

Management summary of the 23 November 2018 External Pupil Premium Review of St Gregory the Great School Oxford

This review was commissioned through the Oxfordshire Schools Teaching Schools Alliance and the reviewer was Simon Duffy. Here is a summary of the report.

The school is making some progress in addressing the achievement of PP students and leaders are realistic about the task ahead. Leadership structures have been improved so that responsibility for school improvement priorities, including raising PP outcomes, are clear. There has been some strong progress in raising the attendance of PP students and in improved behaviour. The need for succinct and careful planning is recognised and steps have been taken to ensure that required actions are clearly communicated. The status of PP students, and the need to improve their outcomes, is not yet a high enough priority in the school and not all staff are recognising this priority.

The PP strategy is developing a coherence that identifies the issue, outlines the actions required to address them, and explains how the impact will be evaluated. There does, however, need to be a greater urgency in the action taken by the school to secure the necessary improvements in the quality of teaching and in expectations for disadvantaged pupils, especially related to their commitment to learning and to working hard.

Summary Recommendations (related NFER building blocks):

- Reduce the inconsistency in the quality of T&L that is currently letting too many PP students down. Use the guidance in 'What makes Great Teaching' (Coe et al, Sutton Trust 2014)
- Ensure that the quality of T&L challenges all PP students, raises the expectations of the amount and quality of work produced, and provides more specific feedback to target areas of weakness. All teachers must plan carefully to raise the achievement of PP students.
- Ensure that all leaders are modelling a culture for learning that insists on PP students working harder. Use the PP strategy to keep the messages clear and simple.
- Reiterate the moral imperative to make a difference to the life chances of PP students by having a "PP tilt" to school improvement work.
- Share more of the best practice, such as the work seen to improve written work in Y10 History and English books.
- Develop clear PP Profiles and decide how to engage parents in the school's PP strategy.
- Get teachers to develop pre-study material and knowledge organisers (perhaps using SMHW) to give PP students the "leg up" they need.
- Consider appointing a member of staff to conduct home visits/calls and further improve PP student attendance.
- Make effective use of PiXL Unlock and other literacy strategies.
- Make every lesson count by improving the quality of work left for cover teachers and how this is followed up