



St Peter's School Monitoring Report on Visit by Trust

Date	14/11/18
School Priority	<ul style="list-style-type: none"> To evaluate the academy's provision for disadvantaged pupils
Trust staff	PL visit 8.45am-1pm at SPS
Summary of Visit	<p>Meeting with pupil group Meeting with EB re T+L Jointly observed Growth Mindsets session with SW Discussion with SW Meeting with JK Meeting with CB</p>
Progress and Impact	<p>-0.3 overall P8 for disadvantaged pupils overall in 2018 was, as expected, slightly down on 2017, but still better than NA for disadvantaged pupils; it was a pleasing outcome given the context of the cohort.</p> <p>-Disadvantaged girls made outstanding progress in 2018, and they outperformed non-disadvantaged girls, despite the fact that that group also they did brilliantly themselves (P8 = +0.45 against +0.43 for other).</p> <p>-The small number of disadvantaged SEN pupils did very well in 2018.</p> <p>-There was no marked disparity in the performance of different ability groups for disadvantaged pupils in 2018.</p> <p>-The attendance of disadvantaged pupils 2017-18 was slightly better than the national average similar pupils nationally, both for absence and persistent absence</p> <p>-The six week blocks of 'growth mindset' intervention for disadvantaged pupils are well-planned and successfully allow some pupils to develop important aspects of their learning skills, such as confidence to participate (we observed some previously reticent girls who clearly had been helped in this regard).</p> <p>-The programme has proved particularly effective for those pupils who have been involved over time since joining the school.</p> <p>-This programme has also given a context for enhanced parental engagement with disadvantaged parents.</p> <p>-The learning profiles targets for all disadvantaged pupils provide a clear mechanism for ensuring classroom teachers have concrete strategies for addressing the individual barriers of disadvantaged pupils; these are particularly well articulated in English, maths and science.</p> <p>-The implementation of discrete Year 11 tutor groups has allowed more effective use of wholesale tutor time intervention and this has helped disadvantaged pupils to receive focused support.</p> <p>-The mentoring programme is well developed and effective.</p> <p>-Pupils reported that they found the small group and individual interventions they experienced to be highly effective; they identified the relational dimension in this as hugely important, they valued immensely that teachers genuinely seemed to care for</p>

	<p>their progress and well-being and went the extra mile for them; upper school pupils found it easier to identify the extra input they got than lower school pupils.</p> <p>-The year 7 pupils for whom the school receives catch-up funding (a significant proportion of whom are also disadvantaged) receive high quality support through the nurture group programme; their progress in literacy and numeracy is well measured and monitored, and this analysis shows they make good progress and do catch up with their peers.</p> <p>-The school is appropriately proactive in encouraging disadvantaged pupils into extra-curricular activities and they are proportionately represented in these activities.</p> <p>- Ongoing work scrutiny suggests that the organisation and presentation of pupil work is relatively even across disadvantaged and other pupils and their books show comparable progress.</p> <p>Records of behaviour sanctions, including 'negative' reports, isolations and fixed term exclusions show that incidents of poor behaviour by disadvantaged pupils are diminishing and are not unduly disproportionate.</p>
<p>Action Points</p>	<p>Questions for consideration</p> <p>How can we improve the performance of disadvantaged boys? Their weak P8 Of -0.97 placed them a grade and a half behind the progress on average of disadvantaged girls. It was not reported that this gender differential was identified in work scrutiny. What might account for this?</p> <p>How can we further sharpen the growth mindset programme so it enhances an even wider range of learning skills, including focus and turn-taking? (We observed some overly exuberant boys who were keen to dominate the session and this interrupted learning).</p> <p>How can we ensure that learning targets are articulated as helpfully in all subjects as they are in those that use them most effectively?</p> <p>Can the utilisation of the 'high performance learning centre' be expedited, as this has the potential to accelerate the learning of HPA disadvantaged pupils?</p> <p>Have we measured how far the learning gains made early through the nurture groups are sustained into the upper school at KS4?</p> <p>The area of 'negative' reporting where disadvantaged pupils are disproportionately identified is in regard to homework issues. Is there a case for reflecting explicitly about the type and manner of homework set for these pupils to facilitate their capacity to succeed in this area of their school life?</p> <p>Date of next reviews:</p> <p>November 2019</p> <p>Interims spring/summer term 2019</p>