



**Type:  
Report**

**Spring LSIP report**

**Lead:  
Mrs S Wells**

**Date:  
Spring 2019**

**Review date:  
Summer 2019**



## LSIP Report 2018/2019

NAME OF SCHOOL: St Finbar's RC Primary School  
HEADTEACHER: Mrs J Conley  
CHAIR OF GOVERNORS: Mrs A Williams  
DFE NUMBER: 341/3527  
LSIP: Mrs S Wells  
ASSIGNED OFFICER:

Term	Agreed priorities and planned support for the academic year
Autumn	<ul style="list-style-type: none"> <li>Attendance</li> <li>Positional statement in EYFS, Phonics, Y2 and Y6, including end of year expectations.</li> <li>Evaluation of standards and achievement, inc. impact of Pupil premium spending on pupil outcomes</li> <li>Intent, implementation and impact of the wider curriculum</li> <li>Discuss school's key school improvement priorities for the year.</li> <li>Agree short term actions for the next term</li> <li>Review of graduated approach level and identification of support needs</li> </ul>
Spring	<ul style="list-style-type: none"> <li>Progress towards agreed actions</li> <li>Attendance and Governance</li> <li>Standards and progress towards end of year expectations in current EYFS, Y2 and Y6 and for Phonics.</li> <li>Intent, implementation and impact of the wider curriculum</li> <li>Review progress towards key school priorities for the year.</li> <li>175 Audit check</li> <li>Uptake of support</li> </ul>
Summer	<ul style="list-style-type: none"> <li>Progress towards agreed actions</li> <li>Attendance and Governance</li> <li>Intent, implementation and impact of the wider curriculum</li> <li>Positional statement in Y1,Y3,Y4 and Y5</li> <li>School self-evaluation</li> <li>Review progress towards school priorities for the year and discuss new priorities</li> <li>Impact of CPD</li> </ul>

Term	Graduated Approach	Date	Duration	People involved	Focus	Number of days used from allocation
Autumn	3	10/09/18 28/09/18 07/11/18 06/12/18 06/12/18	2 hours 1 day Half day Half day Half day	HT, LSIP HT, LSIP, En & Ma Leads HT, LSIP, DHT HT, LSIP, DHT HT, LSIP	KIT Raising ach ASPR ASPR HTPM	3
Spring	3	01/03/19	Half day	HT, LSIP, Yr2 and Yr6 teachers	ASPR focus Yr 2 and Yr 6	
Summer						
Accountability	2016	2017	2018	Comments		
Floor	above	above	below (rdg progress)	Feb 19: the school has been offered additional, optional support from DfE as it meets the coasting definition 2018. The Headteacher has opted to pursue this offer.		
Statutory Moderation						

## 2017-18 Brief Overall Headlines

Self-evaluation element	School judgement		Self-evaluation element	School judgement	
	Autumn Term	Summer Term		Autumn Term	Summer Term
Effectiveness of leadership and management	2		Outcomes for pupils	3	
Quality of teaching, learning and assessment	2/3		Effectiveness of early years provision	2	
Personal development, behaviour and welfare	2		Overall effectiveness	2	
<b>LSIP Comments on self-evaluation</b> School actions, impact and next steps Current Priorities	<b>Termly review</b> Leadership is driving and embedding initiatives to rapidly secure further improvements in outcomes towards national and progress. PDBW is at least good. The school has been judged <b>outstanding</b> in all areas bar outcomes in an Archdiocesan Section 48 RE inspection November 2018. This is a first for the school.  <b>WHOLE SCHOOL PRIORITIES 18-19</b> <b>Priorities are directed to consolidate and further improve outcomes in maths, drive rapid improvements in reading, writing and to impact across the curriculum.</b>				
	<b>21/22 Sept 2016. Overall 'Good' (Outcomes RI)</b> <b>AFI:</b> <ol style="list-style-type: none"> <li>1. Improve pupils' outcomes by: – ensuring that the strong progress pupils make in reading, writing and mathematics from their different starting points is replicated across the curriculum.</li> <li>2. Improve pupils' personal development, behaviour and welfare by: – ensuring that pupils have a more thorough understanding of diversity in modern Britain and of British values.</li> <li>3. Improve leadership and management by: – ensuring that the curriculum enables pupils to gain an informed understanding of the diversity of families and relationships and of how prejudice-based behaviour, particularly homophobic behaviour, affects victims' well-being and mental health – ensuring that every incident of prejudice-based behaviour and how it is dealt with is formally recorded to better inform leaders and governors of the extent and patterns of inappropriate behaviour and how effectively they are being eliminated – refining analyses of assessment information to take better account of pupils' starting points when comparing the progress of different groups of pupils – implementing the planned assessment of pupils' attainment and progress in subjects other than reading, writing and mathematics to increase leaders' understanding of pupils' progress across the curriculum – making sure that the school's website provides all of the required statutory information and is regularly updated to ensure that all information is current.</li> </ol>				
<b>Last Ofsted and AFI</b>					

<b>Quality Marks and Awards</b>	<b>Held:</b> Attendance gold 2017/8, LCQM gold 2016/7, LRQM gold 15/16; Inclusion Charter Mark 17/18; School of Sanctuary 17/18. <b>2018/19 planned:</b> Renewal of LRQM – working towards; Health and Well-being – going for bronze, EYFS Charter Mark.	
<b>SIL /Network / Consultant Support accessed including:</b> SG briefings, EYFS CPD/briefings, SIO CPD/briefings, Network meetings, HT briefings, Foundation SL briefings, Standardisation, Phonics networks, SEND briefings School's CPD Programme: school uses SIL and a range of other providers. The whole school strategic CPD plan is linked to core priorities. Leadership across the curriculum is included as a long standing feature.		
<b>Autumn</b>	<b>Spring</b>	<b><u>Summer</u></b>
SIO Reading – staff meeting Staff INSET Shared writing and <b>reading</b> , spelling KS2. <b>Nursery teacher – phonics training</b> impact: change to planning and approach in phase 1 phonics	Additional SIO support English	
<p><b>Curriculum:</b>          The leadership has invested in developing a broad and balanced curriculum to meet the needs of all children.</p> <p>The school has a considered and informed rationale. Aims and values which underpin curriculum design include raising attainment for all, raising aspiration and enriching children's cultural and life experiences. Main drivers include building subject knowledge, understanding and skills across the curriculum, a rich language environment, and a planned and purposeful programme of enrichment and extra-curricular activities. The school also seeks to develop learning skills such as resilience and nurture pupil well-being through its curriculum alongside the delivery of the National Programmes of Study. The school ensures its curriculum planning is responsive to its context and needs.</p> <p>Subjects are planned and taught discretely and learning is aligned so that good links can be made across the curriculum and children can deepen understanding. Learning is sequenced through all subjects using association guidance and resources. Staff have end of year expectations and guidance on the key learning. This guidance is being further refined and specified.</p> <p>Assessment of what has been learnt and understood is planned across the curriculum and underpins staff judgements of children's progress. It is an area of on-going development. Staff attend city-wide standardization meetings.</p> <p>Senior Leadership has invested heavily in the development of subject leadership ensuring good and developing subject specific knowledge and leadership skills. Subject leads provide good support and guidance which is enhanced by additional external expertise for example staff year 3 training on pre-history.</p> <p>There is a structured approach to monitoring and evaluation of the quality of provision and standards across the curriculum.  <b>RE curriculum judged to be outstanding Nov 18.</b></p> <p><b>Key priorities 18-19 will be:</b>          To keep abreast of national developments and continue to review and refine curriculum as appropriate.          To ensure consistency of 'non-negotiables' in approaches to planning and delivery.          To embed new initiatives and key curriculum developments e.g. approaches to reading and vocabulary enrichment across the curriculum.</p> <p><b>Spring Term 2019:</b> the Headteacher continues to remain well appraised of national developments. Ensuring consistency in implementation across the wider curriculum is part of the whole school monitoring cycle and good practice is being informed and updated by ensuring staff are accessing CPD. Development of reading and vocabulary is a whole school priority.          A group of KS1 children have been announced as overall regional and national winners of the 2019 Premier League Writing Stars Competition with a poem on Diversity.</p>		

EWO: Jo Wagner	Absence	2016 Nat 96%	2017 Nat 96%	2018 Nat 96%	Persistent Absence	2016 Nat 8.2%	2017 Nat 8.3%	2018 Nat
203 total		2016 Sch	2017 Sch	2018 Sch 95.4		2016 Sch	2017 Sch	2018 Sch 10.6
186 - rec and nursery		Aut 18 %	Spr 19 %	Sum 19 %		Aut 18% Aut 1	Spr 19%	Sum 19 %
186		97.47				12		
Boys		97.82				5		
Girls		97.13				7		
Dis		97.15				5		
Non-D		96.80				7		
SEN		97.57				3		
EAL 53		98.88				0		
Evaluation of attendance 17/18	<p><u>Attendance and Persistent absence</u>  <b>Full report provided by attendance lead. Attendance and PA continue to be a high focus area for the school.</b>  <b>Attendance</b>            Whole school attendance dipped below national to 95.40% for the year. (National 96)            Attendance greatly impacted by 20 pupils taking holidays in term time equating to 247 sessions. 8 Fines were issued.  <b>Groups:</b>            Boys and girls were broadly in line with each other            SEND – impacted by 1 girl - court proceedings put in place.            MEG and EAL children continue to be highest attenders            NON-DIS higher than DIS children by 1.09%.  <b>PA</b>            On track autumn and spring term 17-18 to be the lowest for the school but a spate of holidays during the summer term increased PA overall to 10.6%.            Fines issued for all holidays.</p> <p><b>Full action plan is in place 2018 with key aims to:</b>            Maintain and improve trends in attendance thereby reducing PA.            Maintain and embed Attendance Quality Mark expectations at highest level.            Continue to embed the importance of education so that fewer holidays are taken during term time by using the “career average” attendance of children with poor attendance.</p>							
	<p><b>Attendance:</b>            Figures are without Yr 1 child – disaggregated because not yet started in Knowsley – EWO involvement to escalate. All safeguarding being adhered to rigorously.            Very positive figures for Autumn 1 at 97.47% (97.01% as of 6<sup>th</sup> Dec 18) and on-track to be above national.</p> <p><b>DIS, EAL and Boys</b> above school average.</p> <p><b>PA:</b>            Some concerns. 12 children 5 B, 7 G, 5 DIS and 3 SEND (Boys’ SEND overall attendance: 97.68).            New to school: 1 girl with attendance concerns.</p> <p><b>No actions arising.</b></p>							
Autumn 18								

Spring 19	<b>Action: ensure strategies to address PA are reducing the gap to national.</b>
Summer 19	

Governor development		
Date	Focus	Comments including whether school uses SLA
		<p>New: signed up to SIL SLA for training.  4 new Foundation Governors 17-18 keen to access training and further strengthen governing body.  1 parent governor short but in a good position to take forward.  1<sup>st</sup> meeting 16<sup>th</sup> October 2018:</p> <ul style="list-style-type: none"> <li>Scope how to reorganise and ensure a strong skill set and improve level of challenge</li> <li>Termly Subject Leader Action Plans to be available to governors</li> <li>Governors to prepare Governors' Action Plan</li> </ul> <p>LSIP Training Autumn 2018 postponed due to ASP national data delay.</p>

Pupil Premium	Barriers	Strategies	Impact
Total Budget 2017-18 £149,270 ac yr £146,520 fin yr			
Number of PP Pupils @85			
Total Budget 2018-19 £153,120 fin yr	A number of parents do not claim. School is making every effort to encourage and facilitate		summer term LSIP meeting will consider impact of strategies and progress of DIS across school in current cohorts particularly in current Y3 following KS1 outcomes for DIS 2018
Number of PP Pupils @78			

Interventions				
Term	Intervention	% making progress	% back on track	Comments
Spring				<i>To be completed</i>
Summer				

<b>175 Audit Spring 2019</b>	<p><i>It is a school action to ensure as a matter of importance all actions from 175 Audit 2017-18 are completed <u>and/or</u> are updated online.</i></p> <p><b>COMPLETED</b></p> <p>2018-19 Audit is underway 61% completed as of 01/03/19 and the school is working to ensure this is completed online by the deadline and can be evidenced to the LSIP summer 2019.</p>
<b>Signed</b>	<b>2017/18 YES</b>
<b>Key areas for action</b>	<p><b>Two actions arising from areas completed as of 01/03/19:</b></p> <ol style="list-style-type: none"> <li>1. update CP policy</li> <li>2. ensure TLRs/key stage leaders are fully skilled to deal with escalation procedures</li> </ol> <p><b>Completion of these 2 actions will be evidenced at summer LSIP meeting.</b></p>

Current Y6  29	Reading (27 pupils) 69% KS1 2b+ APS 15.4				Writing (26 pupils) 55% (Sig-) KS1 2b+ APS 13.5 (Sig-)			Maths (29 pupils) 52% (Sig-) KS1 2b+ APS 14.3 (Sig-)			Combined APS 14.4 (Sig-)			EGSP		
	Number	Aut %	Spr %	Expectation	Aut %	Spr %	Expectation	Aut %	Spr %	Expectation	Aut %	Spr %	Expectation	Aut %	Spr %	Expectation
ARE+		66	66	66% (19)	52 (16)	59	66% (19) 59% sp 1	75	75	75% (22)	52		65% (19) 59% sp 1		28 on test	
Above																
Boys	14		64			57			86			57				
Girls	15		67			60			67			60				
Dis			(16)			(14)			(19)			(14)				
Non			(3)			(3)			(3)			(3)				
SEN	7		29			29			43			29				
EAL	7		29			29			43			29				
Autumn	<p><b>Cohort Context:</b> This (and Year 6 2018) is the class most impacted by the special measures judgement and the school's subsequent journey through that. It was widely recognised by the HMI that the stability in staffing was the major barrier impacting on moving from special measures. The class has had a succession of supply teachers.</p> <p><b>Expectations:</b> Given the prior attainment of pupils on roll 2015, reading expectations are roughly in line and writing and maths above. If met, outcomes would close the gap to national across all measures and be a further improvement on 2018 school outcomes.</p> <p>On the basis of KS1 prior attainment 2015, groups for focus for all subjects are Boys, DIS-OTHER.</p>															



	<p><b>However, given the school's levels of mobility, SLT must continue to ensure performance in relation to prior attainment of <u>current</u> pupils is a focus in Pupil Progress meetings and used to inform minimum expectations.</b></p> <p>5 pupils will not have prior KS1 data.</p> <p><b>Cohort Information:</b> 2 pupils are on the verge of Permanent Exclusion which would reduce class size to 27.</p> <p><b>Support and Interventions are in place:</b> SATs paper completed Sept 18 being used diagnostically NFER termly testing to move to early December and to be used diagnostically 2 volunteers and L3 LSA also supporting Sessions on guided reading and Aim High 3 pupils not at EXP+ for writing to focus on; reading interventions in place A number of pupils with prior attainment of L2 and 2B are outperforming pupils with KS1 L3 Underperforming groups: WBB; WT middle and MA. All targeted in book scrutiny and whole staff moderation. Judgements validated.</p> <p><b>Action: to ensure provision and interventions are having good impact and pupils are making sufficient progress from KS1 starting points Spring 2019 and the difference is diminishing to national.</b></p>
Spring	<p><b>Spring term</b> Meeting with HT and class teacher. No mobility, attendance overall for the class is above 95% and teacher reports culture for learning is good. There is dedicated, experienced LSA support. Detailed information was presented for each subject to show the progress pupils have made since the start of the year and since Autumn 2, outcomes in SATs papers end of Spring 1 and teacher assessment.</p> <p>End of Spring 1 overall teacher assessment information indicates that pupils have made progress since the end of Year 5 and expectations are that the cohort will achieve predicted outcomes in reading and maths. <b>Expectations for writing and RWM combined have been revised downwards to 59%.</b></p> <p>Teacher assessment is being informed by pupils' performance in practice SATs but there currently remains a substantial gap between the two. <b>Reading Practice SATs:</b> 28% EXP+ (8 pupils) Indicative progress score of -6.33 <b>Maths Practice SATs:</b> 34% EXP+ (10 pupils) Indicative progress score of -5.45</p> <p>Whilst this represents improvement from the September baseline, outcomes in practice papers are low particularly in reading where there is less improvement from the start of the year. School has identified that although whole school initiatives for reading are impacting, improvements are not yet rapid enough in Year 6 where there are greater gaps to close to ensure pupils make sufficient progress.</p> <p><b>Actions</b> prompt analysis by the class teacher of discrepancies between practice test outcomes and teacher assessments informing teaching. Targeted interventions delivered by the class teacher and LSA effected swiftly to address identified gaps. A range of further strategies planned including: increased shared reading, additional focus on maths reasoning, further implementation of Literacy Counts and Talk for Writing, a daily focus on spelling and vocabulary, a range of focused work delivered by DHT and HT, boosters for GD in-house and at a local secondary school, regular tests to develop pupil's resilience and a further full SATs paper planned for the end of Spring 2. The school is expecting to be moderated for writing. <b>Planned SLT lesson observation wb 4<sup>th</sup> March with a focus on reading.</b></p> <p><b>ACTION: Closely monitor the assessment outcomes for Year 2 and Year 6, ensuring provision and interventions impact rapidly on pupils' progress and increase the % of pupils reaching EXP+ and GD so that expectations are met.</b></p>



## Summer Outcomes

KS2 Evaluation of Standards																				
	GPS %				Reading %				Writing %				Maths %				RWM %			
	2016	2017	2018	Nat	2016	2017	2018	Nat	2016	2017	2018	Nat	2016	2017	2018	Nat	2016	2017	2018	Nat
At ARE +	44.4%	56.5%	57.9%	77.7%	44.4%	56.5%	52.6%	75.3%	33.3%	56.5%	63.2%	78.3%	50.0%	34.8%	73.7%	75.6%	33.3%	26.1%	47.4%	64.4%
High Score	5.6%	4.3%	5.3%	34.4%	5.6%	0.0%	0.0%	28.1%	16.7%	4.3%	5.3%	19.9%	0.0%	0.0%	5.3%	23.6%	0.0%	0.0%	0.0%	9.9%
Boys	62.5%	58.3%	62.5%	73.3%	62.5%	66.7%	62.5%	71.6%	37.5%	58.3%	50.0%	72.4%	62.5%	41.7%	75.0%	75.1%	37.5%	33.3%	50.0%	60.5%
WBB	83.3%	50.0%	57.1%	71.6%	83.3%	70.0%	57.1%	71.8%	50.0%	50.0%	42.9%	71.8%	83.3%	50.0%	71.4%	74.4%	50.0%	40.0%	42.9%	59.9%
Girls	30.0%	54.5%	54.5%	82.2%	30.0%	45.5%	45.5%	79.2%	30.0%	54.5%	72.7%	84.4%	40.0%	27.3%	72.7%	76.0%	30.0%	18.2%	45.5%	68.4%
Disadvantaged	63.6%	55.6%	60.0%	66.8%	63.6%	55.6%	60.0%	64.2%	45.5%	55.6%	60.0%	67.5%	72.7%	27.8%	66.7%	63.8%	45.5%	22.2%	53.3%	50.7%
SEND	0.0%	42.9%	42.9%	34.9%	0.0%	42.9%	28.6%	38.0%	0.0%	42.9%	28.6%	33.0%	0.0%	42.9%	57.1%	36.8%	0.0%	28.6%	14.3%	21.0%
EAL	0.0%	66.7%	50.0%	79.0%	0.0%	66.7%	25.0%	70.7%	0.0%	66.7%	50.0%	76.9%	14.3%	0.0%	75.0%	77.5%	0.0%	0.0%	25.0%	63.2%
High	0.0%	100.0%	100.0%	98.8%	0.0%	100.0%	100.0%	97.7%	0.0%	100.0%	100.0%	98.8%	0.0%	100.0%	100.0%	97.9%	0.0%	100.0%	100.0%	95.4%
Middle	0.0%	66.7%	71.4%	77.5%	0.0%	60.0%	71.4%	74.0%	0.0%	66.7%	85.7%	79.1%	0.0%	40.0%	85.7%	73.8%	0.0%	26.7%	57.1%	58.5%
Low	0.0%	0.0%	0.0%	17.8%	0.0%	33.3%	0.0%	19.5%	0.0%	0.0%	0.0%	17.1%	0.0%	0.0%	25.0%	18.4%	0.0%	0.0%	0.0%	7.4%
Sufficient Progress					87.5%	40.0%	6.7%	50.9%	87.5%	45.0%	40.0%	53.1%	75.0%	30.0%	20.0%	51.8%				
Confidence Interval					± 4.3	± 2.7	± 4.2	± 0.0	± 4.4	± 2.7	± 4.1	± 0.0	± 3.7	± 2.5	± 4.0	± 0.0				
Compared to National																				

	Reading					Writing					Maths				
	Progress score			Ave scaled score		Progress score			%EXS		Progress score			Ave scaled score	
	2016	2017	2018	Sch	Nat	2016	2017	2018	Sch	Nat	2016	2017	2018	Sch	Nat
All	5.0	-1.2	-5.9	98.5	105.1	4.8	-0.2	-3.4	63.2%	78.3%	3.4	-3.6	-4.2	101.7	104.4
Boys	7.7	0.7	-5.1	97.3	104.2	4.9	0.7	-6.4	50.0	72.4%	4.8	-2.1	-3.0	102.6	104.6
Girls	0.3	-3.5	-6.6	99.4	105.9	4.7	-1.3	-0.8	72.7	84.4%	1.1	-5.5	-5.4	101.0	104.1
Dis	6.3	-1.2	-6.0	99.8	102.6	5.5	0.1	-3.8	60.0	67.5%	4.1	-2.8	-4.6	101.3	101.9
Non Dis (Other)	-4.1	-0.9	-5.1	94.8	106.1	0.2	-1.3	-1.4	0.0	83.0%	-1.5	-6.8	-2.1	102.8	105.4
SEN	0.0	-2.3	-7.5	94.0	98.2	0.0	0.1	-11.2	28.6	33.0%	0.0	-2.1	-6.3	101.6	97.6
EAL	-	1.0	0.0	95.0	104.1	-	2.0	0.0	50.0	76.8%	-	-5.4	0.0	105.0	105.2

## KS2 Overall evaluation of standards – as of Nov 18 based on unvalidated data in ASP and IDSR

### 'Areas to Investigate' identified in the IDSR 2018:

- In 2018, 47% of pupils achieved the expected standard in reading, writing and mathematics, 17 percentage points below the national proportion. This difference was not statistically significant.
- Writing attainment was in the bottom quintile (20%) for at least two years for all pupils.
- The three-year average reading attainment score (100.4) was in the bottom 10%. The three-year average mathematics attainment score (100.2) was in the bottom 10%.

### KS2 ATTAINMENT:

The overall percentage of pupils reaching the combined measure EXP+ rose to 47%

This is the highest 2016-18 and a 3 year upward trend although notably below national at 64%. No pupil achieved RWM combined at the higher standard.

The percentages of pupils reaching the standards for R, W and Maths at Expected + remain below national.

Whilst there was a 4% dip in reading, both writing (+6.7) and maths increased (+38.9) 2018, are the highest 2016-18 representing 3 year upward trends for the school.

**Greater Depth:** 1 pupil achieved Greater Depth in maths and 1 in writing. No pupil achieved Greater Depth in Reading.

**Scaled Scores:** reading fell to 97.9 (7.1 below nat); maths scaled score increased to 101.1 reducing the gap to national to 3.2. SEN average scaled scores were above national.

**Near misses:** 2 pupils scored 99 in reading.

**Groups that attained below school average:**

Reading: Girls, DIS-OTHER, SEN, EAL, LA; Writing: Boys, DIS, SEN, EAL, LA; Maths: Girls (-1%), DIS, SEN, NonEAL (-1%), LA

**Mobility:** 12 pupils were on school roll from reception. 7 attained RWM combined.

Of the remaining 5 pupils, 2 SEND did not sit SATs, 1 CiN and 2 pupils reached the expected standard in maths and writing but scored 99 in reading.

### 2016-18 trends over time. (ASP unvalidated data)

**KS2 attainment 3 year average:** the 3 year average for each key measure is **below both local and national**.

### PROGRESS:

#### Areas to Investigate IDSR:

Mathematics progress was in the bottom quintile (20%) for at least two years for all pupils.

Progress in reading, writing and mathematics was significantly below average and in the lowest 10%.

**Reading: WELL BELOW AVERAGE** Overall -ve progress for all KS1 prior attainment groups.

**Writing: WELL BELOW AVERAGE** Overall -ve progress for all KS1 prior attainment groups except 2B

**Maths: WELL BELOW AVERAGE** Overall -ve progress for all KS1 prior attainment groups. Lowest progress for KS1 prior attainment at 1, 2C and 3.

### Context:

The cohort presented on-going challenges in meeting expectations with a number of gaps in learning to bridge and high levels of mobility – over 35% of the class joined during KS2 with 4 pupils joining after the January census during Year 6 (21%).

The original 2014 KS1 cohort had prior attainment notably below national: R56, W50, M63. The prior attainment of the final cohort was much closer to national in reading and maths: R 67, W 53, M 73 (national R81, W70, M80).

There were improvements in attainment including at maths EXP+ and RWM EXP+ combined. The 2 near misses in reading (99) were disappointing since in-year progress was good.

Detailed discussions between HT and LSIP June 2018 and revisited September and December 2018.

### A response has been implemented (p15 2018-19 priorities) including:

- Focused INSET
- Rigorous monitoring schedule refreshed across the school
- Consistent consideration of prior attainment established when evaluating current performance across the school
- Further strengthening of teacher assessment in all years and for each subject.

Current Y2 30	Reading 50% EYFS				Writing 50% EYFS			Mathematics 64.3% EYFS			Combined 50% GLD		
	Numbers	Aut %	Spr %	Expectation	Aut %	Spr %	Expectation	Aut	Spr %	Expectation	Aut %	Spr %	Expectation
ARE+			63	64.5		53	61.2		67	64.5		53	61.2
Above													
Boys	19												
Girls	11												
Dis	15												
NON	16												
SEN	6												
EAL	10												
Autumn	<p>Expectations, if met, would be higher than outcomes achieved 2016-18 and would likely close the gap to national.            Expectations are generally in line with progress made throughout Year 1 but would remain below national.  <b>Prior attainment:</b>  <b>EYFS 2017</b> GLD 2017 50% - significantly below national at 71%. <b>Data is based on 14 pupils in EYFS.</b>  <b>Phonics 2018 (26 pupils)</b> 69%. Below national at 83%.</p> <p><b>Cohort Information</b>            The class is now at full capacity - 4 children joined the cohort at the end of Autumn 1.            1 child is not working at RWM EXP+ because of writing            SEN – 2 girls. 1 SOC AND EM other poss MLD            Possible risks identified with attendance.</p> <p><b>Support and Intervention</b> – a range is in place and impact is being evaluated.            Aiming High SAT booster: 2 sessions after school for 15 children            Writing: TfW is working well with EAL children and Liverpool plans for grammar are being used with more able.            Reading: whole school focus.            Maths: White Rose.            Practice SAT papers being used to support identification and addressing gaps.            Phonics partner workshop offered – 6/7 attended.</p> <p>LSIP discussion with SLT regarding            Prior attainment information for pupils new to school from EYFS            Reliability of teacher assessment and evidence seen in SLT monitoring.</p> <p><b>Action: SLT to satisfy themselves of the reliability of TA and that pupils are making sufficient progress.</b></p>												

Spring	<p><b>Spring term</b> Meeting with HT and class teacher. 1 pupil (EAL G) is removed from roll. Remaining cohort of 30. Strong LSA attached. Detailed information was presented for each subject to show the progress pupils have made since the start of the year and since Autumn 2, outcomes in SATs papers end of Spring 1 and teacher assessment. Teacher assessment information indicates that pupils have made progress since the end of Year 1 and overall standards at the mid-year point are higher than at the same point 2018 with a lower cohort profile for GLD and reading and writing in EYFSP. The teacher is confident this is a secure reflection of where children are and that the class will reach expectations for reading and writing. Particularly effective strategies identified as Talk for Writing especially for children with EAL and shared reading. Book scrutiny is showing evidence of good impact in writing. There is some concern regarding maths where expectations may be adjusted downwards to 60%.</p> <p>Performance in practice SATs is also showing steady gains over time although, as with Year 6, there remains some distance from TA and expectations.</p> <p><b>Spring 1 SATs</b> <b>Reading: 43% EXP+ (13/30)</b> 4 pupils scoring 110+ <b>Writing: 43% EXP+ (13/30)</b> 3 pupils potentially GD. <b>Maths: 40% EXP+ (12/30)</b></p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Test outcomes have been analysed and are being used diagnostically to address identified gaps promptly.</li> <li>• 4 children with scaled scores of 98 have been identified for targeted interventions across subjects. A further 3 children identified as potentially reaching EXP+ but have social service involvement/chaotic backgrounds.</li> <li>• Guided reading is taking place 4/5 times a week, booster classes for reading and maths take place after school, shared reading has been introduced twice weekly, reasoning has been introduced to the maths 4 a day, SPAG is delivered daily and linked to Talk for Writing, increased focus on vocabulary across the curriculum.</li> <li>• Drive to improve attendance at boosters.</li> </ul> <p><b>Closely monitor the assessment outcomes for Year 2 and Year 6, ensuring provision and interventions impact rapidly on pupils' progress and increase the % of pupils reaching EXP+ and GD so that expectations are met.</b></p>
Summer	

KS1 Evaluation of Standards																
	Reading % Expected +				Writing % Expected +				Mathematics % Expected +				Combined % Expected +			
	2016	2017	2018	Nat	2016	2017	2018	Nat	2016	2017	2018	Nat	2016	2017	2018	Nat
All Exp	63.3%	55.6%	35.3%	75.4%	53.3%	44.4%	29.4%	69.9%	56.7%	55.6%	47.1%	76.1%	53.3%	44.4%	29.4%	65.3%
All GD	13.3%	3.7%	5.9%	25.6%	6.7%	0.0%	0.0%	15.9%	10.0%	0.0%	0.0%	21.8%	6.7%	0.0%	0.0%	11.7%
Boys	56.3%	45.5%	36.4%	71.2%	37.5%	27.3%	27.3%	63.4%	43.8%	45.5%	45.5%	74.9%	37.5%	27.3%	27.3%	60.2%
Girls	71.4%	62.5%	33.3%	79.8%	71.4%	56.3%	33.3%	76.8%	71.4%	62.5%	50.0%	77.3%	71.4%	56.3%	33.3%	70.6%
Dis	66.7%	62.5%	27.3%	62.5%	52.4%	43.8%	27.3%	55.4%	57.1%	62.5%	36.4%	62.8%	52.4%	43.8%	27.3%	50.2%
SEND	33.3%	25.0%	0.0%	30.3%	0.0%	0.0%	0.0%	22.1%	0.0%	25.0%	0.0%	32.7%	0.0%	0.0%	0.0%	18.7%
EAL	66.7%	37.5%	20.0%	72.3%	66.7%	37.5%	20.0%	68.7%	66.7%	37.5%	40.0%	75.1%	66.7%	37.5%	20.0%	64.1%

#### KS1 Comment:

##### Areas to Investigate IDSR:

- In 2018, attainment of the expected standard in all subjects was below average and in the lowest 10% for all pupils.
- Reading, writing and mathematics attainment was in the bottom 20% for at least three years for all pupils.

Outcomes fell across all key measures and were well below national attainment for all pupils and for all groups. There was over a 20% fall in pupils achieving at EXP+ Reading.

This had been particularly challenging cohort and the outcomes were largely expected: only 9 of the final cohort of 17 were on school roll in 2016.

Of these 9 children, 67% attained a GLD in R W and M and 44% met the phonics standard in Year 1.

The number on roll more than doubled during the course of Yr 2 many with significant gaps in learning. 7 children had complex areas of need including speech and language (1), cognitive impairment (2) and social (4) all of whom received early help, SND (2). Two children were at Level 3 CiNeed with social work intervention.

Leadership are aware of the distinct challenges of this cohort as it moves through the school. The maths lead, an experienced member of staff, is new to the Year 3 class teacher role.

**The school should consider comparative performance of those children on roll in EYFS and those new to school during KS1 to inform analyses of impact and next steps.**

Phonics Current Y1	EYFS profile Reading Exp + For current Y1	Current position Aut [date]	Current position Spr [date]	2019 predicted results	Actual outcomes (Summer 19)
All		Not available at time of meeting		73%	
Boys					
Girls					
Dis					
Non Dis					
SEND					
EAL					

Autumn	<p>The HT is confident that teaching is embedded and secure and strong monitoring procedures are in place. A new LSA and any new personnel will be trained.</p> <p><b>Cohort information:</b> Year 1 – a number of children have severe needs: 2 have developmental delay, 1 pupil has suffered a stroke and is significantly behind, 1 pupil diagnosed with ADHD, 1 pupil an elective mute.</p> <p><b>The school should look to maintain and where possible improve further on the gains made 2018.</b></p> <p><b><i>The LSIP recommends that the Phonics lead uses tracking and data analyses to provide positional statements e.g.</i></b></p> <p>% moving groups % reaching standard % reading EYFS reaching standard Gender DIS/NON DIS Mark</p> <p><b>Along with planned response in interventions and provision.</b></p>
Spring	<p><b>Expected 73%</b> Groups have been targeted for additional phonics sessions. Two pupils identified as less secure.</p> <p>Phonics in EYFS: 4 groups ability led. End of Spring 1 assessment indicated a good proportion at phase 3 and a good proportion solid at phase 2.</p> <p><b>ACTION: to ensure an update on standards in phonics is available at next LSIP meeting.</b></p>
Summer Outcomes	

Phonics Evaluation of Standards									
	No. Pupils	Year 1 % Expected				Outcome		Average Mark	
		2016		2017		2018		2018	
		School	National	School	National	School	National	School	National
All	26	70.0%	81.0%	44.4%	81.0%	69.2%	82.5%	33.9	33.9
Boys	18	66.7%	77.0%	42.9%	78.0%	66.7%	79.2%	33.3	33.2
Girls	8	72.2%	84.0%	50.0%	85.0%	75.0%	86.0%	35.2	34.6
Disadvantaged	16	61.5%	70.0%	50.0%	70.0%	81.3%	71.7%	34.5	31.2
Non Dis (Other)	10	76.5%	83.0%	50.0%	84.0%	50.0%	85.0%	32.2	34.5
SEND	5	25.0%	42.0%	0.0%	43.0%	0.0%	43.9%	18.0	24.5
EAL	5	0.0%	80.0%	0.0%	81.0%	80.0%	82.2%	33.6	33.9

**Phonics Comment: good improvement from 2017.**

**Year 1** increased in both the percentage of pupils reaching the standard to 69.2% and in the **average mark to 33.9 - which matched national.**

The average mark for a number of groups was **above national.**

Whilst the percentage reaching the standard was 13% below national, the EYFS profile for Reading Exp+ is 50% for this cohort of pupils and the school was able to demonstrate that those not reaching the standard were SEND or new to country. 8 children did not meet the required standard (6 boys, 2 girls) for whom interventions are underway in Year 2.

**Year 2** similarly increased in both the percentage reaching the standard 90% and the average mark to 35.

This again was broadly in line with 2016 and reversed a falling trend.

There remains 1 child (SEN) of the 10 who did not meet the expected standard.

**Area for Investigation identified in IDSR:**

Fewer than 70% of pupils met the expected standard in phonics in year 1.

Reception children at typical level for their age or above	Baseline % at 40 to 60 months	Current position (Mid-year)	2019 predicted result - % at typical level for their age or above	Actual outcomes – Summer GLD
Prime	0			
Specific	0			
GLD	0		68	

#### Autumn term

The school is beginning to accept children into the Nursery termly. **Impact to be assessed.**

Reception cohort: **19 children, 10 boys/9 girls**

Reception Baseline has shown that no children entered at 40-60 months across prime or specific areas or within typical standard for age for GLD.

The vast majority in September were working significantly below the standard typical for their age.

In-school information December 2018 shows some progress with areas of literacy, maths and understanding the world presenting the biggest challenges.

3 children remain working significantly below the standard typical for their age across all 17 Learning Goals and 1 child is causing particular concerns with very poor progress and limited staff observations due to poor attendance.

- Planned focus areas for action in EYFS 2018-19 as of June 18: Oracy, speaking and listening and maths.
- An LLP funded project for DGT 'Liverpool Voice Project' Yrs 1 – 6 will be adapted for EYFS if suitable.
- Improvements to outdoor learning. £20k allocated. Impact to be monitored.
- Further preparation for national changes. The EYFS lead is well versed, maths training has been rolled out 17-18 and weekly staff meetings, in-house training and moderation held to upskill EYFS team.



**The LSIP recommends that the EYFS lead uses tracking and data analyses to provide positional statements e.g.**

- The % at the expected level in PSED, CLL and PD
- The % at the expected level in the specific areas of Literacy and Mathematics
- The % of the cohort at GLD on entry
- The % of the cohort predicted for GLD at the end

**Along with planned response in interventions and provision.**

**Spring term**

Predicted 68% GLD.

**To be discussed at next LSIP meeting**

**Summer term**

No. Pupils	EYFS Evaluation of Standards															
	Reading % Expected				Writing % Expected				Mathematics (Numbers) % Expected				GLD %			
	2016	2017	2018	Nat	2016	2017	2018	Nat	2016	2017	2018	Nat	2016	2017	2018	Nat
All	66.7%	50.0%	60.0%	77.0%	66.7%	50.0%	60.0%	73.6%	66.7%	64.3%	64.0%	79.6%	66.7%	50.0%	60.0%	71.5%
Boys	60.0%	57.9%	77.8%	71.9%	60.0%	57.9%	77.8%	67.4%	60.0%	73.7%	77.8%	76.1%	50.0%	57.9%	77.8%	64.9%
Girls	100.0%	28.6%	50.0%	82.4%	100.0%	28.6%	50.0%	80.2%	100.0%	42.9%	56.3%	83.3%	100.0%	33.3%	50.0%	78.4%
Dis	100.0%	50.0%	64.3%	63.0%	100.0%	50.0%	64.3%	59.3%	100.0%	57.1%	71.4%	66.9%	100.0%	50.0%	64.3%	57.2%
Non Dis (Other)	33.3%	50.0%	54.5%	79.5%	33.3%	50.0%	54.5%	76.2%	33.3%	75.0%	54.5%	81.9%	40.0%	50.0%	54.5%	74.1%
SEND	33.3%	40.0%	0.0%	34.6%	33.3%	40.0%	0.0%	29.2%	33.3%	80.0%	0.0%	39.7%	33.3%	0.0%	0.0%	23.9%
EAL	100.0%	25.0%	50.0%	71.5%	100.0%	25.0%	50.0%	68.8%	100.0%	37.5%	50.0%	74.6%	0.0%	0.0%	50.0%	66.3%

**EYFS Comment: based on unvalidated data.**

**The school has closed gaps to national 2018 for the percentage achieving a GLD and the percentages achieving EXP+ in reading and writing and all 17 Learning Goals.**

**Key groups performed well: Boys and disadvantaged pupils achieved above national in reading, writing, maths and GLD.**

**2 children with significant global delay are not counted in the figures due to their later start date.**

- **A 10% improvement to 60% GLD and a 0.6 increase in APS to 32.5**
- Increase in Prime Learning Goals to 76% (67.9% 2017) with smaller increase in Specific Learning Goals to 52% (50% 2017) and All Learning Goals to 52% (50% 2017)
- Increase in literacy 10% although specific areas **continue to have the greatest gaps to national and a 3 year downward trend**
- **Boys and disadvantaged** continued to make good progress summer term with the percentages reaching a GLD and EXP+ in reading, writing and maths above national and local.
- **Girls, NON-DIS, EAL and SEN** attained below the school average for percentages reaching a GLD and EXP+ in reading, writing and in maths.

**EYFS Moderation 2018:** a number of children were moved up to 3 in some aspects particularly PSED and one child moved to 3s in all areas who has since left the school.

The 2 children with significant global delay have been successfully integrated into the school: plans are in place to ensure provision throughout school journey.

2019 End of Year positional statements for Y1, Y3, Y4 and Y5

	Reading % Expected (GD)				Writing % Expected (GD)				Mathematics% Expected (GD)				Combined % Expected (GD)			
Year	Y1	Y3	Y4	Y5	Y1	Y3	Y4	Y5	Y1	Y3	Y4	Y5	Y1	Y3	Y4	Y5
EYFS/ KS1 % All																
All EXP+																
All GD																
Boys																
Girls																
Dis																
Non- Dis																
SEN																
Year 1																
Year 3																
Year 4																
Year 5																

2018-19

## School Priorities short term

### SPRING TERM:

#### UPDATE on ACTIONS ARISING AUTUMN 2018:

- Ensure as a matter of importance all actions from 175 Audit 2017-18 are completed and/or are updated online before the new window January 2019.  
**COMPLETED. 2017-18: all actions arising completed by 30<sup>th</sup> Jan 2019 and signed off by CoG/safeguarding link governor and HT/DSL. Documentation seen by LSIP 01.03.19**
- Year 6: Ensure provision and interventions are having good impact and pupils are making sufficient progress from KS1 starting points Spring 2019 and the difference is diminishing to national.  
**ON-GOING. See Yr 6 Spring update page 7**
- Year 2: SLT to satisfy themselves of the reliability of TA and that pupils are making sufficient progress.  
**ON-GOING. SATs tests and SLT monitoring are ensuring TA is moderated. See Yr 2 Spring update page 10**
- Phonics lead uses tracking and data analyses to provide positional statements.  
**IN PLACE. Phonics lead using SIL tracking tool.**
- EYFS lead uses tracking data and analyses to provide positional statements.  
**IN PLACE To be considered April 19**
- Implement quality text approach January 2019.
- **COMPLETED.** The approach is now in place across the school and impact should be evidenced this academic year. On-going regular and focused monitoring and review by SLT is to be maintained but early indications and staff are more confident and positive about the impact of routines and strategies for reading introduced. The reading presence in school is also more visible.
- Ensure milestones/IMPACT STATEMENTS for key school priorities and actions are in place (what leadership expect to see and by when) and met.  
**CARRY OVER**
- Ensure all areas identified within IDSR are rigorously analysed and robust responses considered.  
**CARRY OVER**

#### ACTIONS ARISING SPRING 2019:

- Ensure strategies to address PA are reducing the gap to national.
- **Ensure that new initiatives including Literacy Counts, Talk for Writing and White Rose Maths are successfully implemented and raise standards in reading, writing and maths across the school.**
- **Closely monitor the assessment outcomes for Year 2 and Year 6, ensuring provision and interventions impact rapidly on pupils' progress and increase the % of pupils reaching EXP+ and GD so that expectations are met.**
- Ensure an update on standards in phonics and EYFS is available at the next LSIP meeting.
- Subject leads should ensure staff planning and teaching across the wider curriculum is in line with whole school implementation plan.
- Complete the 2 identified actions from the 175 Audit (page 6) and evidence at summer LSIP meeting.
- Ensure milestones/IMPACT STATEMENTS for key school priorities and actions are in place (what leadership expect to see and by when) and met.
- Ensure all areas identified within IDSR are rigorously analysed and robust responses considered.

### OTHER:

- Detail regarding the offer of additional, optional support from DfE as it meets the coasting definition 2018.

In the 2018/2019 academic year, where a school meets the coasting definition or falls below the floor standards, rather than implementing formal interventions, RSCs may contact the relevant academy trust, LA or diocese of the school to offer optional support to help improve the school's outcomes – there is no obligation to take this support. If this offer is taken, the RSC will look to work collaboratively with the school's leaders to drive the necessary improvements.

All schools eligible for the offer of support will be offered up to three days of free advice from a designated national leader of education (NLE) or equivalent. The NLE will work with school or trust leaders to help them identify and access school improvement resources.

#### **ACTIONS ARISING AUTUMN 2018:**

- Ensure as a matter of importance all actions from 175 Audit 2017-18 are completed and/or are updated online before the new window January 2019.
- Year 6: Ensure provision and interventions are having good impact and pupils are making sufficient progress from KS1 starting points Spring 2019 and the difference is diminishing to national.
- Year 2: SLT to satisfy themselves of the reliability of TA and that pupils are making sufficient progress.
- Phonics lead uses tracking and data analyses to provide positional statements.
- EYFS lead uses tracking data and analyses to provide positional statements.
- Implement quality text approach January 2019.
- Ensure milestones/IMPACT STATEMENTS for key school priorities and actions are in place (what leadership expect to see and by when) and met.
- Ensure all areas identified within IDSR are rigorously analysed and robust responses considered.

#### **OTHER:**

- The school faced particular demands autumn term 2018 including an RE inspection, potential history HMI visit and a large reshuffle of staff to settle quickly whilst rapidly embedding strategies to drive improvements.
- OFSTED request for school-to-school good practice visit regarding positively impacting on attendance and PA - Greavy Primary Bradford.
- Heating – no effective heating system Autumn term – classroom and learning space disruption.
- Interventions: being reconsidered to ensure impact maximised. Withdrawal from lessons replaced autumn 2 by intervention at point of need along with precision teaching or Fisher Family Trust. Before school reading interventions for 6 x Year 1 pupils not accessing texts – successful. Yr 6 also receiving this.

#### **2018-19 LONG TERM PRIORITIES**

##### **Develop and implement whole school provision for and approach to reading and vocabulary development and impact on achievement**

Quality text approach to be embedded

Guided reading across the school – to re-establish

UKS2 shared reading to be embedded

English lead – EAL responsibility removed to focus on driving improvements in English; upskilling by HT and DHT eg joint book scrutiny and lesson obs, data analysis and strategic planning.

Reading profile to be raised across school - £2000 investment in books

Planned approach to vocabulary development across the curriculum to be finalised and implemented

Voice 21 Oracy Project implement from Yr 1 upwards and evaluate impact

Talk for Writing to be implemented

##### **Ensure further consistency in approach to maths across the school and impact on achievement**

Maths reasoning – further develop pedagogy; implement change to White Rose A2 from Reception upwards

Maintain consistent use of 4 a day and challenge starter

##### **In-school assessment, monitoring and recording**

Tighter teaching schedule to be consistently implemented

Refine monitoring

Further secure reliability of on-going teacher judgements in all years for each subject: INSET; implement termly NFER along with teacher assessment judgements; SLT moderation of reading; increase rigour in PP meetings – include combined

##### **Leadership**

Further development of middle leadership, monitoring, reporting and accountability

SLT responsibilities realigned: HT: curriculum, assessment; DHT: inclusion, SEN safeguarding, attendance; SLT and ML: upskilling.