

# Closing the Gap at Wood Farm: 15 ideas

David Lewin, Natasha Ashwin

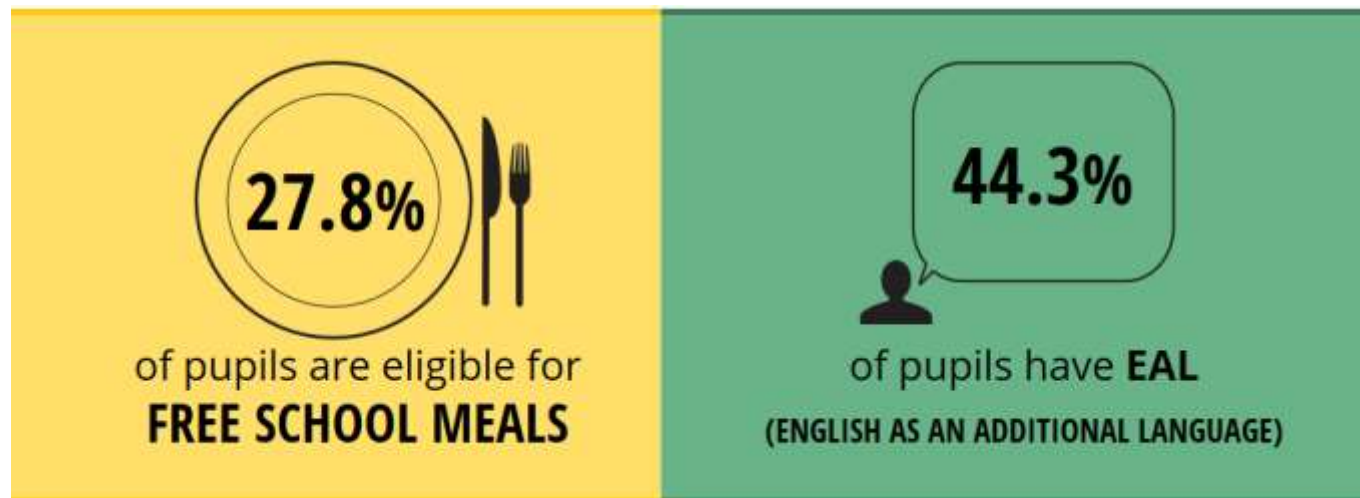
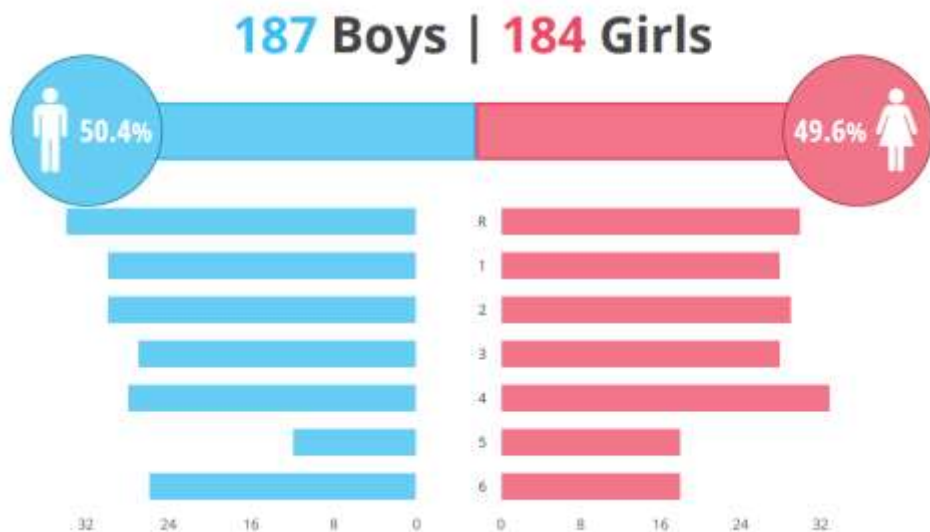
*Wood Farm Primary School, Oxford*



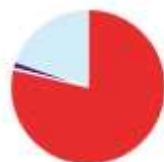
# Wood Farm



# Context



## SEN Pupils



KeySEN Type	No. of pupils	% of pupils
Non SEN	292	78.7%
Statemented	1	0.3%
Education, Health and Care Plan	5	1.3%
SEN Support	73	19.7%





*'...and what I heard was my whole self saying  
and singing what it knew: I can.'*  
Denise Levertov



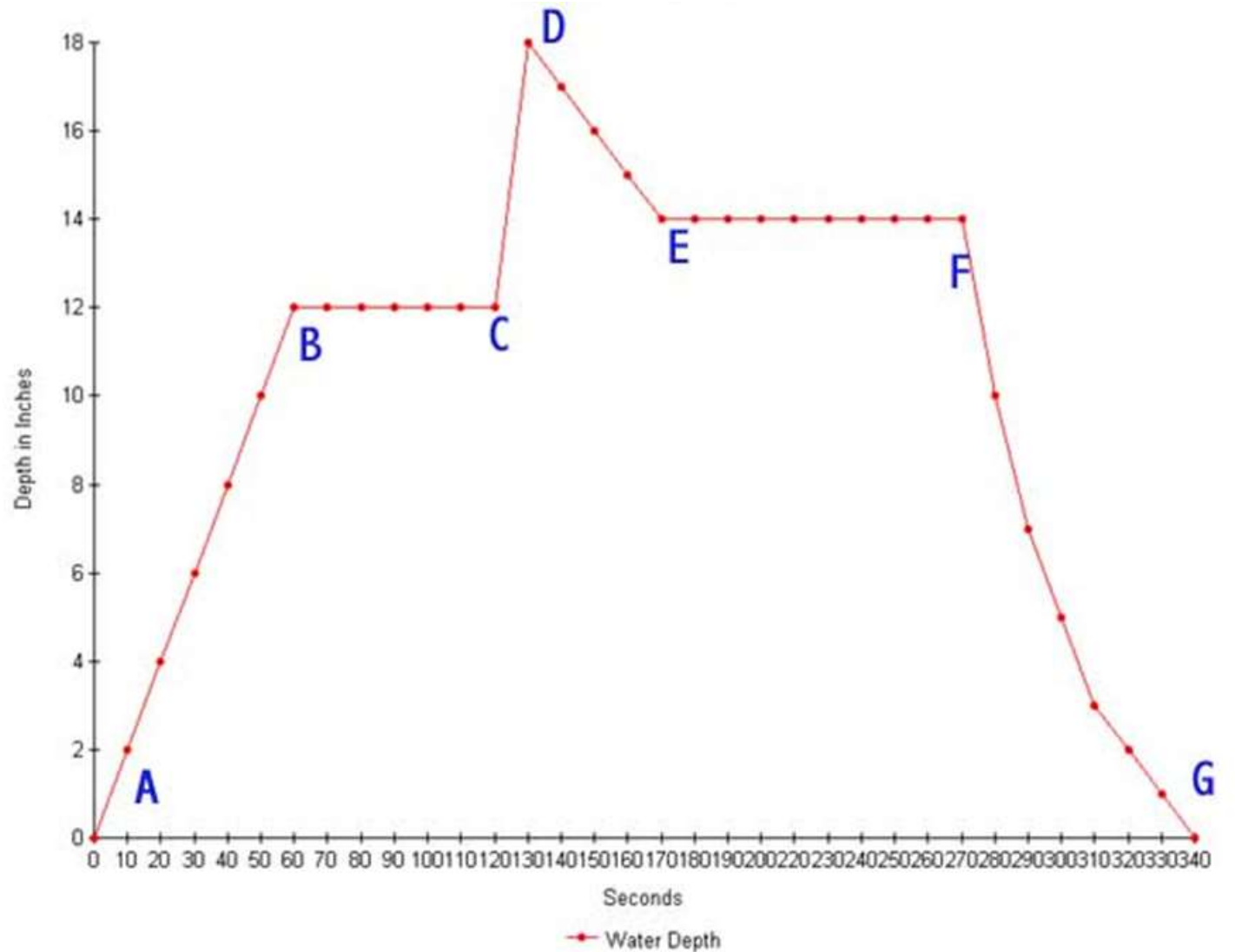
**‘It’s people, not programmes’**



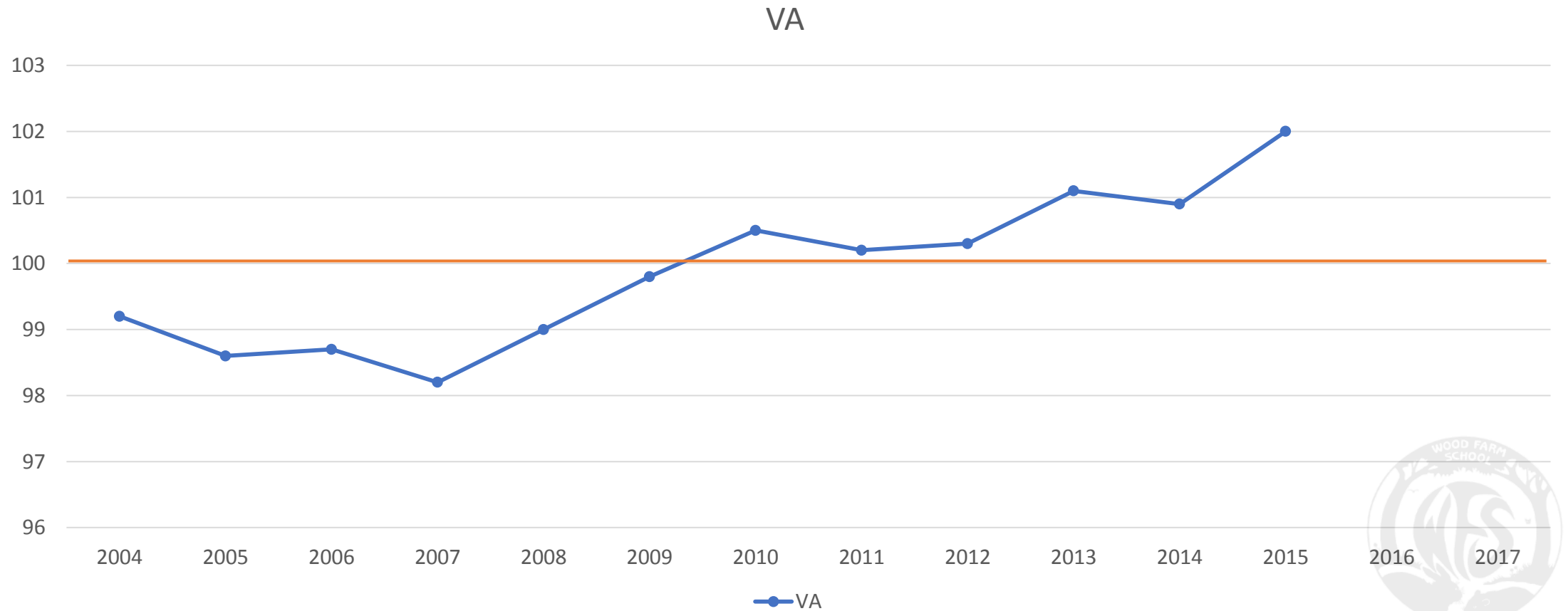
Todd Whitaker



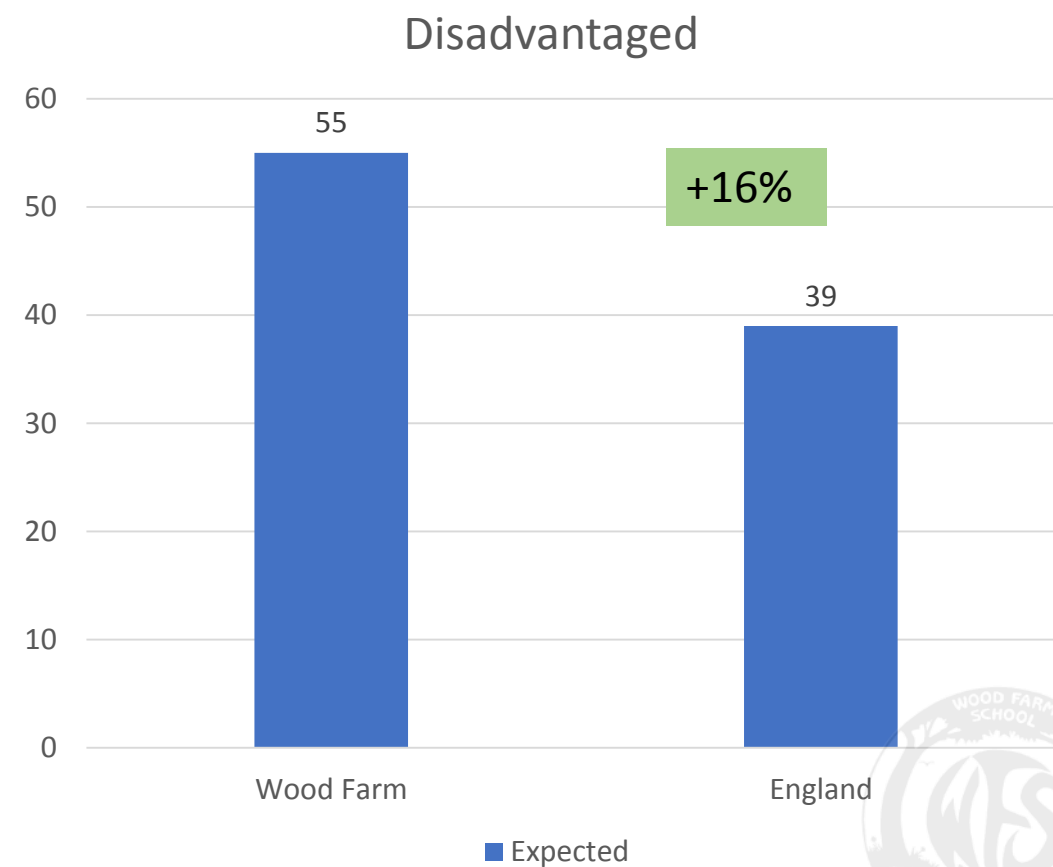
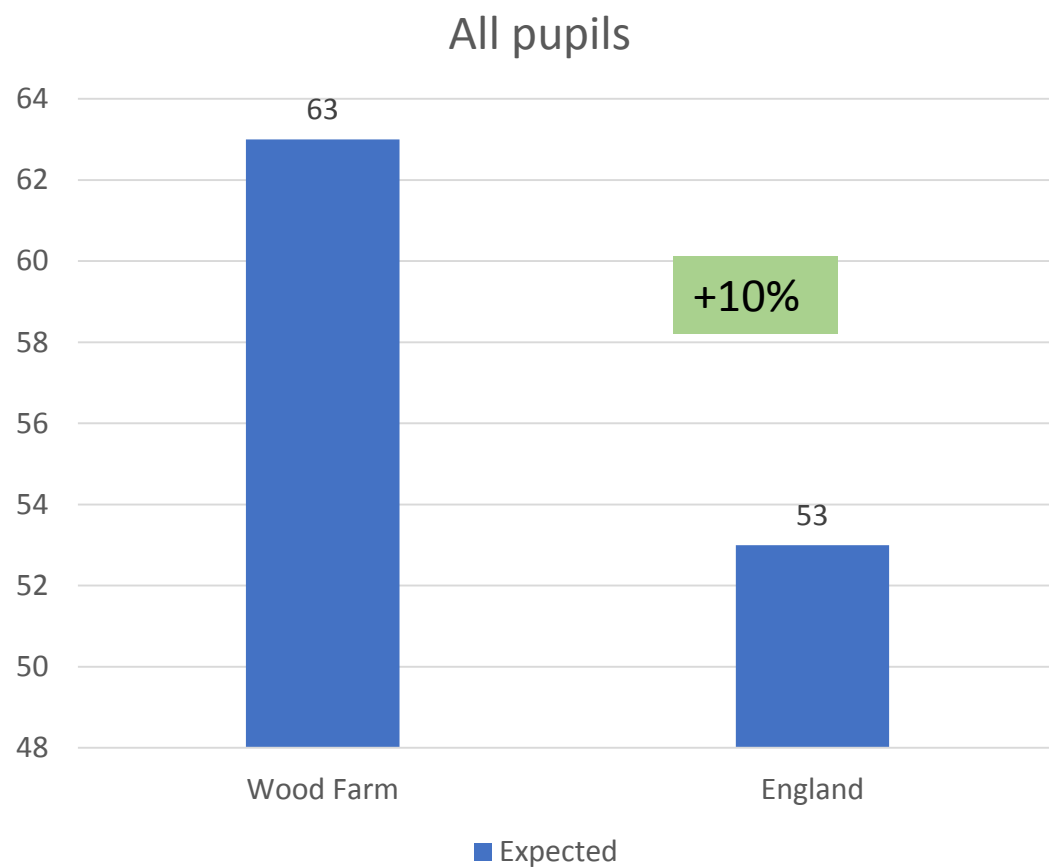
# Mr McGruder's Bath



# Story of a school...



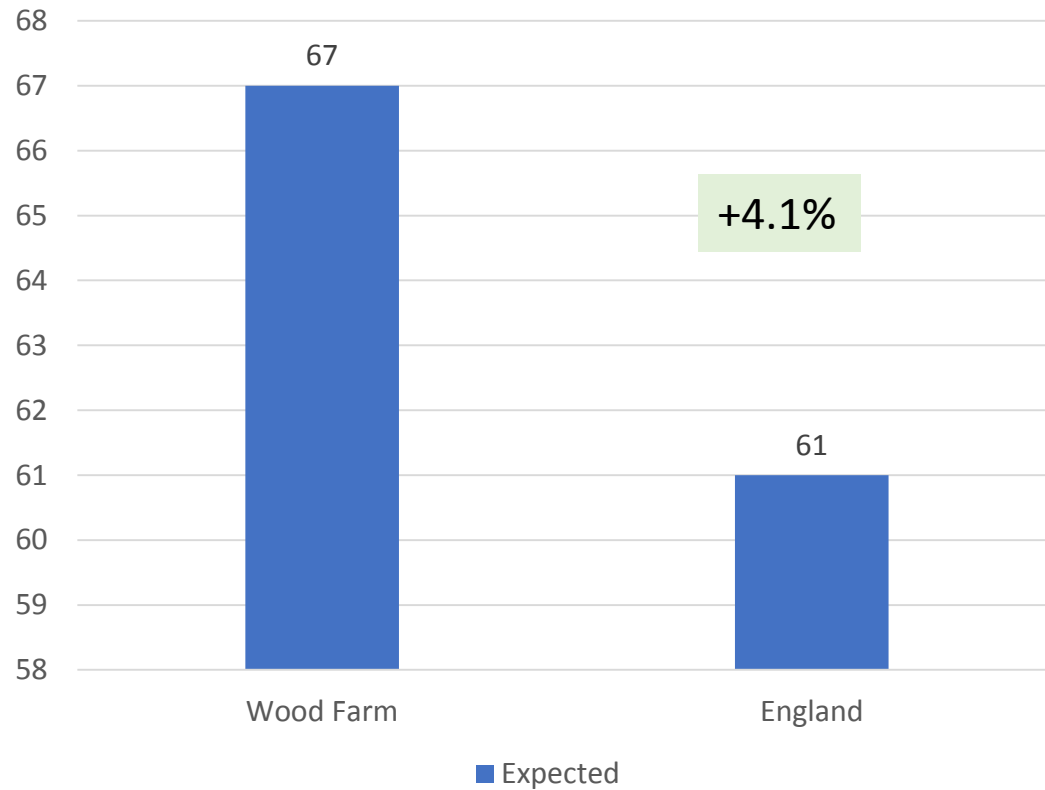
# In 2016:



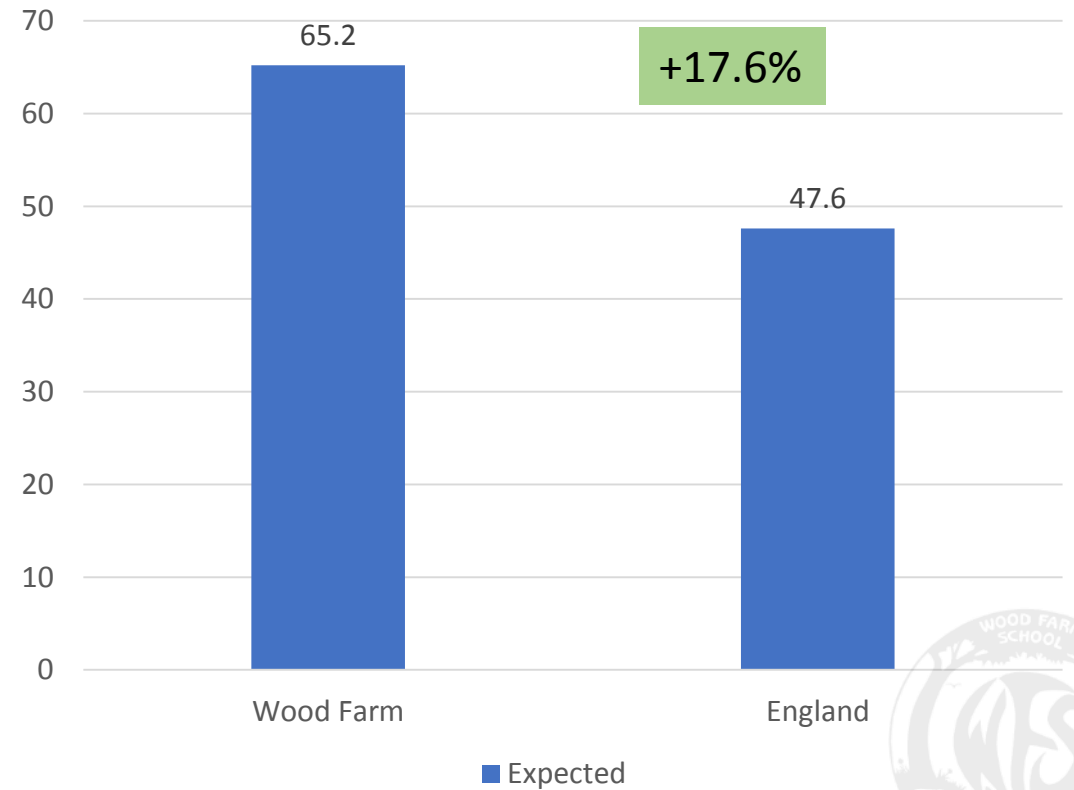


# In 2017:

## All pupils



## Disadvantaged (FSM)



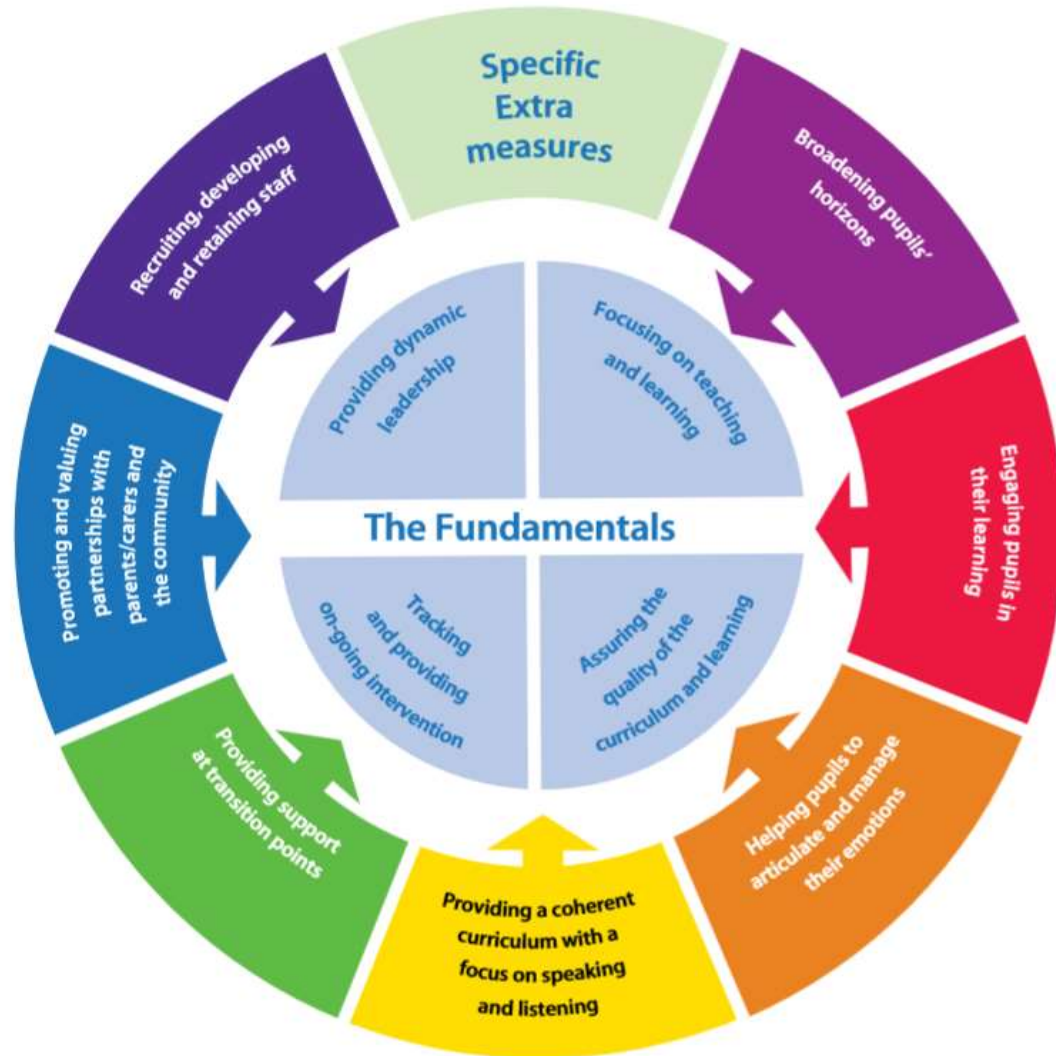
# The Extra Mile, DCSF 2007-2008

- *‘Every teacher discovers this simple truth in their earliest days of teaching: those children from poor backgrounds do not fare as well in school as the children whose families are comfortably off.’*

*The Extra Mile (primary): Achieving success with pupils from deprived communities DCSF*

- Researchers looked at 50 secondaries and 45 primaries seen to be ‘bucking the trend’ by achieving high results with intakes from some of most deprived wards (FSM)
- ‘Common activities’ identified:





# The Extra Mile: Fundamentals + Specific Extra Measures



# Legacy of the Extra Mile project: key activities in primaries

1. Providing a **coherent curriculum** with a strong focus on speaking and listening
2. **Engaging pupils** in their learning
3. Helping pupils to **articulate and manage their emotions**
4. **Broadening pupils' horizons** by providing a wide-range of stimulating activities
5. Providing **support at transition** points
6. Recruiting, developing and retaining **staff with empathy** for the pupils and their backgrounds
7. Promoting and **valuing partnerships with parents/carers** and the local community



# Legacy of the Extra Mile project: key activities in secondaries

1. Increasing **interactive and participatory learning**
2. Developing a listening campaign which **responds to pupil and parent perceptions**
3. Promoting **a culture of respect** for local people, local culture and local values
4. **Broadening pupils' horizons** by offering experiences and opportunities with which they would not otherwise be familiar
5. Developing **a culture of 'achievement' and 'belonging'** in school
6. Offering **a more relevant curriculum**
7. Building pupils' **repertoire of spoken and written language**
8. Developing pupils' **social, emotional and behavioural skills**
9. Cultivating **traditional values of respect, good behaviour and caring**
10. **Tracking** pupil progress and **intervening promptly** if they fall off trajectory
11. Developing **effective rewards and incentive schemes**
12. Supporting pupils at important moments in their lives, especially **transition points**



# Our approach: 3 themes

Culture

'Different and extra'

Widening opportunities



# A school culture that prioritises success for disadvantaged children

## 1. 'Silver Star':

- Subtle flagging of disadvantaged children
- Marked first
- Asked first
- Priority for parent meetings

## 2. Staff knowing the individual children

- Eating lunch with children
- Finding out about hobbies and interests
- 'structured conversations'
- Sharing information in staff briefings



# A school culture that prioritises success for disadvantaged children (2)



## 3. Making communication between school and parents easier

- Y6 Parents & Carers given teachers' mobile numbers this year
- (with clear protocols for teachers)

## 4. Focus on consistency in 'ways we do things'

- The way adults talk to children (e.g. problem 'scripts')
- Class routines: entry and exit, end of the day, how adults gain children's attention
- Trying to **eliminate variation**, on PPA, transition, etc





# Problem scripts

## Problem script

1. 'I can see that you feel...' (sad, angry, upset...)
2. 'Tell me about...' (what was happening when happened, tell me more)
3. 'What if now we...' (find a better game, find friend, talk to X..?)
4. (and don't forget some resilience building: 'Don't let this sp

## Conflict script

1. Get both parties together
2. Send everyone else away!
3. 'Tell me what happened...'
4. 'Now you tell me what happened...'
5. Decide
6. Off you go!

**G.L.I.D.E**



# A school culture that prioritises success for disadvantaged children (3)

## 5. Focus on aspiration

- Programme of invited visiting professionals: lawyers, pilots, journalists, musicians...
- Links with universities
- Daily language of aspiration in classes



Culture

'Different and extra'

Widening opportunities



# 'Different and extra'(1)



- 1. Strategic elimination of barriers**
- 2. Additional teacher-led interventions in mathematics and literacy**
  - Reading Recovery
  - Individual/small group teaching in KS2
  - Pre-teaching
  - Catch-up
- 3. Targeted mentoring & tuition of disadvantaged pupils**
  - By members of SLT and other staff
  - 1:1 or paired



# 'Different and extra' (2)

## 4. **Dynamic grouping and frequent review of pupil progress**

- Weekly, within teaching teams
- Pupil progress at assessment points
- Plus monthly with head teacher or deputy headteacher with Y2 and Y6

## 5. **Use of IT for target work and analysing provision for disadvantaged pupils**

- Lexia Reading
- Class based filming and analysis



Culture

'Different and extra'

Widening opportunities



# Widening opportunities



- 1. Priority and subsidised places on residential trips**
- 2. Priority places for extra-curricular activities**
- 3. The ‘Wood Farm Commitment’**
  - 5 experiences all children should have at primary school



# Widening opportunities (2)

## 4. 'Summer Surprise'

- Book and letter sent to every new Y6 child half-way through holiday: we're still thinking about you!

## 5. Additional cultural and sporting activities

- Things disadvantaged children might otherwise miss out on:  
Boat trip, visit to sea, classical concerts...





# A dream school for white working class children:

A lot of thought goes in to **homework**, and homework support

**Disruptions** (to routines, teacher cover, etc) are **minimised**

There's a strong sense of order, and a culture of self-discipline. There is **no 'variation'**

**Early years provision**, and provision for early language acquisition is outstanding



There's a planned programme to really promote and enable **reading for pleasure**

**Parents** are made to feel welcome and are given confidence

Everyone learns to **read confidently**

**Enrichment** activities mean children get to do the things more middle-class children do through home

**Aspiration** is high on the agenda – children learn that university is for them

