

September 2015

SECTIONS		SUMMARY EVALUATION				
1	INTRODUCTION School context-key features from RAISE	<ul style="list-style-type: none"> Smaller than average primary (150 on roll) 35% are from Service Families 13% SEND 8% are currently FSM 11% have been entitled to FSM in the past 6 years 8% are EAL Mobility 2014/15 in year 34% significant variations in the makeup of different year groups could affect the levels of attainment year on year. 				
		<ul style="list-style-type: none"> Move teaching to Outstanding 				
2	AREAS FOR WHOLE SCHOOL DEVELOPMENT Key priorities identified through school performance review & evaluation.	<ul style="list-style-type: none"> Improve behaviour by reducing exclusions (particularly SEND boys) and further improving attendance to at least meet target of 96% 				
		<ul style="list-style-type: none"> Effectively deliver the new curriculum, including depth of understanding and mastery, ensuring it is relevant, rich, broad and balanced 				
3	PROGRESS IN PREVIOUS INSPECTION KEY ISSUES Areas for development identified at the previous Ofsted inspection addressed	Key Issue	P .I. Date	June 2014	2	Progress
		<ul style="list-style-type: none"> Progress in writing is not as rapid as in reading and mathematics. A few older pupils lack confidence with sentence construction, punctuation and spelling Pupils do not have enough chances to write at length in subjects other than English. Within the overall picture of good achievement, there are some variations between year groups, particularly in writing. On occasions the more able pupils are not challenged in their work, especially in mathematics. <ul style="list-style-type: none"> 100% end KS2 made expected progress (above national) 30% made MEP (-6% to national) In year, MEP seen in Y2-Y6 (more than 3 TPs) GPS for 2014/15 = 88% L4b+, L5+ 56% - both above national. GPS assessments have been introduced across the academic year from Y1-Y6 Curriculum books contain more examples of writing in other subjects and a reduction in the use of worksheets. Standards of writing still do not match those in Literacy books Variations in year groups and across subjects still exist, particularly in Y3,4,5. New curriculum target walls in place across Academy, focus on depth of understanding learning approach for 2015/16 				

Academy Self-Evaluation Summary Sheet

4	OUTCOMES Attainment, progress and the quality of learning, for individuals, different groups, particularly PP, SEND, most able. – including EYFS. Key skills development across curriculum	Strengths <ul style="list-style-type: none"> • KS2 value added was broadly average or above in all subjects. KS2 value added in all subjects was broadly average or above for disadvantaged pupils and those who have special educational needs. • From at least 5 out of every 6 starting points, the proportion of disadvantaged KS2 pupils making and exceeding expected progress in reading, in writing & in mathematics was similar to that of other pupils nationally. • The proportion of Year 1 pupils that met the expected standard in phonics was above the national figures 	• 2	Areas for Development <ul style="list-style-type: none"> • some variability in the rates of progress between groups of pupils in writing. • Increase attainment in writing at the end of KS2 so it is at least in line with national • Further increase the proportion of pupils attaining at or above the levels expected for their ages in Y3/4/5
5	QUALITY OF TEACHING, LEARNING AND ASSESSMENT Teacher subject knowledge and expectations, engagement, motivation, challenge, meeting needs, progress of groups, independence, assessment and next steps, marking, feedback.	Strengths <ul style="list-style-type: none"> • Teaching is consistently good and enables pupils to achieve well. Writing, reading and mathematics are taught effectively. • Teaching assistants effectively support disabled pupils and those who have special educational needs so they make the same good progress as other pupils. • Marking is regular and most teachers give good advice on what needs to be done to improve to the next stage. 	• 2	Areas for Development <ul style="list-style-type: none"> • Ensure all pupils have the opportunity to write at length in subjects other than English. • Further improve the setting of purposeful and interesting home learning across the Academy • Further improve confidence of upper KS2 pupils in handwriting and spelling
	Reading and literacy skills	<ul style="list-style-type: none"> • Throughout the academy a love of reading is encouraged with 'DEAR' (drop everything and read). 	•	<ul style="list-style-type: none"> • Ensure Year 6 are secondary ready with new KS2 tests/ curriculum
6	PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE Attitudes to learning, behaviour in lessons & around the school, attendance & punctuality, attitudes towards others, how well protected from bullying, views of pupils/parents	Overall Strengths <ul style="list-style-type: none"> • Pupils are very supportive of each other, polite, friendly and considerate of others, well-motivated, settle to their work quickly and enjoy their learning. • Concern for pupils' welfare is a strength of the academy. Pupils play an active role in ensuring a happy, well-organised academy. Pupils feel safe 	• 2	Areas for development. <ul style="list-style-type: none"> • A small number of pupils who have behavioural difficulties are managed well but fixed-term exclusions need to be further reduced for SEND boys. • Improve attendance further so it exceeds National
7	EFFECTIVENESS OF LEADERSHIP/MANAGEMENT How well leaders - demonstrate ambition vision, high expectations, improve teaching & learning,, dev. staff, sustain improvement. Accuracy of SSE, appropriate curriculum, equal opps, Parental engagement, safeguarding	Strengths <ul style="list-style-type: none"> • accurate evaluation of the academy's strengths and weaknesses, combined with the record of improvement, show that leaders have a strong capacity to improve the academy further • The systems used to check how well individual pupils are progressing are very thorough • The academy successfully promotes equality of opportunity, fosters good relationships and tackles discrimination. 	• 2	Areas for Development <ul style="list-style-type: none"> • ensure effective implementation of new curriculum, depth of understanding • Extend the LMB and skill set across it • Continue to promote British values across the Academy
8	EFFECTIVENESS OF THE EARLY YEARS PROVISION: THE QUALITY AND STANDARDS	Good Strengths <ul style="list-style-type: none"> • Good achievement in 2013/14. Children were well prepared for learning in Year 1. All staff provide a stimulating and caring setting where children are confident learners and make good progress. Adults step in at appropriate points to help with and extend children's learning and to regularly assess and record their progress. 2014/15 67% ARE in reading, writing, 70% Maths 		Areas for development <ul style="list-style-type: none"> • Ensure GLD in 2015/16 is at least in line with national and above 54% • Implement successful strategies for improving outcomes for summer born children
9	OVERALL EFFECTIVENESS Including promotion of SMSC	Good Strengths <ul style="list-style-type: none"> • Most pupils make good progress from starting points which are often low. • All staff create a family environment in which pupils feel safe and well cared for. As a result, pupils are keen to learn, and share a sense of responsibility for each other. • Teaching is good because teachers question pupils well. 		Areas for development <ul style="list-style-type: none"> • Improve teaching so more is outstanding by ensuring that: <ul style="list-style-type: none"> • more-able pupils are challenged in all lessons, especially in mathematics • pupils have opportunities to write at length in subjects other than English • pupils develop their skills and confidence in spelling • progress in writing for all groups of pupils is as rapid as it is reading and mathematics.