

# SEF Summary – Estcourt Primary Academy (April 2017)

Sections		Summary Evaluation	
1	Introduction	Approximately 363 pupils on roll, including 66 part time Nursery pupils. 44% 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 and accelerate progress in reading, writing and maths across the Foundation Stage and KS1, particularly for boys	
		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 further diminish differences, then at least maintain the parity between the academy's PP cohort and the national other group.	
		To continue embedding a wide range of learning partnerships both within and beyond DELTA 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.	
2	Progress in previous inspection key areas	Key Issue	Progress
		Aspirations are raised so that more pupils reach higher levels of attainment and learning at greater depth	<ul style="list-style-type: none"> <li>KS1 - Academy is at least in the top 11% of schools nationally for the higher standard (FFT Unvalidated data Oct 2016)</li> <li>IMPACT: For KS1 disadvantaged pupils, attainment of greater depth in all subjects for all EYFS development groups was above national figures for other pupils ( RAISE Validated Inspection Dashboard February 2017)</li> <li>IMPACT:2016 Y6: 27% pupils attained greater depth in writing in line with 27% attaining a high score in GPS</li> </ul>
2	Progress in previous inspection key areas	Current strategies to improve the progress of disadvantaged pupils are rigorously monitored to ensure continuing improvement	<ul style="list-style-type: none"> <li>IMPACT: 'Disadvantaged pupils have their needs well met, as you ensure that he pupil premium funding is appropriately spent...In 2016, these pupils made progress which was nearly in line with other pupils nationally and this progress continues to improve.' (Ofsted Report, March 2017)</li> <li>IMPACT: The proportion of disadvantaged pupils that met the expected standard in phonics was above the national figure for other pupils in Year 1 ( RAISE Validated Inspection Dashboard February 2017)</li> <li>IMPACT: A higher percentage of disadvantaged pupils in KS2 attained National Standard compared to all children nationally.</li> </ul>
		Judgement: Outstanding	2
3	Overall Effectiveness	Judgement: Outstanding 2	
4	Leadership & Management	Strengths	Next steps
		Leaders are driving academy improvement whilst maintaining system leadership support for other academies. <ul style="list-style-type: none"> <li>IMPACT: "You have created a strong team who wholeheartedly follow the school's vision of 'inspiring and empowering others to achieve'." (Ofsted Report, March 2017)</li> <li>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.</li> <li>IMPACT: Another academy supported for behaviour has been graded outstanding for behaviour.</li> <li>IMPACT: Academy above National Progress measures for R,W and M (July 2016)</li> <li>IMPACT: KS2 3L+ progress 2015 : R 32%, W 59%, M 50% (maths 3L progress doubled on previous year)</li> <li>IMPACT: Academy above National Attainment 62% Combined (July 2016)</li> <li>IMPACT: 99% of parents/carers agree that the school is well led and well managed (54% strongly agree) Nov 2016 Ofsted Parent View</li> </ul>	<ul style="list-style-type: none"> <li>Continue embedding a wide range of learning partnerships both within &amp; beyond DELTA to raise standards at EPA &amp; develop its reputation as a centre for excellence; including developing the experience of leaders at all levels through strategically planned activities and CPD opportunities, with a particular focus on middle leaders</li> <li>Continue to raise the aspirations of pupils for their own learning &amp; progress; raise the attainment of all pupils with a key focus on the development of basic skills</li> <li>Continue to use a robust model of governance to support academy improvement</li> </ul>
		Remodelled SLT and MLT are sharply focused on standards and progress, their unwavering commitment has created a culture that enables pupils and staff to excel: <ul style="list-style-type: none"> <li>'This structure further promotes the school's vision of empowering all, as all teachers have a specific area of responsibility and are held fully accountable.' (Ofsted Report, March 2017)</li> <li>'Your staff are highly supportive of the work you do; they consider that you all work well as a team and that the senior leadership is unremitting in ensuring that both teachers and pupils reach their maximum potential' (Ofsted Report, March 2017)</li> <li>'The shared vision and ethos of "inspiring and empowering others to achieve" is evident throughout the school; it shone through in all discussions with staff and on the learning walk across all phases. Estcourt Primary Academy has a determined and very effective leadership team. The reviewed distributive leadership structure has had a very positive impact on improving the quality of teaching and standards.' (Basic Skills Quality Mark, March 2017)</li> <li>'...an element where the school has significant strengths. There is a very clear, co-ordinated approach in the drive to constantly improve and evaluate performance. This is evidenced in the school's strong data and improvements over the last few years...leaders are very knowledgeable and enthusiastic, with a clear picture of priorities and their role in developments across the school.' (Basic Skills Quality Mark, March 2017)</li> <li>'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 DELTA January 2016)</li> <li>'Absolute Clarity in school policy and purpose' (External Outstanding Provider Review June 2016)</li> </ul>	
		Significantly strengthened EAB systematically challenging and holding leaders to account, for the effective deployment of staff and resources to improve outcomes, there is an average of 22 challenges per meeting	
5	Quality of Teaching, Learning and Assessment	Strengths	Next steps
5	Quality of Teaching, Learning and Assessment	Across the academy, learning over time is strong, with a stronger proportion of outstanding practice since the last inspection. Leading to above National achievement by the end of KS2. <ul style="list-style-type: none"> <li>IMPACT: 2016 KS2 Progress: Reading: +1.1, Writing +2.1, Maths +3.7</li> <li>IMPACT: 'The quality of teaching has improved over time and continues to do so. This improvement has resulted in the acceleration of pupil outcomes across all year groups, including disadvantaged pupils.' (Ofsted Report, March 2017)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide on-going support for NQTs &amp; RQTs, moving from dependence to autonomy, in using data &amp; assessments effectively to target specific groups or individuals to ensure lessons are consistently providing at least good or better learning; &amp; that data supports this judgement</li> <li>Increase the percentage of outstanding learning throughout the academy</li> <li>Continue to provide peer support through team teach, modelled lessons, coaching and opportunities to observe outstanding practice for any teacher judged as good in order to move their practice beyond a judgement of good; ensuring marking and feedback moves learning forward</li> </ul>
		The learning culture of the academy maintains achievement for pupils, whilst ensuring strategic staff development to strengthen other academies in the trust: in the last year, 2 staff have been deployed for Senior Leadership roles and 2 to strengthen learning <ul style="list-style-type: none"> <li>IMPACT: the % of good or better learning (inc. NQTs) systematically increases from baselines, and increased by 23% during the autumn and spring terms 2015-16</li> </ul>	
		Teachers' marking and feedback is incisive, and provides further opportunities for children to reflect on their learning and attempt challenges to further improve. <ul style="list-style-type: none"> <li>IMPACT: 'There was a very clear evidence base of fluency, and most importantly, reasoning in pupils' books...Marking and feedback is consistent across the academy and CTG marking and pupils' responses extend and develop learning' (Basic Skills Quality Mark, March 2017)</li> <li>99% parents/carers agree that their child makes good progress at EPA (26% strongly agree) Nov16 (113 responses)</li> </ul>	
Development, Behaviour and	Development, Behaviour and	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. Teachers are leading the use of Educator for the DELTA group.	
		Strengths	Next steps
Development, Behaviour and	Development, Behaviour and	Pupils are confident, self-assured learners. <ul style="list-style-type: none"> <li>'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)</li> <li>'Around the school it is evident that pupils' aspirations for their own learning and progress have been raised' (Basic Skills Quality Mark, March 2017)</li> </ul>	<ul style="list-style-type: none"> <li>To achieve zero permanent exclusions throughout the academic year</li> <li>To increase attendance Current attendance to 96.5% and at least maintain % of persistent absence pupils through the implementation of further developed</li> </ul>

	<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"> <li>• <b>Children using alternative provision has reduced to 0.1% of the academy population July 2016;</b></li> <li>• <b>100% of learning observations graded as good and beyond for learning behaviours. (External Review by LA outstanding provider June 2016)</b></li> <li>• <b>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.</b></li> <li>• <b>'A very strong focus on the business of learning and learning skills' (External Outstanding Provider Review June 2016)</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>98% parents/carers agree that their child feels safe at EPA (33% strongly agree) Nov16 (113 responses)</b></li> <li>• <b>99% parents/carers agree that their child makes good progress at EPA (increase to 26% SA) Nov16 (113 responses)</b></li> <li>• <b>99% of parents/carers agree that their child is well looked after at EPA (30% SA) Nov 2016 (113 responses)</b></li> </ul>	<p>behaviour strategy and policy. <b>Persistent absences have reduced termly to 2.5% July 2016, and there has been an increase in disadvantaged pupils' attendance to 95.7% (above national)</b></p> <ul style="list-style-type: none"> <li>• To continue to ensure lessons across the curriculum have learning behaviour judged to be good and beyond.</li> </ul>
7 Pupil Outcomes	<p style="text-align: center;"><b>Strengths</b> <span style="float: right;"><b>1</b></span></p>	<b>Next steps</b>
	<p>Throughout the academy, and across the curriculum, current pupils are making substantial and sustained progress, considering their different starting points.</p> <ul style="list-style-type: none"> <li>• <b>KS2 - 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)</b></li> <li>• <b>KS2 - Academy is in at least top 10% of schools for progress of prior middle attaining pupils in Writing and Maths (RAISE Validated Inspection Dashboard February 2017)</b></li> <li>• <b>RAISEonline inspection dashboard shows 'no weaknesses for any cohorts' (RAISEonline Unvalidated data Oct 2016)</b></li> <li>• <b>KS1 - Academy is at least in the top 1% of schools nationally for Reading and Maths Progress for the expected standard, and top 11% of schools nationally for the higher standard (FFT Unvalidated data Oct 2016)</b></li> <li>• <b>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.</b></li> <li>• <b>IMPACT: 2016 Y6 62% RWM combined National Standard; Y2 73% RWM combined National Standard; Y1 82% phonics screening; EYFS 67% GLD</b></li> <li>• <b>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 &amp; M</b></li> <li>• <b>IMPACT: 2016 Y6: 27% pupils attained greater depth in writing in line with 27% attaining a high score in GPS</b></li> <li>• <b>IMPACT: A higher percentage of disadvantaged pupils in KS2 attained National Standard compared to all children nationally.</b></li> <li>• <b>IMPACT: KS1 SEND pupils made 100% accelerated progress in writing, and KS2 SEND pupils made 100% accelerated progress R and M (July 2016)</b></li> <li>• <b>IMPACT: 'Throughout the academy and across all subjects, detailed pupil data shows substantial and sustained progress from accurately defined starting points. Phonics and EYFS outcomes have increased consistently over a number of years. In both KS1 and KS2, progress measures are a significant strength.' (Basic Skills Quality Mark, March 2017)</b></li> <li>• <b>IMPACT: 2015-16, in the wider curriculum, lower ability children showed a narrowing of the gap in 33 out of 35 measures, also in 33 out of 35 measures there is evidence to show the higher ability group is increasing</b></li> <li>• <b>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 26<sup>th</sup> January 2015)</b></li> <li>• <b>Academy continues to diminish differences between academy disadvantaged and national other children IMPACT: 56% Academy Disadvantaged pupils met the National Standard in RWM combined compared to 60% of National other children (-4% 2016, compared to -6% 2015) (RAISEonline Nov 2016)</b></li> <li>• <b>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</b></li> <li>• <b>Increase of 12% in Y1 phonics attainment to 82% 2016</b></li> </ul>	<ul style="list-style-type: none"> <li>• Continue to raise attainment in reading, writing and maths; specifically increase the percentage of pupils making better than expected progress. <b>"The clear vision and ambitious drive of the Executive Principal and Head of Academy have ensured a relentless focus on basic skills. They are supported by a determined and enthusiastic SLT Team who are skilled and knowledgeable which ensures that all staff are accountable."</b> (Basic Skills Quality Mark Report February 2015)</li> <li>• Continue to ensure interventions specifically target groups highlighted through data analysis</li> <li>• Increase the attainment and progress of disadvantaged, more able pupils</li> </ul>
	<p style="text-align: center;"><b>Strengths</b> <span style="float: right;"><b>2</b></span></p>	<b>Next Steps</b>
8 Effectiveness of EYFS	<p>Through accurate assessment, provision is meticulously planned, as a result there has been an increase of children achieving a Good Level of Development. Pupils narrowing the gap to national standards starting from below national starting points.</p> <ul style="list-style-type: none"> <li>• <b>Increase from 26% GLD in 2013 to 67% 2016</b></li> <li>• <b>IMPACT: 'A new Early Years Leader and the redesigning of the early years environment and assessment system means the needs of younger children are well met. In 2016, the proportion of children who reached a good level of development was greatly improved and in line with the national average. This accelerated progress is being maintained.'</b> (Ofsted Report, March 2017)</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure the outdoor provision is redeveloped and promotes highly stimulating learning equal to the indoor provision</li> <li>• To ensure boys secure rapid progress to close the gaps on national especially in terms of reading, writing and maths, maintaining and building on consistently high progress rates</li> <li>• To continue to increase the GLD % and reduce cohort specific gaps to National</li> </ul>
	<p>The Early Years Foundation Stage uses highly successful strategies to engage parents and carers, and provides a caring setting where children settle quickly and develop good levels of independence</p> <ul style="list-style-type: none"> <li>• <b>'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</b></li> </ul>	
	<p>Frequent, bespoke and consistent intervention is provided for those pupils who are significantly below.</p> <ul style="list-style-type: none"> <li>• <b>2015-16 and 2016-17 Government baseline testing graded all pupils in the bottom 2 quintiles for Literacy, 67% attained GLD in 2016, of those disadvantaged children 75% attained GLD in CLLD</b></li> </ul>	

**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**