

## EXAMPLE ASP ANALYSIS 4 of 8 pages

	AREAS FOR INVESTIGATION	ACTIVITIES TO UNDERTAKE
<b>Identified Key Lines of Enquiry:</b>	<p><b>a.) Explore why there is a difference in attainment and progress between boys and girls across subjects:</b></p> <ul style="list-style-type: none"> <li>• Why are girls outperforming boys in reading at KS1 and at greater depth in KS2? Are the school closing the attainment gap in reading between boys and girls?</li> <li>• Do KS2 girls make better progress than the boys in writing? Why?</li> <li>• Are the school closing the attainment gap between boys and girls to ensure that more boys meet the expected standard in mathematics?</li> </ul> <p><b>b.) Explore how the school track and monitor specific groups who may be under achieving:</b></p> <ul style="list-style-type: none"> <li>• Why are SEN pupils (with support) underperforming compared to pupils nationally in reading in KS2?</li> <li>• Do DA/SEN with support/lower ability pupils receive appropriate challenge in writing and mathematics across KS2?</li> <li>• What provision do the DA/EAL/SEN pupils with support receive to ensure they reach the expected standard in phonics?</li> </ul> <p><b>c.) Explore progress across KS2:</b></p> <ul style="list-style-type: none"> <li>• How are low attaining pupils supported in reading at KS2?</li> <li>• Are pupils challenged to reach greater depth in reading and writing at KS2?</li> <li>• What are leaders doing to ensure pupils attain a higher spelling mark and to raise the proportion of pupils attaining the expected standard in EGPS?</li> </ul> <p><b>d.) Explore progress in KS1:</b></p> <ul style="list-style-type: none"> <li>• What is the school doing to challenge pupils to reach greater depth in reading at KS1</li> </ul>	<p>Look at the current picture of progress across school. Does this reflect a closing of the gap in attainment?            Look at the quality of teaching is this varied across school and subjects? How are boys challenged to attain greater depth?            Discussion with KS coordinators to explore how they are monitoring progress with reference to the attainment gap between boys and girls</p> <p>Observe lessons/look at books/talk to pupils' particularly lower ability pupils.            Discussion with SENCO to look at the provision map and the impact of interventions.            Look at the current picture of attainment and progress of DA/SEN pupils across the school. How are DA pupils challenged particularly in KS2 mathematics and writing?            Discussion with subject leaders to look at their analysis of data and action plans.</p> <p>Look at the current progress in KS2.            Discussion with SENCO to look at the provision for SEN/DA pupils. How are these pupils challenged to reach greater depth?</p> <p>Look at the current progress in KS1.            Discussion with leaders to look at challenge for pupils to reach greater depth particularly in reading.</p>

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	<ul style="list-style-type: none"> <li>• Why are not enough DA/SEN pupils (with support) attaining the expected standard and greater depth in writing at KS1?</li> <li>• What is current progress in phonics? How are pupils supported in year 2 to reach expected standards?</li> </ul> <p><b>e.) Explore progress across the Early Years:</b></p> <ul style="list-style-type: none"> <li>• Why is the GLD below the national picture? What progress have these pupils made?</li> <li>• Why are not enough DA pupils reaching at least the expected standard in all subjects? How are DA pupils challenged in EYFS?</li> <li>• Girls outperform boys in EYFS. How are boys supported and challenged to close the gap?</li> </ul>	<p>Discussion with SENCO to look at the provision for SEN/DA pupils in KS1. How are these pupils challenged to reach greater depth?</p> <p>Look at the quality of teaching and the learning environment.          Look at the school's base line assessments.          Look at coordinators monitoring of teaching over time?          Look at learning journeys are these accurate and up to date?          How are pupils being challenged? What is their current picture of progress against the GLD particularly for DA pupils?          Discussion with pupils about their enjoyment and learning.          Look at the coordinators action plan. Is this an effective document? Is there clear direction for improvement?</p>
<p><b>Key Stage Two Progress Overall:</b></p>	<ul style="list-style-type: none"> <li>• Progress in reading and writing is above expected and in mathematics it is well above expected. Reading +1.68, writing +1.28 and mathematics +5.13.</li> </ul>	

## Key Stage 2 – Progress and Attainment in Reading

<p><b>Low:</b></p>	<ul style="list-style-type: none"> <li>• Progress in reading for the low attaining pupils was below the national picture (-3.01).</li> <li>• None of the 9 lower attaining children achieved expected. This was below the national picture of 19%.</li> <li>• Low attaining pupils had an average scaled score below national (87.9 v 93.4).</li> </ul>
<p><b>Middle:</b></p>	<ul style="list-style-type: none"> <li>• Progress in reading for the middle attaining pupils was above with the national picture (+2.36).</li> <li>• The proportion of pupils attaining expected was above the national picture and for greater depth it was broadly in line (Ex 89% v 71%/GD 15% v 14%).</li> <li>• Middle attaining pupils had an average scaled score above national (104.4 v 102.7).</li> </ul>
<p><b>High:</b></p>	<ul style="list-style-type: none"> <li>• Progress in reading for the high attaining pupils was well above the national picture (+5.02).</li> <li>• The proportion of pupils attaining expected and greater depth was above the national picture (Ex 100% v 98%/GD 98% v 58%).</li> </ul>

	<ul style="list-style-type: none"> <li>High attaining pupils had an average scaled score above national (112 v 111).</li> </ul>
<b>Boys:</b>	<ul style="list-style-type: none"> <li>Progress in reading for boys was in line with the national picture (+0.05).</li> <li>The proportion of boys attaining expected was in line with the national picture. However, the proportion of boys attaining greater depth was well below the national picture (Ex 67% v 68%/GD 4% v 21%).</li> <li>Boys had an average scaled score below national (99.4 v 103.4).</li> </ul>
<b>Girls:</b>	<ul style="list-style-type: none"> <li>Progress in reading for girls was above the national picture (+2.95).</li> <li>The proportion of girls attaining expected was above the national picture. However, the proportion attaining greater depth was below the national picture (Ex 82% v 75%/GD 24% v 28%).</li> <li>Girls had an average scaled score broadly in line with national (104 v 104.9).</li> </ul>
<b>Disadvantaged (DA):</b>	<ul style="list-style-type: none"> <li>Progress in reading for DA pupils was broadly in line with the national picture (+0.34).</li> <li>The proportion of DA pupils attaining expected and greater depth was below the national picture (Ex 70% v 77%/GD 7% v 29%).</li> <li>DA pupils had an average scaled score below national (100 v 105.3).</li> </ul>
<b>SEN (compared with all pupils nationally):</b>	<p><b>SEN with a statement/EHC:</b></p> <ul style="list-style-type: none"> <li>Progress in reading for the 1 EHC pupil was broadly in line with the national picture (-0.97). However, they did not achieve expected.</li> <li>Their average scaled score below national (80 v 104.1).</li> </ul> <p><b>SEN with support (18 pupils):</b></p> <ul style="list-style-type: none"> <li>Progress in reading for SEN pupils (with support) was broadly in line with the national picture (-0.73).</li> <li>The proportion of SEN pupils (with support) attaining expected and greater depth was below the national picture (Ex 22% v 71%/GD 0% v 25%).</li> <li>Their average scaled score was below the national picture (91.7 v 104.1).</li> </ul>
<b>EAL (compared with all pupils nationally):</b>	<ul style="list-style-type: none"> <li>Progress in reading for EAL pupils was above the national picture (+1.67).</li> <li>The proportion of EAL pupils attaining expected was above the national picture. However, the proportion attaining greater depth was below the national picture (Ex 75% v 71%/GD 15% v 25%).</li> <li>Their average scaled score below national (101.8 v 104.1).</li> </ul>
<b>Key Questions:</b>	<ul style="list-style-type: none"> <li><b>How are low attaining pupils supported in reading at KS2?</b></li> <li><b>Why are pupils not attaining greater depth in reading at KS2? Why do girls out perform boys particularly at greater depth in reading in KS2?</b></li> <li><b>Why are SEN pupils (with support) underperforming compared to pupils nationally in reading in KS2?</b></li> </ul>

## Key Stage 2 – Progress and Attainment in Writing

<b>Low:</b>	<ul style="list-style-type: none"> <li>Progress in writing for the low attaining pupils was below the national picture (-2.46).</li> <li>None of the 9 low attaining pupils achieved the expected standard. This was below the national picture (Ex 0% v 23%/GD 0% v 0%).</li> </ul>
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<b>Middle:</b>	<ul style="list-style-type: none"> <li>Progress in writing for the middle attaining pupils was above the national picture (+1.95).</li> <li>The proportion of pupils attaining expected was above the national picture. However, it was below for greater depth (Ex 90% v 84%/GD 8% v 12%).</li> </ul>
<b>High:</b>	<ul style="list-style-type: none"> <li>There were no pupils assessed to be high attainers.</li> </ul>
<b>Boys:</b>	<ul style="list-style-type: none"> <li>Progress in writing for boys was above the national picture (+1.28).</li> <li>The proportion of boys attaining expected was broadly in line with the national picture. No boys attained greater depth (Ex 63% v 70%/GD 0% v 13%).</li> </ul>
<b>Girls:</b>	<ul style="list-style-type: none"> <li>Progress in writing for girls was above the national picture (+2.96).</li> <li>The proportion of girls attaining expected was above the national picture. However, it was below for greater depth (Ex 85% v 83%/GD 12% v 23%).</li> </ul>
<b>Disadvantaged (DA):</b>	<ul style="list-style-type: none"> <li>Progress in writing for DA pupils is above the national picture (+1.06).</li> <li>The proportion of DA pupils attaining expected and greater depth was below the national picture. (Ex 73% v 81%/GD 3% v 21%).</li> </ul>
<b>SEN (compared with all pupils nationally):</b>	<p><b>SEN with a statement/EHC:</b></p> <ul style="list-style-type: none"> <li>Progress in writing for the 1 EHC pupil was well above the national picture (+2.57). However, they did not achieve expected.</li> </ul> <p><b>SEN with support (8 pupils):</b></p> <ul style="list-style-type: none"> <li>Progress in writing for SEN pupils was below the national picture (-1.20).</li> <li>The proportion of SEN pupils attaining expected and greater depth was below the national picture. (Ex 22% v 76%/GD 0% v 18%).</li> </ul>
<b>EAL (compared with all pupils nationally):</b>	<ul style="list-style-type: none"> <li>Progress in writing for EAL pupils was above the national picture (+1.30).</li> <li>The proportion of EAL pupils attaining expected was in line with the national picture. However, it was below at greater depth (Ex 75% v 76%/GD 7% v 18%).</li> </ul>
<b>Key Questions:</b>	<ul style="list-style-type: none"> <li><b>Do SEN with support/lower ability pupils receive appropriate challenge in writing across KS2?</b></li> <li><b>Do KS2 girls make better progress than the boys in writing? Why?</b></li> <li><b>Are pupils challenged to reach greater depth in writing at KS2?</b></li> </ul>

## Key Stage 2 – Progress and Attainment in Mathematics

<b>Low:</b>	<ul style="list-style-type: none"> <li>Progress in mathematics for the low attaining pupils was in line with the national picture (+0.06).</li> <li>The proportion of pupils attaining expected was below the national picture (13% v 15%). None of the 8 low attaining pupils attained greater depth.</li> <li>Low attaining pupils had an average scaled score below national (91.5 v 92.9).</li> </ul>
<b>Middle:</b>	<ul style="list-style-type: none"> <li>Progress in mathematics for the middle attaining pupils was well above the national picture (+5.93).</li> <li>The proportion of pupils attaining expected and greater depth was above the national picture (Ex 96% v 75%/GD 31% v 12%).</li> <li>Middle attaining pupils had an average scaled score well above national (108.4 v 103).</li> </ul>