

SEF Summary –Grange Lane Infant Academy

Sections		Summary Evaluation	
1	Introduction	Approximately 208 pupils on roll, including 62 part time Nursery pupils. 49% pupils are eligible for Pupil Premium and the academy has a deprivation index of 0.39	
2	Areas for whole academy development	To improve outcomes in reading, writing and mathematics across Key Stage 1	
		To narrow the gender and the disadvantaged gap across the academy	
		To successfully establish 2 year old provision within the academy	
	Progress in previous inspection key areas	Key Issue	Progress
Improve attendance further so it meets or exceeds the national average		Attendance has improved in KS1 (only 2 PA students 2016) but still remains an issue in FS2	
Improve standards of presentation in books particularly accurate letter formation		The new handwriting policy had an immediate effect on the presentation in books across the academy	
	Improve the quality of teaching so that it increasingly matches the best in school and achievement moves from good to outstanding for all groups of pupils	Targeted CPD and rigorous monitoring have improved the teaching profile to 100% good and 33% outstanding	
3	Overall Effectiveness	Judgement: GOOD	
4 Leadership & Management	Strengths		X
	<p>The new SLT focus sharply on school improvement and progress</p> <p>“Grange Lane Infant Academy is an improving school. School leaders have an accurate understanding of the school’s strengths and what needs to be improved. Their ambitious plans reflect their ability to improve further.” Ofsted June 2015</p> <p>“There are high expectations from the Head teacher and senior leaders. The focus is clearly on raising standards of achievement for all pupils” Basic Skills report November 2015</p> <p>The federated EAB challenge and hold school leaders to account</p> <p>The governors provide a good level of support and challenge to school leaders. They are effective in questioning senior leaders about the quality of teaching and pupils’ achievement.” Ofsted June 2015</p> <p>Parent Partnership and engagement has significantly improved</p> <p>“Parents express very positive views of the school .They spoke warmly to an inspector of the good care and support pupils receive” Ofsted June 2015</p>		<ul style="list-style-type: none"> Continue to embed learning behaviours within the academy to build the foundations for positive learning Continue to raise the attainment of pupils in reading, writing and mathematics with a key focus on basic skills To use the newly appointed Pastoral Manager to further strengthen parent partnership within the academy Embed a robust model of governance to support academy improvement given recent changes To support leaders at all level to develop further through targeted CPD and networking activities both within and beyond the academy chain To develop the academy as a centre of excellence for Mantle of the Expert and continue to promote creativity across all elements of the academy
	Next steps		
5 Quality of teaching, Learning and Assessment	Strengths		2
	<ul style="list-style-type: none"> Teaching is graded at least good across the academy with an increasing proportion of outstanding practice since the last inspection-this has resulted in outstanding progress in both FS and KS1 FS accelerated progress in all areas of EYFS in both F1 and F2 KS1 98% expected and 64% accelerated progress across RWM The new marking and feedback policy has provided pupils with the opportunities to reflect on their learning and attempt challenges to improve Teachers are using formative assessment very effectively in order to identify gaps in learning and provide support for individuals and groups 		<ul style="list-style-type: none"> To consistently use formative assessments made within lessons to form the basis of immediate and bespoke intervention Quality teaching allows all pupil’s to make at least expected or accelerated progress Planned activities challenge all groups of pupils, making maximum use of lesson time TAs are used effectively within school to meet the needs of all children To support staff to manage the change to the Educator tracking system
6 Personal Development, Behaviour and Welfare	Strengths		2
	<p>“Pupils are kind to each other and behaviour is good. They are keen to get on with their work in lessons and play well together at break and lunchtime”</p> <p>“Behaviour around the school and in the playground is very good. Pupils are sensible and very aware that the way in which they behave can affect the feelings of others. They are polite and will go out of their way to help others. During the inspection, pupils’ behaviour and manners in the dining hall and movement around the school was exemplary”. Ofsted June 2015</p> <p>The academy has simple established procedures to effectively manage the behaviour of pupils</p> <p>There have been no exclusions within the academy</p> <p>Pupil Questionnaire Nov 2015:</p> <ul style="list-style-type: none"> 98% of pupils enjoy school 97% enjoy lunchtime 100% of pupils feel safe in school <p>99% of pupils feel the academy takes account of their views (there is someone who listens to me)</p> <p>Safeguarding arrangements are very thorough. Pupils feel safe and secure in school. Parents are confident that their children are well looked after.” Ofsted June 2015</p> <p>All aspects of safeguarding are well established and secure; all training is up to date and the SCR is up to date and checked by the EAB</p> <p>Parent Questionnaire Nov 2015:</p> <ul style="list-style-type: none"> 100% of children are happy at school (85% Strongly Agree) 99% agree that their child feels safe in school (90% Strongly Agree) 93% agree that the academy makes sure the pupils are well behaved (76% Strongly Agree) 		<ul style="list-style-type: none"> To embed learning behaviours into the ethos of the academy as the foundations for future learning To improve attendance particularly in the Foundation Stage to narrow the gap to national expectations To put in place a half termly behaviour and safety report to be shared with relevant stakeholders and action as appropriate
	Next steps		
7 Pupil Outcomes	Strengths		2
	<p>“Standards are rising because leaders ensure that learning activities cater for the needs of all pupils in school, including those who find learning difficult and those who are disadvantaged.</p>		<ul style="list-style-type: none"> We maintain attainment so it is in line with national standards at the end of Y1 in terms of phonics and improving attainment to be in line with expectations at the end of Y1 and Y2 in terms of the national curriculum
Next steps			

<p>This ensures good progress by all pupils from their various starting points." Ofsted 2015</p>	<ul style="list-style-type: none"> • We narrow both the disadvantaged and gender gap across the academy • To ensure that interventions specifically target groups highlighted through data analysis • To ensure the progression of skills across the academy provide the children with the steps needed to reach end of KS1 expectations
<p>2016 EYFS data 69% at national averages from below average starting points 2016 Phonics 86% above national averages (17% rise from 2015)</p>	
<p>KS1 50% expected or above in RWM Progress from beginning of KS1-98% expected or above, 64% accelerated Y2 progress 100% Writing, 88% Mathematics, 82% Reading making expected or better progress</p>	
<p style="text-align: center;">Strengths</p>	2
<p>Increase of children achieving a Good Level of Development. Results have risen from 36% GLD in 2013 to 69% in 2016. Pupils narrowing the gap to national standards starting below national starting points</p> <p>"The Early Years teaching areas have undergone much development and are now presented as bright, rich and well organised areas for learning. The children thrive on a good start to their education. There is much to celebrate regarding the school's work to develop verbal communication from an early age." Basic Skills Report November 2015</p> <p>This evidences accelerated progress from a starting point in F1 when in all the prime areas-CLD, PSED and PD the majority of children enter F1 below age related expectations with only on average 14% of children at the expected levels in PSED, 13% in CLD and 18% in PD in September 2014.</p> <p>A personalized, creative curriculum with an emphasis on independence within a caring environment with frequent, bespoke and consistent intervention provided for those who are falling behind.</p>	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • To successfully establish the 2 year old provision • To successfully establish the new F1 build and the shared F1/F2 outdoor provision • To successfully establish the new F2 unit • To narrow both the gender gap and the gap between advantaged and disadvantaged children particularly in regards to the acquisition of basic skills.

8 Effectiveness of EYFS