



## SEF Summary – Simpson's Lane Academy

<b>Introduction</b>	346 pupils on roll, including 40 part-time Nursery pupils. 70% pupils are eligible for Pupil Premium and the academy has a deprivation index of 0.46 New HOA and EP in place from September 2016		
<b>Areas for whole academy development</b>	<ul style="list-style-type: none"> <li>To raise standards in Reading, Writing and Maths, increasing the level of challenge for higher achieving pupils</li> <li>To raise standards in all areas of learning and development in EYFS, increasing the percentage of pupils achieving GLD with a particular focus on Boys, Physical Development, Reading, Writing and Maths</li> <li>To ensure leadership and management are effective in driving the school forward, with a focus on improving the quality of Learning, developing the academies senior and middle leaders</li> <li>To improve attendance throughout the academy, particularly for disadvantaged pupils</li> </ul>		
<b>Progress in previous inspection key areas</b>	<b>Key Issue</b>	<b>Progress</b>	
	Leaders and those responsible for governance should ensure that:		
	attendance of disadvantaged pupils continues to improve	<b>Attendance for disadvantaged pupils continues to improve:</b> <b>IMPACT: 91.31% Summer 1 2015 compared to 94.75% Summer 1 2016.</b>	
	there are more opportunities in Reception for children to develop their Reading, Writing & Number skills	% of children achieving Expected in R, W, M and M&H continues to increase <b>IMPACT: Expected R: 47%, W:33%, M:50%, M&amp;H:56% in 2015</b> <b>R: 56%, W:50%, M:62%, M&amp;H:67% in 2016</b>	
	all teachers deliver lessons that are suitably challenging for all pupils, especially the most able, and provide more opportunities to develop pupils' writing in History, Geography and RE	KS2 Phase Leader mentored colleagues to share good practice Maths Lead working with Maths Hub to develop SDI approach and mastery across school Reviewed curriculum plans for 2016-2017 to ensure increased opportunities for cross-curricular writing. Talk for Writing strategies implemented to raise attainment in writing New T&L Policy and Writing Cycle implemented	
School plans, including CP plans are further refined so that there are clear and measurable outcomes for what will be improved and by when.	New format introduced: All ADPs have measurable milestones		
<b>Leadership &amp; Management</b>	<b>Strengths</b>	<b>2</b>	<b>Next steps</b>
	"Leadership team have maintained the good quality of education in the school" (OFSTED MARCH 16)		Continue to: <ul style="list-style-type: none"> <li>Raise the aspirations and attainment of pupils, with a focus on less and more able disadvantaged pupils, Boys in Reading, Writing and Maths in KS1, and Girls in Reading, Writing and Maths in KS2.</li> <li>Continue to improve the profile of learning and assessment.</li> <li>Use a robust and rigorous model of governance to support academy improvement</li> <li>To ensure school plans (ADP) are further refined to include measurable impact and milestones</li> </ul>
	"The school's development plans focus on the right priorities" (OFSTED MARCH 16)		
	"Subject leaders have a detailed grasp of why teaching is effective" (OFSTED MARCH 16)		
<b>Teaching, Learning &amp; Assessment</b>	<b>Strengths</b>	<b>2</b>	<b>Next steps</b>
	"As a result of strong leadership and management, teaching continues to improve" (OFSTED MARCH 16)		Continue to: <ul style="list-style-type: none"> <li>Provide on-going, personalised support to SDTs, NQTs, RQTs and RI teachers to ensure best possible outcomes for all pupils</li> <li>Ensure that the number of children achieving ARE in all year groups increases</li> <li>Moderate TA judgements and ensure rigorous assessment procedures are in place using Educater</li> <li>Use Educater to ensure lessons taught are focused on gap analysis</li> <li>Implement new M&amp;F and T&amp;L Policies</li> <li>Ensure all teachers deliver lessons that are suitably challenging for all pupils</li> </ul>
	"Teachers demonstrate high expectations and usually set challenging work for their pupils." (OFSTED MARCH 16)		
<b>Personal Development, Behaviour &amp; Welfare</b>	<b>Strengths</b>	<b>2</b>	<b>Next steps</b>
	"All safeguarding arrangements are fit for purpose, and records are detailed and of high quality." (OFSTED MARCH 16)		Continue to: <ul style="list-style-type: none"> <li>To raise attendance to 96%</li> <li>To reduce number of persistent absentees, with a focus on Disadvantaged pupils</li> <li>To work with Wakefield Children &amp; Families to ensure CP plans are further refined to include clear and measurable outcomes for improvements, with milestones</li> <li>Increase opportunities for writing across the curriculum</li> </ul>
	"Relationships between staff and pupils are very positive. Staff model good behaviour. As a result, pupils are polite and welcoming." (OFSTED MARCH 16)		
	"The curriculum provides pupils with many opportunities to develop their understanding of the wider world and different cultures and faiths." (OFSTED MARCH 16)		

Outcomes	<b>Strengths</b>	<b>2</b>	<b>Next steps</b>
	3 year improvement in phonics screening, diminishing the differences with National. <b>IMPACT: 52% to 69% 2016 (National 81% 2016) Year 2: 90% cumulative</b>		<ul style="list-style-type: none"> <li>Continue to improve outcomes for Year 1 Phonics by continuing to ensure that high-quality teaching and interventions meet pupils' needs following Phonics Bug training</li> <li>Improve the attainment in Reading, Writing and Mathematics, with a particular focus on Disadvantaged pupils, Boys in KS1 and Girls in KS2 and those with low prior attainment</li> <li>To ensure that all pupils across school, particularly those in Year 2 and Year 6, make substantial and sustained progress to increase number of pupils achieving Age Related Expectations</li> </ul>
	Greater proportion of KS1 at national expectation from their EYFS outcomes.		
KS2 Progress and % achieving Expected Standard in line with national. Scaled score of Boys and High and Middle prior attainers in line with national.			
Early Years	<b>Strengths</b>	<b>2</b>	<b>Next Steps</b>
	"Leaders and managers in the Nursery and Reception are helping children make more rapid progress despite joining Nursery with often very low starting points" (OFSTED MARCH 16)		<ul style="list-style-type: none"> <li>To ensure there are more opportunities in Reception for pupils to develop their Reading, Writing and Number skills</li> <li>To continue to develop the environment, reflecting pupils' interests, including varied mark making/writing, reading and number opportunities</li> <li>To ensure that boys secure rapid progress to reduce the GLD gender gap</li> <li>To diminish differences to National GLD</li> <li>To develop parental links and involvement in assessments</li> </ul>
	"Wide range of additional support is helping more children improve their ability to read, write and use numbers" (OFSTED MARCH 16)		
In relation to their low starting points, pupils make consistently high rates of progress and an improving trend in outcomes <b>IMPACT: Expected R: 47%, W:33%, M:50%, M&amp;H:56% in 2015 R: 56%, W:49%, M:62%, M&amp;H:67% in 2016</b>			
<b>Overall effectiveness – Good (2)</b>			