

## **Achievement Unlocked: London/Essex/Suffolk Disadvantaged Pupil Enquiry Visit**

Thursday 18<sup>th</sup> and Friday 19<sup>th</sup> January 2018

### **REPORT**

This report can be downloaded from

<http://cyps.northyorks.gov.uk/raising-achievement-vulnerable-learners>

**Rosendale Research School**



**St Eugene de Mazenod Primary School**



**Springfield Junior School, Ipswich**



**Burnt Mill Academy, Harlow**




**Harris South Norwood**



**Lyons Hall Primary School,  
Braintree**



<p><b><u>TBAP Alternative Provision</u></b></p> 	<p><b><u>Our Enquiry Visit Schools</u></b></p> <ul style="list-style-type: none"> <li>• Variety of contexts</li> <li>• Outstanding Ofsted judgements</li> <li>• Strong track record of improvement</li> <li>• Outcomes for disadvantaged learners above those of similar schools</li> </ul>
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## **Purpose of our Visit**

What can we learn from London, Essex and Suffolk schools to inform our strategies to improve outcomes for disadvantaged learners in North Yorkshire?

## **Context**

Our 2017 North Yorkshire data indicates that at all key stages our outcomes for disadvantaged learners are improving however not at the same rate as other learners. As a result the attainment gap between our disadvantaged learners and their peers continues to widen at all key stages.

## **North Yorkshire Schools Involved – the enquiry visit was an open opportunity for all schools**

The visit was supported by funding from the Wrea Head Trust as part of the Achievement Unlocked programme of work for 2017-18. Schools and the LA were responsible for travel and accommodation

<b>Secondary</b>	<b>Primary</b>
Sherburn High School The Skipton Academy Skipton Girls High School The Rubicon Centre George Pindar School Stokesley School and Arete Learning Trust	Willow Tree CP School Riccall CP School Thirsk CP School Hertford Vale C.E Primary School, Staxton Barrowcliff School Carlton in Snaith CP School

Selby High School Boroughbridge High School	Applegarth Primary School St Robert's Catholic Primary School Harrogate Gladstone Road Primary School
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## 2 DAY PROGRAMME

### Introduction

What will we be looking for – Marc Rowland  
Head of Research Rosendale Primary School



Friends House, Euston Road Conference Venue  
for the 2 days

School Visits took place on both Day One and Day Two

- Key features of provision that are impacting on outcomes for all learners, but specifically the more disadvantaged /vulnerable
- Successes and challenges
- Visits to classrooms
- Talking to staff and children
- Meetings with key leaders

### Day One Visits

Rosendale Research School, Lambeth  
(Headteacher Kate Atkins)  
<http://www.rosendale.cc/>

St Eugene de Mazenod, Camden  
(Executive Headteacher Juliette Jackson)  
<https://steugene.camden.sch.uk/>

Harris Academy South Norwood, London  
(Principal Nick Soar)  
<http://www.harrissouthnorwood.org.uk/>

### Day Two Visits

Springfield Junior School, Ipswich  
(Headteacher, Michael Lynch,)  
<http://www.springfieldjuniors.org.uk/>  
National Pupil Premium award winner 2017

Lyons Hall Primary School, Braintree  
(Headteacher Andrew Smith)  
<http://lyonshall.essex.sch.uk/>

Burnt Mill Academy, Harlow  
(Executive Headteacher Helena Mills)  
<http://www.burntmill.essex.sch.uk/>

TBAP Courtyard Alternative Provision  
(CEO Seamus Oates)  
<https://www.tbap.org.uk/courtyard> and TBAP  
Academic 16-19 provision  
<https://www.tbap.org.uk/16-19>:

Seminar with Professor Becky Francis, Director of Institute of Education:  Why is there social inequality in educational attainment?	
Interim Plenary – key themes emerging	Final Plenary- preparation of findings

## Key Findings from the Visits

The following themes emerged as **common features** of the schools we visited

### Visionary Leadership

Throughout every school visit **visible**, visionary leadership is underpinned by a **strong moral purpose** driving school improvement. Leaders are **ambitious** for all their learners and are willing to ‘**go the extra mile**’ to ensure that all learners have the very best provision. This ambition can be exemplified in one school’s mission ‘to work together **to smash through the barriers** that prevent our children becoming confident, high achieving, independent ‘learners’ Leadership is **relentlessly** focussed on evidenced based **key priorities** which are well understood by staff and are not deviated from. There is clarity for staff on ‘what we are not going to do’ in and beyond the classroom so that staff time and resources are targeted at strategies which are making **a difference**. Each school has a **rich curriculum** designed to meet the needs of the learners and to provide a broad experience building **social capital**.

**Good relationships** are intrinsic to the ethos and values of the schools with **collaboration** a feature of leadership, teaching and learning and parental engagement. Every school has a **culture of ‘success’, a ‘can do’** mind set and a refreshing intolerance of negativity which is inspiring. Learners are proud of their schools and their learning.

### Specific Strategies

- Promoting inclusion as a strategy to raise outcomes for all – Rosendale
- The FISH philosophy at Lyons Hall Primary School: ‘Choose your attitude, Be present, Make someone’s day. Have fun’ was embedded throughout the school for staff and learners.
- An ethos based around ‘Scholars-Citizens-Ambassadors’ with a valued rewards system strongly linked to this – Harris Academy South Norwood
- Extended learning – before and after school , Saturdays and holidays – Burnt Mill Academy
- Very wide range of extracurricular opportunities within and beyond an extended school day, monitored for uptake, - Springfield Junior
- ‘Hope for Harlow’ curriculum model and Student Entitlement Charter – Burnt Mill Academy
- Incredible use of space and the learning environment - TBAB Alternative provision

- Establishing a strong collective moral purpose and vision for the future 'TBAP exists to empower children who have been disadvantaged to thrive now and in the future' - TBAP Alternative Provision

## Clarity, Consistency, Insistency

**Communication** is strength in every school. The vision, high **expectations** and school improvement strategies are well understood by staff and there is **striking consistency** and insistency in and beyond classrooms and between partner schools. **High quality teaching and learning** is a non-negotiable and classroom strategies for example; collaborative working and metacognition are integrated and **embedded** throughout all year groups. **High levels of challenge** regardless of attainment are evident in classrooms. Quality assurance systems are well established. **Monitoring** by leaders is visible, frequent and responsive about any aspect of teaching and learning or agreed policy and practice which is not in evidence. This results in **challenging conversations** with staff whose commitment or performance compromises the outcomes of learners. Deploying teaching assistants across the full teaching day enables a **'team approach'** to marking and identifying next day steps

## Specific Strategies

- Social Mobility on every agenda of every meeting - Harris Academy South Norwood
- Expectations are set and followed up - 'every class, every day' – Lyons Hall
- Consistency in the school learning environment - St Eugene de Mazenod
- Teaching Assistants 8-5pm – St Eugene de Mazenod
- Candid professional dialogue. Developing staff resilience – St Eugene de Mazenod
- Embedding of collaborative learning/metacognition - Rosendale, Lyons Hall
- Delegated leadership responsibilities for monitoring and quality assurance – Springfield Junior
- No supply staff – Senior leaders teach classes of absent colleagues in the school hall – Burnt Mill Academy
- Behaviour for learning framework with totally integrated within all aspects, focuses on the learning rather than behaviour- TBAP Alternative Provision

## High Expectations For ALL pupils irrespective of background

High Expectations were embedded in every school visited underpinned by the belief that **'every child can achieve'**. School leaders are rigorous and uncompromising in the pursuit of ensuring that all staff truly believe that disadvantaged learners can do as well if not better than others. There is an expectation that all learners will be **accessing high quality teaching and learning** with a planned approach to the use of intervention, including an increasing focus on pre teaching rather than catch up. A number of schools have worked hard to challenge any **labelling** of low prior attaining learners as 'less able'. There is a **'no excuse' culture** with no place for blame on parents or learners.

**Behaviour for learning** and positive attitudes were well embedded with consistency through the schools based on a culture of high expectations.



Target setting is consistently high and assessment in all schools is regular and rigorous. The **forensic** use of tracking of learner progress by leaders informs teaching and learning. **Accountability by teachers for** the progress made by learners is in place.

Learning conversations taking place regularly provide high quality feedback to learners

All staff are held to account for pupil outcomes and this is integrated into **robust** performance management processes. **Professional dialogue** is seen as essential to developing practice, strategy and policy

Access to **high quality resources** in classrooms but also in libraries and study areas enabled learners to access a leaning environment to promote **independent learning**

### **Specific Strategies**

- Making expectations clear – monitoring and being candid in professional dialogue feedback– St Eugene de Mazenod
- High accountability -45 minute formal pupil progress meetings for class teachers with a senior leader Rosendale
- Only 6 out of 690 learners withdrawn from the classroom for intervention - Rosendale
- 10 minute regular mentoring conversations focussed on outcomes, punctuality, attendance and effort - Springfield Junior
- Designing and adapting provision so that success for learners is a non-negotiable 'success for learners by any means' - TBAP Alternative Provision
- Parent accessible RAG rating reports provided clear and regular feedback for parents- Springfield Junior
- No target below a GCSE 4 - Burnt Mill Academy
- An assumption that every learner is brilliant – Harris Academy South Norwood
- High level of challenge - key concepts - TBAP Alternative Provision
- Saturday school an expectation for learners (and their parents) that they would attend. No Saturday club to be cancelled – Burnt Mill Academy
- Learners receive the support they need to overcome barriers - investment in SEN assessment, interventions and therapeutic approaches - TBAP Alternative Provision

### **High focus on literacy, language and vocabulary**

A relentless focus on developing literacy, language and vocabulary was evident in all schools. There is a very **high profile of talk** across all year groups, within the curriculum, supported by **language rich classrooms**. The impact of **mixed attainment groupings** in promoting language and vocabulary development was powerfully described in a number of the schools. Incorporating **problem solving activities** with the language and tools to support this has brought about gains in language development especially in reasoning.

There is a relentless focus across all the schools on reading, writing, grammar, punctuation and spelling. **High quality writing** is prominently displayed throughout. The consistent expectation that learners,

modelled by staff, always speak in **full sentences** was clearly embedded as part of the schools' literacy strategies.

### **Specific Strategies**

- A-Z of vocabulary linked to each subject –Lyons Hall
- Focus on tier 2 words ( unfamiliar but not subject specific words) in every lesson – ‘all teachers are teachers of literacy’ - Harris Academy South Norwood
- High expectations with parents on transition day- teaching their children to write their own name by the time they start school, full sentences in reception – St Eugene de Mazenod
- Setting clear expectations as to the school approach in the teaching of writing, informed by research evidence – St Eugene de Mazenod
- Consistent use of language throughout the school - Rosendale
- Reciprocal reading strategies - Rosendale
- All learners on the accelerated reader programme- Springfield Junior
- Meetings with the school's family outreach worker take place in the school library which is also open and staffed during the schools holidays - Springfield Junior
- Rigorous expectation and scaffolding in order to elicit extended oral responses - TBAP Alternative Provision

### **Modelling**

The vision, pupil expectations and commitment to building social capital are highly visible and underpinned through the **extensive modelling** which is evident with the practice of every school. This ranges from exemplars of curriculum standards through to staff and learners modelling of language through classroom talk to the modelling of collaborative learning, behaviours in and out of classrooms

### **Specific Strategies**

- High quality exemplification of writing through displays - St Eugene de Mazenod
- Reflective learners - reflection failure helps us all to learn, ReflectED approach - Rosendale
- Kagan's approach to Collaborative learning – Rosendale
- Modelling problem solving strategies - co constructing strategies with students to tackle boys underachievement - Harris Academy South Norwood
- The giving of fish philosophy feedback for individuals by staff and pupils - Lyons Hall
- Gratitude slips from students to staff and staff to students. – Harris Academy South Norwood
- Learner ambassadors - TBAP Alternative Provision

### **Trust & Investment in all staff**

Across all of the schools there is significant investment in creating highly skilled teachers and teaching assistants with a culture of ‘everyone a learner’ permeating the schools. A well planned Continuing Professional Development programme is in place in each with a focus on ‘quality **‘learning’** rather than information sharing. There was a strong focus on in-school practitioners delivering training. Trust in staff

was evident through the schools' focus on '**Action Research**' which was encouraged and the flexibilities for staff to be **creative** provided core expectations and quality of provision is secure. If strategies are found to be successful then these are rolled out in a planned programme across the individual schools.

The schools are **outward facing** and continually seeking ways to improve further. Support programmes are individualised to staff that need additional coaching or targeted support within a managed time frame.

High levels of commitment of staff are expected however the important of **valuing and looking after staff** was evident. The schools were keen to grow, develop and keep good staff within third schools or partner schools.

### Specific Strategies

- Every last Friday of the month whole staff CPD, released by highly skilled teaching assistants and visitors with specialist skills proving the afternoon curriculum activities. – Springfield Junior
- Every member of staff is on a CPD pathway from the time they join the school :Improving teacher's programme, and Outstanding teachers programme - Lyons Hall Primary
- Action research in your classroom, extend to the classroom next door and then across the school if successful– Lyons Hall
- Access to accredited professional qualifications NPQH, NPQH Executive Headteacher, NPQMiddle Leader programmes , - Harris Academy South Norwood
- No emails after 6pm on weekdays and no e-mails at the weekend – Rosendale
- Seven week summer break and duvet days during term time to recompense for Saturday and holiday extended learning - Burnt Mill Academy
- Opportunities for staff to develop their expertise and skills as provision transforms e.g. International Baccalaureate Diploma Programme delivery – TBAP 16-19 Academic Alternative Provision Academy

### The Right People!

All the schools were clear about the need to have the **right staff in place** who shared the school's vision and moral purpose and who would be committed to bringing about the best outcomes for all their learners. Headteacher's had tackled significant staffing challenges with tenacity, focusing on the needs of the learners and had over time recruited high calibre staff that will commit and embrace and deliver the schools' visions and high expectations. Outside London there were even greater pressures on recruitment. The schools were quick to spot talent and develop this, deploying the most effective staff with the learners who needed the very best teaching to improve outcomes

### Specific Strategies

- Assembling a staff team that they have confidence in and who buy into the vision - all
- Employing only staff with a 2:1 degree ( including teaching assistants) - St Eugene de Mazenod, Rosendale
- Controlling numbers of part time staff to maintain consistency for learners – St Eugene de Mazenod, Rosendale
- Word of mouth - who do we know that may wish to apply - Springfield Junior



- Recruit staff from inner city schools – Burnt Mill Academy

### **Reflective Solution focused**

The **needs of the learners** and their communities are central to the schools' vision and purpose. The leadership teams in the schools are highly reflective and **analytical** about what is working well and what is not. They use their leadership experience, growing an **evidence base** of effective strategies, and use their own robust **school based data** in taking decisions about strategic direction and have clear success criteria to inform monitoring and evaluation of impact. They articulate the reasons for their chosen strategies clearly to staff, parents and students

They are confident to halt strategies that are having no, or even negative impact

### **Specific Strategies**

- Forensic analysis of underachievement - all
- Collaborative working with Peer Headteachers– problem solving and sharing strategies- Harris Academy South Norwood
- Adult learning sessions - what is our problem, what will we do , trial, champion, embed-Lyons Hall
- Using the evidence base to take decisions not always popular with parents
  - Formal homework no longer set - Rosendale
  - Move to mixed attainment teaching -Harris Academy South Norwood

### **Key Note Summary**

#### **Seminar with Professor Becky Francis, Director of Institute of Education:**

#### **Why is there social inequality in educational attainment?**

In this powerful seminar we were challenged by the evidence base that education does not promote social mobility in this country ...at the moment

Why? Social inequality does impact on educational attainment with wealth being a key indicator of educational outcomes.

Key Reasons for this being

- Financial capital: private schooling, edutainment, tutoring, books, wider experiences etc...all cost, Disadvantaged families are less able to purchase
- Social capital (overlapping with social identity) – for example disadvantaged learners do not have access to the professional networks that help young people into work experience or draw in support
- Practices of schooling, including a key emphasis on how pupils are grouped and its negative impact on disadvantaged pupils

Impact

Disadvantaged pupils are more likely to be in poorer quality, low attaining schools and disengage from schooling.

The UCL Institute of Education Grouping Study is providing more evidence on the negative impact of setting on the self-esteem and progress of learners placed in lower attaining sets. Do's and don'ts of setting and of mixed attainment teaching were explored See Appendix 2

## **Key actions since the visit by the North Yorkshire participating schools**

### **Leadership**

- Currently working on vision statement – to include reference to social mobility
- We have rewritten our pupil premium strategy
- Articulating the positive nature of the visit and translating it into what we want our vision of the school to be – as a staff meeting.
- More focused approach to setting out expectations. The vision of the school has not changed but how we make this explicit to all staff is already having an impact.
- We are looking to establish clarity in what we expect – it's impossible to hold ourselves to account if it's not clear what we're after. This will help to provide that consistency that is required to achieve such outstanding outcomes
- Changed INSET Day focus to report back on what is possible – showing teachers/TAs what other schools can achieve.
- A planned Leadership restructure has changed its focus
- to provide opportunities for key staff to develop their leadership skills
- Acting on underperformance –insistent on expectations
- Developing middle leader monitoring role
- Having a more in depth understanding of the needs of our learners
- Targeted student voice/feedback to identify barriers
- Raise the expectations of staff and pupils in the 'care' for the public areas of the school – displays, cloakrooms, pupils in corridors
- Reporting back to governors

### **Teaching, Learning and Assessment**

- Continue to develop collaborative working and sharing of best practice with other schools to promote quality first teaching leading to excellent student outcomes
- New Pupil Progress meeting format from March
- We have looked at the quality and content of displays around school
- Analysis of our setting arrangements
- Investigation into mixed attainment groupings to enable improved pace of progress and attainment for middle and lower prior attaining students
- Some classes are already trialling the mixed attainment groupings. This was already happening at times but staff are now more confident to use this approach due to the evidence available
- Introduced mixed attainment grouping into Year 7
- Research/training on Kagan Structures for co-operative learning
- Research/training on Metacognition through the ReflectEd research participation – ensure whole school understand the potential value
- We have introduced lined writing books and squared maths books into our EYFS class to raise expectations
- Audit of homework

- Homework support has been put into place for KS3 and will be expanded to Y9 in the near future (again, extra hours but also a supportive environment for work to be completed to a good standard)
- A working area for Y11 has been set up in school, a space to allow quiet study and foster an environment of study
- Joined the Comparative Assessment project
- Even more forensic tracking of groups/cross groups
- Data analysis has more detail in regarding groups and pupil premium
- Ways of making information and data accessible to all

## **Curriculum**

- We are looking in more depth at how we can support Literacy across the curriculum
- Working with the Literacy co-ordinator to abolish language poverty and increase literacy levels
- Further development of tier two word acquisition to increase literacy levels, enable access across the curriculum, and, in turn, improved student outcomes
- Faculty Leader of English and Literacy lead to visit Harris South Norwood re Eng/Eng Literature, teaching and learning and literacy
- We are researching and drawing together evidence to inform our co-ordinated approach to writing
- Monitoring of pupils' work in RE to raise expectations with staff and pupils of the standard of work evidenced and produced by pupils
- Extra hours have been put into place for Y11 as a short term measure, in addition to what was already offered
- Our curriculum model is due for review and both schools spoke about a curriculum which is suitable for the students and allows them to succeed
- Consider extended opportunities beyond what we currently offer – targeted Saturday sessions are being planned
- Reviewing the Easter revision school to meet needs of learners

## **Other**

- Initiated discussions with Family Outreach Workers and Social Care/Prevention Service - How can we replicate in school without employing our own?
- Met with Human Resources adviser regarding issues with job shares and continuity and progression for children

## **Feedback from schools involved**

“Facilitating such an open and frank professional dialogue with leaders from two outstanding schools regarding their journey to success, and, most importantly, having time to reflect, along with other NYCC colleagues on what can be learnt has been a fantastic and impactful experience” Selby High School

“The energy, drive and moral purpose from the leadership teams at Harris South Norwood and Burnt Mill Academy for the progress of disadvantaged students was a key theme which seemed to permeate through all aspects of the school.” Sherburn High School

"There is no magic wand that will solve the issues relating to the attainment and wellbeing of disadvantaged learners, but if we don't have the foresight to change what we do, we should never expect transformation to happen. This visit has not given us answers, it has given us the opportunity to explore different strategies, apply them within our own context and hopefully improve the life chances of our most vulnerable learners." The Skipton Academy

"There is great value in sharing with others. It brings fresh life to your own practice and also reinforces some of your own ideas where you might have been having doubts." Boroughbridge High School

"Leaders were intolerant to acceptance of barriers to learning and were utterly insistent on providing a thorough and broad learning experience for Disadvantaged students." Skipton Girls High School

"...Literacy is the key to all doors....." Stokesley School

"The key is to keep the main thing the main thing and that is high quality teaching and learning for ALL." George Pindar School

"The opportunity to visit and spend time at forward thinking, innovative schools was incredible" The Rubicon Centre

"It was so valuable to see that what these schools are achieving isn't solely down to the additional funds that they have. Rather it is down to the clear vision and high expectations of the headteachers and their ability to surround themselves with the right staff." Riccall Community Primary School

"The experience gave us confidence to use the research based evidence available to improve the provision in school for all our learners. The enthusiasm and renewed energy from the visit will help us to continue on our journey of improvement." Hertford Vale C.E Primary School.

"The trip was inspiring. It was a real privilege and superb CPD to see how strong, clear and highly skilled leadership, combined with a focus on an embedded culture of high expectations for all was making such a positive difference to the learning experiences and outcomes of all children." Carlton in Snaith Community Primary School

"Principle led, visionary leadership has been the key for these schools to gain outstanding outcomes for children." Gladstone Road Primary School

"We returned from the visit enthused and excited by the 'can-do' culture in all four schools we visited." Willow Tree Community Primary School

"I returned from the visits to schools and from spending time reflecting with other headteachers feeling passionate about developing leadership and with a determination to say we can do it. By working together! We need more opportunities to look outwards as a team – it felt like we were a team. Applegarth Primary School

"If you follow the Fish Philosophy as a basis for your vision you will create a positive learning environment." St Robert's Catholic Primary School



## Dissemination

This enquiry visit is already informing North Yorkshire schools' strategic planning and the Achievement Unlocked CPD programme with a literacy day on 24<sup>th</sup> April 18 with workshops led by London and Suffolk senior leaders and dissemination/sharing learning event on 26<sup>th</sup> June 18.








Dissemination has taken place through the primary and secondary Headteacher network meetings, with feedback shared by senior leaders participating in the enquiry visit in spring 2018, and through feedback into key meetings of the Children and Young People's Service (CYPS) ) including CYPS Extended Leadership forum, and the Education and Skills team. Findings have also been shared with the NYCC Young People's Overview and Scrutiny committee.





This report will be located at <http://cyps.northyorks.gov.uk/raising-achievement-vulnerable-learners>

## Appendix 1 Extracts from the enquiry visit key note seminar delivered by Professor Becky Francis, Director, UCL Institute of Education

<p>Institute of Education</p> <p><b>UCL</b></p> <p><b>Why is there social inequality in educational attainment?</b></p> <p><b>Professor Becky Francis</b> Director, UCL Institute of Education <a href="#">@BeckyFrancis7</a></p> 	<p>Institute of Education</p> <p><b>UCL</b></p> <p><b>What explains the gap?</b></p> <ul style="list-style-type: none"> <li>• Financial capital</li> <li>• Social and cultural capital, and (overlapping with) social identities</li> <li>• Practices of schooling</li> </ul> 
<p>Institute of Education</p> <p><b>UCL</b></p> <ul style="list-style-type: none"> <li>• Disadvantaged pupils are concentrated in poorer quality schools</li> <li>• Disadvantaged pupils are under-represented at high-attaining schools</li> <li>• Disadvantaged pupils are concentrated in lower streams and sets (wherein less progress)</li> <li>• Disadvantaged families are less able to purchase and/or draw in support</li> <li>• Disadvantaged pupils may be disengaged from schooling</li> <li>• Disadvantaged pupils are less likely to pursue subjects that enable progression routes to high-status careers</li> </ul>	<p>Institute of Education</p> <p><b>UCL</b></p> <p><b>Broader recommendations for policy</b></p> <ul style="list-style-type: none"> <li>• (MORE SOCIAL REDISTRIBUTION!)</li> <li>• Continue to fund the Pupil Premium, but need to better support and guide schools in productive investment</li> <li>• Continue to support policy impetus for spreading capacity and excellence across the system</li> <li>• Avoid further social segregation (whether within or between school), which the OECD shows to be detrimental to outcomes</li> <li>• Find ways to crack the challenge of engaging parents</li> <li>• Continue to support and enact evidence based practice</li> <li>• Find ways to support and educate teachers (including through ITE) on the impact of social identities and social capitals <i>in ways that avoid stereotyping</i></li> </ul>



<p>Institute of Education</p> <p></p> <h3>'Best Practice in Grouping Students'</h3> <p><a href="https://educationendowmentfoundation.org.uk/evaluation/projects/best-practice-in-grouping-students/">https://educationendowmentfoundation.org.uk/evaluation/projects/best-practice-in-grouping-students/</a></p> <p><a href="https://www.ucl.ac.uk/silva/foe/departments-centres/centres/groupingstudents">https://www.ucl.ac.uk/silva/foe/departments-centres/centres/groupingstudents</a></p> 	<p>Institute of Education</p> <p></p> <h3>Conclusion of EEF Toolkit</h3> <p>"On average, studies show that higher attaining learners make between one and two additional months' progress when set or streamed compared to when taught in mixed ability groups. [...] Low attaining learners fall behind by one or two months a year, on average, when compared with the progress of similar students in classes with mixed ability groups." (EEF, 2016)</p>
<p>Institute of Education</p> <p></p> <h3>Summarising the research literature:</h3> <ul style="list-style-type: none"> <li>• Educational attainment and socio-economic background are closely correlated</li> <li>• Segregation by 'ability' <i>within</i> schools exacerbates wider social inequalities</li> <li>• Disadvantaged students are disproportionately concentrated in low sets and streams</li> <li>• Students in lower sets and streams have poorer progress and attainment outcomes</li> <li>• Finds no significant benefit overall for attainment grouping</li> </ul>	<p>Institute of Education</p> <p></p> <h3>Our Findings so far</h3> <ul style="list-style-type: none"> <li>• Statistically-significant impact on self confidence in set subjects and on general self-confidence in learning</li> <li>• Trend for best qualified and senior teachers to be placed with high sets</li> <li>• The range of reasons schools are deterred from mixed attainment practice</li> </ul>
<p>Institute of Education</p> <p></p> <h3>Dos and don'ts of setting</h3> <p><b>Do</b> make setting as subject specific as possible</p> <p><b>Do</b> group students by attainment only</p> <p><b>Do</b> retest regularly and move between groups</p> <p><b>Do</b> make sure all students have access to a rich curriculum</p> <p><b>Do</b> ensure all sets are equally likely to be taught by a subject expert</p>	<p>Institute of Education</p> <p></p> <h3>Dos and don'ts of setting</h3> <p><b>Don't</b> set by timetable convenience</p> <p><b>Don't</b> extrapolate setting across subjects</p> <p><b>Don't</b> assign subject experts to top sets</p> <p><b>Don't</b> set by anything other than attainment</p> <p><b>Don't</b> give less homework to low sets</p> <p><b>Don't</b> provide low sets with a 'dumbed' down curriculum</p> <p><b>Don't</b> leave students in sets without retesting</p>

<p>Institute of Education </p> <h3>Dos and don'ts of mixed attainment</h3> <ul style="list-style-type: none"> <li><b>Do</b> practice differentiation</li> <li><b>Do</b> change in-class groupings regularly</li> <li><b>Do</b> have high expectations of all students in the class</li> <li><b>Do</b> plan rich tasks that allow students to access at different levels and receive feedback</li> </ul>	<p>Institute of Education </p> <h3>Dos and don'ts of mixed attainment</h3> <ul style="list-style-type: none"> <li><b>Don't</b> teach to the middle</li> <li><b>Don't</b> over-rely on high attainers explaining to others</li> <li><b>Don't</b> establish fixed within-class 'ability' groups</li> <li><b>Don't</b> plan three lessons for every class</li> </ul>
<p>Institute of Education </p> <h3>Contact details/for more information</h3> <p>Best Practice in Grouping Students  <a href="mailto:ioe.groupingstudents@ucl.ac.uk">ioe.groupingstudents@ucl.ac.uk</a>  <a href="http://www.ucl.ac.uk/ioe-groupingstudents">www.ucl.ac.uk/ioe-groupingstudents</a>  <a href="https://twitter.com/groupingstudy">@groupingstudy</a>          © 2016 UCL-IOE. All rights reserved.</p> 	

## Appendix 2: Lines of Enquiry

The following lines of enquiry were generated by participants and shared with the schools

### Secondary

#### **Leadership, Culture and Values**

- How/which evidence-based strategies are implemented to support achievement (of Disadvantaged students)?
- Middle leader involvement - What is their role? How involved are they in the strategies/interventions/approaches?
- What have been your most significant leadership challenges in improving outcomes for disadvantaged learners and how have you overcome these?
- How have you created a school culture of high ambition for disadvantaged learners?

#### **Deployment of staff inc teaching assistants and resources**

- How do schools deploy resources to effectively close the Pupil Premium attainment gap?

#### **High Quality Teaching and Learning**

- How to embed a consistent approach to co-operative learning
- Improving learning behaviours of students. What has been successful? How was this implemented?
- Examples of how Pupil Premium Money is used to accelerate learning
- How do schools tackle PP gaps at the classroom level?

### **Curriculum**

- Shaping the Curriculum to Meet the Needs of the Hardest to reach
- How are curriculums adapted to meet the needs of students who cannot access GCSEs?

### **Targeted Support**

- What strategies have had the biggest impact on SEMH need?
- 1-2-1 exam support (study Skills) - practise papers, catch up knowledge and exam technique coaching?
- Mentoring - supporting PP students with Life Skills and strategies for problem solving
- If disadvantaged students are aware that they are being given targeted support and how equal they feel to their peers?

### **Parental Engagement**

- What have been your most effective strategies in improving parental engagement?
- Improving the attendance of disadvantaged students

### **Monitoring and Evaluation**

- Where schools spend their PP money and how the impact is monitored?

### **Accountability**

- What are the most effective strategies in place in your school to ensure all leaders and teaching and non-teaching staff contribute to improving outcomes for disadvantaged learner outcomes?

### **Primary**

#### **Leadership, Culture and Values**

- How are consistent high expectations, positive language, and aspirational thinking prioritised and embedded within a quality first teaching approach - what does it look like? How is it monitored and quality assured?
- Use of groupings to raise achievement of vulnerable learners?
- What have been your most significant leadership challenges in improving outcomes for disadvantaged learners and how have you overcome these?

#### **High Quality Teaching and Learning**

- How is teaching and learning structured to support the needs of disadvantaged learners from entry in EYFS through to KS2?
- How does the teacher bias the learning in the classroom for PP pupils? (marking and feedback/targeted questioning/seating plans/pre teaching etc.)
- Effective ways to challenge children working above age related expectations?
- How you promote academic resilience with your pupils?

### **Curriculum**

- How you accelerate writing progress of disadvantaged learners?
- How do children become readers -especially those pupils where there is significant language deprivation?

- How does the school support readers of all abilities in gaining a greater understanding of text being read? (inference)
- How children are challenged at all ability levels in mathematics to ensure progress is made by all learners? (mastery)
- How is the curriculum used to promote opportunities for metacognition and reflection?

#### **Deployment of staff inc teaching assistants**

- How do you effectively deploy teaching assistants?
- How do schools use teaching assistants effectively in order to positively impact pupil premium progress and justify value for money?

#### **Identification of internal and external barriers**

- How do schools impact on pupil premium children who also have other vulnerabilities such as persistent absenteeism?

#### **Targeted Support**

- Effective systems of support for children with SEMH barriers in school
- How does the delivery/management/evaluation of interventions support the progress of PP pupils?
- Improving the progress of EAL learners at all levels especially in early language acquisition
- Raising the attainment of vulnerable groups especially low prior attainers

#### **Parental Engagement**

- What have been your most effective strategies in improving parental engagement?

#### **Accountability**

- What are the most effective strategies in place in your school to ensure all leaders and teaching and non-teaching staff contribute to improving outcomes for disadvantaged learner outcomes?

### **Appendix 3: Post Visit Impact Sheet - see below**

Report compiled by:

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Lead Adviser, Vulnerable Learners  
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North Yorkshire  
education services

[www.nyeducationalservices.co.uk](http://www.nyeducationalservices.co.uk)

Date: March 2018

**Post Visit Impact Sheet - 18 month plan**

<b>Area of Development</b>	<b>Milestones</b>	<b>Impact Measures</b>	<b>Evidence</b>	<b>Progress</b>
<b>1.</b>				
<b>2.</b>				
<b>3.</b>				