

SEF Summary September 2017

Sections		Summary Evaluation			
1	Introduction	336 pupils on roll, including 32 part-time Nursery pupils (September 17). 63% pupils are eligible for Pupil Premium and the academy has a deprivation index of 0.53			
2	Current areas for whole academy development	<ul style="list-style-type: none"> To raise standards in Reading, Writing and Maths and increase the level of challenge for higher achieving pupils 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, Moving and Handling, Reading, Writing and Maths To ensure leadership and management are effective in driving the school forward, with a focus on improving the quality of Teaching and Learning, developing the academies senior and middle leaders and addressing OFSTED 2016. To improve attendance throughout the academy, particularly for disadvantaged pupils, and reduce persistent absenteeism. 			
	Progress in previous inspection key areas	Key Issue	Progress		
		Leaders and those responsible for governance should ensure that:			
		attendance of disadvantaged pupils continues to improve	Attendance for disadvantaged pupils continues to improve: IMPACT: Attendance for PP pupils improved from 94.4% in 15/16 to 94.8% in 16/17 Percentage of PP pupils with persistent absence improved by 0.7% from 15/16.		
		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 from their baseline.		
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 continued to work with Maths Hub and SDI approach and mastery fully embedded across school IMPACT: KS2 Expected Standard Maths: 68% 2016 86% 2017 Reviewed curriculum plans for 2017-2018 to ensure increased opportunities for cross-curricular writing and focus on mastery of foundation subjects Talk for Writing strategies implemented to raise attainment in writing with reviewed Reading and Writing Cycles to be implemented in 2017-2018 IMPACT: KS1 Higher Standard R: 13% W: 0% M: 8% in 2016 R: 18% W: 9% M: 16% in 2017 KS2 Higher Standard R: 5% W: 8% M: 11% in 2016 R: 14% W: 17% M: 17% in 2017				
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 with strategic overview of each priority				
3	Overall Effectiveness	Judgement	Good	Grade	2
4	Leadership & Management	Strengths		2	Next steps
		"Leadership team have maintained the good quality of education in the school" (OFSTED MARCH 16)			Continue to: <ul style="list-style-type: none"> 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. Continue to improve the profile of teaching, learning and assessment. Use a robust and rigorous model of governance to support academy improvement Ensure school plans (ADP) are further refined to include measurable impact and milestones
		"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)					
5	Teaching, Learning & Assessment	Strengths		2	Next steps
		"As a result of strong leadership and management, teaching continues to improve" (OFSTED MARCH 16) "Teachers demonstrate high expectations and usually set challenging work for their pupils." (OFSTED MARCH 16)		Continue to: <ul style="list-style-type: none"> Provide on-going, personalised support to SDTs, NQTs, RQTs and RI teachers to ensure best possible outcomes for all pupils Ensure that the number of children achieving ARE in all year groups increases Moderate TA judgements and ensure rigorous assessment procedures are in place using Educator and RAG documents Implement reviewed Reading and Writing Cycles Ensure all teachers deliver lessons that are suitably challenging for all pupils 	
6	Personal Development, Behaviour & Welfare	Strengths		2	Next steps
		"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"> Raise attendance to 96% Reduce number of persistent absentees, with a focus on Disadvantaged pupils, and implement fining procedures Work with Wakefield Children & Families and other agencies to ensure CP, and other plans are further refined to include clear and measurable outcomes for improvements, with milestones Increase opportunities for writing across the curriculum To review SMSC and PSHE curriculum and related policies to ensure well-being continues to be a driver for the curriculum 	
		"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)					
7	Outcom	Strengths		2	Next steps
		Disadvantaged pupils outperformed other pupils in the Year 1 Phonics Screening IMPACT: Disadvantaged: 68% Others: 65% in 2017			

	<p>Greater proportion of KS1 at national expectation. IMPACT: KS1 Expected Standard R: 58% W: 44% M: 62% in 2016 R: 61% W: 45% M: 64% in 2017 KS1 Higher Standard R: 13% W: 0% M: 8% in 2016 R: 18% W: 9% M: 16% in 2017</p>	<ul style="list-style-type: none"> Continue to improve outcomes for Year 1 Phonics by continuing to ensure that high-quality teaching and interventions meet pupils' needs with increased emphasis on application of phonic skills in Reading and Writing 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 To ensure that all pupils across school make substantial and sustained progress to increase number of pupils achieving Age Related Expectations and improve end of Key Stage outcomes 	
	<p>KS2 % achieving Expected Standard above national.. IMPACT: KS2 Expected Standard R: 49% W: 68% M: 68% in 2016 R: 69% W: 71% M: 86% in 2017 KS2 Higher Standard R: 5% W: 8% M: 11% in 2016 R: 14% W: 17% M: 17% in 2017 Progress measures R: -0.9 W: -0.9 M: 2.7</p>		
8 Early Years	<p>Strengths</p>	<p>2</p>	<p>Next Steps</p>
	<p>"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)</p>		<ul style="list-style-type: none"> To ensure there are more opportunities in Reception for pupils to develop their Reading, Writing and Number skills To continue to develop the environment, reflecting pupils' interests, including varied mark making/writing, reading and number opportunities
	<p>"Wide range of additional support is helping more children improve their ability to read, write and use numbers" (OFSTED MARCH 16)</p>	<ul style="list-style-type: none"> To ensure that boys secure rapid progress to reduce the GLD gender gap To narrow the GLD % gap, compared to the National GLD % To develop parental links and involvement in assessments 	