

Summary of IDSR (18-19 data) linked to action

Concern	Action	Captured where
Key stage 1 attainment of greater depth in reading (13%) was significantly below national and in the lowest 20% of all schools in 2019, as well as in 2018 and 2017.	* QFT approach – teaching of comprehension skills. * Reading comprehension focus groups. * Boys specific texts. * Reading progression documents. * Workshops for parents.	- S&Ws AP4 (18-19) - S&Ws AP2 (19-20) - Reading improvement plan 19-20 - Parental engagement programme
There were 24 pupil(s) that were screened in phonics in Year 2 in 2019; 19 of those met the expected standard. * of the 5, 1 had an EHCP, 3 joined in Y2, 1 had complex needs.	* Additional bespoke phonic interventions. * Phonic tracker designed and implemented to closely identify gaps. * Continued high quality CPD for staff. * Phonetically decodable texts introduced. * Link developed with Mangotsfield School (English hub).	* English improvement plans 18-19, 19-20 * Phonics tracker (G Drive) * Intervention maps * Staff meeting and CPD programme
Early years foundation stage attainment of the expected standard in the reading early learning goal (66%) was significantly below national and in the lowest 20% of all schools in 2019, as well as in 2018.	* Staff CPD on areas linked to early reading. * Topic planning used to support retelling of story skills. * Targeted resources including language rich and engaging texts for whole class use. * Phonetically decodable books. * EYFS weekly planning to target early reading skills. * EYFS PPA arranged to facilitate collaborative planning and high-quality discussions and planned provision led by a senior leader.	* English improvement plan 21-22 * EYFS improvement plan 21-22
Key stage 1 attainment of greater depth in mathematics (13%) was significantly below national and in the lowest 20% of all schools in 2019, as well as in 2018 and 2017.	* Progressive 'Do it' activities to offer a higher level of challenge. * Re-designed medium-term plans to ensure concepts are revisited prior to being taught. * 'Digging Deeper' as a way of enhancing depth of understanding. * Non-standard variation introduced and embedded. * CPD on conceptual and procedural variation. * Mathematics focus groups in lessons.	* Mathematics improvement plan 18-19, 19-20 * Improvement opportunities 19-20, AP2
Key stage 2 attainment of the expected standard in the English grammar, punctuation and spelling test (63%) was significantly below national and in the lowest 20% of all schools in 2019, as well as in 2018.	- Grammar taught discreetly from Y2 - Grammar is taught and applied within a context either in English or through another subject - Write it, twist it, deepen it activities and resources planned for each year group. * GPS paper exposure from Y5.	* English improvement plan 19-20

Disadvantaged pupils		
For, key stage 2 attainment of the expected standard (100+) in reading (61%) was significantly below national in 2019, as well as in 2018.	* Investment in engaging texts. * Reading interventions. * Robust tracking of fluency in reading. * Flashlight Fridays to engage all readers. * Inference focus in all reading teaching. * Enhanced home reading monitoring and profile. * Additional precision teacher in Y6.	* Improvement opportunities 18-19 AP2. * Provision maps * Pupil premium strategy 19-20
Key stage 2 attainment of the expected standard (100+) in writing (54%) was significantly below national in 2019.	• Fine motor skills and handwriting interventions particularly with boys • Spelling intervention with focus on common HFWs • Ensure children have experience of reading books through guided reading and experiences to support their writing * High quality spelling resources * Effective text based approach to writing	* Improvement opportunities 18-19 AP2. * English improvement plan 18-19, 19-20 * Pupil premium strategy 19-20
Key stage 2 attainment of the expected standard (100+) in mathematics (56%) was significantly below national in 2019, as well as in 2018.	* Fluency sessions will be tailored to provide fluency in key additive and multiplication facts. * Fluency lesson will have a focus on this across the school with a focus speed and confidence. * Mathematics specific parent engagement programme.	* Mathematics improvement plan 18-19, 19-20 * Pupil premium strategy 19-20
Key stage 2 attainment of the expected standard (100+) in reading, writing and mathematics (44%) was significantly below national in 2019, as well as in 2018.	As above	As above
Key stage 2 attainment of the expected standard in science (66%) was significantly below national in 2019.	* 'Working scientifically' focus within staff CPD opportunities. * Science key objective tracking to monitor progress. * Enhanced science resources.	* Science improvement plan 19-20 * Pupil premium strategy 19-20
Key stage 1 attainment of the expected standard in reading (52%) was significantly below national in 2019, as well as in 2018 and 2017.	* Speech and Language therapist support including: - Group and whole class initiatives such as Talk Boost - Professional development for staff - Individual therapy for children - Additional adult to work alongside therapist * Staff CPD on areas linked to early reading. * Topic planning used to support retelling of story skills. * Targeted resources including language rich and engaging texts for whole class use. * Phonetically decodable books. * EYFS weekly planning to target early reading skills. * EYFS PPA arranged to facilitate collaborative planning and high-quality discussions and planned provision led by a senior leader.	* Improvement opportunities 18-19 AP2. * English improvement plan 18-19, 19-20 * Pupil premium strategy 19-20
Key stage 1 attainment of the expected standard in writing (55%) was significantly below national in 2019, as well as in 2018 and 2017.	* QFT approach – teaching of comprehension skills. * Reading comprehension focus groups. * Boys specific texts. * Reading progression documents. * Workshops for parents.	- S&Ws AP4 (18-19) - S&Ws AP2 (19-20) - Reading improvement plan 19-20 - Parental engagement programme