

# SEF Summary –Grange Lane Infant Academy

Sections		Summary Evaluation		
1	Introduction	Approximately 226 pupils on roll, including 66 part time Nursery pupils and 19 two year olds. 44% pupils are eligible for Pupil Premium and the academy has a deprivation index of 0.39		
2	Areas for whole academy development	To maintain outcomes in reading, writing and mathematics across Key Stage 1 to be in line with national in terms of progress and attainment		
		To continue to narrow the gender and the disadvantaged gap across the academy		
		To successfully establish 30 hours 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 across the academy to 95.9%-the newly appointed EWO is already making an impact		
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		
3	Overall Effectiveness	Judgement: <b>GOOD</b>		
4	Leadership & Management	Strengths	X	Next steps
		<p>The 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>		<ul style="list-style-type: none"> <li>Continue to embed learning behaviours within the academy to build the foundations for positive learning</li> <li>Continue to work on raising the attainment of pupils in reading, writing and mathematics with a key focus on basic skills</li> <li>Embed a robust model of governance to support academy improvement given recent changes</li> <li>To support leaders at all levels to develop further through targeted CPD and networking activities both within and beyond the academy chain</li> <li>To develop the curriculum in order to promote creativity across all elements of the academy</li> </ul>
		<p>The 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> <p>Recent surveys show that 100% of parents agree that their child enjoys school (86% strongly agree)</p> <p>Also 100% of parents are happy with their child’s experience at Grange Lane (92% strongly agree)</p>		
5	Quality of Teaching, Learning and Assessment	Strengths	2	Next steps
		<ul style="list-style-type: none"> <li>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</li> <li>FS accelerated progress in all areas of EYFS in both F1 and F2</li> <li>KS1 evidences positive progress from FS +18 in reading, writing and mathematics at expected and +12 at Greater Depth</li> <li>The marking and feedback policy has provided pupils with the opportunities to reflect on their learning and attempt challenges to improve immediately within the lesson</li> <li>Teachers are using formative assessment very effectively in order to identify gaps in learning and provide support for individuals and groups</li> <li>TAs are used effectively across school to meet the needs of all children</li> </ul>		<ul style="list-style-type: none"> <li>Quality teaching allows all pupils to make at least expected or accelerated progress as evidenced by QA activities with particular focus on vulnerable groups and teachers awareness of them</li> <li>Questioning is used effectively to extend pupil’s learning for all staff at all levels</li> <li>Same Day interventions accelerate progress and increase attainment-this now needs embedding particularly in Y1</li> <li>The RAG meetings are embedded within Y2 and now developing in Y1 and are enabling teachers to be more focussed on the progress of both individuals and groups</li> <li>The wider curriculum is being further developed to encompass the safeguarding curriculum and health and well being</li> </ul>
6	Personal Development, Behaviour and Welfare	Strengths	2	Next steps
		<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>		<ul style="list-style-type: none"> <li>To embed learning behaviours into the ethos of the academy as the foundations for future learning</li> <li>To continue to improve attendance particularly gaps between different groups of pupils</li> </ul>
		<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 2017:</p> <ul style="list-style-type: none"> <li>100% agree that their child feels safe in school (89% STRONGLY AGREE)</li> <li>98% agree that the academy makes sure the pupils are well behaved</li> </ul>		
		<p>The number of PA pupils has reduced from 24 (Autumne2015) to 17 and the overall % has increased to 95.9%</p> <p>There are clear systems and procedures in place to monitor both punctuality and attendance. Over the last year, attendance has improved and it continues to do so. However, it is still below the national average. The amount of persistent absence has decreased significantly. The free breakfast club offers pupils a healthy breakfast to start the day and has supported the rise in attendance. Ofsted 2015</p>		
7	Pupil Outcomes	Strengths	2	Next steps
		<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. This ensures good progress by all pupils from their various starting points.” Ofsted 2015</p>		<ul style="list-style-type: none"> <li>We maintain attainment so it is in line with national standards at the end of Y1 in terms of phonics and improve attainment to be in line with expectations at the end of Y1 and Y2 in terms of the national curriculum</li> <li>We narrow both the disadvantaged and gender gap across the academy</li> <li>To ensure that interventions specifically target groups highlighted through same day data analysis and daily reading interventions</li> <li>To ensure the progress of pupils from low starting points continues at an accelerated rate</li> </ul>
<p>2017 EYFS data 63% IN LINE WITH national averages from below average starting points</p> <p>2017 Phonics 73% below national averages BUT Y2 data is above national at 96%</p>				

	<p>KS1:2016 Reading 58%, Mathematics 54%,Writing 54% Improved to 2017 Reading 73%,Mathematics 80%,Writing 71%</p> <p>GD KS1:2016 Reading 13%,Mathematics 4%,Writing 6% Improved to 2017 Reading 36%,Mathematics 31%,Writing 20%</p> <p>Reading- +8 progress Expected +23% GD</p> <p>Writing-+13 progress Expected +14% GD</p> <p>Mathematics+17 progress Expected +22% GD</p> <p>Attainment-Reading Writing Mathematics combined 71%- FFT 31 GD- Reading Writing Mathematics combined 16%- FFT 26</p> <p>Progress for expected pupils from the end of EYFS: Reading Writing Mathematics combined +18-within FFT 5 Reading Writing Mathematics combined +12-within FFT 7</p>	<p>Targets 2017-18:</p> <ul style="list-style-type: none"> <li>• Reading ALL: 68% PP:71% GD:ALL:26% PP:29%</li> <li>• Writing ALL: 68% PP:71% GD:ALL:13% PP:19%</li> <li>• Mathematics ALL: 70% PP:76% GD:ALL:17% PP:14%</li> </ul>
8. Effectiveness of EYFS	<p style="text-align: center;">Strengths</p>	<p style="text-align: center;">Next Steps</p>
	<p style="text-align: center;">1</p> <p>Increase of children achieving a Good Level of Development. Results have risen from 36% GLD in 2013 to consistently in line with national in 2017. 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>The new two year old provision has expanded already and has been recognized as an example of excellence by the local authority.</p> <p>The new F1/F2 outside environment is being used extremely effectively and the FS setting has been used as a good example by several academies and DMBC settings</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>	<ul style="list-style-type: none"> <li>• To narrow both the gender gap and the gap between advantaged and disadvantaged children particularly in regards to the acquisition of basic skills.</li> <li>• To plan for the implementation of the 30 hours free nursery entitlement for September</li> </ul>