

## SEF Summary – Willow Green Academy

	Sections	Summary Evaluation	
1	<b>Introduction</b>	Approximately 241 pupils on roll, including 33 part time Nursery pupils. 13% of pupils are eligible for Pupil Premium and the academy has a deprivation index of 0.19 compared to national at 0.21 (RAISE, 2016). New Head of Academy started in September 2016.	
2	<b>Areas for whole academy development</b>	Raise standards of attainment and accelerate progress in reading particularly in Year 6, writing particularly boys' writing and maths particularly diminishing the gap between boys and girls at Early Years, KS1 and KS2.	
		Improve the percentage of good or better learning in all phases.	
		Improve the impact of middle leaders in accelerating progress for low attainers and increasing % of pupils achieving exceeding/greater depth/high score.	
3	<b>Progress in previous inspection key areas</b>	Key Issue	Progress
		Raise the quality of teaching to consistently good & more outstanding with a KS1 focus and Most Able Pupils.	More formal learning approach across KS1 is in place. SDI maths and writing cycles implemented across the whole academy; incorporating pace, greater depth and mastery. <b>IMPACT: (Y1) 83% Phonic Screen pass rate. 100% Y2 Phonics 2016. KS1 32% at greater depth in Maths and Reading, 21% at greater depth in writing.</b>
		Spelling, punctuation and grammar being pointed out with time for pupils to respond. Most Able Pupils moved on to more challenging work where appropriate.	Expectations and pupil responses are clear; in line with the new marking policy (Sept 2016). Writing cycles implemented across whole academy (Nine and five day cycles). SDI approach to grammar and writing to ensure pace and accurate differentiation. <b>IMPACT: 2016 cohort were in-line with the national cohort for GPS but 11% above the NA for children achieving the higher scores.</b>
	Improve the level of information delivered to the EAB about different groups of pupils to improve the effectiveness of leadership and management.	New members of the EAB engaged. Raise shared with EAB members – improving picture of challenge provided by EAB.	
4 Leadership and management	<b>Strengths</b>	2	<b>Next steps</b>
	Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the academy.		<ul style="list-style-type: none"> <li>Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the PP funding secures excellent outcomes for pupils.</li> <li>Leaders create climate where teachers take risks and innovate in ways that are right for their pupils</li> <li>Further develop the expertise of leaders at all levels through strategically planned activities and CPD opportunities, with a particular focus on middle leaders.</li> <li>New RAG tracking system which promotes an increased number of learning conversations.</li> </ul>
	Leaders and governors are ambitious for all pupils and promote improvement effectively. The academy's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and Mathematics. <b>Current Y6 66% (4/6) of PP cohort on track to achieve combined, 33% (2/6) of PP cohort on track to achieve greater depth. Year 2 66% (2/3) PP children on track to achieve the national standard.</b>		
	Leaders and governors have an accurate and comprehensive understanding of the quality of education at the academy. This helps them plan, monitor and refine actions to improve all key aspects of the academy's work.		
5. PD, Behaviour and Welfare	<b>Strengths</b>	2	<b>Next steps</b>
	Pupils are confident and self-assured. They take pride in their school and their work.		<ul style="list-style-type: none"> <li>No groups of pupils are disadvantaged by low attendance.</li> <li>Pupils who have previously had exceptionally high rates of absence are moving quickly towards the national average.</li> <li>To firmly embed academy wide learning behaviours with the 5Rs of learning.</li> <li>Move safeguarding process to CPOMS to further improve reporting and analysis of safety and welfare of pupils.</li> </ul>
	The academy's open culture promotes pupil welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. <b>96% of parents on parent view say the academy responds well to concerns.</b>		
	Pupils conduct themselves well throughout the day, including lunchtimes.		
Safeguarding procedures are robust.			
6. Teaching, Learning and assessment	<b>Strengths</b>	2	<b>Next steps</b>
	Teachers give pupils feedback in line with the academy's assessment policy. Pupils use this feedback well and know what they need to do to improve.		<ul style="list-style-type: none"> <li>Provide peer support through modelled lessons, coaching and opportunities to observe outstanding practice for all practitioners in order to move practice forward.</li> <li>Teachers embed reading, writing and communication and, where appropriate mathematics, exceptionally well across the curriculum.</li> </ul>
	Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.		
	Teachers develop consolidate and deepen pupils knowledge, understanding and skills. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.		
Pupils' focus well on their learning because teachers re enforce expectations for conduct and set clear tasks that challenge pupils.			

7.Pupil Outcomes	Strengths	2	Next steps
	<p>Pupil progress is improving across most subject areas. Progress of PP and special educational needs pupils is improving towards that of other pupils with the same starting points.</p> <p><b>2016 KS1 outcomes show a rising flightpath from 57% achieving GLD to 71% achieving the national standard. PP pupils were broadly in-line with national other cohort.</b></p>		<ul style="list-style-type: none"> <li>• Increase % pupils at national standard KS1 and KS2 GPS. Including a sharp focus on spelling and punctuation.</li> <li>• Increase the % of pupils achieving exceeding/high score at EYFS,KS1, KS2.</li> <li>• Increase % pupils reaching expected standards at KS2 from low prior attainment.</li> <li>• Accelerate progress and raise attainment of boys.</li> <li>• Disadvantaged children to receive individualised learning programme (challenge/support) weekly to maximise impact of learning, to diminish differences or exceed FFT targets further.</li> </ul>
	<p>The vast majority of pupils achieve the Year 1 National phonics check.</p> <p><b>Phonics Screening above NA for past 2 years.</b></p>		
<p>Across almost all year groups and in a wide range of subjects including English and mathematics, current pupils make consistently strong progress. <b>Number of Year 6 boys attaining above age related expectations at KS1 against current assessment has increased by 34%.</b></p>			
8.EYFS	Strengths	2	Next Steps
	<p>The impact of concerted and effective action to improve provision including the training and development of staff can be seen in pupils' achievement. <b>Baseline testing shows children entered broadly in line with or below age related expectations. Previous two year GLD outcomes have been above the national average.</b></p>		<ul style="list-style-type: none"> <li>• The pursuit of excellence by leaders and managers is shown by an uncompromising, highly successful drive to improve outcomes or maintain the highest levels of outcomes, for all of the children over a sustained period.</li> <li>• To invest in provision to further enhance the outdoor areas.</li> <li>• To increase the % of children at exceeding in EYFS.</li> </ul>
	<p>The curriculum provides a broad range of interesting and demanding experiences that meet children's needs and help them make progress towards the ELGs.</p>		
<p>Children are motivated and interested in a broad range of activities and are keen learners.</p>			
8	<b>Overall effectiveness</b>		Judgement 2