



Matravers

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References to Disadvantaged Pupils Ofsted 2018

Matravers School fundamentally disagrees with the conclusions reached by the Ofsted Inspection Team in October 2018.

Matravers School firmly believes that Disadvantaged pupils have performed extremely well over time and that this claim is well supported by published data.

The Ofsted Report claims:

Summary of key findings for parents and pupils

This is a school that requires improvement

- Disadvantaged pupils have not achieved well over time.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Over time, external support has not enabled the school to improve rapidly since the previous inspection. It has not helped to ensure that pupils, particularly those who are disadvantaged, make the progress of which they are capable in some areas of the curriculum.
- Additional funding for disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities is helping these pupils to engage more effectively with their school experience. Consequently, the attendance and achievement of current pupils are rising. Over time, additional funding has not had a demonstrable impact on pupils' achievement, but this is changing. Funding for pupils in Year 7 who need to catch up in English or mathematics has a very positive impact. Leaders evaluate it accurately, so that they know where it is needed and where it has most impact. Consequently, these pupils catch up quickly.

Governance of the school

- Since the previous inspection, governors have failed to ensure that leaders rapidly improve the achievement of pupils who are not reaching their potential, for example disadvantaged pupils.

Outcomes for pupils

Requires improvement

- The most recent published, and validated, information shows that pupils' overall progress was in line with the national average. However, pupils' progress in mathematics and the progress of disadvantaged pupils across subjects have been below average over time.



- *Disadvantaged pupils* and those who have SEN and/or disabilities currently in the school are making better progress than those who have since left. The work in *disadvantaged pupils'* books and those of their peers shows that there is little difference in quality and presentation.

Our Data

Key

	Significantly Above National
	Above National
	At National
	Below National

Disadvantaged Pupils 2018 (27% of cohort)

		Boys		Girls		All	
		National	Matravers	National	Matravers	National	Matravers
Attainment	4+EM (%)	40.3	71	48.8	50	44.5	58
	5+EM (%)	22.2	43	27.6	25	24.9	32
	A8	33.7	44.29	39.8	41.31	36.7	42.41
	EBACC APS	2.82	3.7	3.32	3.4	3.07	3.53
Progress	P8	-0.68	0.01	-0.19	-0.23	-0.44	-0.13

Disadvantaged Performance over 3 years

		Disadvantaged National	2015/2016 (28% of cohort)	2016/2017 (24% of cohort)	2017/2018 (27% of cohort)	3 Yr Trend
Headlines Attainment	Attainment 8		35.3	36.48	42.41	↑
	Attainment 8 English		8.43	8.1	9.4	↑
	Attainment 8 Maths		6.35	5.9	7.8	↑
	Attainment 8 EBACC		8.45	8.2	12.4	↑
	Attainment 8 Open		12.1	12.7	12.8	↑
	4+ EM (%)		28	39	58	↑
	5+ EM (%)			19	32	↑
Progress 8	Progress 8		-0.79	-0.2	-0.13	↑
	Progress 8 English		-0.52	-0.04	0.01	↑
	Progress 8 Maths		-0.92	-0.47	-0.3	↑
	Progress 8 EBACC		-0.94	-0.42	0.04	↑
	Progress 8 Open		-0.73	0.1	-0.29	↑

Comparing our performance to the Disadvantaged Pupils Grade Descriptors in the Ofsted Handbook

Leadership & Management - Outstanding Criteria

<p>■ Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.</p>	<p>Over the last 3 years the performance of disadvantaged pupils has improved year-on-year, outstripping national progress for disadvantaged pupils. This has happened because we have focused on this aspect of the school.</p>
<p>■ The school’s actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.</p>	<p>Disadvantaged pupils have improved substantially over the last 3 years. Progress of current pupils continues to rise.</p>
<p>■ Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.</p>	<p>Governors have systematically challenged school leaders to ensure that the performance of disadvantaged pupils continues to rise. Disadvantaged pupils now perform in line with national other pupils.</p>

Outcomes - Outstanding Criteria

<p>■ The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points.</p>	<p>Current pupils are acknowledged to be making “better progress than those who have since left.” Those who have left have performed above national average, therefore current pupils are well above national.</p>
<p>■ For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, progress from starting points is above average across nearly all subject areas.</p>	<p>Current pupils are acknowledged to be making “better progress than those who have since left.” Those who have left have performed above national average, therefore current pupils are well above national.</p>

Paragraph 164 of the Ofsted Inspection Handbook states that:

Inspectors will recommend an external review of the school’s use of the pupil premium if they identify weakness regarding the provision and outcomes for disadvantaged pupils. The form of words to be used in the inspection report is:

‘An external review of the school’s use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.’

No external review was recommended even though the Lead Inspector claimed that, “Disadvantaged pupils have not achieved well over time.”