two: Improving literacy and numeracy in Y7/KS3 for PP students below average on entry</p> <p>Area Three: Improved attendance of PP students</p>
Summary of how effectively school uses evidence to identify effective strategies:	The school is fully engaged with research initiatives across the trust; engaging fully with the work on boys and hosting trust wide open door events. Senior and middle leaders engage effectively with different sources of evidence when identifying strategies for their PP cohort, including the EEF toolkit, and are well read and informed on a variety of initiatives.
Names of key people to speak to and outline itinerary (to be provided by headteacher using detail on Form 2): Discussion points to be noted.	<p>MCR – Mr Martin Cooper (Assistant Headteacher) SNO – Stuart Norris (Second in Science)</p> <p>RGL – Mr Robert Gladwin (Deputy Headteacher) KNE – Kelly Nettleship (Pastoral Support)</p> <p>FSU – Mrs Fiona Sullivan (Attendance Officer) AMU – Alistair Mullan (Second in Voc)</p> <p>BLA – Ben Lack (Second in English)</p> <p>NWA – Nick Wadsworth (Second in Humanities)</p> <p>KBE – Kelly Beastall (Second in Maths)</p>

Area (including sources of evidence)	Suggested questions and areas to explore Strengths Areas for development	Strengths	Areas to develop
<p>Pupil characteristics</p> <ul style="list-style-type: none"> ❖ Interview with pupil premium co-ordinator (PPCo) ❖ Published data 	<p>What is the overall number and proportion of pupil premium eligible pupils within the whole school population?</p> <p>What is the two/three year pattern in eligibility for pupil premium?</p> <p>How well does the school know the eligibility data and patterns?</p>	<p>Really good knowledge of the PP cohort, with a real grasp of key data around both the PP and 'PP plus' students (pupil premium and send). There was also a knowledge of those students in current receipt of FSM.</p> <p>Current overall PP is 35.1% with Y7 & Y8 are slightly higher than average. In part this is due to the numbers expanding and local primary schools getting more aware of the application process for FSM. Those year groups also have a significant weighting towards boys PP at 56% in both. The school are well aware of these trends and are taking appropriate steps to tackle any challenges that may bring.</p> <p>The school PP strategy is thorough and well thought through. Strategies are well considered and analysed against success criteria. Lessons have been learned from 2018 and applied to the strategy for 2019.</p>	<p>The school would benefit more from tracking the PP explicitly by gender, making this a key focus of the already successful zorba meetings. By knowing where boys, in particular, are making less progress then effective strategies can be put in place.</p>
<p>Achievement</p> <ul style="list-style-type: none"> ❖ Interview with PPCo ❖ Published data ❖ Current progress data ❖ Lesson observation and work scrutiny 	<p>How well does the school make use of evidence including the EEF toolkit?</p> <p>Do evidence-based systems for evaluation of impact exist?</p>	<p>Senior and middle leaders have a deep knowledge of their disadvantaged cohort and use evidence, including the EEF toolkit, to inform decisions on different strategies and interventions.</p>	<p>Middle band prior attaining students are a concern from the 2018 result and the 2019 forecast. Changes have been made across 2018/19, but it was felt that keeping this group as a key focus was an area to continue to develop:</p>

	<p>What is the progress of disadvantaged pupils relative to their starting points?</p> <p>How quickly are attainment gaps for disadvantaged pupils closing compared to the national average?</p> <p>What story does the current data tell?</p>	<p>The school 'zorba' system evaluates impact and builds strategies across departments for PP students not making desired progress. These series of meetings are a real strength of the school and its systems.</p> <p>The school effectively evaluates the success or otherwise of initiatives to boost PP progress and attainment, which has led to improved forecasts for Y11 onwards: 2018 result: -0.61 2019 forecast: -0.39 2020 forecast: -0.02 Whilst the 2016 result is a concern, a small number of students had a significant impact on the result. These are students who could have been perm. excluded, but were not due to inclusive ethos of the school.</p>	<ul style="list-style-type: none"> • Monitor closely that challenge in lessons is appropriate • Ensure the curriculum offer is appropriate • Make sure this group are a key focus in the zorba meetings. <p>To that end, we felt that including the zorba group in the options process would be beneficial in ensuring that PP students, particularly the middle band, were sign posted towards appropriate courses at KS4.</p>
<p>Leadership & Management</p> <ul style="list-style-type: none"> ❖ Interview with Headteacher (HT) and Chair of Governors (CoG) ❖ Interview with PPCo ❖ Scrutiny of pupil premium policy documents ❖ Scrutiny of SEF / development plan ❖ Most recent OFSTED report Published and current data 	<p>How well does the school make use of evidence including the EEF toolkit?</p> <p>Do evidence-based systems for evaluation of impact exist? How effectively does the school identify priorities for pupil premium funding?</p> <p>How well matched are the school's strategies with the perceived barriers to learning for disadvantaged pupils?</p>	<p>School leaders have a clear and concise vision for the school. The 'achieve' agenda genuinely threads through everything the school does.</p> <p>Middle leaders, staff and students were consistent in their message around what the school does to help PP students, indeed all students, make progress. This is a considerable strength of the school. Middle leaders, staff and students trust the leaders of the school and</p>	<p>Could each department be given a 'ring fenced' section of their budget specifically to spend on their PP cohort? Say 15% to 20%</p> <p>This could lead to middle leaders feeling even more empowered, and also give an extra layer of accountability on how that budget is spent. It would also help to shift some of the focus on the PP away from Y11 and to other year groups. Particularly for middle leaders.</p>

	<p>How ambitious are the targets for disadvantaged pupils?</p> <p>How does the school divide its use of funding between activities which have a clear and direct impact on pupil progress and those which focused on providing wider opportunities or meeting social/emotional needs?</p> <p>How effective are the strategies used and how does the school evaluate them?</p>	<p>believe in the vision and systems in place.</p> <p>The school sets suitably ambitious targets for its PP students and supports them to achieve those targets. Classroom teachers use target information to push students, with levelled learning objectives shared in every lesson and used well to accelerate progress.</p> <p>Leaders have ensured that PP students receive additional CEIAG support and they are prioritised for career development strategies / opportunities in order to plan their next steps and raise levels of aspiration.</p>	<p>Identify in Y8 / 9 potential NEET disadvantaged students and track these students through to the end of KS4. The school would need to come up with a set of risk of neet indicators (RONI) that would trigger intervention.</p>
<p>Teaching, Learning and Assessment</p> <ul style="list-style-type: none"> ❖ Lesson observation/learning walks, to include work scrutiny and discussion with teachers ❖ Observation of out of class interventions and tracking of intervention ❖ Current progress data ❖ Work scrutiny and lesson observation records ❖ Moderation of assessment ❖ Assessment and homework policies ❖ CPD records/programme 	<p>How well do class teachers plan for disadvantaged pupils within lessons and for targeted interventions?</p> <p>How effective are teaching assistants in implementing strategies and raising attainment and progress of disadvantaged pupils?</p> <p>Are parents/carers and multi professionals involved in these discussions?</p> <p>How well does the school plan for and achieve quality first teaching for disadvantaged pupils?</p>	<p>Planning is a strength of the staff at the school. Lessons were planned appropriately, with challenge evident across the lessons seen. Teachmeets and Open Door are both strategies used to effectively share best practice in the school.</p> <p>Collaborative planning time for each subject is used to further refine and develop teaching strategies which result in improved progress in lessons.</p> <p>#challenge tasks were consistently used by staff to stretch and challenge all pupils, including the pupil premium.</p> <p>The 'first, first, first' initiative was seen in all lessons visited, with PP students</p>	

	<p>Where out of lesson interventions take place, how does the school evaluate impact?</p> <p>How effective is assessment?</p> <p>How effective are wave 1, 2 and 3 interventions?</p>	<p>responding well to skilled and varied questioning.</p> <p>'Hooks' for boys were used motivate and engage PP boys in their learning. The number of reward points given to PP boys so far in 2018/19 highlights the success of this strategy, as boys are consistently engaged in their lessons.</p> <p>Questioning is used skilfully in lessons as an effective method of differentiation. Students respond positively to staff and relationships are strong.</p> <p>Seating plans are used to identify PP students and to ensure that those students are best placed to make rapid progress.</p> <p>Assessment and feedback is of high quality, leading to PP students making progress and producing high quality work. The school marking policy is currently under review and will be different from September 2019.</p> <p>School leaders have worked hard to improve parental engagement, particularly for PP students. The impact has been higher attendance at school events including parents evenings (<50% in 2017 to 70% PP in 2019).</p>	
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<p>Behaviour & safety</p> <ul style="list-style-type: none"> ❖ Learning walk and discussion with PPCo ❖ Scrutiny of behaviour records ❖ Scrutiny of attendance data 	<p>What does attendance and exclusion data show and what strategies are in place?</p> <p>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?</p> <p>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 and contributing to closing performance gaps?</p>	<p>As a result of the new pastoral structure introduced at the start of the academic year attendance has been high profile and the effective work of the attendance team has resulted in improved attendance rates for PP students.</p> <p>Exclusion rates for PP students are extremely low, and significantly below the national average. The use of 'in house' alternative provision is a real strength of the school. Inclusivity is a key part of the academy vision, and is being used especially well to support PP students to stay in school and achieve outcomes that will allow them to access further study or the world of work.</p> <p>Manor is very much a community school, this was felt across meetings with SLT, staff and students. Opportunities are explored to widen opportunity for PP students, including university visits, DofE, educational visits and extra-curricular activities. These initiatives feed into the positive atmosphere in and around the school and feed into the improved attendance rates.</p>	<p>It was felt that the student support centre the school used to run was beneficial in boosting the attendance of PP students, particularly PP girls suffering with anxiety issues. It is worth looking at the viability of running such a service again.</p> <p>The school would benefit from tracking how PP students engage with all activities and enrichment across the school, to ensure PP uptake matches non PP across the board:</p> <ul style="list-style-type: none"> • Student senate • Tours of the school • Clubs • Trips • DofE Award participation
<p>Evaluation of impact, drafting action plan and next steps</p> <ul style="list-style-type: none"> ❖ Discussion with HT/ CoG/ PPCo 	<p>How well is pupil premium funding used to:</p> <ul style="list-style-type: none"> ▪ Ensure quality first teaching and above expected progress? ▪ Support effective interventions? 	<p>In discussions with the senior team, and through what was observed during the course of the day, it is clear that the pupil premium students at Manor get a very good deal. The support in</p>	

	<ul style="list-style-type: none"> ▪ Widen opportunity? ▪ What support can the reviewer offer for action planning and ongoing monitoring of the plan? 	<p>lessons and 'quality first teaching' is very much in evidence. Students are supported to be in school and learn effectively, with interventions swiftly put in place when and where necessary. All PP students are given opportunity to broaden their horizons beyond the academic side of school.</p>	
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¹ When reviewing special schools reviews may also wish to consider the area of 'enrichment', and the following question: How will pupil premium eligible pupils benefit from the funding and how is its impact monitored as far as enriching their opportunities is concerned? What is the impact of this on their attainment?

Signed: _____ **PPR**