

# SEF Summary – East Garforth Primary Academy-June 2017

Sections		Summary Evaluation	
1	Introduction	Approximately 293 children on role, including 2 Nursery pupils. 15% pupils are eligible for Pupil Premium	
2	Current areas for whole academy development	<p>ADP1: To improve outcomes in English to exceed floor target of 65% combined ARE and National of 53% combined</p> <p>ADP 2: To continue to increase the quality of teaching and learning and thus raise attainment for all pupils, especially boys and the most able</p> <p>ADP 3: To continue to embed a wide range of learning partnerships both within and beyond the academy trust, developing leadership through strategically planned activities and CPD opportunities, with a focus on middle leaders</p>	
		<p>Key Issue</p> <p>Progress</p> <p>The use of sharpened assessment data to challenge all pupils, particularly boys and most able and has seen an immediate impact in teaching and learning. Teachers meet fortnightly with HoA using the Delta Academy Trust tracking process to monitor pupil progress and agree actions for individuals and groups of children, including the scrutiny of books.</p> <p>New teaching appointments have assisted in eradicating historical inconsistent teaching that was less than good-Feb 2017 80% good or better (Monitoring schedule Spring 2).</p> <p>Middle Leaders work with the HoA to develop ADP's and the monitoring cycle. They are instrumental in providing feedback and CPD for teachers, work scrutiny and reporting to the EAB (Spring 2 monitoring schedule, ADP's).</p> <p>Close links forged in a partnership between 4 trust schools to work on comprehension, writing and maths mastery. Wider partnership with 4 additional Leeds schools in same trust-two EP's lead middle leader development for the 8 schools. 'The support provided by the trust has been pivotal to improvements and ensure change brings improvement for pupils' (Ofsted monitoring inspection July 2016).</p> <p>There is now greater consistency in the quality of marking and pupils value and respond to feedback from their teachers (Ofsted monitoring inspection July 2016). Weekly book scrutiny has ensured that misconceptions are addressed immediately and staff training has targeted areas for development for teachers.</p> <p>Acting on feedback from pupils, and supported by the trust, investment has been made in laptops and tablets to ensure pupils can access information technology more frequently (Ofsted monitoring inspection July 2016). There has been investment in online programs to support learning such as Accelerated Reader. Specific computing skills are taught fortnightly by an experienced HLTA. KS1 has seen an upgrade to touch screen boards for whole class teaching.</p> <p>A new FS2 teacher has been appointed in Sept 2016. Assessment data is tracked fortnightly and Learning Journeys are moderated with the HoA half termly. There has been investment in the EYFS outdoor area. A higher proportion of children received a GLD in 2016-70% (RAISE 2016). 'The proportion of children achieving the Year 1 phonics check improved to 80% in 2016. In Key stage 1 there are improvements in the proportion of pupils achieving expected levels in reading and mathematics' (Ofsted monitoring inspection 2016). The introduction of the Letterland Phonics programme as well as a programme of coverage of high frequency words has shown that children have an improved phonics knowledge that they applying in reading and writing.</p> <p>Improvements to the English curriculum, including Talk for Writing, Alan Peat sentence types, No Nonsense spelling, Letterland, Daily Spelling groups, Rainbow words-High frequency word recognition, Daily GPS and consistent approach to homework are ensuring improved progress and attainment in writing. June 2017 on track ARE.: FS2-75%, Y1-77%, Y2-62%, Y3-71%, Y4-82%, Y5-71%, Y6-77%</p> <p>Handwriting policy is explicitly taught and high expectations of handwriting are consistent through the Martin Harvey handwriting scheme. The Interim assessment framework for writing has been adapted for use across school and children have ownership of the expectations. There is a partnership between 4 trust schools to work on writing moderation, marking and feedback. (Spring 2 monitoring schedule, book scrutiny, West cluster writing moderation). 'Raised expectations of presentation and handwriting are ensuring that pupils present their work well.' (Ofsted monitoring inspection July 2016.)</p>	
2	Progress in previous inspection key areas	<p>Previous Inspection Date: June 2015</p> <p>Improve the quality of teaching so it is consistently good or better, by:</p> <p>Ensuring an appropriate level of challenge for all pupils, particularly boys and the most able.</p> <p>Increasing the involvement of middle leaders in the monitoring of teaching and learning</p> <p>Making sure that teachers' marking is always helpful so that pupils know how to improve</p> <p>Continuing to share the best practice that already exists in the Delta Trust Academies</p> <p>Increase the use of ICT in lessons</p> <p>Further develop provision to ensure a more rapid start to school in the early years</p> <p>Raise standards in writing in all year groups, by:</p> <p>Creating opportunities which inspire pupils, particularly boys, to develop their writing skills across all the subjects.</p> <p>Ensuring that pupils develop effective pencil control</p>	
		<p>Overall Effectiveness</p> <p>Judgement:</p>	<p>Good</p>
3	Overall Effectiveness	Judgement:	Good
4	Leadership & Management	Strengths Identified	Good
		<p>EP and HoA are driving academy improvement whilst maintaining system leadership support for other academies. Leaders set high expectations of pupils and staff. Leaders and EAB are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupil's progress, which is rising. Remodelled SLT and MLT sharply focused on standards and progress: Weekly data meetings with all teaching staff through school involve all leaders and are used to sharpen focus on standards. 'Senior Leaders, governors and the trust are taking effective action to tackle the areas requiring improvement identified at the last section 5 in order to become a good school' (Ofsted monitoring inspection July 2016).</p>	<p>Next steps</p> <p>Further develop the role of the EAB to provide systematic challenge that secures excellent outcomes for pupils. (EAB members have received RAISE training from EP Feb 2017). Develop the role of middle leaders to monitor the improvements to the curriculum.</p>
5	Quality of learning, Learning and Assessment	Strengths Identified	Good
		<p>Teaching is good across the academy, with a stronger proportion of good and outstanding than at the previous inspection. Good or better teaching post NQT is 94% IMPACT: school met KS2 floor targets in 2016 for progress: Reading -2.7 Writing + 0.9 Maths + 0.2 . There have been a number of staffing changes Sept 2016. There is a comprehensive monitoring schedule including learning walks, lesson observations and book scrutiny. IMPACT: April 2017 80% of teaching is good or better</p> <p>Teachers are effective at utilising tracking data to identify groups/individuals that need additional support. Prior attainment from previous years and key stages is used to set challenging targets then interventions are planned to diminish differences and achieve expected and better progress. Teachers meet with the HoA fortnightly to discuss pupil assessment data. Intervention has been used across school to increase % at ARE in RWM and GPS – data has been tracked forensically and monitored to ensure accuracy. (Weekly and fortnightly pupil progress meetings).</p> <p>The academy has worked closely with other primaries in the trust to moderate assessments and support each other in sharing innovative practice. (West Cluster Moderation Oct 2016/ Feb 2017).</p> <p>'Teachers are now planning appropriately challenging activities and are insistent that pupils produce their best work. As a result of much greater consistency in teaching and in expectations, pupils are making better progress than in the past. Evidence in pupils books shows that gaps between boys and girls are closing. Pupils who have special educational needs are making good progress from their starting points.' (Ofsted monitoring inspection July 2016).</p>	<p>Next steps</p> <p>CPD for all teachers in using assessment information to accelerate progress. This has moved good teaching to outstanding, increasing % of outstanding teaching throughout school. (Pupil progress meetings fortnightly FS-Y5).</p> <p>All staff to have opportunities to observe. Good teaching and using data and assessments effectively to target pupils, ensuring teaching is consistently good or better. Work scrutiny and data will back up judgements (Writing moderation groups with academy leaders 28<sup>th</sup> Nov 16/23<sup>rd</sup> Jan 2017/13<sup>th</sup> March 2017. Staff training schedule Aut 1, 2, Spr 1, 2).</p>
6	Personal Development, Behaviour and	Strengths Identified	Good
		<p>Behaviour and conduct around the academy is a strength. Learning behaviour is at least good in most lessons (evidenced through observations and learning walks). There is a program of SMSC in place that ensures pupils are prepared to be reflective about and responsible for their actions as good citizens. Attendance is good at 96% (March 2017) Persistent absence is addressed by the attendance officer and Head of Academy. 90% of parents say that their child is safe (Parent Questionnaire-Dec 2016) 95% of children say that they feel safe (Pupil Voice Questionnaire- Jan 2017)</p>	<p>Next steps</p> <p>Develop a model of debate to increase use of language confidence in spoken language and knowledge and understanding in British Values (Y5 teacher trained at partner academy Jan 2017).</p>
7	Pupil Outcomes	Strengths Identified	Good
		<p>Pupil progress is improving across most subject areas. The progress of disadvantaged pupils is improving in reading and maths (RAISE 2016) 2016 KS2 attainment combined measure was above national standard 60% and progress was in line with national (RAISE 2016) for disadvantaged pupils progress was above all pupils for reading and the difference has diminished in maths. Y6 current data shows progress in predicted outcomes for 2017 W 75%-77%, R 69%-83%, M 66%-76% with a combined prediction of 76% Disadvantaged children have received interventions in R,W,M to diminish differences (Recovery plans 2016/17 and pupil progress meetings).</p> <p>A very large majority of pupils in Year 1 achieved the expected standard in the national phonics check 2016 data for KS1 showed that there is 3 year upward trend in phonics for all pupils including disadvantaged (+19% for all pupils</p>	<p>Next steps</p> <p>Writing ADP: To implement and develop strategies to raise standards in writing throughout the whole school and for all groups (CPD provided in Talk for Writing, Alan Peat sentence types, No Nonsense spelling, Letterland, Grammar, Accelerated Reader Aut Term, Spring 1). EYFS ADP: To ensure a high percentage of pupils achieve a GLD (Spr 2 predicted GLD 75%). Phonics ADP: To continue to improve the number of non-SEN pupils that pass the phonics screening check and to diminish the differences for SEN pupils (Spr 2 predicted pass all pupils 83%, SEN 100%).</p>

	<p>and + 54% for disadvantaged (RAISE 2016 )</p> <p>'A higher proportion of children achieved the phonics check in 2016-80%. In Key Stage 1, there are improvements in the proportions of pupils achieving expected levels in reading and mathematics' (Ofsted monitoring inspection 2016).</p> <p>Current data indicates that 83% will achieve expected with 33% disadvantaged. In Y2 data indicates that 75% will achieve the standard 100% disadvantaged and 33% SEN</p> <p>In KS1 the current cohort are making strong progress to achieve an increase of children at ARE by E.O.Y. 2017. Spring 2 data shows children expected to achieve ARE by E.O.Y R-79%, W-63%, M-87%</p> <p>In 2016 GLD for EYFS was above national at 70% (RAISE 2016). The current cohort are currently predicted to achieve 75% (Spr 2).</p>		
8. Effectiveness of EYFS	Strengths Identified	Good	Next Steps
	<p>Children make at least typical progress and most children make progress that is better than this from their starting points <b>2016 GLD 70%</b> (2015-68%, 2014-56%)</p> <p>The current cohort are making good or better progress Aut 1 52% on track for GLD, Aut 2 75% on track for GLD, Spr 1 75%, Spr 2 75% on track.</p> <p>Practitioners use regular and accurate assessment of children's learning and development to plan suitable challenge for children. Children's progress is tracked regularly and moderated within school and externally with partner academies.</p> <p>'Positive external moderation visit that qualified teacher's judgements of children' (Leeds Local Authority moderation July 2016).</p>		<p>To ensure outdoor provision is developed to promote learning that is equal to the indoor provision (Investment in outdoor provision Aut 2 2016).</p> <p>To improve phonics attainment at end of EYFS by introduction of Letterland (All staff trained and programme implemented Aut Term 2016).</p> <p>Gaps have been identified in learning and appropriate intervention has been provided (Recovery plans 2016/17).</p>

**KEY: Quotes from external validation (BSQM, DELTA day review, behaviour review, LA moderations, Ofsted) – bold green**  
**Current year academy data and evidence– bold blue FFT and RAISE (historical) data – bold purple**