

SEF Summary – Estcourt Primary Academy

Sections		Summary Evaluation	
1	Introduction	Approximately 343 pupils on roll, including 42 part time Nursery pupils. 48% pupils are eligible for Pupil Premium and the academy has a deprivation index of 0.36	
2	Areas for whole academy development	<p>To improve outcomes and accelerate progress in reading, writing and maths across the Foundation Stage and KS1, particularly for boys</p> <p>To continue to increase the quality of learning and thereby accelerate progress and raise standards in Reading, Writing and Maths for all pupils; particularly increase the percentage of pupils achieving higher levels and making better than expected progress, especially to diminish the difference between the academy's PP cohort and the national other group.</p> <p>To continue embedding a wide range of learning partnerships both within and beyond SPTA to raise standards at Estcourt Primary Academy and develop its reputation as a centre of excellence; including further developing leaders at all levels through strategically planned activities and CPD opportunities, with a particular focus on middle leaders.</p>	
	Progress in previous inspection key areas	Key Issue	Progress
		Raise overall attendance to above average	<p>Persistent absences have reduced term on term from 7.1% in 2012 to 2.5% July 2016</p> <ul style="list-style-type: none"> Attendance shows rising trend to above National: 96.3% Sept 2016 compared to 95.2% Summer End 2015 PP pupils attendance increased to 95.7% by Summer end 2016.
	Remove minor inconsistencies in teaching by ensuring pupils are clear about their individual learning targets and have good opportunities to assess their own progress and ensure that lessons and learning proceed at a brisk pace.	<p>Pedagogical pods have enabled sharing of good practice and the ability to use teachers' strongest skills effectively to coach and mentor colleagues</p> <p>Rigorous monitoring and CPD has raised standards in learning, showing consistently good learning behaviours across the whole school.</p> <ul style="list-style-type: none"> 100% Learning over time for learning behaviours, graded as good and beyond. External Review May 2016 	
3	Overall Effectiveness	Judgement:	Good 2
4 Leadership & Management	Strengths		1
	<p>EP & HoA driving academy improvement whilst maintaining system leadership support for other academies.</p> <ul style="list-style-type: none"> IMPACT: Academy has supported 2 academies who have come out of special measures. One academy now judged outstanding in every area, and one academy good with outstanding leadership and management. IMPACT: Another academy supported for behaviour has been graded outstanding for behaviour. IMPACT: Academy above National Progress measures for R,W and M (July 2016) IMPACT: KS2 3L+ progress 2015 : R 32%, W 59%, M 50% (maths 3L progress doubled on previous year) IMPACT: Academy above National Attainment 62% Combined (July 2016) IMPACT: 98% of parents/carers agree that the school is well led and well managed (47% strongly agree) July 2016 <p>Remodelled SLT and MLT sharply focused on standards and progress:</p> <ul style="list-style-type: none"> Senior leaders are forensic in their use of data to identify and address areas for improvement. Actions are carefully planned and lead to positive outcomes. (External Review SPTA January 2016) Absolute Clarity in school policy and purpose (External Outstanding Provider Review June 2016) <p>Significantly strengthened EAB challenging and holding leaders to account, there is an average of 22 challenges per meeting</p>		Next steps
5 Quality of Learning, Learning and Assessment	Strengths		2
	<p>Learning is graded at least good across the academy with a stronger proportion of outstanding practice since the last inspection. Leading to good achievement by the end of KS2.</p> <ul style="list-style-type: none"> IMPACT: 2016 KS2 Progress: Reading: +1.1, Writing +2.1, Maths +3.7 IMPACT: Good or better learning increased to 100% post NQT 2015; % of good or better learning (inc. NQTs) has increased by 23% during the autumn and spring terms <p>Teachers' marking is progressive and provides further opportunities for children to reflect on their learning and attempt challenges to improve.</p> <p>Teachers are highly effective at gap analysis intervention and Same Day Intervention to support quality first provision. This takes into consideration progress over the previous term, year group and key stage; then interventions to close the gaps, or extend progress are delivered by teachers. Teachers are leading the use of Educator for the SPTA group.</p>		Next steps
6 Personal Development, Behaviour and Welfare	Strengths		1
	<p>'Behaviour and conduct around the academy including at playtime is a strength of the academy. Pupils demonstrate care and concern for each other, older and younger pupils play well together' (External Review Jan 2016)</p> <p>The academy has well refined strategies and procedures to effectively manage the behaviour of pupils: continued reduction in the number of pupils using alternative provision from 2013_14 to date.</p> <ul style="list-style-type: none"> Children using alternative provision has reduced to 0.1% of the academy population July 2016; 100% of Learning observations graded as good and beyond for learning behaviours. (External Review by LA outstanding provider June 2016) Support is now given as system leadership to our partnership academies and in one partnership academy, the % of good or better behaviour in classes has risen from 72% to 89%, and % less than good reduced from 28% to 11%, exclusions reduced from 53 to 1. A very strong focus on the business of learning and learning skills' (External Outstanding Provider Review June 2016) 100% parents/carers agree that their child feels safe at EPA (increase to 36% strongly agree) Jul.16 99% parents/carers agree that their child makes good progress at EPA (increase to 26% SA) Jul.16 99% of parents/carers agree that their child is well looked after at EPA July 2016 		Next steps
7 Pupil Outcomes	Strengths		2
	<ul style="list-style-type: none"> Academy is at least in the top 16% of schools for Reading and Maths Progress and top 19% of schools for meeting the combined expected standard (FFT Unvalidated data Sept 2016) IMPACT: There are rising trends in all areas i.e. EYFS outcomes have increased from 26% in 2013 to 48% in 2015, and 67% in 2016. Y1 phonics attainment increased from 49% in 2013 to 67% 2015 and 83% in 2016. KS1 Level 3 increased to R 22%, W 27%, M33% in 2015; and of those KS1 pupils who had not attained a GLD in EYFS, 86% made accelerated progress in Reading and 95% in Maths to at least meet FFT 20 in 2016. KS2 L4+ combined increased from 56% in 2012 to 80% in 2015, and progress measures were above national in 2016 (R +1.1, W + 2.1, M +3.7) to be in the top 16% of schools nationally. IMPACT: 2016 Y6 62% RWM combined National Standard; Y2 73% RWM combined National Standard; Y1 82% phonics screening; EYFS 67% GLD IMPACT: 2016 accelerated progress for Y6 disadvantaged cohort, from baseline of 38% attaining L2b+ RWM combined at KS1, as a result 62% attained RWM combined, with above national progress measures in R,W & M IMPACT: 2016 Y6: 27% pupils attained greater depth in writing in line with 27% attaining a high score in GPS IMPACT: A higher percentage of disadvantaged pupils in KS2 attained National Standard compared to all children nationally. IMPACT: KS1 SEND pupils made 100% accelerated progress in writing, and KS2 SEND pupils made 100% accelerated progress R and M (July 2016) Improved progress and attainment achieved by disadvantaged pupils since 2011, and increasingly effective in educating your disadvantaged pupils, with a good start in life and prepared them well for secondary school' (Letter from Minister of State for Schools 26th January 2015) Impact from PPG funding shows the academy is diminishing differences: achievement in Key Stage 1 has increased due to accelerated progress: of those children who did not attain a GLD, R 71% and M 81% met FFT 5 or better Increase of 12% in Y1 phonics attainment to 82% 2016 		Next steps
8	Strengths		2
	<p>Increase of children achieving a Good Level of Development. Pupils narrowing the gap to national standards starting from below national starting points. Increase from 26% GLD in 2013 to 67% 2016</p>		Next Steps
			<ul style="list-style-type: none"> To ensure the outdoor provision is redeveloped and promotes learning equal to the indoor provision

	<ul style="list-style-type: none"> 2015_16 Government baseline testing graded all pupils in the bottom 2 quintiles, 67% attained GLD in 2016, of those disadvantaged children 75% attained GLD in CLLD 	<ul style="list-style-type: none"> To ensure boys secure rapid progress to close the gaps on national especially in terms of reading, writing and maths To narrow the GLD % gap to the National Average
	<p>The Early Years Foundation Stage provides a caring setting where children settle quickly and develop good levels of independence</p> <ul style="list-style-type: none"> <i>'It was very clear that the children are viewed as individuals and that the learning experiences on offer take account of their interests, strengths and areas for development. This enables the children to confidently demonstrate what they know and can do independently and in a range of contexts' LA Moderation Visit May 2016</i> 	
	<p>Frequent, bespoke and consistent intervention is provided for those pupils who are significantly below.</p>	