



The impact of the School's Development Plan

July 2018

School Development Priority 1 : To improve the % of pupils attaining ARE (age related expectations) in writing from FS to Year 6 to be above National and LA averages, especially boys, SEND and PP.

Foundation Stage results have improved on last year with 82.1% achieving the expected GLD.

In relation to writing, 80% achieved the ELG (Early Learning Goals) statement in 2018, compared to 76% in 2017.

Phonics teaching has improved through the use of the Read, Write, Inc. teaching approach. As a result, improvements can be seen in the testing which took place in June. Year 1 made improvements from 76% passing last year to 83% this year, which is above both Hampshire and the national average 2017 (81-82%). The gap between boys and girls has closed since last year (from 6.3% to 0.5%). 100% of Pupil premium pupils in Year 1 achieved the standard.

The percentage of pupils passing the phonics screening in year 2 was 82% which is below national averages. This was due to newly arrived pupils who entered year 2 during year 1 and year 2 with poor phonic skills and also a few pupils who have specific learning needs around reading and spelling. We are confident from our internal monitoring through Read, Write, Inc. that there are a greater number of pupils with secure phonic skills than in previous years. For example, 30 pupils last year needed to continue in year 3 with explicit teaching of phonics; whereas this year, we have 13 pupils who will need this in year 3.

Writing results in year 2 have dipped this year with 52% achieving the standard against the framework objectives set out by the government. Last year 75% met the standard and a greater proportion achieved Greater Depth (the higher standard). During the formal moderation this year a number of pupils did not display this standard over a range of work. The greater emphasis on cohesion meant that some of our pupils were moderated as Working At as opposed to Greater Depth. Despite this, the percentage of pupils working at Greater Depth is above 2016 results.

Year 6 results in writing are below at Working At but above at Greater Depth (based on 2017 national averages). The pupils were able to display improved content in their writing, but a few pupils were not able to demonstrate consistent and accurate use of punctuation.

Overall, the engagement of boys, SEND and pupil premium pupils in writing has improved due to the new curriculum. Pupils are now making better use of language through the closer links and overlearning in other subjects. Pupils are now displaying better stamina for writing and are writing much more.

Pupils' spelling has improved through the introduction of the spelling scheme last year in Key Stage 2 and also the phonics programme in FS and KS1.

The focus for next year will be to ensure that pupils now make better use of technical elements within writing. For example, consistent use of tenses and punctuation. We will be setting standard tasks to ensure that moderation of work is refined.

School Development Priority 2 – Improve pupil's reasoning skills in mathematics, across the school, so that the % of Pupils are ARE is above National and LA averages.

The school has focused on improving pupils' reasoning skills through explicit teaching of reasoning within mathematics lessons and also during lessons using the Reasoning Ladders displayed in classrooms.

Reasoning is now evident within books where pupils are now proving or justifying their answers and responding to teacher challenges. As a result the PUMA test set each term have shown that pupils' standardised scores are improving.

The assessment of pupils in Key Stage One is lower than in previous years as some pupils were not as confident in concepts such as fractions, scales and time. These concepts were taught but were not fully consolidated and so some pupils were not able to demonstrate sufficient understanding in these areas. The teaching of these concepts will be reviewed in Key Stage One so that pupils have secured their knowledge of these concepts through practical experiences. The proportion of pupils working at Greater Depth was below national averages overall. However, boys were above national with 34% achieving this higher standard.

Test results in Key Stage Two were below the national average this year with 59% achieving the standard. Teacher assessment of pupils working at the expected is 69%. Over the year, the cohort of pupils have made more progress in their standardised score than in the previous year with a 0.5 increase. The nature of the cohort meant that three pupils did not take the test as they were working well below the expected standard. These pupils are also included in the data set.

School Development Priority 3 - To ensure that assessment is thorough, accurate and informative; used to plan and teach the next steps. This includes tracking of Characteristics of Effective Learning in FS – Year 2. As a result, the Leaders have a clear understanding of the barriers to learning for pupil in the school.

Teachers have refined their systems for looking at data this year due to the Barriers to Learning document. They are now analysing their own data and identifying groups of pupil who are not making progress. Additionally, teacher are making better use of assessment data from the PIRA and PUMA testing and are using this to inform their judgements. The final set of data will be available on the 16th July and will be reported to Governors at the FGB meeting on the 18th July.

Characteristics of effective learning have been monitored throughout the year as part of the Achievement for All project. There have been improvements in behaviour for learning across the school. At the beginning of the year, five classes were displaying behaviour which required improvement and now there are two classes where behaviour for learning continues to be a focus.

Data collected for the Year 2 pupils show that 21 pupils in the current cohort left EYFS without all areas of COETL (characteristics of effective teaching and learning) secured. 9 new pupils joined in Year 1 or 2 with 6 of these pupils not displaying COETL.

Currently, out of these pupils, 9 have secured them. 9 have improved with a scored a rating of 2 as opposed to 1. 8 have improved in one area but not significantly.

Through monitoring of the gap between TA and Tests teachers are now more confident at assessing pupils at ARE and the gap is therefore closing. Judgements at Greater Depth fluctuate in some year groups and this could be due to S+ being used and whether this is a true reflection of Greater depth. This needs to be a focus in reading and mathematics next year so that teachers understand in each year group what the indicators of Greater Depth are.

School Development Priority 4 - To ensure that the leadership, at all levels is impacting on teaching and learning in the school; through an ambitious and shared understanding of effective learning.

The MER process has been used to ensure that teaching and learning becomes more consistent across the school. This is reinforced by the expectation that working walls show modelled examples to support pupils with their work.

The MER has continued this year but in different ways. For example, during the spring term the leadership team supported identified year groups as opposed to monitoring across the school. As a result, the quality of provision has improved in the school and leaders are able to describe best practice in the school.

The Support, Stretch and Challenge Manifesto created this year has created a shared understanding of inclusion the school. Teachers are now confident and using differentiation in core subjects (reading, writing, mathematics). This now needs to be in place across all subjects especially where writing or reading is required.

The introduction of the Creative Curriculum has created more writing opportunities in the school. The focus on site of application tasks in other subjects has aided this. As a result, better engagement in writing for vulnerable groups can be seen.

Exclusions have reduced this year due to the consistent application of the Behaviour Policy and also the use of specific interventions such as ELSA and LEGO Therapy.

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