

# Achieving strong Progress 8 in a school in challenging circumstances

#### Challenging circumstances

- Deprivation factor of 0.3
- Significantly low levels on entry of all year groups
- 53% EAL
- 43% Pupil Premium
- Low stability 81%
- Previously low attendance and poor punctuality
- Recruitment difficulties (the outer ring of the fringe factor)
- One of the lowest AWPU
- A previously poor reputation



#### **Achievements**



- Progress 8 2015 **0.62**
- Current Year 11 Progress 8= 0.78
   (0.79 for Pupil Premium)
- Rising roll (Current Year 11 = 79 in Yr 7 now 107 and new Year 7 220)
- Attainment 8 2015=; 2016=
- Value added 2015= 1038
- A full trophy cabinet

#### What did we do?

- Have relentless high expectations
- House system for leadership and competition
- Clear expectations: no disruption to learning
- Ensure the students positively shaped the school
- Strong focus on literacy
- Effort with parental support
- Build strong relationships: rapport building
- Create a distributed and highly collaborative culture
- Data drives intervention at all levels
- A solution focussed approach
- A passion for quality teaching and learning
- Filled nearly all our buckets
- Took every child with us



# High expectations



NACE



#### House system

OXFORD SPIRES ACADEMY

- Pride
- Competition
- Leadership
- Strong sense of belonging
- Fire drills, punctuality, attainment
- Strong relationships with home
- Strong staff allegiance

#### Clear expectations

- Teach and model the behaviours that we want
- State that we want to win
- Start the lesson on time and don't accept anything less behaviourally from bottom sets or difficult students
- Changes are introduced through clear consistent messages

# The students influence on the school

- OXFORD SPIRES ACADEMY
- Students feel it is their school and their house
- Chose the names, logos and songs



- Leadership and praising risks
- Peer courts
- Students leading assemblies
- Developing a strong personal voice (art, Talking Schools, questioning, innovating)

#### Our students



#### Working with parents

- I don't let back in students who don't convince me they have learnt and will change and together we find ways to change
- Parents have all teachers email addresses
- Any student underachieving will have a home visit and follow on support
- We use a full and inventive range of strategies to get students back on board.

#### Invest in Literacy and SEN



- English specialism co-ordinator
- Literacy lead
- SENCo plus 2 degree level literacy HLTAs
- Writer in residence
- Curriculum time (5 hours Yr 7 and 4 hours all other years)
- 2FTE equivalent EAL specialists
- Literacy
- Strong extra curricular offer
- Funding for SEN and behavioural intervention

# Achieving rapport with a class

OXFORD SPIRES ACADEMY

- Yes sets
- Second positioning
- KAV: voice speed
- Self and Other
- New and Building upon (same)
- Options and Procedures
- Goals (towards) and Problem solving (away)
- Active and Reflective
- Welcome questions

# Distributed leadership: highly collaborative



- Coaching at all levels
- Empowering Middle Leaders
- Entrusting decisions and solutions to all staff
- Collaborative culture from collaborative systems
- Teaching and learning leads, Faculty bases and House allegiance
- Oxford University Research



#### Oxford Uni Research

# Data snapshot - Grade



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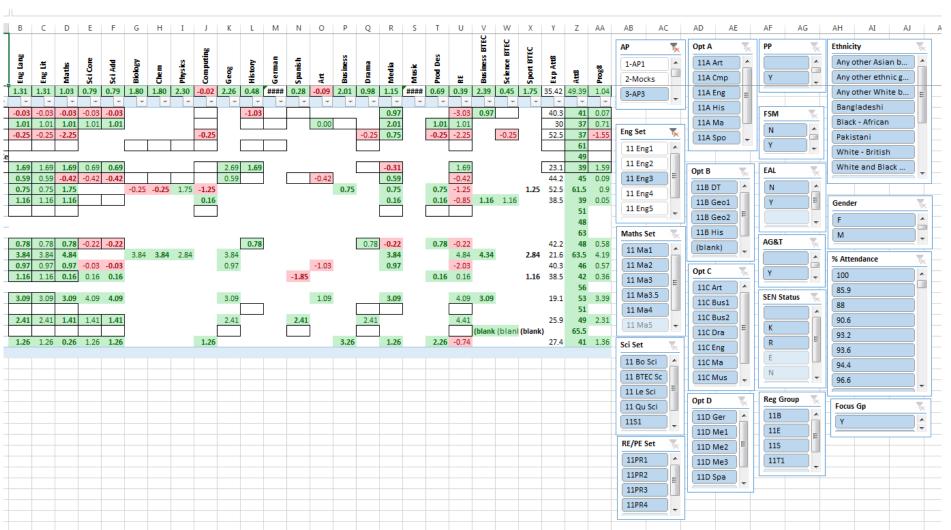
# Data snapshot – Progress 8 AP1



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### Data snapshot – Progress 8 AP3





# Data snapshot – Progress 8 PP



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0.75	0.75	1.75			-0.25	-0.25	1.75	-1.25	_					0.75		0.75		0.75	-1.25			1.25	52.5	61.5		Eng Set	: 🗙	11A Cmp	+	N		Pakistani
1.16	1.16	1.16						0.16								0.16		0.16	-0.85	1.16	1.16		38.5	39		11 Eng1				Υ	+	White - British
0.78	0.78	0.78	-0.22	-0.22						0.78					0.78	-0.22		0.78	-0.22				42.2	63 48		11 Eng2					_	White and Black
3.84	3.84	4.84	0.22	-0.22	3.84	3.84	2.84		3.84	0.78					0.76	3.84		0.70	4.84	4.34		2.84	21.6		-	11 Eng3		Opt B	:5×	EAL	150	Willie alla black
0.97	0.97	0.97	-0.03	-0.03					0.97				-1.03			0.97			-2.03				40.3	46	0.57	11 Eng4		11B DT		N	<u>^</u>	
1.16	1.16	0.16	0.16	0.16								-1.85						0.16	0.16			1.16	-	42		11 Eng5	3	11B Geo1		Υ		Gender
3.09	3.09	3.09	4.09	4.09				_	3.09				1.09			3.09			4.09	3.09			19.1	53 51		TI Engo	₹ .	11B Geo2		-		F
2.41	2.41	1.41	1.41	1.41					2.41			2.41		-	2.41				4.41			$\overline{}$	25.9	49		Maths Set	T.	11B His			<b>T</b>	M
1.26	1.26	0.26	1.26	1.26				1.26	_			2.112		3.26		1.26		2.26					27.4		1.36		- 19X	11B Ks		AG&T	· 5×	- IVI
																										11 Ma1	Į.	11010	<b>T</b>		_	% Attendance
																										11 Ma2		Opt C	-T5x	Υ		100
																										11 Ma3	JE	11C Art	A			100
																										11 Ma3.5		11C Bus1	Km I	SEN Status	150	85.9
																										11 Ma4			4 1 1		A	88
																										11 Ma5	+	11C Bus2		K		93.2
																												11C Dra		R		93.6
																										Sci Set	:5<	11C Ma				97.4
																										11 Bo Sci		11C Mus		E		98.3
																										11 BTEC Sc		11C Eng	+	N	+	98.7
																										11 Le Sci	E					
																										11 Qu Sci		Opt D	:5<	Reg Group	:5<	Focus Gp
																										1151		11D Ger		11B		Y
																										1101	<b>T</b>	11D Me1		11E		· ·
																										RE/PE Set	T <sub>X</sub>	11D Me2		11S		
																										11PR1	A	11D Me3		11T1		
																										11PR2					₹	
																												11D Spa	+			
																										11PR3						
																										11PR4	+					

# Data snapshot – "Buckets"



	В	С	D	Е	F	G	Н	I	J	K	L	М	N	0	Р	Q	R	S	1	U	V		W	X	Υ	
	PQ.	Maths	Ebacc 1	Ebacc 2	Ebacc 3	Other 1	Other 2	Other 3	Exp Att8	8	Prog8		AP		· 🔽	Opt A		5	PP			<b>%</b>	Ethnic	ity		T <sub>×</sub>
_	Eng									Att8			1-AP1			11A A	t					_	Anv	other Asia	n bac	_
-	3.73	3.11	3.23	1.95	0.00	4.77	3.98	3.64	32.40	33.73	0.00		2-Mock	s		11A E	ng .									í 🗆 🕒
-	5	2	3	1	0			4	23.08	31	0.792		3-AP3			11A H						<b>T</b>		other Blac		
_	4	4	4	4	0			4	29.95	37	0.705		3-AP3		▼				FS	М		150	Any	other ethn	ic gro	
	5	3	5	0	0	6	5	5	52.48	37	-1.548		Eng Set		15%	11A N	a					<b>A</b>	Any	other mixe	d bac	
1	4	5	5	4	0	_	_	5	48.2	42	-0.62		11 Eng2	)	A	11A S	00		Y				Any	other Whi	te bac	
+	3	6 5	3	3	0	5	4	4	20.45	37	0.055					(blank	)	-				₩	Bans	gladeshi		í l
+	5	6	5	0 5	0	_	5			39 48	0.055		11 Eng3		≡	L			E/	L		150				i l
+	2	1	0	0	0				52.48	15.5	-3.698		11 Eng4	1		Opt B		: 5		V			Blac	k - African	1	{    -
_	5	5	4	4	0	6	5	5	34.98	44	0.902		11 Eng5	;		11B D	Г	_					Paki:	stani		+
	5	4	4	4	0		7	6	29.95	46	1.605		(blank)		-	11B G	01			′			0 1			
4	3	4	4	0	0		4	4		31						11B G	202		HL			+	Gende	er		:5x
+	5	2	0 4	0	0	_	5	4	28.27 17.57	28 24	-0.027 0.643		Maths Se	t	- 5<							_	F			<u> </u>
+	4	4	5	5	0	5	5	5	17.57	41	0.645		11 Ma1		_	11B H	S		A	6&T		150	М			-
	4	1	4	3	0					32			11 Ma2			11B K	;	-	.			Â				
	4	1	4	0	0	5	4	4	25.88	27	0.11					Opt C		5		,		<b>-</b> [	% Att	endance		:5×
_	5	2	3	3	0	5	5	4	28.27	34	0.573		11 Ma3			الله ا							100			A _
+	4		4	4	0	5	1	0	29.95	27	-0.295		11 Ma3	.5		11C A	rt	^	SE	N Status		15×	63.2			
-	0	2	3	3	0	0	4	4	27.42	31	0.358		11 Ma4			11C B	us1		H							
+	3	1	3	0	0	_	4	3	19.14	23	0.386		11 Ma5		_	11C B	us2		H			KM	78.6	•		
_	0		0	0	0	0	0	0								11C D							90.6	i		
													Sci Set		5					(			93.2	!		
													11 Bo So	:i	_	11C E	ng		<b>"</b>     [	₹			93.6	;		Í
													11 BTEC			11C N	a		H	V		+	94.9			<i>i</i>
															= =	11C N	us	-								
													11 Le Sc	i		0-40		. 5	Re	g Group		150	95.3			-
													11 Qu S	ci		Opt D			- 11 11	1B		_	Focus	Gp		75.
													(blank)		+	11D N	le1			1E			Υ	•		
																11D N	le2			15						+
													RE/PE Set	t	:5x	11D N	le3		11 H S							
													11PR1			11D S	na			1T1		+				
													11PR2													
													11PR3			(blan	()	-	-							
																			Ţ.							
													11PR4		-											

# A passion for quality teaching and learning



- Bulletins celebrating excellence (show examples)
- A desire to be excellent
- Teaching leads (metacognition, differentiation, independence, literacy)
- Coaching for excellence especially interns and NQTs

### Filling buckets!



- Curriculum fit for Progress 8
  - Triple science
  - English and maths time and intervention
  - Computer science
  - Other languages
  - No Btecs

**EVERY CHILD MUST ACHIEVE SUCCESS!** 

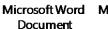
# Any questions?



# Teaching and Learning **Bulletins**









Microsoft Word Document



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