

# Quality and equity: the twin goals of a successful school

Closing the gaps while raising the bar

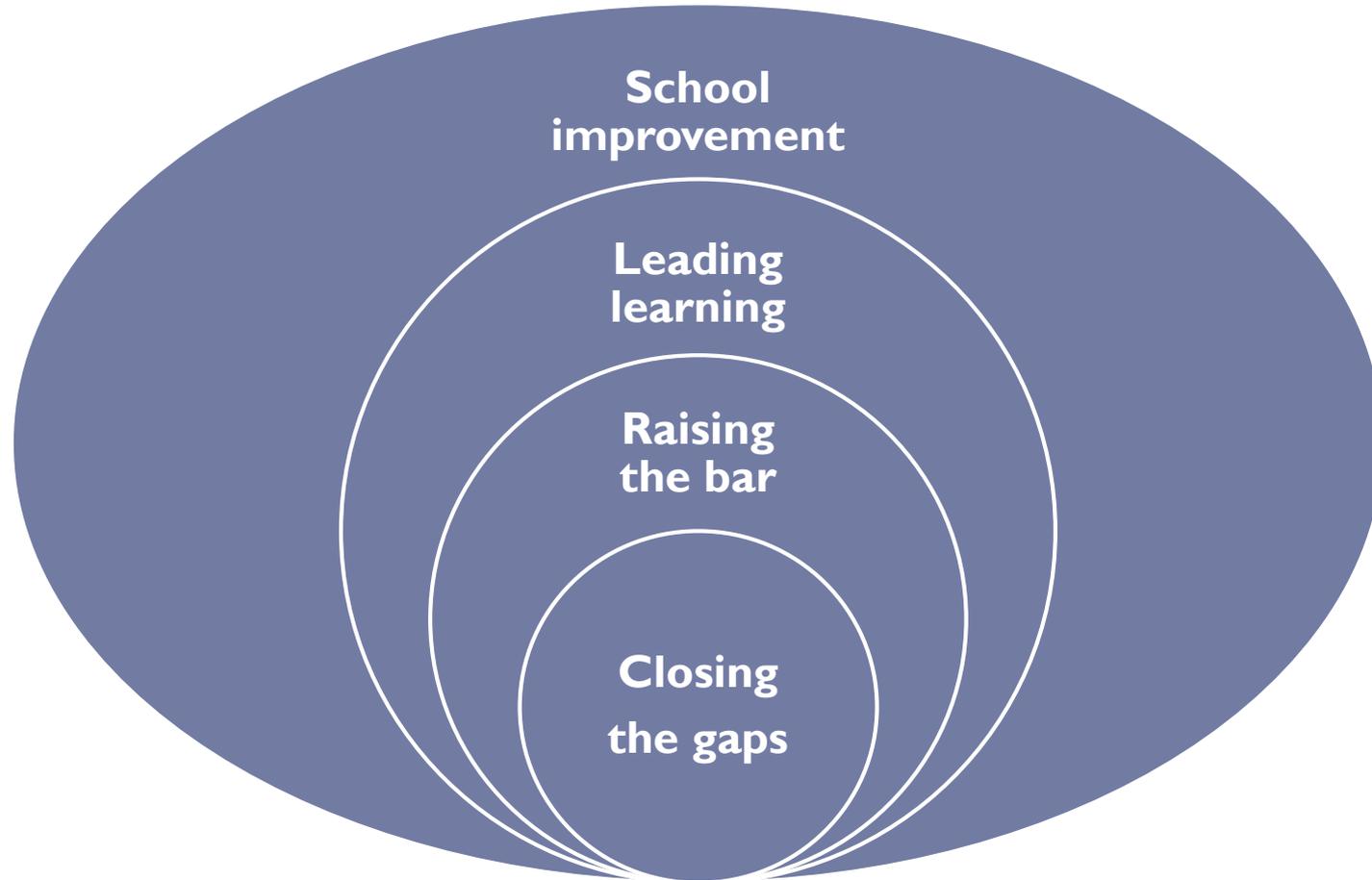
SSAT National Conference

Manchester, 3-4 December 2015

John Dunford



# The 3 conference themes within school improvement



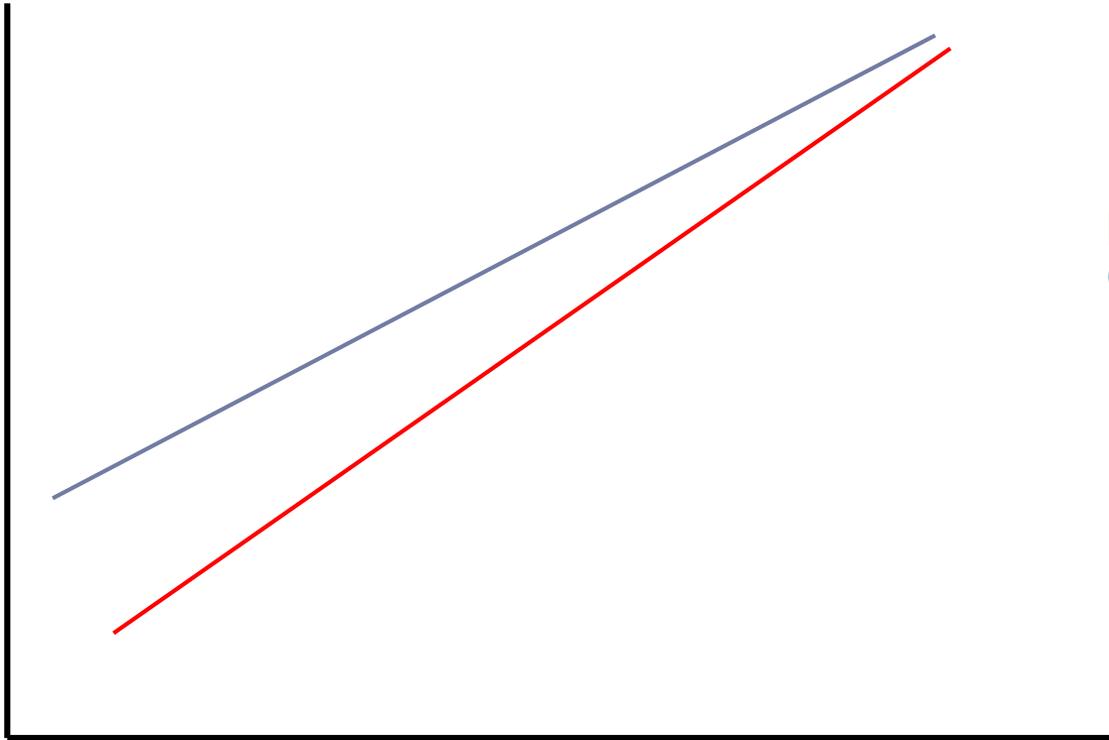
# The 2 priorities within Leading Learning

**Raising achievement  
and  
Closing the gap**

**Excellence  
and  
Equity**



Attainment



**Disadvantaged pupils**  
**Other pupils**

Time



## The ambition

“The most advanced education systems now set ambitious goals for all students, with a clear focus on equity, and are clear about what students should be able to do.”

“Excellence and equity in student performance are less related to a country’s income or expenditure on education than to how those educational resources are allocated, and to the policies, practices and learning environments that determine the conditions in which students work.”

*Equity, Excellence and Inclusiveness in Education Policy: Lessons from Around the World*, Andreas Schleicher, OECD, 2014

**V I P**

**Values**

**Innovation**

**Partnership**



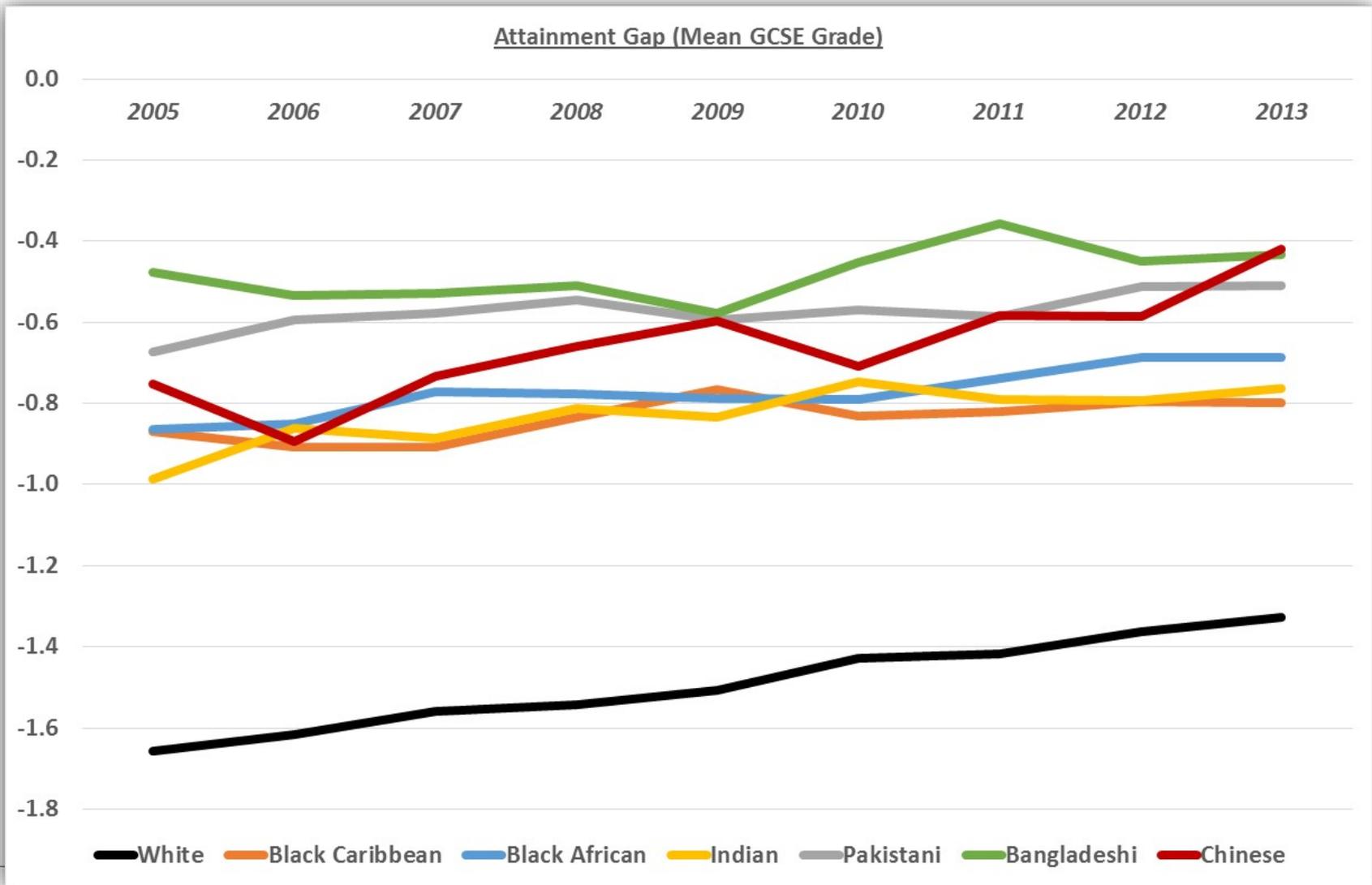
**Which strategy is helping most to raise the attainment of your disadvantaged students?**

# Gap and disadvantaged attainment at 16

(Measure: Proportion of PP students with 5A\*-CEM)

	Gap at 16	Attainment		Gap at 16	Attainment
<b>Westminster</b>	<b>13 ppts</b>	<b>62%</b>	<b>Wilts</b>	<b>35 ppts</b>	<b>27%</b>
<b>Tower Hamlets</b>	<b>12</b>	<b>57</b>	<b>Stockport</b>	<b>37</b>	<b>30</b>
<b>Birmingham</b>	<b>24</b>	<b>44</b>	<b>Bucks</b>	<b>42</b>	<b>33</b>
<b>Halton</b>	<b>24</b>	<b>43</b>	<b>York</b>	<b>40</b>	<b>29</b>
<b>Leics</b>	<b>17</b>	<b>41</b>	<b>Southend</b>	<b>47</b>	<b>28</b>
<b>Manchester</b>	<b>23</b>	<b>41</b>	<b>National</b>	<b>27.5</b>	<b>36.5</b>

# Gaps and Ethnicity / EAL



# Missing talent

Sutton Trust report, June 2015

## Key findings:

- 15% of highly able pupils who score in the top 10% nationally at age 11 fail to achieve in the top 25% at GCSE
- Boys, and particularly pupil premium eligible boys, are most likely to be in this missing talent group
- Highly able pupil premium pupils achieve half a grade less than other highly able pupils, on average
- Highly able pupil premium pupils are less likely to be taking GCSEs in history, geography, triple sciences or a language
- <http://www.suttontrust.com/researcharchive/missing-talent/>

# Looked-after children: some statistics

- ▶ 68% of looked-after children achieved level 4 in reading, compared with 89% of others.
- ▶ The gap at 11 is even larger in writing and mathematics.
- ▶ 12% of looked-after children achieved 5+ GCSEs at A\*-CEM, compared with 53% of others.
- ▶ 33% of care leavers become NEET, compared with 13% of all young people.
- ▶ 6% of care leavers go to university, compared with 40% of others.
- ▶ This is less than the percentage of care leavers who go to prison.
- ▶ 62% of children become looked-after as a result of abuse or neglect and they have a much higher incidence of mental health problems.
- ▶ Looked-after children especially need our additional support to achieve their potential and improve their life chances.

# Focus for policy on raising attainment of disadvantaged children

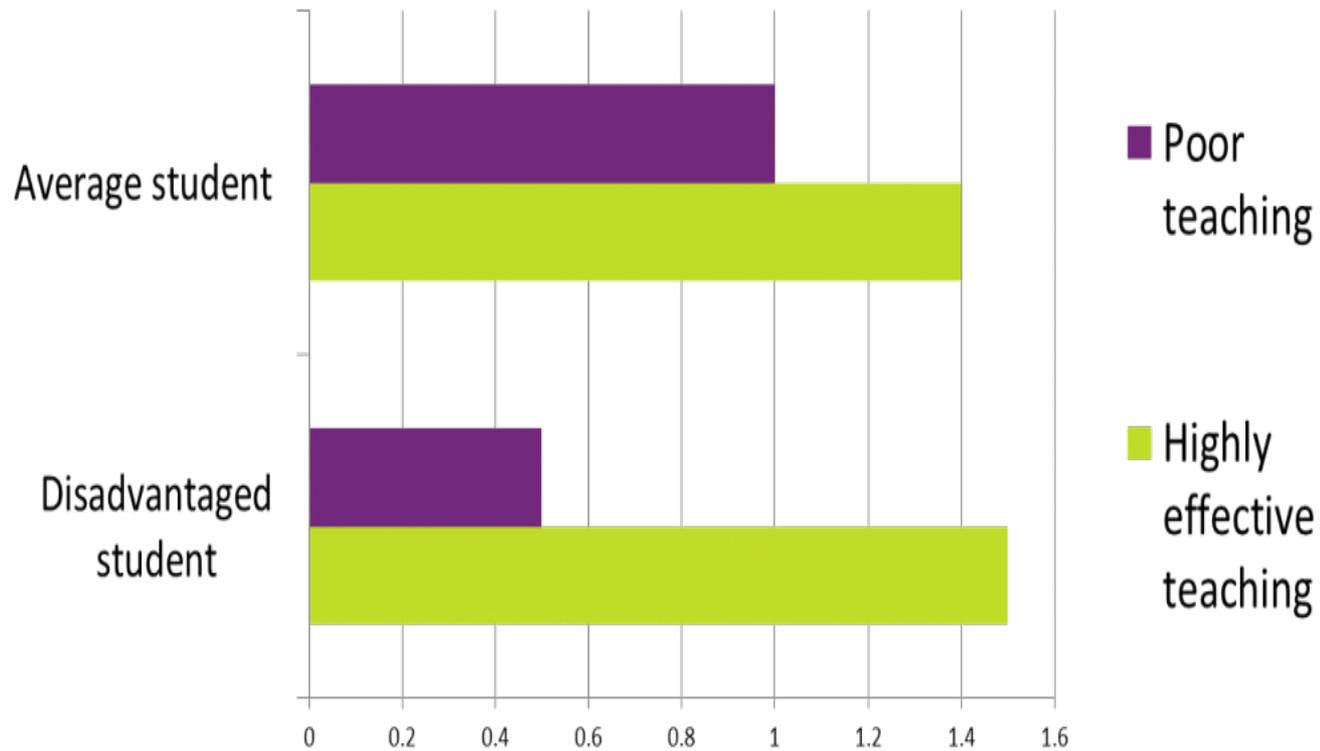
- ▶ *Which gaps are of greatest concern?*
    - ▶ Pupil premium group
    - ▶ Looked-after children
    - ▶ Summer-born
    - ▶ Gender
    - ▶ Ethnicity
    - ▶ Social class
    - ▶ Other?
  - ▶ *Which comparators are most useful / valid?*
    - ▶ Within school: Disadvantaged / Advantaged
    - ▶ Between school disadvantaged and national advantaged
    - ▶ (Between schools in the LA/region)
- Student voice  
Engagement  
Self-worth  
Purpose

# Raising your ambition

## *What is your ambition for your disadvantaged pupils?*

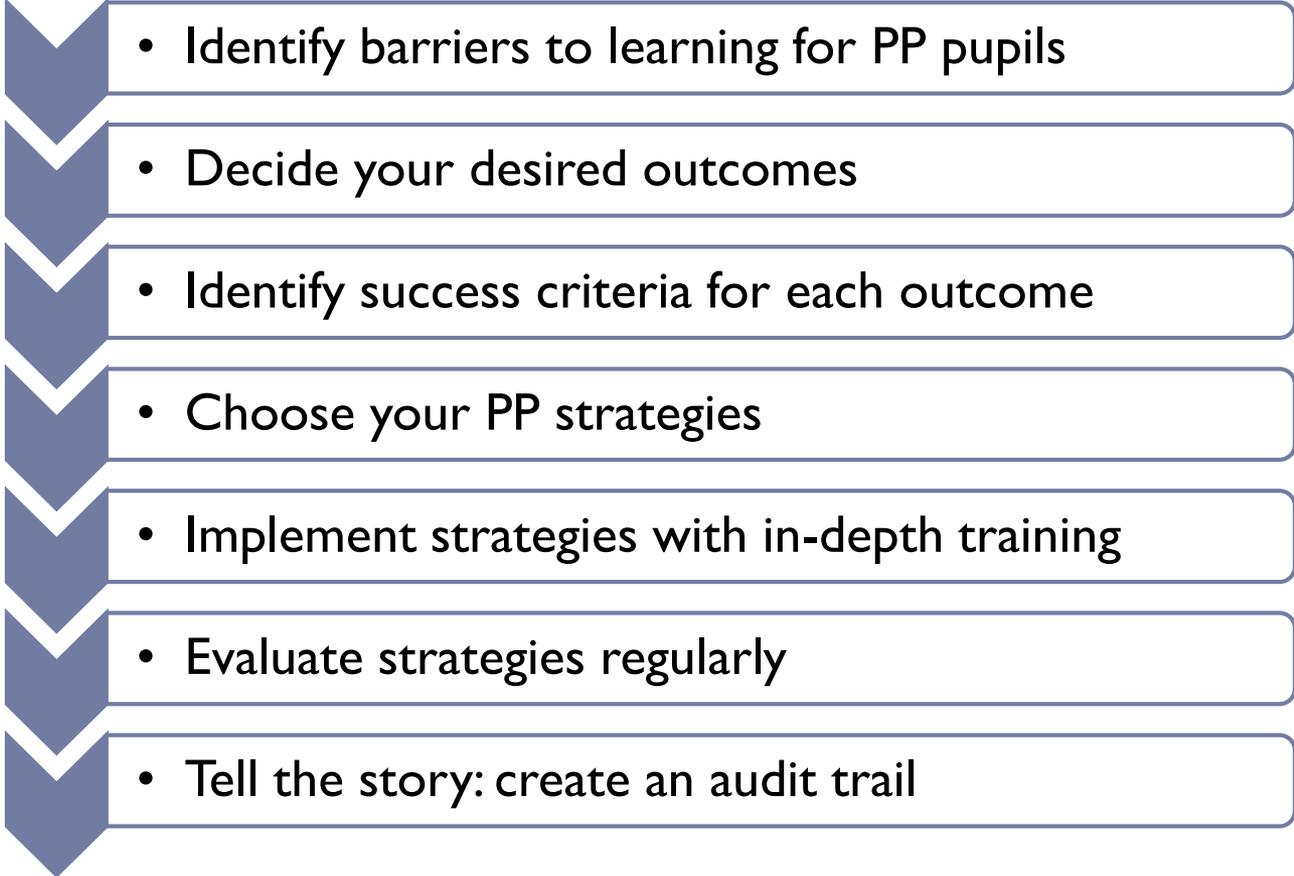
- ▶ In 17% of schools, FSM attainment is above the national average for ALL pupils
- ▶ Use evidence of what works
- ▶ Use curriculum to raise FSM attainment
- ▶ Focus relentlessly on the quality of teaching and learning

## Effect of teaching on students in years of progress



Source: Sutton Trust (2011)

# Overcoming the barriers



- Identify barriers to learning for PP pupils

- Decide your desired outcomes

- Identify success criteria for each outcome

- Choose your PP strategies

- Implement strategies with in-depth training

- Evaluate strategies regularly

- Tell the story: create an audit trail

# Identifying the barriers to learning for PP pupils

What are the barriers to learning for your PP pupils?

# Deciding your desired outcomes

Desired outcomes	Success criteria
Improving FSM attainment	
Reducing gaps	
Improving attendance	
Accelerating progress	
Reducing exclusions	
Improving behaviour	
Improving engagement of families	
Developing skills and personal qualities	
Extending opportunities	
Good destination data	

# Choosing your school strategies

- ▶ What strategies will produce these desired outcomes and help you to achieve your success criteria?
- ▶ What strategies will help to overcome the barriers to learning of your students?

# Evaluating your school strategies

- ▶ ***External review and school self-review are both important***
- ▶ **Evaluate impact of strategies**
- ▶ <http://tscouncil.org.uk/guide-effective-pupil-premium-reviews/>
- ▶ **Compare your school's PP performance with like schools**
- ▶ <http://educationendowmentfoundation.org.uk/toolkit/families-of-schools/> (secondary only; primary available in 2016)
- ▶ **SSAT Educational Outcomes page**
- ▶ <http://www.ssatuk.co.uk/edu-outcomes>

# The opportunity

- ▶ Don't wait for politicians to tell you what to do
- ▶ The government isn't telling schools how to close the gap
- ▶ It's for schools to decide how to use PP
- ▶ Stop looking up and start looking out

# Choosing your strategies

Raise attainment

Improve quality of teaching

Early interventions

Top EEF strategies

Individual support

Data monitoring

Broaden opportunities

Opportunities for bright pupils

Improve skills

# The evidence

- ▶ Seek out excellent practice in other schools  
[www.pupilpremiumawards.co.uk](http://www.pupilpremiumawards.co.uk)
- ▶ Use the Education Endowment Foundation toolkit  
<http://educationendowmentfoundation.org.uk/toolkit/>
- ▶ Use the NFER report on success and good practice  
[www.nfer.ac.uk/publications/PUPP01](http://www.nfer.ac.uk/publications/PUPP01)
- ▶ Use conclusions from Ofsted surveys  
<http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement>
- ▶ <http://www.ofsted.gov.uk/resources/unseen-children-access-and-achievement-20-years>

# Professional networks

- ▶ Seek out excellent practice in closing gap
- ▶ Use your professional networks – SSAT, professional associations, themed networks
- ▶ Local, regional, national, international evidence
- ▶ How good are the networks of your staff?

# EEF Toolkit



Education  
Endowment  
Foundation

Feedback	£££££	★★★★☆	+8 months	Outdoor adventure learning	£££££	★★☆☆☆	+3 months
Meta-cognition and self-regulation	£££££	★★★★☆	+8 months	Sports participation	£££££	★★☆☆☆	+2 months
Peer tutoring	£££££	★★★★☆	+6 months	Arts participation	£££££	★★★☆☆	+2 months
Early years intervention	£££££	★★★★☆	+6 months	Individualised instruction	£££££	★★★☆☆	+2 months
One to one tuition	£££££	★★★★☆	+5 months	Extended school time	£££££	★★☆☆☆	+2 months
Homework (Secondary)	£££££	★★★☆☆	+5 months	After school programmes	£££££	★★☆☆☆	+2 months
Collaborative learning	£££££	★★★★☆	+5 months	Learning styles	£££££	★★★☆☆	+2 months
Oral language interventions	£££££	★★★★☆	+5 months	Mentoring	£££££	★★★☆☆	+1 month
Mastery learning	£££££	★★★☆☆	+5 months	Teaching assistants	£££££	★★☆☆☆	+1 month
Phonics	£££££	★★★★☆	+4 months	Homework (Primary)	£££££	★★★☆☆	+1 month
Small group tuition	£££££	★★☆☆☆	+4 months	Performance pay	£££££	★☆☆☆☆	0 months
Behaviour interventions	£££££	★★★★☆	+4 months	Aspiration interventions	£££££	★☆☆☆☆	0 months
Digital technology	£££££	★★★★☆	+4 months	Block scheduling	£££££	★★☆☆☆	0 months
Social and emotional learning	£££££	★★★★☆	+4 months	School uniform	£££££	★☆☆☆☆	0 months
Parental involvement	£££££	★★★☆☆	+3 months	Physical environment	£££££	★☆☆☆☆	0 months
Reducing class size	£££££	★★★☆☆	+3 months	Setting or streaming	£££££	★★★☆☆	-1 month
Summer schools	£££££	★★☆☆☆	+3 months	Repeating a year	£££££	★★★★☆	-4 months

# NFER evidence

The 7 building blocks of success:

1. An ethos of attainment for all pupils
2. An individualised approach to addressing barriers to learning and emotional support at an early stage
3. A focus on high quality teaching
4. A focus on outcomes for individual pupils
5. Deployment of the best staff to support disadvantaged pupils – developing the skills of existing teachers and TAs
6. Decision-making based on data and frequent monitoring
7. Clear, responsive leadership, with high aspirations

# 12 areas of PP focus in successful schools

- ✓ Excellent collection, analysis and use of data relating to individual pupils and groups
- ✓ Unerring focus on the quality of teaching
- ✓ Identification of the main barriers to learning for PP-eligible pupils
- ✓ Frequent monitoring of the progress of every PP-eligible pupil
- ✓ When a pupil's progress slows, interventions are put in place rapidly
- ✓ Every effort is made to engage parents and carers in the education and progress of their child

# 12 areas of PP focus in successful schools

- ✓ Evidence (especially the EEF Toolkit) is used to decide on which strategies are likely to be most effective in overcoming the barriers to learning
- ✓ Staff (teachers and support staff) are trained in depth on the chosen strategies
- ✓ 100 per cent buy-in from all staff to the importance of the PP agenda is essential, with all staff conveying positive and aspirational messages to PP-eligible pupils
- ✓ Performance management is used to reinforce the importance of PP effectiveness
- ✓ Effectiveness of teaching assistants is evaluated and, if necessary, improved through training and improved deployment
- ✓ Governors are trained on PP

# Evidence from Ofsted: successful approaches

- ▶ PP funding ring-fenced to spend on target group
- ▶ Maintained high expectations of target group
- ▶ Thoroughly analysed which pupils were under-achieving + why
- ▶ Used evidence to allocate funding to big-impact strategies
- ▶ High quality teaching, not interventions to compensate for poor teaching
- ▶ Used achievement data to check interventions effective and made adjustments where necessary
- ▶ Highly trained support staff
- ▶ Senior leader with oversight of how PP funding is being spent
- ▶ Teachers know which pupils eligible for PP
- ▶ Able to demonstrate impact
- ▶ Involve governors



## One school's strapline for PP work

**“Individual need and classroom rigour”**



# Using accountability to help achieve success

- ▶ Use accountability to support successful implementation
- ▶ Build your own data sets
- ▶ On PP impact, we should be holding ourselves to account
- ▶ Create a good web-based audit trail

Are you meeting  
your own success  
criteria?

# An international perspective

*“Today schooling needs to be much more about ways of thinking, involving creativity, critical thinking, problem-solving and decision-making.”*

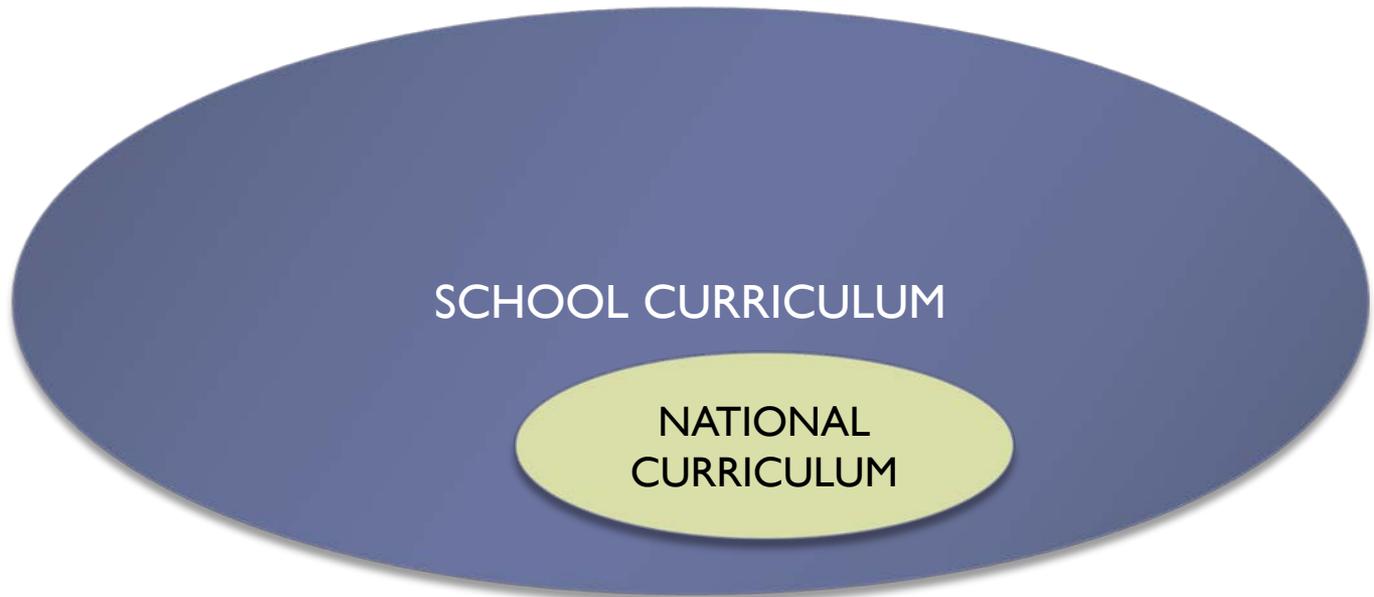
*Andreas Schleicher – OECD*

*TES 16 November 2012*



# Using curriculum freedoms

The school curriculum is much bigger than the National Curriculum

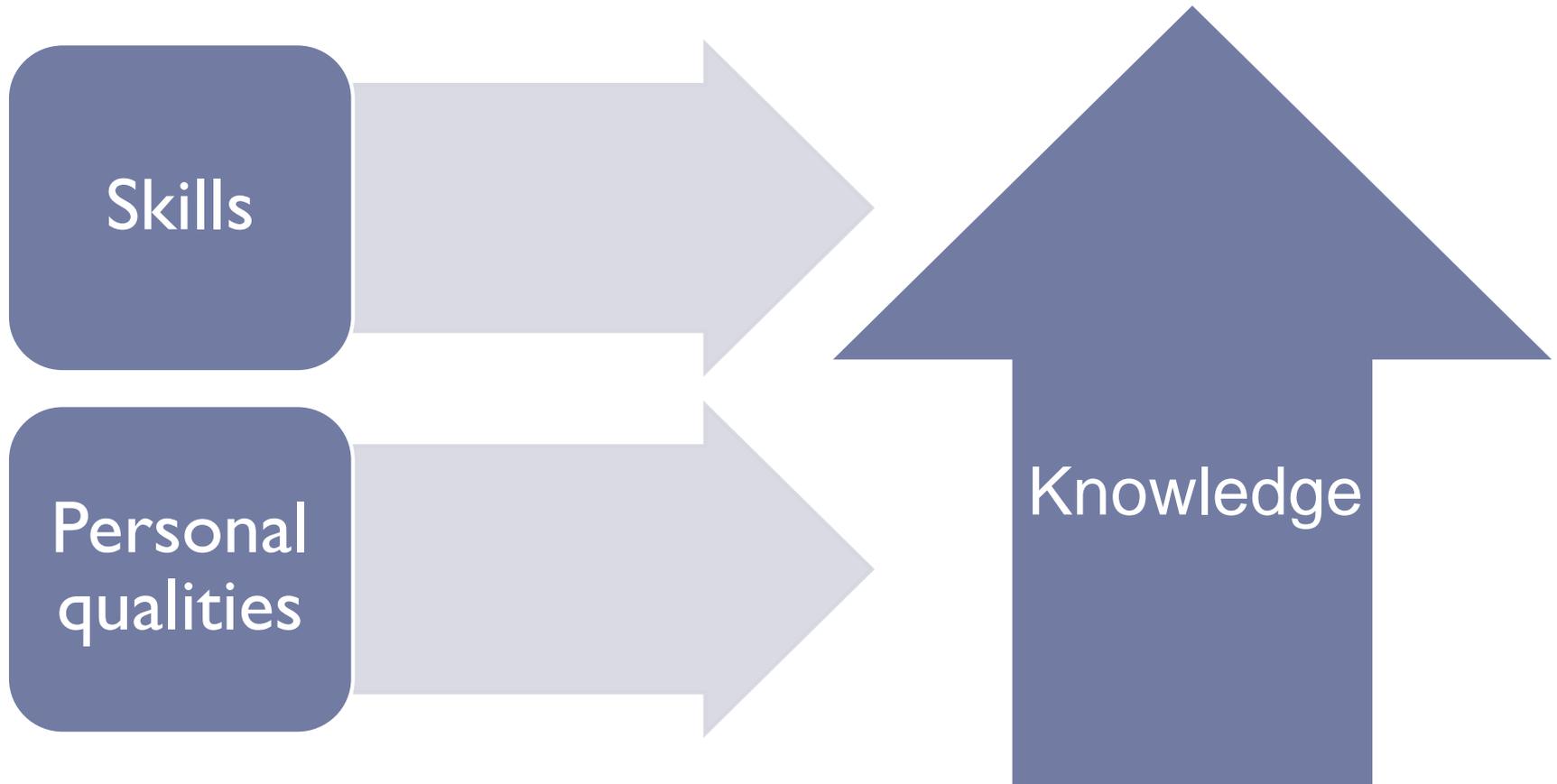


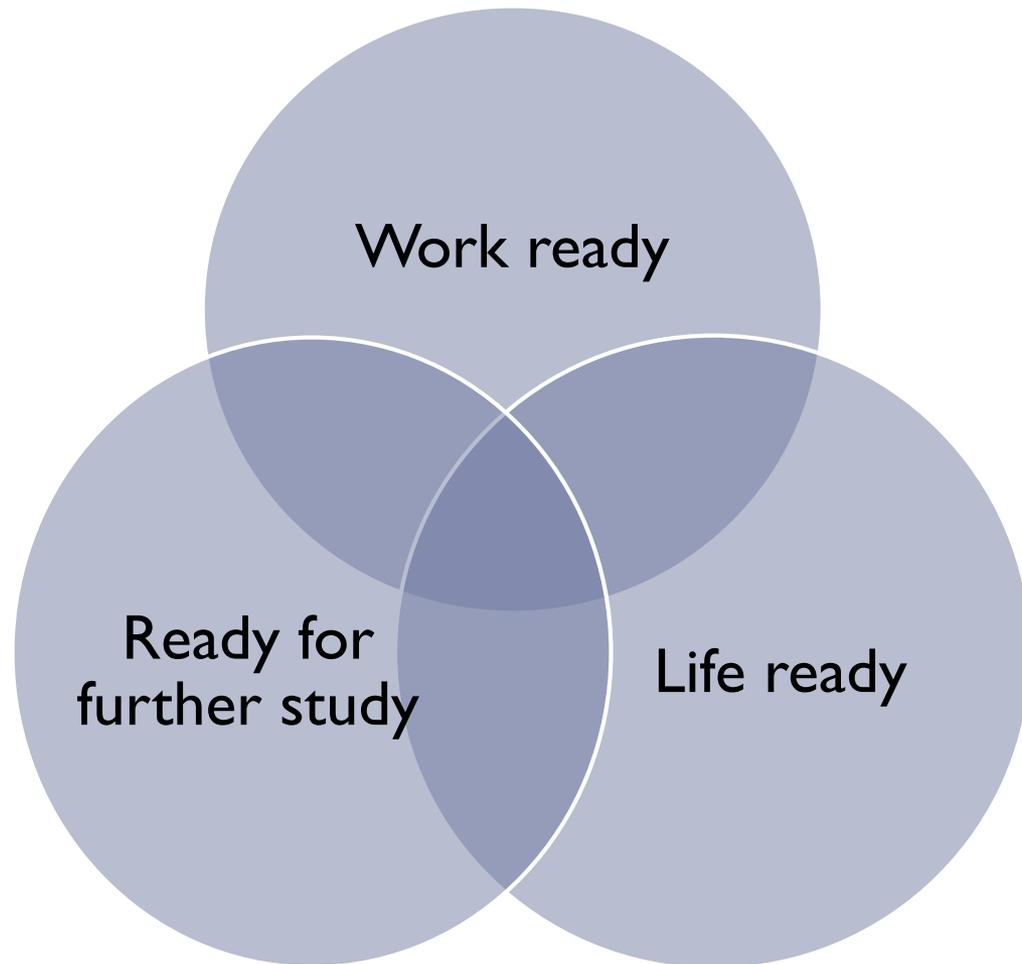
## Using curriculum freedoms to close the gap

- ▶ *What curriculum does a C21 young person need?*
- ▶ *What curriculum does most for disadvantaged?*
- ▶ **Give all young people a 'whole education'**
- ▶ **Develop knowledge, skills and personal qualities**
- ▶ **How can you develop the curriculum to help close the gap in your school?**



# Using curriculum freedoms





# The moral purpose

“Our data shows that it doesn’t matter if you go to a school in Britain, Finland or Japan, students from a privileged background tend to do well everywhere. What really distinguishes education systems is their capacity to deploy resources where they can make the biggest difference.

“Your effect as a teacher is a lot bigger for a student who doesn’t have a privileged background than for a student who has lots of educational resources”

Andreas Schleicher, *Times Educational Supplement*, 2013

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