



WHITE HAT THINKING

FACTS Outcomes for pupils

Early years writing/reading Autumn

	All (59)	Boys (27)	Girls (32)	EAL (9)	PP (8)	SEN (3)
Reading	85%	81%	90%	88%	50%	0
Writing	80%	66%	90%	78%	50%	0
Maths	90%	85%	93%	88%	88%	0
CL	86%	78%	93%	56%	87%	0
PSED	93%	89%	97%	89%	87%	0
PD	92%	85%	97%	89%	87%	0
UtW	92%	89%	93%	78%	87%	0
EAD	93%	89%	97%	89%	87%	0

→ Key stage 1

Year 1

Reading	13%	53%	35%
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→ Groups

Boys	16%	50%	34%
Girls	9%	57%	35%
SEN	83%	17%	0%
PP	30%	40%	30%
EAL	0%	58%	42%

Year 2

Reading	21%	42%	37%
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→ Groups

Boys	11%	50%	39%
Girls	33%	33%	33%
SEN	64%	36%	0%
PP	38%	63%	0%
EAL	27%	36%	36%

Year 1

Writing	13%	58%	29%
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→ Groups

Boys	19%	53%	34%
Girls	4%	65%	30%
SEN	50%	50%	0%
PP	20%	60%	20%
EAL	0%	58%	42%

Year 2

Writing	19%	58%	23%
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→ Groups

Boys	18%	54%	29%
Girls	21%	63%	17%
SEN	73%	27%	0%
PP	38%	63%	0%
EAL	36%	36%	27%



BLUE HAT THINKING

Summative statement

Year one internal phonics screening checks showed that 85% of the year group would have passed in June 2021 - however no official test was done.

Internal results across the school were strong as year 2 are showing 80% of the year are ARE or above in both reading and writing. With year 1 showing 88% of the children are ARE or above in reading and writing.



GREEN HAT THINKING **Actions**

- Training and implementation of new ELS phonics scheme
- Rapid assessment to identify gaps
- Phonics support in place to ensure phonics screening in November reflects current scores
- Monitor the groups with lower attainment in each year group (year 1 SEN group)
- Continue to monitor reading, phonics and handwriting across the school to ensure continuity with new staff
- Enriching reading opportunities to be part of the daily routine adult reading to children to develop further vocabulary
- Develop stronger guided reading system in year one, mirroring year two
- Early years to develop guided reading around a picture to develop language
- Transition to smaller books to reduce handwriting sizing in year two after Autumn term
- Handwriting training needed for new staff



YELLOW HAT THINKING

Strengths

Planning

- Results were reflective of internal assessment using WT, ARE and GD criteria. However, internal tracking shows that more children achieved minimum requirement based upon Hampshire's adjusted assessment guidance.
- Planning during school closure was excellent and took into account the curriculum. A high percentage of children accessed the work set on a daily basis and some excellent outcomes were seen.
- Daily reading has been completed across year groups and has had an impact
- Monitoring handwriting shows a consistent approach across the school. (Autumn term)
- The handwriting continues to have significant impact with year 2 children beginning to join in the Spring term
- From planning you can see that English is the supporting subject and the foundation subject is the clear lead (e.g. Science/English, History/English)
- KS1 have a strong range of English tasks planned which incorporate a range of genre
- Learning walls continue to be of high quality. Early continued to use working walls to display key vocabulary in topic and maths to encourage CL
- Learning walls have examples of writing with features labelled
- Each classroom has lovely displays of writing, different genres such as leaflets, stories, non-chronological reports, labels, 'free-writing' and much more



BLACK HAT THINKING

Areas for development

- Quality of teaching, learning and assessment (*include planning, task design, assessment and marking*)
- - All staff to be trained and confident to teach following move to ELS
 - Have a consistent approach to comprehension/ guided reading across the school
 - Ensure that CL is a clear focus in Early Years and now into year 1 with transition taking into account the Early years curriculum missed
 - In KS1 a range of scaffolding should be used for children who are not on track (continue)
 - Develop smaller handwriting in year two by changing books after the Autumn term
 - Identifying the vulnerable groups in each year from June data. SEN in year 2 need to be targeted
 - Continue to develop a love of reading through outdoor provision and daily reading (Teacher to class)
- Quality of the curriculum (*coverage, outdoor learning, resources, display, use of ICT, health and safety*)
 - Ensure all medium term planning is clearly in place including new transition planning
 - To investigate the impact of interventions on SEN pupils