

Report to Governors October 2016

1. Data- taken from LA data analysis for our school

EYFS

71.4% reaching a good level of development

68% = LA

KS1 Writing- expected level (cohort of 13: 5 boys and 8 girls)

| Long Sutton | LA | National | Gap (National) |
|-------------|-------|----------|----------------|
| 76.9% | 67.1% | 66% | +10.9% |

KS1 Reading - expected level

| Long Sutton | LA | National | Gap (national) |
|-------------|-------|----------|----------------|
| 69.2% | 74.8% | 74% | -4.8% |

KS1 - Writing greater depth

| Long Sutton | LA | National | Gap (national) |
|-------------|-------|----------|----------------|
| 7.7% | 13.4% | 13% | -5.3% |

KS1 - Reading at greater depth

| Long Sutton | LA | National | Gap (national) |
|-------------|-------|----------|----------------|
| 15.4% | 24.2% | 24% | -8.6% |

Boys and girls comparison KS1 Boys - 5 KS1 Girls - 8

| | LS | LA | National |
|----------------------------|-------|-------|----------|
| KS1 boys writing expected | 80% | 60.1% | 59% |
| KS1 girls writing expected | 75% | 74.3% | 73% |
| KS1 boys reading expected | 80% | 70.3% | 70% |
| KS1 girls reading expected | 62.5% | 79.4% | 78% |

KS2 Writing - expected level (cohort of 18: 10 boys, 8 girls)

| Long Sutton | LA | National | Gap (national) |
|-------------|------|----------|----------------|
| 88.9 | 73.8 | 74 | + 14.9% |

KS2 Reading - expected level

| Long Sutton | LA | National | Gap (national) |
|-------------|------|----------|----------------|
| 83.3 | 66.4 | 66 | + 17.3% |

KS2 GPS - expected level

| Long Sutton | LA | National | Gap (national) |
|-------------|-------|----------|----------------|
| 88.9% | 70.7% | 72% | +16.9% |

KS2 Writing - greater depth

| Long Sutton | LA | National | Gap (national) |
|-------------|-----|----------|----------------|
| 5.6% | 14% | 15% | -9.4% |

KS2 Reading - greater depth

| Long Sutton | LA | National | Gap (national) |
|-------------|-------|----------|----------------|
| 38.9% | 20.1% | 19% | +19.9% |

| | LS | LA | National |
|----------------------------|------|-------|----------|
| KS2 boys writing expected | 80% | 67.5% | 68% |
| KS2 girls writing expected | 100% | 80.1 | 81% |
| KS2 boys reading expected | 100% | 63.6% | 62% |

| | | | |
|----------------------------|-------|------|-----|
| KS2 girls reading expected | 62.5% | 69.1 | 70% |
|----------------------------|-------|------|-----|

Reading - strengths

- We have developed our use and understanding of AR and this has had a positive effect on both children and parental engagement
- We have introduced a new strategy for guided reading. Whole class reading comprehension happens at least once a week in every class to ensure that all children - regardless of the level of their decoding skills - can access high quality and challenging texts in order to help develop their comprehension skills
- Children are encouraged to read at home at least 4 times a week - we celebrate this with extra play time (see next steps!)

Next Steps: Reading

- Develop our understanding of 'greater depth' - what does it look like? Who may be working at greater depth and are we providing learning opportunities for those children to achieve?
- Develop internal standards for greater depth - exemplar and samples using the criteria we have developed for our curriculum
- Ensure that we have a balance (in Foundation Stage and key stage 1) between phonically decodable books and books that will inspire and challenge children (ideas include: access to the library, engaging parents, investing in high quality books and reading to and with the children more often)
- Develop children's skills and confidence in using discussion, debate, P4C, enquiry and evaluation
- Target children who may be exceeding by the end of the year - give them opportunities to develop their confidence and skills of inference, deduction and evaluation
- Use Bloom's taxonomy to develop questioning skills among teachers, TAs and the children (could involve parents in this too)
- Raise the profile of reading among the children - sharing books, writing reviews, reading buddies, reading aloud to children
- Encourage parents to read to, and with their children more - 4 times a week is not really enough - if it is happening at all!

Phonics, spelling, grammar and punctuation

All but one child reached the threshold for the year 1 phonics screening check. Our year 2 child who retook the screening test reached the threshold mark (the pupil joined us in year 2)

Phonics has been reviewed in KS1 now that we are more familiar with the expectations of the grammar, spelling and punctuation test in year 2.

88.9% of the children in year 6 reached the required standard for the GPS tests (This equates to all but two)

Teachers feel confident to teach the new expectations for grammar and are engaging children in fun, active grammar sessions as well as planning for and teaching it within the context of our TFW texts. Children are using grammar terminology from year 1.

Spelling detectives

An intervention designed to help fill the gaps in spelling and phonics in years 3-6. It is delivered by TAs in small targeted groups and has been successful in helping raise the attainment of the children - in some cases children have made 14 months progress.

Next steps:

- Continue to develop children's knowledge of grammar and embed this into the writing curriculum
- Keep working on spelling - HFW, homophones, the use of the apostrophe etc
- Pick up children who may need spelling interventions as soon as possible

Poetry

We now have the annual Hardy memorial prize for poetry - this has inspired children from all years to write poetry - Lizzie will be making a book of all the poems.

Performance poetry continues to be an important part of the term and we have started to choose themes for each term e/g poems on sport or science

3. Writing strengths

- Data - writing at expected level for both boys and girls
- Green assessment writing tasks - once a term children write freely in any format and on any theme - this provides us with a good indicator of what they can do independently.
- Team work - year 2 and year 6 teachers working together closely- supporting each other in the preparations for the new interim assessments. All teachers involved in moderation of writing from EYFS to year 6.
- Develop a more detailed grammar progression which shows coverage using a medium term plan (at the moment this is on a long term plan). This will support teachers in their weekly planning and target setting and will help ensure that each class will be taught all areas of the grammar curriculum alongside their writing.
- Writing in topic

- Handwriting in the upper school - this may be a more important part of the interim assessment than it was last year.
- Developing a collection of exemplar writing materials for standardisation that reflect our curriculum and the high expectations we have of our children - showing what working at greater depth will look like.
- Spoken Language - debating, drama, philosophy, integrating technology with English - radio, video.