



A little bit better each day



A little bit better each day

- *How we define disadvantage*
- *Knowing your school*
- *Core underpinning principles*
- *Forensic use of data*
- *CPD and Pedagogy*
- *Continual improvement*



What is disadvantage?



Children from poorer backgrounds may not have the same opportunities as other young people their age. Many will have to work part-time jobs on the side of school, they may not have access to the same learning materials, or they will miss out on trips with mates because they simply can't afford it.

The Children's Society UK

Poorest children have worse health and educational outcomes in adolescence

23 March 2023 - UCL

Generation Z children born into the poorest fifth of families in the UK are 12 times more likely to experience a raft of poor health and educational outcomes by the age of 17 compared to more affluent peers



1. Socioeconomic Disadvantages

- **Poverty & Low-Income Families** – Limited access to books, internet, tutoring, and extracurricular activities.
- **Housing Instability** – Overcrowding, frequent relocations, and homelessness can disrupt learning.
- **Parental Education Levels** – Children of parents with low educational attainment may receive less academic support at home.
- **Food Insecurity** – Poor nutrition affects concentration, energy levels, and cognitive development.



2. Educational Barriers

- **Underfunded Schools** – Schools in disadvantaged areas may lack quality resources, experienced teachers, and enrichment programs.
- **Teacher Turnover & Shortages** – High turnover can disrupt learning and reduce student-teacher relationships.
- **Special Educational Needs (SEN) Support Gaps** – Delayed diagnoses and inadequate support for learning disabilities.
- **Low Expectations & Bias** – Some disadvantaged children face lower expectations from educators, impacting self-belief and motivation.



3. Health & Well-being Challenges

- **Mental Health Issues** – Anxiety, depression, and trauma can hinder focus and engagement.
- **Chronic Illness & Disabilities** – Conditions like asthma, epilepsy, or mobility impairments can lead to absenteeism.
- **Sleep Deprivation** – Poor sleep habits, often linked to economic hardship, affect cognitive function.



4. Systemic & Social Barriers

- **Digital Divide** – Limited access to technology or the internet for homework and remote learning.
- **Bullying & Social Exclusion** – Children from minority or disadvantaged backgrounds may face discrimination.
- **Language Barriers** – EAL (English as an Additional Language) learners may struggle with comprehension.
- **Cultural Barriers** – Some communities may not prioritize formal education, affecting parental involvement.
- **Lack of Role Models** – Fewer academic or professional role models can limit aspirations.



To err is human



So we don't focus on disadvantage

It is always about ***all kids!***

No pathways, all students do a language, the Ebacc, and 9 GCSEs



QoE

Nothing new, building on what we already know works.

Quality Of Education Policy

‘A rising tide raises all ships.’





Understanding Your School





1858



1605



1903



Contextual Data (SuT 2024)			
Total Roll	1290	%	National (2023/24)
Female	582	45.12%	48.90%
Male	708	54.88%	51.10%
CLA	6	0.47%	
EAL	438	33.01%	20.80%
FSM	299	23.18%	24.60%
FSM6	330	25.58%	
DFED A	332	25.74%	
PP	279	21.63%	
SEN (E)	39	3.02%	4.70%
SEN (K)	178	13.80%	13.60%

An average intake of students



Year	P8	DA	Low	Middle	High	SEN	Girls	Boys
16/17	-0.11	-0.24	-0.16	0.08	-0.35	-0.44	0.1	-0.26
17/18	-0.05	-0.4	-0.25	0.03	-0.1	-0.37	-0.05	-0.07
18/19	0.06	-0.23	-0.09	0.23	-0.06	-0.15	0.32	-0.19



Understanding your community - *all of them*

Student voice

- Not just surveys
- Integrate it into Department Impact Reports

Make data work for you

- Only weigh the pig after you have fed it

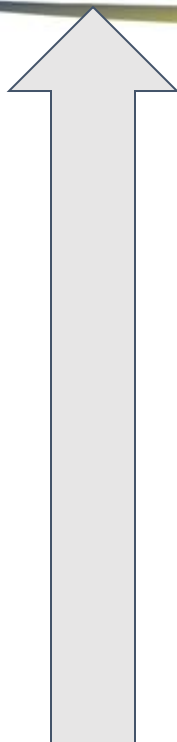
Staff views

- Talk to them, how do they feel about their school

What are the values of your school?



Bishopshalt School



Above All Else, A Place For Learning



Excellent behaviour

Routines around learning

Systematic retrieval over time

Robust curriculum and consistency across departments over time

Good teaching

Strong pastoral systems

Clear accountability on students

Common belief

Adam

Some

*None of this is ever the finished article

Turn and Talk
What do you do well,
what do you need to
improve?

How do you know?



Love Learning		To develop in students a love of learning. Bishopshalt students will thirst for knowledge due to the intrinsic joy that it brings.
Show Kindness		To develop and instil in our students the virtue of kindness. Our students do things for others for no personal gain.
Build Character		To develop in students the determination and dedication to succeed. Bishopshalt students are able to overcome any challenge that may come their way. Our students are focused, resilient and readily overcome adversity.
Chase Brilliance		To develop students who do not settle for 'it's good enough'. Bishopshalt students always aim to improve their work and aim for perfection due to their belief that they are entitled to be brilliant.
Bright Futures		To ensure that, for whatever field they choose to enter, Bishopshalt students will succeed. Bishopshalt students will be the very best versions of themselves and compete on the world stage.





Adam

Some

*None of this is ever the finished article

Excellent behaviour - *we sweat the small stuff*

Routines around learning - *consistency in every lesson*

Systematic retrieval over time - *planned HW curriculum, Extended Do Nows once a week, Pre-req checks.*

Robust curriculum and consistency across departments over time - aligned to school curriculum, monitored and supported, co-planned

Good teaching - *CPD and the School Improvement Cycle*

Strong pastoral systems - everything transparent and centralised



Behaviour and attitudes to learning underpin everything

- *True inclusion is holding the same high expectations and standards of all*
- *We are unapologetically strict*
- *Uniform is a great equaliser*
- *Zero tolerance to anything going against our core values*



Say the number **3, 2, 1** out loud. They need to hear you





Useful Data - staff don't create, iust analyse

	Sisra Subject Progress Index (SPI)		Sisra Subject Progress Index (SPI)		4Matrix Progress 8 (P8) - 2019	
	Year 11 23/24 Exam Results	Year 11 23/24 Spring Predicted	Year 11 22/23 Exam Results	Year 11 22/23 Spring Predicted	Year 11 21/22 Exam Results	Year 11 21/22 Spring Predicted
No. of students:	16		33		49	
Classes:	1		2		3	
4+	100	93.8	90.9	88.6	100	92
5+	100	87.5	84.8	74.3	97.96	74
7+	33.3	12.5	30.3	20.0	28.57	8
SPI (Overall)	1.76	0.79	1.11	0.41	1.41	0.23
PP (DFEDA) SPI	0.99	0.74	0.73	0.08	1.33	0.01
EHCP SPI	2.44	2.44	1.90	1.15	2.34	0.67
SEN SPI	2.00	0.60	2.05	1.42	1.16	-0.66
Female SPI	1.78	0.93	1.07	0.40	1.66	0.27
Male SPI	1.73	0.67	1.17	0.41	1.15	0.19
Overall residual:	1.83	1.06	0.80	0.26	1.47	0.30

Subject / Department
Impact reports

This is provided Termly
- Heads of Year
- Each department

A small action plan
required each time.



Reg	% Present + AEA	Gender	CLA	SEN	EAL	FSM1	FSM6	SPP5	PPI	Young Career	DFEDA	Young person is registered as having special educational needs																	TOTAL	
												1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
12C	100	M	N	N	N	N	N	N	N	N	N	N																		0
12C	95	F	N	N	Y	Y	Y	N	N	N	N	Y																		0
12C	87	M	N	N	N	N	N	N	N	N	N	N																		0
12C	98	F	N	N	Y	N	N	N	N	N	N	N																		0
12C	95	F	N	N	N	N	N	N	N	N	N	N																		0
12C	93	F	N	N	N	N	N	N	N	N	N	N																		0
12C	94	F	N	N	N	N	N	N	N	N	N	N																		0
12C	96	F	N	N	Y	N	N	N	N	N	N	N																		0
12C	98	F	N	N	Y	Y	Y	N	N	N	N	Y																		0
12C	97	M	N	N	Y	N	N	N	N	N	N	N																		0
12C	98	M	N	E	N	Y	Y	N	N	N	N	Y																		1
12C	93	F	N	K	N	N	N	N	N	N	N	N																		0
12C	93	M	N	K	N	N	N	N	N	N	N	N																		1
12C	100	M	N	N	N	N	N	N	N	N	N	N																		0
12C	94	F	N	N	N	N	N	N	N	N	N	N																		0
12C	98	M	N	N	Y	N	N	N	N	N	N	N																		0
12C	96	M	N	N	N	Y	Y	N	N	N	N	Y																		0
12C	89	F	N	N	N	N	N	N	N	N	N	N																		0

Know your children

Give time to it!



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18/19	0.06	-0.23	-0.09	0.23	-0.06	-0.15	0.32	-0.19
21/22	0.67	0.42	0.49	0.68	0.84	0.12	0.79	0.58
22/23	0.88	0.90	1.07	1.02	0.4	0.76	0.84	0.92
23/24 Hilling	1.06 0.2	0.80 -0.27	1.08	1.11	0.91	0.76	1.02	1.09



2018: 28.93 (C)

2019: 31.53 (C)

2022: 40.29 (B)

2023: 33.50 (C+)

2024: 37.58 (B-) 31.47 Hillingdon

34.38

National

35.31

London



Questions?



Curriculum and CPD



1. Hard Thinking
2. Mixed Ability
3. No Opt Out
4. Homework/Extended Do Nows
5. Forensic use of Data

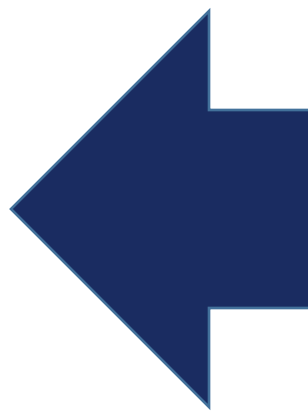
School
Improvement
Cycle

Coaching

Checking



Love Learning	
Show Kindness	
Build Character	
Chase Brilliance	
Bright Futures	



The Bishopshalt curriculum is:

- ambitious and designed so that students are empowered by powerful knowledge;
- coherently sequenced, in order that students understand the key concepts and engage with the big questions and controversies within our subject disciplines;
- rigorous and enriching to ensure our students love learning, show kindness, build character and chase brilliance, so that all Bishopshalt students thrive and have bright futures.



Curriculum development

Love Learning



Bright Futures

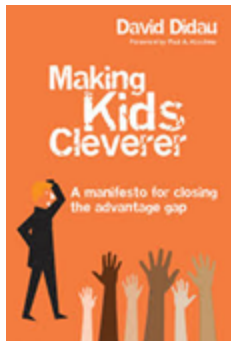


The 'What' of Curriculum Development

• *Matthew Arnold (1822–88) was one of 19th-century England's most prominent poets and social commentators. He said:*

*Children deserve access to **'the best which has been thought and said in the world.'***

'We want to teach children the core knowledge of our subjects and knowledge which has stood the test time. Of course, this is not to suggest that children merely need to uncritically imbibe the thoughts and works of 'dead white men.' David Didau





Love Learning

Show Kindness

Build Character

Chase Brilliance

Bright Futures

Curriculum As A Progression Model

Ruth Ashbee: “The ultimate aim of curriculum must be to structure a path, a movement through knowledge and time, where travel leads to acquisition and understanding, to see the world in a new way...if students are learning (and remembering) more of the curriculum, they are making progress.”

- What should they know?
- What should they be able to do?
- What sort of questions should they be able to answer?
- How should they be able to see and interpret the world?
- What should they be able to take with them to the next stage of study, should they wish to pursue it?





Love Learning

Show Kindness

Build Character

Chase Brilliance

Bright Futures

Curriculum As A Progression Model

Unit: Power of Rhetoric (Year 7)



Unit: Merchant of Venice (Year 7)



Unit: Extraordinary Stories - persuasive letter on equality
(Year 8)



Unit: Animal Farm (Year 9)



Unit: An Inspector Calls (Year 10)





Activating Hard Thinking

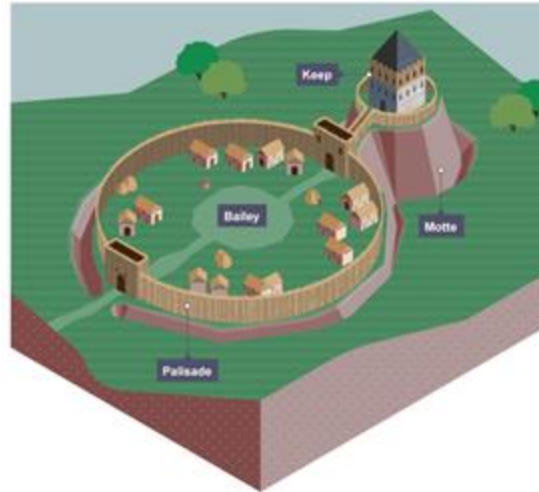
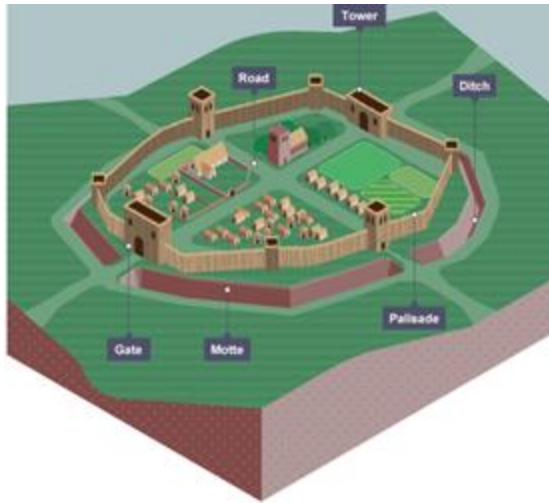
Task:

Designing our own castle competition

You have until after Christmas to design your own castle. You may do it in pairs but you have to ask me first. You may draw a castle on A3 paper or design one using an app like Minecraft or you can actually make a model of a castle out of materials at home.



Activating Hard Thinking



Key vocabulary to include:

- Fortified
- Defensive positions
- Siege
- Impenetrable

Sentence stems:

There were many benefits to stone castles.....

Although they at first appeared impenetrable,....

Label these diagrams of castles. Explain the advantages and disadvantages of stone castles?



Activating Hard Thinking By Eliminating Guessing

What do you already know about the coast?

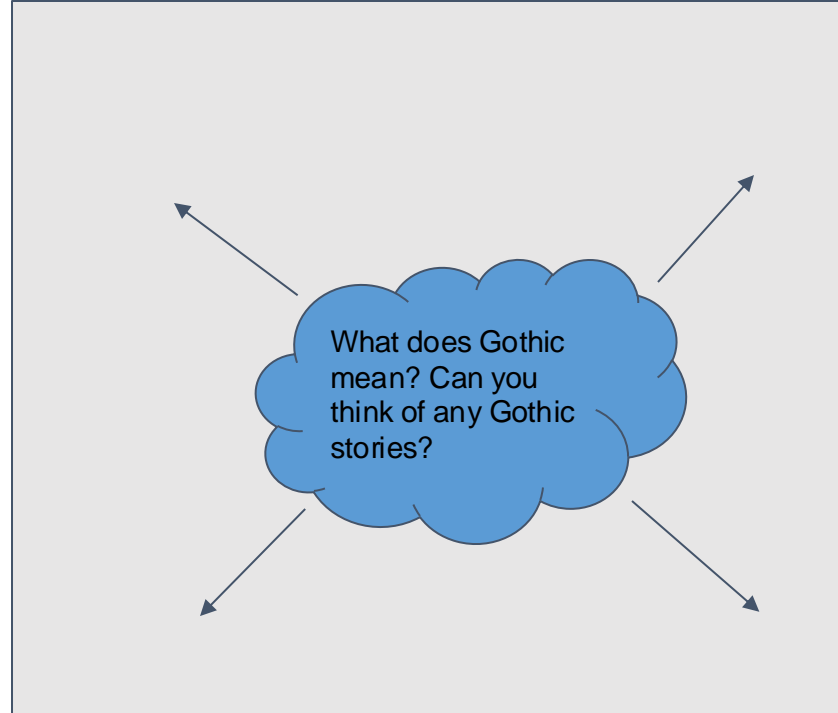
Add ideas to your spider diagram to show what you already know about the coast:

Think about:

- Particular coastlines you may have visited
- What the coast looks like
- What features or landforms are found at the coast?
- What processes take place on the coast?
- What problems might exist at the coast?



Work individually to begin with





Do Now:

Name as many of these as you can? What might they have in common?



Do Nows should be quick retrieval practice, we eliminate all guessing and 'activities' in lessons and replace with effective teacher explanations.



Do Now:

What do these animals all have in common? They are all animals that are among the **endemic [native]** animal species that can only be found in Australia.

Name each of the animals in these pictures



Echidna



Ibis



Tasmanian Devil

Duplicate the Do Now and have answers with 'green pen'



Teacher Explanations Verses Videos In Lessons

Key Term: Chemosynthesis

What is Chemosynthesis?

<https://www.youtube.com/watch?v=D69hGvCsWgA>



Teacher explanations Vs Videos in lessons: over to Mr

Howe

Draw a stick person on the board

List the life processes on the board that require energy

State that this energy comes from food.

Draw a starch sketch on the board and show how it is broken down to glucose by digestion

Now sketch a magnified respiring cell. Indicate that mitochondria are found in the cell and Glucose is taken in by them

Indicate on the sketch that Glucose is not enough on its own to produce energy and must be combined with oxygen

State that this transfer of energy stored in food (Glucose) combined with oxygen is aerobic respiration.

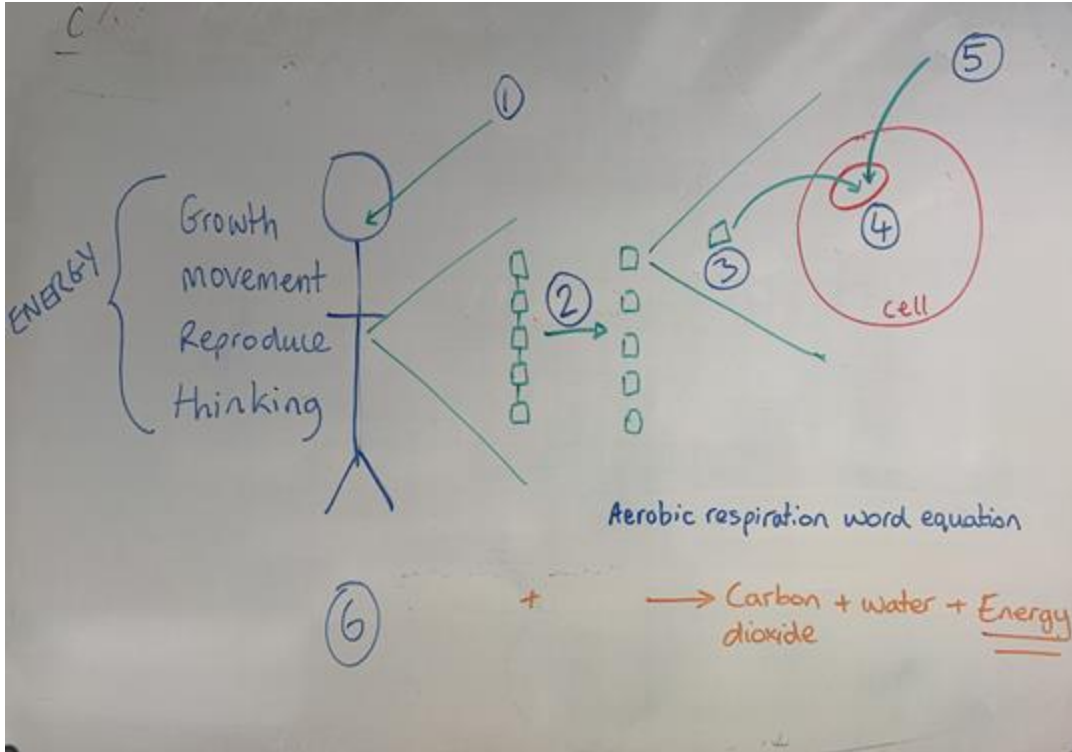
Word equation for respiration (step by step on the board)

State that aerobic means 'with oxygen'

Centres of excellence and expertise
within your school.



Check for understanding



Quick wins:

- MWB
- Remove proxies



Marley

Using from page 19 onwards draw what Marley looks like and annotate with quotes to show his appearance or what else he is like.



Long term wins:

- Modelling
- Vocabulary
- Shared writing



Kill off PEEL,
PEELZ, PETAL...

Turn and Talk:
What does this
look like for your
school?



Explore how Dickens uses the ghosts to help change Scrooge's attitudes and behaviours

The Ghost of Christmas Past has a **great responsibility**, not only does he have to prove his power to Scrooge; but he also has to prove that the lessons they wish to show him are significant. These memories allow Scrooge to **reflect** on his all **consuming attitudes towards money**. **Through seeing his memory of Belle, Dickens reveals her belief that 'another idol has displaced [her]'**. From seeing Belle, Scrooge has a sudden rush of emotion and it is the first time the reader has witnessed Scrooge's harsh exterior breaking away, **this juxtaposes what he was like at the start as he was 'hard and sharp as flint.'** By Belle using 'idol' it suggests that he not only loves money but also worships it as a false god. In this scene Dickens sets emotional love directly against **Scrooge's craving attitude for money**. Belle's dignity ensures that we see she is making the better choice and once again **we are invited to reject Scrooge and his poor choices; Dickens suggests that financial wealth will lead Scrooge to poverty of love and emotion.**

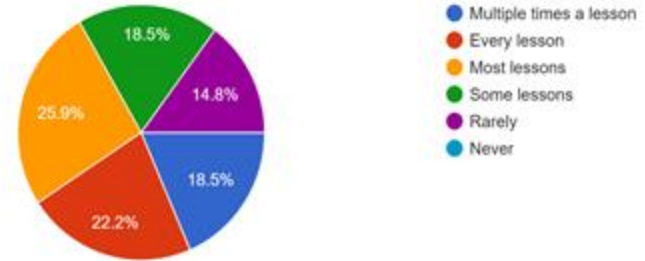


1. Checking for understanding: target the bottom third.

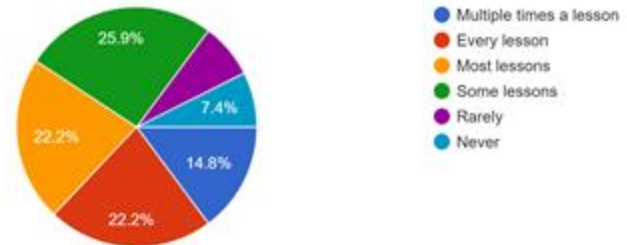
1. Group work and oracy: **Insist on full sentence answers. 'Say it again and say it louder.'**

1. Modelling: I do, you do, we do

How often do you have class discussions?
27 responses



How often do you speak and contribute in lessons?
27 responses





Supernatural ?
Divine Right of Kings?
Tragic hero?

Tool 1: Speak in full sentences - insist on full ideas

Tool 2: Say it again and say it louder - insist on being heard

Empowerment – Big Qs & As



Preparation for Work



Tool 3: No opt out - listen and repeat or choral response

I'm not sure...




Effective use of choral response and turn and talk

←

Romantic not with a small R but where they big

00:00 / 00:37

⏸

Steplab 
@Steplab_co · 07/02/2025

Follow

Neena is one of the amazing teachers featured in our new documentary Great Teaching, Unpacked 🎥

Watch it now for free: steplab.co/film



Continual Improvement

Consistent review, both internal and external

HODs to bring a printed slide deck for a lesson.

To address, thinking not doing.

‘Overall, there was a strong impression that some teachers was not clear about what they wanted pupils to learn from a lesson, as a result some lessons were vague and confusing.’



QoE

Nothing new, building on what we already know works.

Quality Of Education Policy

‘A rising tide raises all ships.’

SIC		CPD Rotation	SIC		CPD Rotation
Spring Term			Summer Term		
Week 1	Data - QoE subject impact meeting Meet	INSET day 4	Week 1	QoE subject impact meeting MCG and HBD Meet	INSET day 5
2	Lesson Coaching Cycle 2. Year 11 Trial Exams	Lesson Observation Coaching Cycle 2024-25.docx	2	Lesson Coaching Cycle 3. Whole school LW	Lesson Observation Coaching Cycle 2024-25.docx
3	Year 11 Trial Exams LW		3	Peer Observations	
4			4	Whole School LW	
5	Peer Observations		5	Peer Observations	
6	Student Voice			Whole School LW	
Half Term			6	Student Voice	
1	LW 13 Trial Exams		Half Term		
2	13 Trial Exams Peer Observations		1	LW	Timetable protected time for each department. 2 hours
3	Whole School Assessment		2	LW	
4	Whole School Assessment LW		3	Peer Observations Student Voice	
5	Marking and Moderation		4	LW Whole School Assessment	
6	Data Student Voice		5	Peer Observations Whole School Assessment	
			6	Marking and Moderation	
			7	Data	



W/B	Content overview	Homework	Extended ON / Vocabulary tests
Link to Year 11 French lessons 2024-25			
INSET - Mon & Tues			
2/9 (1)	Grammar [tenses]	Paragraph learning : all	
9/9 (1)	Grammar [tenses]	Vocabulary revision p.59-60 (alcohol - fit) [F] / p. 77-78 addicted - to be sleepy [H]	90 word EDN based on summer learning (specimen set 1 Q2)
9/9 (2)	Qu'est-ce que tu fais pour aider les autres ?	Write response : Qu'est-ce que tu fais pour aider les autres ?	
9/9 (3)	Qu'est-ce que tu fais pour aider les autres ?	Paragraph learning : 1.2 / 1.30 / 1.11	
16/9 (1)	Quels sont les problèmes principaux pour les SDF ?	Vocabulary revision : p.60-61 (in good health - obesity [F]) / p.78 (to hide - advice) [H]	Vocabulary test : p.59-60 (alcohol - fit) [F] / p. 77-78 addicted - to be sleepy [H]
16/9 (2)	Quels sont les problèmes principaux pour les SDF ?	Write response : Quels sont les problèmes principaux pour les SDF ?	
16/9 (3)	Quels sont les problèmes principaux pour les SDF ?	Paragraph learning : 2.1 / 2.2 / 2.3 / 2.4	PC EDN (2023 A + B)
23/9 (1)	Est-ce que tu mîmes une vie saine?	Vocabulary revision : p. 65 (smell - to be sick) [F] / p.78 (consumption, usage - to detox) [H]	Vocabulary test : p.60-61 (in good health - obesity [F]) / p.78 (to hide - advice) [H]
23/9 (2)	Est-ce que tu mîmes une vie saine?	Write response : Est-ce que tu mîmes une vie saine?	
23/9 (3)	Parle-moi de ton régime alimentaire.	Paragraph learning : 1.13 / 1.14	90 word EDN (specimen set 1 Q1)
30/9 (1)	Parle-moi de ton régime alimentaire.	Vocabulary revision p. 62 (to switch on - poverty) [F] / p. 78 (débît - training) [H]	Vocabulary test p. 61 (smell - to be sick) [F] / p. 78 (consumption, usage - to detox) [H]
30/9 (2)	Parle-moi de ton régime alimentaire.	Write response : Parle-moi de ton régime alimentaire.	
30/9 (3)	Writing [90 word practice]	Paragraph learning : 1.1 / 1.4 / 1.6 / 1.12	PC EDN (2023 B & K)
7/10 (1)	Quel est le plus grand problème pour la planète?	Vocabulary revision : p.62-63 (oil - arriva) [F] / p. 78 (to exhaust - out of breath) [H]	Vocabulary test p. 62 (to switch on - poverty) [F] / p. 78 (debt - training) [H]
7/10 (2)	Quel est le plus grand problème pour la planète?	Write response : Quel est le plus grand problème pour la planète?	
7/10 (3)	Writing [150 / 40 & photo practice]	Paragraph learning : 1.2 / 1.3 / 1.8 / 1.9	90 word EDN (2018 Q2)
14/10 (1)	Que fais-tu pour protéger l'environnement?	Vocabulary revision : p.63-64 (lith - family room) [F] / p. 78 -79 (drunk - organic food) [H]	Vocabulary test : p.62-63 (oil - arriva) [F] / p. 78 (to exhaust - out of breath) [H]
14/10 (2)	Que fais-tu pour protéger l'environnement?	Write response : Que fais-tu pour protéger l'environnement?	
14/10 (3)	Reading and Listening practice (from previous lessons)	Paragraph learning : 1.7 / 1.15	Write out 1.2 / 1.3 / 1.8 / 1.9
HALF TERM			
INSET - Mon			
4/11 (1)	Quel genre de vacances préfères-tu ?	Vocabulary revision : p.64-65 (to look for - stranger) [F] / p. 79 (skin - to breathe) [H]	Vocabulary test : p.63-64 (lith - family room) [F] / p. 78 -79 (drunk - organic food) [H]
4/11 (2)	Quel genre de vacances préfères-tu ?	Paragraph learning : 2.5 / 2.6	90 word EDN (2019 Q2)
11/11 (1)	Quel genre de vacances préfères-tu ?	Write response : Quel genre de vacances préfères-tu ?	Vocabulary test : p.64-65 (to look for - stranger) [F] / p. 79 (skin - to breathe) [H]
11/11 (2)	Où aimerais-tu aller en vacances à l'avenir ?	Revision for exams	PC EDN
DDD - Thursday 14th November			
18/11 (1)	Où aimerais-tu aller en vacances à l'avenir ?	Revision for exams	
18/11 (2)	WRITING EXAM	Revision for exams	
18/11 (3)	Où es-tu allé en vacances l'année dernière ?	Revision for exams	
25/11 (1)	LISTENING EXAM	Write response : Où aimerais-tu aller en vacances à l'avenir ?	
25/11 (2)	Où es-tu allé en vacances l'année dernière ?	Write response : Où es-tu allé en vacances l'année dernière ?	
25/11 (3)	Feedback lesson 1	Paragraph learning : 2.7 / 2.8	
2/12 (1)	Feedback lesson 2	Vocabulary revision p.65-66 (to explain - free time) [F] / p. 79 (salty - to watch) [H]	
2/12 (2)	Quelle est ta matière préférée ?	Write response : Quelle est ta matière préférée ?	
2/12 (3)	Qu'est-ce que tu n'aimes pas comme matières ?	Paragraph learning : 2.9 / 2.30	PC EDN
9/12 (1)	Décris ton lycée.	Vocabulary revision p.66-67 (London - to introduce oneself) [F] / p. 79 (addiction to smoking - drug addict) [H]	Vocabulary test : p.65-66 (to explain - free time) [F] / p. 79 (salty - to watch) [H]
9/12 (2)	Décris ton lycée.	Write response : Qu'est-ce que tu n'aimes pas comme matières ?	
9/12 (3)	Décris ton lycée.	Paragraph learning : 2.11 / 2.12 / 2.13	Higher : 150 word EDN (2020 Q2) / Foundation : PC EDN
16/12 (1)	Speaking [30 & PC practice]	Write response : Décris ton lycée.	Vocabulary test : p.66-67 (London - to introduce oneself) [F] / p. 79 (addiction to smoking - drug addict) [H]
16/12 (2)	Speaking [30 & PC practice]	Revision for exams	
16/12 (3)	Speaking [30 through including GC practice]	Revision for exams	90 word EDN (2018 Q1)
CHRISTMAS			



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A little bit better each day



Bishopshalt School

Above All Else, A Place For Learning