



BRAMLEY VALE PRIMARY SCHOOL

'Together Everyone Achieves More'

Pupil Premium Review – Charnock Hall Primary School

Monday 19th January 2015

Dear Sarah,

Thank you very much for your warm welcome when I visited your school.

Here are my key findings:

The school had its Section 5 OFSTED inspection on the 15-16 October 2014. The outcome for overall effectiveness was judged as 'Requires Improvement'. As part of this report in the section entitled 'What the school needs to do to improve further?' a request for an external review of the school's use of the pupil premium (PP) was requested.

I worked with the Headteacher, the Deputy Head, the Assistant Head and the Business Manager to discuss the development state of the school. We discussed the school's past performance and current development state. We also discussed attainment, progress, and learning and teaching across the school.

Looking at the data that was presented to me, in addition to the raise online report, I concluded that the school has a good understanding of which improvements need to be made. The school has also begun to take measures to implement new, more collaborative, systems and strategies, which will help to facilitate these improvements. For example, the Deputy Head has been given overall responsibility for improving achievement of pupils in receipt of PP, and he has begun to develop a clear strategy for this.

The data analysis for children in receipt of PP shows that these pupils' achievement is consistently lower than the other pupils in the school and other pupils nationally. The school's own opinion of why this may be, is that in the past, areas have been identified for improvement and strategies have been put in place which have had little or no impact. The leadership team have identified that the interventions need to be tracked, monitored and evaluated to ensure high quality and high impact. The leadership team recognised that the quality of teaching across the school requires improvement and that the quality of teaching of those in receipt of PP needs the most urgent attention. In addition the leadership team identified that they need to hold teachers to account for the progress of the pupils and that this need to be linked to their appraisal. The leadership team have already begun to address this by reviewing appraisal targets to ensure that they are specific to the achievement of pupils in receipt of PP.

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Raise online PP data shows that:

There is a gap in KS1 and KS2 in all subjects between children in the school in receipt of PP and all pupils nationally. There is also a gap in KS1 and KS2 in all subjects between children in the school in receipt of PP and their peers in school (with the exception of Maths at Level 5).

The largest gaps in attainment at the end of KS2 are between those children achieving level 4, particularly in writing and maths.

The largest gap in progress at the end of KS2 is between those children making expected progress in maths. This showed that not enough pupils who achieved either level 1 or 2 at the end of KS1 were attaining level 3 or level 4 respectively by the end of KS2.

Current PP progress data shows that:

There are gaps in the progress of pupils in receipt of PP in all subjects in KS1 and KS2.

Strengths:

FSM expected progress at the end of KS2 in reading 2014 is in line with other pupils at the school and other pupils nationally.

FSM attainment at the end of KS2 in maths at level 5 is higher than the other pupils in the school and is in line with other pupils nationally.

The Headteacher and deputy head have a good grasp of the school's current position and demonstrated a determination to improve the outcomes for children in receipt of PP.

The Deputy Head, as part of his new role, has identified the areas for improvement and has worked with the Headteacher to develop detailed plans.

The Deputy Head is in the process of developing individualised plans for the children in receipt of PP, which take into account the whole child, to ensure any barriers to learning are addressed.

The OFSTED action plan informs the school improvement plan and has recently been specifically linked to staff appraisal.

Areas for Improvement:

The achievement of pupils in receipt of PP in all Key Stages, in all subjects, requires improvement.

The quality of teaching for children in receipt of PP requires improvement.

The leadership team/subject leaders need to develop more rigorous assessment, tracking and monitoring systems so that there is a more collaborative responsibility for the achievement of pupils in receipt of PP in the core subjects.

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The leadership team need to ensure that they meet termly to carry out pupil achievement meetings with teachers, who are held to account for the progress of the children receiving PP. This needs to be linked to the appraisal of teachers.

The school needs to continue to develop involvement of parents/carers in order to support the pupils in receipt of PP.

The governors need to ensure that they fulfil their monitoring role by holding the Headteacher and Leadership team to account during governors' meetings (resources to support this were shared).

Other advice/recommendations:

There needs to be a clear understanding of baseline assessments, in relation to age expectation, as these are the starting points for showing progress. Therefore, it is important to ensure that assessments are accurate and moderated throughout the year and particularly in the summer term.

The expectation regarding children's progress needs to be raised at all levels. Teachers need to ensure that the vast majority (90%+) of their children make expected progress and that a substantial proportion (30%+) make better than expected progress.

The school should develop their tracking system so that all teachers and key members of staff can input and access information about the attainment and progress of children who receive PP.

High quality first teaching is vital. Therefore, consider moving teachers/teaching assistants into positions where they are best suited. For example, move a teacher/teaching assistant who has proved that they can accelerate learning of a specific group into a position where they are accelerating learning for the children in receipt of PP.

Ensure interventions are targeted where they will make the most impact and track/monitor these.

When writing improvement plan success criteria, wherever possible, link this to impact for the pupils.

When writing the annual pupil premium report to parents, ensure that the information on the effectiveness of the interventions is clear and easy to understand and that it articulates the impact of the interventions.



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