Example Primary School
Key Lines of Enquiry

Context of the School:
- The school is smaller than most primary schools.
- The proportion of pupils eligible for free school meals (FSM) is well above the national picture.
- The proportion of pupils with English as an additional language is well above the national picture.
- The proportion of pupils on SEN support and those with a statement/EHC plan is above the national picture.

Year group data:
- There are a higher proportion of boys in Year 5 and 6.
- There are a higher number of EAL pupils in Year 2.
- The proportion of SEN pupils is closer to or in line with the national picture in Years 1, 4 and 5.

Prior Attainment:
- Prior attainment is above in all year groups in reading, writing and mathematics. It is significantly above in Year 3 in writing.

Attendance and exclusions:
- Attendance is high (96.5%). Although persistent absence is below national it has increased since 2017.
- There have been no exclusions at the school for the past 3 years.

Trends over time:
- Overall the school have been in the top 10% of schools with significant above national progress in mathematics and reading for the past three years.
- In 2016 and 2017 the school were in the top 10% of schools for writing with significantly above national. However, in 2018 this dipped and the school is now in the middle 60% of schools.
- The performance of high ability pupils has dipped in 2018 in reading and mathematics.

Key lines of enquiry	Justification/Rationale (from pre-inspection analysis)
1.) What successful actions are leaders taking in order to achieve the high rates of progress in reading?	**IDSR and ASP indicate:** Attainment at the end of KS1 and KS2 in reading is above the national picture (broadly in line at greater depth at KS1). Progress at the end of KS2 is significantly above national and has been for two years. What is the quality of teaching in reading across the school? How do leaders monitor the quality of teaching? What training have staff received and what has been the impact of this? Have leaders identified where the strength in this subject are? Do they share these strengths with other leaders/schools? Is there a strong ethos of reading across the school? Talk to pupils. Do pupils enjoy reading? Talk confidently about authors and books? Prior attainment in Year 5 is lower than all other year groups. Why? What are the school doing to raise attainment in this year group? Are these strategies working? What is the current picture of progress for these pupils?
2.) How are leaders improving the rates of progress in writing? Particularly for the boys?	**IDSR and ASP indicate:** **KS2** Progress overall is 0.31. Girls make better progress than boys. Boys progress is -1.58 and girls progress is 1.53. There is an attainment gap of 30%. This is at least twice as wide as the national gap of 12%. **KS1** There is a gap between boys and girls at greater depth of 25%. This is bigger than the national gap of 9%. **EYFS** There is a 11% gap between boys and girls in the early years. The SEF indicates that the declining picture in writing was due to 3 pupils who did not make

	the progress expected. Why? Were leaders aware of this gap? If so what actions have they taken to address this? Is there a gap between boys and girls across the school? Does the curriculum being delivered for writing meet the needs of the boys? What is the quality of leadership? What strengths and weaknesses have been identified in writing? What training have staff received? What has been the impact of this training?
3.) Have leaders identified that not enough disadvantaged pupils are attaining expected and greater depth at the end of KS2 in reading, writing, mathematics and EGPS? **And that not enough disadvantaged pupils are attaining greater depth in reading and mathematics at the end of KS1.** *(5 middle ability pupils in maths and reading and 6 in writing)* *Other refers to all pupils minus disadvantaged.* **National progress is 0.*	**IDSR and ASP indicate:** **KS2** Reading: 67% reached expected compared to all nationally at 72% and *other nationally at 77%. 16% attained greater depth compared to all nationally at 20% and *other nationally at 29%. Progress in reading was above **national but not as strong as all pupils in the school (2.6 v 3.1). Writing: 75% reached expected compared to all nationally at 76% and *other nationally at 81%. None of the disadvantaged pupils attained greater depth compared to all nationally at 18% and *other nationally at 21%. Progress in writing was below **national and all pupils in the school (-1.2 v 0.2). Middle ability disadvantaged were -1.13. Mathematics: 53% reached expected compared to all nationally at 75% and *other nationally at 80%. None of these pupils attained greater depth compared to all nationally at 23% and *other nationally at 27%. Progress in mathematics was below **national and all pupils in the school (-0.7 v 2.5). EGPS: 75% reached expected compared to all nationally at 77% and *other nationally at 82%. 20% attained greater depth compared to all nationally at 31% and *other nationally at 36%. **KS1** Reading: 15% attained greater depth compared to all nationally at 25% and *other nationally at 28%. Mathematics: 0% attained greater depth compared to all nationally at 21% and *other nationally at 23%. Have senior leaders identified the barriers faced by disadvantaged pupils? Are these barriers clearly identified on the schools pupil premium report? Does the pupil premium report clearly state how these barriers will be addressed? What has been the impact of actions identified on the pupil premium report for these pupils in closing these gaps? What is the current picture of progress and attainment across the school for disadvantaged pupils? Do lessons cater for the needs of these pupils? Are they challenged appropriately? Do leaders track their progress and set appropriate targets for improvement with teaching staff?
4.) How are pupils with special educational needs supported across the school? *(only 3 pupils in Year 6 for attainment and 2 for progress and 10 in Year 2.)*	**IDSR and ASP indicates:** **KS2** The proportion of pupils attaining expected in reading was below the national picture 43% v 72% nationally. Progress was below national at -1.31. None of these pupils attained greater depth. This was below national 0% v 25%. The proportion of pupils attaining expected in writing was below the national picture 0% v 76% nationally. Progress was below national at -3.2. The proportion of pupils attaining expected in mathematics was below the national picture 0% v 75% nationally. Progress was below national at -5.52. None of these pupils attained greater depth. This was below national 0% v 23%. **KS1** The proportion of pupils attaining expected in reading was below the national picture 60% v

	70% nationally. None of these pupils attained greater depth. This was below national 0% v 25%. The proportion of pupils attaining expected in writing was below the national picture 30% v 68% nationally. None of these pupils attained greater depth. This was below national 0% v 16%. The proportion of pupils attaining expected in mathematics was below the national picture 55% v 75% nationally. None of these pupils attained greater depth. This was below national 0% v 21%. What is the quality of provision like for those pupils with SEN? What progress are these pupils making from their different starting points? What is the quality of leadership? How are interventions used? Are these effective? What is the quality of the provision map? How are these pupils challenged/supported in lessons? What are their barriers to learning? Have these been identified?
5.) What is the current picture of progress and attainment in reading, writing and mathematics across the school?	**The SEF indicates:** **Progress of 2017-2018** There is a slight downturn in Years 3 and 5 that can be attributed to a number of factors including cohort changes, children changing classes and working with a more challenging curriculum. All age-standardised score averages have improved with all year groups and vulnerable groups showing an increase in their age-standardised scores year on year. **Attainment across the school 2017-2018 (average of all year groups)** **Reading** Reading overall is strong throughout the school. An average of 87% of children reached Expected Standard with 24% reaching Greater Depth. An average of 83% of DPP pupils also reached Expected Standard with 24% reaching Greater Depth. **Writing** Writing overall is strong throughout the school, although not quite as strong as reading. An average of 81% of children reached Expected Standard with 19% reaching Greater Depth. An average of 65% of DPP pupils also reached Expected Standard with 22% reaching Greater Depth. **Maths** Maths overall is strong throughout the school. An average of 87% of children across the school met end of year expectations with 21% achieving greater depth. An average of 77% of DPP pupils also reached Expected Standard with 6% reaching Greater Depth. What is the picture for each subject and year group? The school development plan identifies attainment targets for the end of the year and Autumn in depth targets (is this greater depth?) If these are the targets set for the end of year what progress is being made towards these? The uplift expected in Years 5, 6 and 2 at greater depth seems higher than that expected in years 3 and 4. Why? What is the current picture of progress since September 2017 to now in each year groups for reading writing and mathematics? Do any groups stand out? How do leaders track progress and attainment in their subjects? Where are the strengths and weaknesses in each subject/year groups? Do leaders action plan identify areas for development? Are appropriate actions being taken?