

EXAMPLE ASP analysis October 2019

Identified Key Lines of Enquiry:

Key areas for investigation

Explore the declining picture for progress in mathematics and reading compared to writing:

- Why has there been a dip in progress across reading this year compared to last year?
- Why do EAL pupils make less progress than other groups of pupils in reading?
- Why have girls underperformed in maths so significantly compared to the boys?
- Why are pupils not making stronger progress in maths from their starting points?
- Are higher ability pupils challenged effectively in maths?

Explore how the school support and identify pupils with SEND:

- Pupils with SEN support achieve exceptionally well is this due to the quality of provision?
- Are these pupils correctly identified?
- What special needs are identified for these pupils (considering the vast majority attain the expected standard at the end of KS1)?
- How are these needs identified and supported through KS2?
- Pupils with SEN support achieve exceptionally well in writing. How are the school meeting these pupils' individual needs?

Activities

Meet with the maths subject lead to explore the declining picture in mathematics. Carry out a deep dive in mathematics:

- Look at the intent of the maths curriculum. Are expectations of leaders high enough? Does the curriculum map make it clear to all staff what skills and knowledge should be taught in each year group? Are teachers delivering this intent at a high enough standard (observe lessons, look in books).
- Hold discussions with pupils to look at how they are retaining the knowledge and skills they are expected to for their current year group and previous years.

Look at the school's provision map.

- How are pupils identified as SEN? Look at school benchmarks and criteria used. Are they identified correctly?
- Look at the current picture of attainment and progress of SEN pupils across the school.
- Explore the quality of teaching for SEN pupils. Are these pupils challenged/supported effectively in class?
- Look at books and teaching to triangulate the evidence on progress and starting points. What is the current picture of progress across the school for these pupils?
- Do the school identify the correct barriers for these pupils?
- What interventions are used for these pupils? Are these effective?

- Why do pupils with SEN support underachieve in maths compared to writing and reading?

**Not enough HA pupils attain the high standard in EGPS
explore why:**

- This group of pupils do not achieve well enough on the spelling test. Why? Do teachers challenge these pupils appropriately?

Attainment across KS1 looks high. Explore:

- Is this reflected in the quality of education?
- Are other areas of the curriculum just as strong?
- What does progress look like across KS1 in reading, writing and maths from pupils starting points?

Why is there a high rate of fixed term exclusions?

Meet with the literacy coordinator to explore:

- How are HA pupils taught EGPS?
- Observe EGPS lessons. Do teachers challenge HA pupils effectively?
- Look at books. Do HA pupils use EGPS skills appropriately across other lessons?
- Speak to pupils to explore what skills they have retained and how they apply these.

Explore the quality of teaching across foundation subjects.

- Do leaders have a clear intent to the curriculum for all subjects across the school?
- Is attainment high across all foundation subjects?
- What does progress look like across KS1 and early years? Look at books to triangulate this.

Check the school's records for fixed term exclusions. Have these been made legally. Does the school's policy clearly identify when an exclusion can be made? And does it include the legal guidance on exclusions?

Look at schools' trends. Can leaders demonstrate that exclusions are declining?

Do leaders carry out internal exclusions? If so, how many? What impact do these have?

		Is behaviour consistently dealt with across the school? How do staff deal with low level disruptive behaviour?
Context of the school:	<ul style="list-style-type: none"> • This is a large school (449 pupils) • This school has 14 out of 17 possible ethnic groups. Those with 5% or more are: 28%: White – British, 14%: Asian or Asian British –Indian, 14%: White - any other White background, 8%: Any other ethnic group, 8%: Black or Black British – African. • The proportions of pupils known to be eligible for FSM6 is broadly average overall (24% v 23%). • The proportion of pupils whose first language is not English is well above the national picture overall (48% v 21%). • The proportion of pupils with SEN support is above the national picture (13.8% v 12.6%). The proportion of pupils with a statement or EHC plan is below the national picture (0.9% v 1.6%). • The number of pupils who are mobile across the school is above average (21% v 14%). 	
Attendance and exclusions:	<ul style="list-style-type: none"> • In 2017/18, the rate of overall absence (3.80%) was below the national average for schools with a similar level of deprivation (4.42%). • The rate of total fixed period exclusions (2.60%) was in the highest 20% in 2017/18 as well as in 2016/17 and 2015/16. • The rate of repeat fixed period exclusions (0.65%) was in the highest 20% in 2017/18 as well as in 2016/17 and 2015/16. 	
Key Stage 2 Attainment and progress overall:	<ul style="list-style-type: none"> • The proportion of pupils attaining the expected standard in reading, writing and maths combined (R, W, M) is well above the national picture (85% v 65%). • The proportion of pupils attaining the higher standard in reading, writing and maths combined (R, W, M) is slightly above the national picture (15% v 11%). • The proportion of pupils attaining expected and the higher standard in reading and writing was above the national picture. In mathematics it was above at expected but in line with national at the higher standard. • Progress in 2019 is a mixed picture. It is average in reading, well above in writing and below in mathematics. 	
Trends over time:	<ul style="list-style-type: none"> • Progress in reading has been average in two out of the last three years (2017 and 2019). In 2018 it was above average. • Progress in writing has been well above average for the past three years. • Progress in maths has declined. It was average in 2018 and is below average in 2019. • The proportion of pupils achieving the expected standard in R, W and M combined over that past three years has been above the national picture (67.8% v 63.5%). 	

	<ul style="list-style-type: none"> The proportion of pupils achieving the higher standard in R, W and M combined is also above the national picture (14.6% v 9.7%).
Key Questions:	<ul style="list-style-type: none"> Why is there a declining picture for progress in mathematics and reading compared to writing? Why is there a high rate of fixed term exclusions?

KEY STAGE TWO

Key Stage 2 Progress and Attainment in Reading

All pupils:	<ul style="list-style-type: none"> All pupils made broadly expected progress in reading (-0.05). The proportion of pupils attaining the expected standard in reading was above the national picture (93% v 73%). The proportion of pupils attaining the higher standard in reading was also above the national picture 36% v 27%. The average scaled score for all pupils in reading was above the national picture (108.1 v 104.4).
Low reading:	NA
Middle reading:	<ul style="list-style-type: none"> Progress for the middle ability (MA) pupils in reading was broadly expected (0.35). The proportion of MA pupils attaining the expected standard in reading was above the national picture (88% v 70%). The proportion of MA pupils attaining the higher standard in reading was slightly above the national picture (17% v 14%). The average scaled score for the MA pupils in reading was above the national picture (105.3 v 102.6).
High reading:	<ul style="list-style-type: none"> Progress for the high ability (HA) pupils in reading was broadly expected (-0.35). The proportion of HA pupils attaining the expected standard in reading was broadly in line with the national picture (100% v 98%). The proportion of HA pupils attaining the higher standard in reading was below the national picture (53% v 59%). The average scaled score for the HA pupils in reading was broadly in line with the national picture (111 v 110.7).
Boys:	<ul style="list-style-type: none"> Progress for the boys in reading was broadly expected (-0.26). The proportion of boys attaining the expected standard in reading was well above the national picture (92% v 69%). The proportion of boys attaining the higher standard in reading was above the national picture (32% v 22%). The average scaled score for the boys in reading was above the national picture (107.1 v 103.3).
Girls:	<ul style="list-style-type: none"> Progress for the girls in reading was broadly expected (0.11). The proportion of girls attaining the expected standard in reading was well above the national picture (94% v 78%).

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	<ul style="list-style-type: none"> The proportion of girls attaining the higher standard in reading was above the national picture (38% v 32%). The average scaled score for the girls in reading was above the national picture (108.8 v 105.5).
Disadvantaged:	
SEND EHCP:	NA
SEN support:	<ul style="list-style-type: none"> Progress for the SEN support (SS) pupils in reading was broadly expected (-0.46). The proportion of SS pupils attaining the expected standard in reading was broadly in line with the national picture (75% v 73%). The proportion of SS pupils attaining the higher standard in reading was broadly in line with the national picture (25% v 27%). The average scaled score for the SS pupils was broadly in line with the national picture (103.9 v 104.4).
EAL:	<ul style="list-style-type: none"> Progress for the EAL pupils in reading was below expected (-1.16). The proportion of EAL pupils attaining the expected standard in reading was above the national picture (86% v 73%). The proportion of EAL pupils attaining the higher standard in reading was above the national picture (32% v 27%). The average scaled score for the EAL pupils in reading was above the national picture (106.5 v 104.4).
Key Questions:	<ul style="list-style-type: none"> Why has there been a dip in progress across reading this year compared to last year? Why do EAL pupils make less progress than other groups of pupils in reading?

Key Stage 2 Progress and Attainment in Writing

All pupils:	<ul style="list-style-type: none"> All pupils made above expected progress in writing (4.13). The proportion of pupils attaining the expected standard in writing was well above the national picture (98% v 78%). The proportion of pupils attaining the higher standard in writing was also well above the national picture (71% v 20%).
Low writing:	NA
Middle writing:	<ul style="list-style-type: none"> The (MA) pupils made above expected progress in writing (4.84). The proportion of MA pupils attaining the expected standard in writing was well above the national picture (100% v 85%). The proportion of MA pupils attaining the higher standard in writing was well above the national picture (60% v 13%).
High writing:	<ul style="list-style-type: none"> The (HA) pupils made above expected progress in writing (2.95).

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	<ul style="list-style-type: none"> All HA pupils attained the higher standard in writing. This was above the national picture at the higher standard (100% v 67%).
Boys:	<ul style="list-style-type: none"> The boys made above expected progress in writing (4.19). The proportion of boys attaining the expected standard in writing was well above the national picture (96% v 72%). The proportion of boys attaining the higher standard in writing was well above the national picture (68% v 15%).
Girls:	<ul style="list-style-type: none"> The girls made above expected progress in writing (4.10). The proportion of girls attaining the expected standard in writing was well above the national picture (100% v 85%). The proportion of girls attaining the higher standard in writing was well above the national picture (74% v 25%).
Disadvantaged:	
SEND:	NA
SEN support:	<ul style="list-style-type: none"> The SEN support (SS) pupils made above expected progress in writing (4.06). The proportion of SS pupils attaining the expected standard in writing was well above the national picture (100% v 78%). The proportion of SS pupils attaining the higher standard in writing was above the national picture (38% v 20%).
EAL:	<ul style="list-style-type: none"> The EAL pupils made above expected progress in writing (4.82). The proportion of EAL pupils attaining the expected standard in writing was well above the national picture (95% v 78%). The proportion of EAL pupils attaining the higher standard in writing was well above the national picture (77% v 20%).
Key Questions:	<ul style="list-style-type: none"> Writing seems to be a strength of the school. Explore why progress in writing is significant compared to reading. Those pupils with SEN support achieve exceptionally well in writing. How are the school meeting these pupils' individual needs?

Key Stage 2 Progress and Attainment in Mathematics

All pupils:	<ul style="list-style-type: none"> All pupils made below expected progress in mathematics (-1.97 adjusted, -1.99 unadjusted). The proportion of pupils attaining the expected standard in maths was above the national picture (90% v 79%). The proportion of pupils attaining the higher standard in maths was broadly in line with the national picture (25% v 27%). The average scaled score for all pupils in maths was above the national picture (106.7 v 105).
Low maths:	NA
Middle maths:	<ul style="list-style-type: none"> Progress for the middle ability (MA) pupils in maths was broadly expected (-0.85 adjusted, -0.87 unadjusted).

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	<ul style="list-style-type: none"> The proportion of MA pupils attaining the expected standard in maths was broadly in line with the national picture (77% v 78%). The proportion of MA pupils attaining the higher standard in maths was below the national picture (9% v 14%). The average scaled score for the MA pupils in maths was broadly in line with the national picture (104 v 103.6).
High maths:	<ul style="list-style-type: none"> The high ability (HA) pupils made below expected progress in maths (-2.69 adjusted, -2.71 unadjusted). The proportion of HA pupils attaining the expected standard in maths was broadly in line with the national picture (97% v 99%). The proportion of HA pupils attaining the higher standard in maths was below the national picture (38% v 67%). The average scaled score for the HA pupils was below the national picture (108.6 v 111.3).
Boys:	<ul style="list-style-type: none"> Progress for the boys in maths was broadly expected (0.62 both for adjusted and unadjusted). The proportion of boys attaining the expected standard in maths was well above the national picture (100% v 78%). The proportion of boys attaining the higher standard in maths was broadly in line with the national picture (32% v 29%). The average scaled score for the boys in maths was above the national picture (109.1 v 105.3).
Girls:	<ul style="list-style-type: none"> The girls made below expected progress in maths (-3.77 adjusted, -3.81 unadjusted). The proportion of girls attaining the expected standard in maths was broadly in line with the national picture (82% v 79%). The proportion of girls attaining the higher standard in maths was broadly in line with the national picture (21% v 24%). The average scaled score for the girls in maths was broadly in line with the national picture (104.9 v 104.7).
Disadvantaged:	
SEND:	NA
SEN support:	<ul style="list-style-type: none"> Progress for the SEN support (SS) pupils in maths was significantly below expected (-4.89 adjusted, -4.96 unadjusted). The proportion of SS pupils attaining the expected standard in maths was below the national picture (50% v 79%). None of the SS pupils attaining the higher standard in maths. This was well below the national picture (0% v 27%). The average scaled score for the SS pupils in maths was below the national picture (100 v 105).
EAL:	<ul style="list-style-type: none"> Progress for the EAL pupils in maths was broadly expected (-0.79 adjusted, -0.82 unadjusted). The proportion of EAL pupils attaining the expected standard in maths was above the national picture (95% v 79%). The proportion of EAL pupils attaining the higher standard in maths was above the national picture (32% v 27%). The average scaled score for the EAL pupils in maths was above the national picture (108 v 105).
Key Questions:	<ul style="list-style-type: none"> Why have girls underperformed in maths so significantly compared to the boys?

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- Why do pupils with SEN support underachieve in maths compared to writing and reading?
- Why are pupils not making stronger progress in maths from their starting points?
- Why has progress in mathematics dipped?
- Are higher ability pupils challenged effectively in maths?