

Academy Annual Assessment of Impact of Actions

SEF Summary – Whetley Academy July 2017

Sections		Summary Evaluation	
1	Introduction	Approximately 600 pupils on roll, including part time Nursery pupils. 30% pupils are eligible for Pupil Premium and the academy has a deprivation index of 0.39 30% of pupils are Gypsy Roma Slovakian who enter the academy with little or no English. Mobility is exceptionally high, pupils enter and leave on a weekly basis.	
2	Current areas for whole academy development	To improve outcomes in English and Maths to meet the floor target of 65% combined ARE.	
		To continue to increase the quality of teaching and learning and thus raise standards in English and Maths for all pupils; particularly increase the percentage of pupils achieving higher levels and making better than expected progress.	
		To continue embedding a wide range of learning partnerships both within and beyond DELTA to raise standards at Whetley Primary Academy including further developing leaders at all levels through strategically planned activities and CPD opportunities.	
2	Progress in previous inspection key areas	Key Issue	Progress
		<p>Previous inspection: 17/18 June 2014</p> <ul style="list-style-type: none"> Ensure rate of progress of most able pupils, especially in KS2 is always good or better using assessments to set appropriately stretching tasks. Develop middle leaders to use incisive monitoring skills so that they can support and challenge staff to ensure all pupils make good or better progress. Check teachers' marking and feedback enables pupils to know what they need to do next to improve their work. Ensure governors use a variety of skills and information to monitor pupil progress and challenge senior leaders about teaching and learning. 	<ul style="list-style-type: none"> Implementation of DELTA trust whole school assessment tracking and analysis system is ensuring all pupils are forensically monitored. Weekly/fortnightly pupil progress meetings ensure teachers know current position and needs of every child so effective and challenging provision is planned for all pupils, especially most able. RAG Trackers. 100% of pupils with high prior attainment reached new expected standard in all subjects. 60% of those pupils achieved a high score in Maths, 40% in reading and 40% in GPS, (ROL 2016) Monitoring of lessons and work evidence at least good progress for most able pupils. Mastery teaching strategy is developing higher order skills of more able. Middle leaders are responsible for monitoring English and Maths teaching and learning, developing ADPs and deliver CPD including staff training, mentoring and coaching programmes. This is quality assured by the HOA and AP. EAB monitor that processes are in place. 2016/17 monitoring schedules and ADPs. Feedback Policy updated Spring Term 2017. English and Maths Work scrutiny and lesson observations Feb 2017 show that marking and verbal feedback helps pupils to improve their work. Pupils show awareness of how to improve using assessment criteria from the interim frameworks. This has been most noticeable in writing due to implementation of ITAF writing progression document in KS1 and KS2. Whole school pupil assessment information is shared with governors on an ongoing basis. New standards meetings started March 2017 focussed on governor analysis of assessment data and impact of teaching and learning strategies on achievement. Chair of EAB attends year group pupil progress meetings on a weekly basis. EAB chair has been chair at another school and is experienced in analysis of school data, especially RAISE. Challenging questions to senior leaders is expected and evidenced in EAB minutes.
3	Overall Effectiveness	Judgement:	Good
4	Strengths Identified		Good
	<ul style="list-style-type: none"> Senior Leaders are driving academy improvement whilst maintaining system leadership support for other academies within DELTA Trust. Strengthened EAB that are challenging and holding leaders to account. Remodelled SLT and MLT focused on standards and progress: Weekly/fortnightly data meetings with all teachers through school involve all leaders and are used to sharpen focus on raising attainment. 	Next steps	
4	Leadership & Management	<ul style="list-style-type: none"> Leaders take effective action to diminish differences where they are identified between the progress of pupils at the academy and other pupils nationally from similar starting points. All leaders focused on driving school improvement and tracking progress towards ARE, so that we raise aspirations and attainment of pupils with increased focus on the basic skills. Non Roma 2017 Reading, Maths and Combined outcomes and Writing TA compared to all pupils nationally. Reading 2016 - 41% EXS+ (4% GD) compared to 56%, (GD 19%) nationally but un-validated outcome 2017 47% EXS+ (GD 10%) Writing 2016 - 73% EXS+ (0% GD) compared to 74%, (GD 15%) nationally but achieved 85% EXS+ 2017. (GD 17%) Maths 2016 - 59% EXS+ (5% GD) compared to 70%, (GD 17%) nationally 	

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			<p>but un-validated outcome 2017 82% EXS+. (GD 17%) GPS 2016 - 68% EXS+ (4% GD) compared to 71% nationally (22% GD) but un-validated outcome 2017 85% EXS+ (GD 28%) Combined 2016 - 33% EXS+ (0% GD) compared to 53%, (GD 5%) nationally but un-validated outcome 2017 45% EXS+. (GD 3%)</p> <ul style="list-style-type: none"> Increase CPD opportunities for middle leaders – more involvement in ADP, Self-Evaluation and leading pupil Progress meetings. Develop EAB use of data such as performance tables and RAISE to robustly challenge academy improvement. EAB minutes Strengthen learning partnerships within academy trust and beyond such as writing moderation between DELTA West Cluster Group Oct 2016, Feb 2017 and May 2017. External Y2 & Y6 writing moderation folders. <p>Math's SDI DELTA/Outwood Grange initiative</p>
5 Quality of learning, Learning and Assessment	Strengths Identified	Good	Next steps
	<ul style="list-style-type: none"> Teaching is good across the academy, with a stronger proportion of good and outstanding than at the previous inspection. Good or better teaching July 2017 85%. 95% exc. 2 recent maternity covers. IMPACT: school met KS2 floor targets in 2016 for progress: Reading -2.7 Writing + 0.9 Maths + 0.2 . Teachers are effective at tracking data to identify groups/individuals that need additional support and challenge (RAG) Prior attainment from previous years and key stages is used to set challenging targets then Quality First Teaching and interventions are planned to close gaps and achieve expected and better progress. The teaching of pupils who are New to English and the quality of provision for early language acquisition is a strength. Tracking of these pupils shows outstanding progress. RAG 2016 Year 1 phonics 60% Gypsy Roma compared to 37% Nationally. 83% AOWB compared to 78% nationally. Achieved 88% non-mobile Gypsy Roma 2017. The school is a 'hub' school for the Voice Bradford Oracy Project within the LA and also supports other schools within DELTA. E.g. Middle Leaders supporting Cluster group with EYFS provision, Grammar, Language of Debate, Non-fiction Talk for Writing. 		<ul style="list-style-type: none"> CPD for all teachers in using assessment information to accelerate progress. This will move good teaching to outstanding, increasing % of outstanding teaching throughout school. Currently outstanding teaching Summer 2017 33%. Target: 61% Autumn 2017. All staff to have opportunities to observe good and outstanding teaching though mentoring and coaching. Ongoing support for NQTs/RQTs in using assessment data effectively to target pupils and ensure good/outstanding teaching - led by Middle Leaders - work scrutiny and data will back up judgements. Work closely with other primaries in the trust to moderate assessments and support each other in sharing innovative practice. External Y2 & Y6 writing moderation folders. Support for provision of new to English pupils in KS2 through intensive induction program which accelerates acquisition of English at the early stages. NTE groups Embed same day intervention across school to increase % at ARE in RWM and GPS – track data forensically and monitor to ensure target interventions have impact. Year 6 combined - School 29% 2016. Un-validated Combined 2017 outcome 36% all pupils (45% Non Roma)
6 P. 4	Strengths Identified	Good	Next steps

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	<ul style="list-style-type: none"> Behaviour and conduct around the academy is a strength. "The behaviour of pupils is good." Ofsted 2014. Pupil Survey Summer 2017 "The behaviour in my class is good." 97% agreed. Despite high mobility and many cultural differences, pupils show respect and tolerance to those differences. This is due to the emphasis placed by the academy on pupils being safe, respectful and responsible (the three school principles of behaviour). "The Academy's work to keep pupils safe and secure is good. Pupils say they feel safe and know who to speak to when they have concerns." Ofsted 2014. DFE Jan 2016 recognised "the strong pastoral support for children and their families." 90% of parents say that their child is safe (Parent Survey- Summer 2017) 98% of children say that they feel safe (Pupil Survey- Summer 2017) Learning behaviour is at least good in most lessons. Lesson Observations, Pupil Survey Summer 2017 "I am expected to make choices in my learning." 94% agreed. Parent Survey Summer 2017. Due to a rigorous strategy Attendance is in line with national expectations at 95.34% July 2017 overall and well above national for Roma pupils. 4.65% sessions missed as opposed to 11% nationally and 11.94% compared to 41.3% persistently absentees. (ROL 2016) DFE Jan 2016 recognised attendance as a strength in the school. 	<ul style="list-style-type: none"> Reduce persistent absence further. July 2017 11.94% Target 7% by Dec 2017. Maintain zero external exclusions. Where learning behaviour is less than good for individual pupils – target nurture support and CPD for staff. CPOMS and Individual behaviour plans. Further embed British Values through delivery of whole school PSHCE program. Further develop outdoor learning, sports provision and inter schools debating. 	
	Strengths Identified	Good	Next steps
7 Pupil Outcomes	<ul style="list-style-type: none"> In KS1 the current cohort have made very strong progress to achieve an increase of children at EXS+ by E.O.Y. 2017. LA Externally moderated TA – 2016 Reading 45% and 2017 Reading 51% (67% Non Roma) 2016 Writing 49% and 2017 Writing 52% (63% Non Roma) 2016 Maths 61% and 2017 Maths 64% (84% Non Roma) DFE floor target in KS2 met in 2016 for progress. Y6 un-validated outcomes for stable non-Roma pupils show a substantial increase on 2016. R-47%, W-85%, M-82%, GPS-85%, Combined 45%. Progress in writing in top 40% of schools +0.9. A very large majority of pupils in Year 1 achieved the expected standard in the 2016 phonics check exceeding National of 81%. 88% achieved expected, disadvantaged 100% (ROL 2016) 2017 Yr1 Phonics for stable non Roma 96%, Stable Pakistani 95%, 100% stable disadvantaged. Average scaled scores near national in Maths and GPS. Non-mobile disadvantaged pupils make good and better progress. School data 		<ul style="list-style-type: none"> Improve attainment in all subjects and combined measure. Track pupils for combined attainment from EYFS to Y6 Progress in maths middle 20% of schools +0.2 – build on this. Progress in reading in lower quartile -2.7 – accelerate progress to at least national in 2017. Diminish attainment differences for disadvantaged pupils.
	Strengths Identified	Good	Next Steps
8 Effectiveness of EYFS	<ul style="list-style-type: none"> Children make at least typical progress and most children make progress that is better than this from their starting points The current cohort made good or better progress 56% achieved GLD, 67% disadvantaged, 79% non-Roma. 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>September 2016 Baseline</p> <p>On track for GLD - All 18%, Disadvantaged 0%, Boys 15% and Girls 20%</p> <p>June 2017 GLD</p> <p>All 56%, Disadvantaged 67%, Boys 50% (9 boys started in FS2/ NTE/SEN) and Girls 63%</p>		<ul style="list-style-type: none"> Secure rapid progress of NTE/Roma pupils to close attainment gap with other pupils. Develop newly modernised shared indoor and outdoor areas to an outstanding level of provision.

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