

# SEF Summary –England Lane Academy October 2017



Sections		Summary Evaluation		
1	Introduction	There are 189 children on roll including nursery. 37% of children are eligible for disadvantaged pupil funding and our deprivation indicator is 0.33. 10% have SEND. The school converted to sponsored academy status in December 13 and was graded RI by Ofsted in October 16.		
2	Current areas for whole academy development	Improve attainment to meet National average expectations and ensure at least sufficient progress is made in reading, writing and maths for all groups of children in KS1 and 2.		
		Consolidate and further improve teaching to ensure that all children learn and progress to their full potential, including provision in EYFS.		
		Develop leadership at all levels across the academy to ensure maximum impact on progress and attainment, including leadership within EYFS.		
	Progress in previous inspection key areas	Key Issue	Progress	
		Improve teaching and learning so that all pupils, especially the most able, achieve well	Further staff changes and developments in teaching styles have been made and reviewed. <b>Combined outcomes in Y6 were 25% higher than 2016 with improvements at GD in all 3 subjects. The % of children in Y6 on track to attain at ARE in year 6 is expected to be at least 8% higher than 2017 with a 12% increase at GD.</b>	
Improve leadership and management at all levels.		Cross pyramid CPD, support and challenge in place. Changes of personal have helped to strengthen this. Individual accountability and impact is improving.		
Raise overall attendance rates		<b>Attendance outcomes improved by 0.8% to end of 2016-17. Autumn term 2017 is on track to improve by a further 1%.</b>		
Improve the provision in the early years so that all children make rapid progress.	<b>CEM baseline at entry to reception for children who attended our nursery is significantly higher in PSED and above national. EYFS outcomes have improved by 1% from 2016 showing 4% greater progress than 2016 with 4% higher attainment at exceeding.</b>			
3	Overall Effectiveness	Judgement: 3		
4 Leadership & Management	Strengths	3	Next steps	
	Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. 'Leaders' evaluation of the school's effectiveness is accurate, honest and fair.' 'The head of school, governors and the trust are ambitious for the ...school.' Ofsted October 16 – all comments from this inspection.		<ul style="list-style-type: none"> <li>Develop the roles of middle leaders to impact more fully by ensuring that leaders at all levels are fully clear about their role in the academy's development through the use of the DEEP model.</li> <li>Ensure that governors hold senior leaders stringently to account through continuing to improve and develop EAB challenge.</li> <li>Further develop and extend the curriculum to ensure that the range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education.</li> <li>Consolidate the improvements in the deployment of support staff.</li> <li>Improve communication with parents. <b>Parent view shows an increase of 23% in parents who would recommend the academy compared to this point last year.</b></li> </ul>	
	The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. 'The school's curriculum is broad and balanced'			
The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics. 'The leadership of the provision for ...(SEND)...is effective.....Pupil premium funding is spent wisely...(these) pupils achieve ever improving results.'				
5 Quality of Teaching, Learning and Assessment	Strengths	3	Next steps	
	In lessons, teachers are improving their ability to develop, consolidate and deepen pupils' knowledge, understanding and skills.. 'In most classes teachers have high expectations and pupils respond by being motivated and keen learners.'		<ul style="list-style-type: none"> <li>Increase the percentage of good teaching and ensure effective induction of new staff.</li> <li>Ensure teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning. Improve the teaching of reading through changes in teaching methods. <b>Reading: attainment improved by 25% in KS2 and 5% in KS1. GD improved by 10% in KS2.</b></li> <li>Ensure that teachers take full account of pupils' existing knowledge and skills and use effective planning to help pupils learn well. Consolidate the use of SDI maths with particular focus on the expectations for higher attainers. Improve maths pitch and progression across school.</li> </ul>	
	Teaching of phonics is good and has been developed and improved further. <b>80% pass 2016 87% pass 2017. 'Phonics teaching is effective.....pupils make secure and rapid progress.'</b>			
Teaching in mathematics improved further during 2016-17 and is improving further with the introduction of same day intervention strategies. 'In mathematics, teachers develop pupils' understanding of number calculations using effective resources and clear modelling.' <b>Y6: attainment improved by 25% in KS2 and by 20% at GD.</b>				
6 Personal Development, Behaviour and Welfare	Strengths	3	Next steps	
	PSHE is well taught and embedded within assemblies and cross curricular work. Groups for children with emotional and social barriers to learning are showing great impact. 'The school's work to promote pupils' personal development and welfare is good.'		<ul style="list-style-type: none"> <li>Improve attendance for all children. <b>2016-17 94.3%. Autumn term 2017 95%</b></li> <li>Eradicate the variance of behaviour during lessons between classes by ensuring that the quality of teaching maintains engagement and focus. Extend the use of additional and individual provision where needed.</li> <li>Continue to develop pupils' confidence and self assurance through the manifestation of the academy motto and the development of a culture where failure is seen as an essential and desirable part of learning.</li> <li>Develop pupils' awareness of the diversity of modern Britain and their understanding of how to keep safe online through focused teaching weeks alongside existing curriculum and assembly coverage.</li> </ul>	
	Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. 'Pupils are aware of the different types of bullying (and)...are absolutely confident that ...staff will deal with any incidents of bullying straight away.'			
Pupils are safe and feel safe. The academy ethos has improved significantly. 'Pupils told the inspector that they were very happy to attend England Lane Academy with one saying, 'It's hard work here but we have good teachers.' <b>100% of parents on Parent View agree that their child feels safe. 96% believe the school manages behavior effectively.</b>				
7 Pupil Outcomes	Strengths	3	Next steps	
	Attainment is above National Expectations in year 1 phonics with a 3 year upward trend <b>87% year 1, 50% year 2 resit = 90% cumulative year 2.</b>		<ul style="list-style-type: none"> <li>Ensure that all staff understand gaps in learning and barriers to learning for all children and that planning and teaching addresses these.</li> <li>Consolidate the progress and attainment gains in lower KS1 to ensure outcomes continue to improve.</li> <li>Refine and evaluate systems for interventions in year 2 and year 6 to ensure that all groups are taught according to their needs enabling improved progress and attainment for all groups.</li> <li>Consolidate the early signs of improvement in outcomes and progress across KS2 and develop this further.</li> <li>Embed improved teaching of maths and further develop the effective teaching of reading.</li> </ul>	
	KS1 attainment in maths is close to National expectations and reading and writing show a 2 year improving trend <b>70% maths 2017. 5% improvement in reading, 7% improvement in writing. 'Standards are now improving rapidly, particularly in the early years and KS1'</b>			
	Progress from KS1 to KS2 was above the floor standard in 2017 for the second time and progress has improved across most subject areas.. '...at least 7/10 pupils are on track....This represents very good progress since their time in year 2.' <b>Progress is in line with average progress in writing and maths (2017).</b>			
Where attainment is low it is now showing continuing improvement. <b>Attainment in reading was closer to National than 2016 and improved by 25%. Attainment in maths was only 5% (1 child) below National and improved by 25%. Attainment in writing was in line with national.</b>				
8. Effectiveness of EYFS	Strengths	3	Next Steps	
	Improved provision and learning environments across EYFS.		<ul style="list-style-type: none"> <li>To use and interpret the baseline assessment data from 'Aspects' and 'Base' to identify gaps in learning to target appropriate early interventions and ensure provision is matched to need.</li> <li>Improve learning journey records and assessments to ensure that activities in all areas of the provision are tightly focused to the needs of the children.</li> </ul>	
Attainment at GLD in EYFS has improved year on year and is now close to National expectations <b>67% GLD 2016, 38% GLD 2017 with 4% at exceeding GLD. 'This represents rapid progress'</b>				

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

