

SEF Summary –Green Lane Primary Academy Reviewed September 2017

Sections		Summary Evaluation	
1	Introduction	448 pupils on roll, including 39 part time Nursery pupils. 11% pupils are eligible for Pupil Premium.	
2	Areas for whole academy development	Increase capacity and improve skills of leaders at all levels in order to accelerate progress across the academy in all subject areas through appropriate interventions and accountability in relation to their roles and responsibility.	
		Ensure all teaching is at least good and Improve the % of outstanding teaching and learning across all phases of the academy.	
2	Progress in previous inspection key areas	Ensure that all children are making progress towards Aged Related Expectations (ARE) and an increasing % reach above ARE in 2018 in reading, writing, maths and science.	
		Key Issue	Progress
		Develop the quality of outdoor learning opportunities in EYFS to reflect the greater challenges experienced indoors.	<ul style="list-style-type: none"> Enlargement of the outdoor provision that includes grassy areas as well as paved areas to allow for a combination of outdoor provision. Pavement markings to enhance imaginative play and physical activity. Regular pupil voice to ensure provision is child le e.g. digger land created after children saying they "want to dig!" Learning has shifted to child led rather than adult focused; the adult is there to facilitate and challenge children's learning rather than lead it in a pre-empted direction.
3	Overall Effectiveness	Judgement: Good	
4	Leadership & Management	Strengths	Next steps
		An effective senior leadership team of Executive Principal, Head of Academy and Assistant Principal drive academy improvements. This is ably supported by middle leaders. Leadership is distributed and system leadership for other academies is effective. Leadership is distributed and driven by a shared vision for rapid progress and accountability.	
		Leadership ensures a broad and balanced curriculum provides a wide range of opportunities for pupils to learn, which contributes well to pupils' behaviour and welfare including SMSC development. Senior Leaders are effective in monitoring and using this information to develop learning and skills consistently across the curriculum.	
		An active and engaging EAB that challenges and is self-evaluative in nature with their rapid response to changes, the willingness to challenge appropriately and with interests of pupil outcomes at the centre of all decisions.	
5	Quality of Teaching, Learning and Assessment	Strengths	Next steps
		Teaching that is consistently good with some outstanding. Staff that are open and reflective in their practice through subject leader support and phase support teams. Consequently this supports continued development of practice as the curriculum has changed in all subjects.	
		Through the use of the RAG and gap analysis in English and Maths allows for systematic and appropriate identification of areas for development and next steps that the children have as well as support those children who may be falling behind.	
		Teachers have high expectations for all children to help them learn well across the curriculum. They are energised by an exciting curriculum created to meet the needs of the academy. Teachers plan activities which engage, ignite imaginations and challenge all children to achieve as highly as they can. Children take pride in their work and want to share their achievements which are celebrated in the classroom as well as within the academy. The 5 R's of Learning support continued development of behaviours and attitudes for learning.	
6	Personal Development, Behaviour and Welfare	Strengths	Next steps
		Attendance above national at 97% and PA below national averages at 4.4% with no permanent exclusions. Impact: Overall attendance improved year on year above latest published national figures (95.4% 2014-15),	
		Strong nurturing and pastoral ethos that actively promotes all aspects of pupils' welfare. Each child is treated as an individual and all members of staff are vigilant in identifying concerns and needs of children. An active Inclusion team and strong PHSC, supports the children on a variety of levels.	
		Children are able to identify confidently how to keep themselves healthy. PE and sport are a strength in the academy. There are a number of extra-curricular clubs that offer lots of sports opportunities.	
7	Pupil Outcomes	Strengths	Next steps
		KS2 2017 There is a rising trend in KS2 attainment combined measure – 2017 64%, placing the academy close to the 65% combined attainment floor standard. All subjects above last year's national average attainment and well above in reading and maths and GPS. Predictions for KS2 2018 build on this improvement. R 78% W 76% M 84% GPS 91% GPS 2017 significantly above national at 91% (33% achieved Greater Depth in GPS). Writing attainment was low in 2016 42% - this anomaly has been addressed and 2017 writing EXS is now similar to national. Progress meets floor standard in 2017(Performance Tables 2017) Reading -1 Maths +0.4 Writing -1.2	
		KS1 2017 Phonics year 1 is on a rising trend and now similar to national at 81% (up 16% from 2016) KS1 outcomes in 2017 mirror KS2, EYFS and Year 1 phonics improvements. Reading 72% (up by 11% from 2016) Writing 58% (up by 25%) Maths 70% now (up by 14%)	
		EYFS 2017 GLD 77% (up 10% from 2016) EYFS similar to national in 2016 and 2017 and on upward trend.	
8	Effectiveness of EYFS	Strengths	Next Steps
		Three year trend of improved GLD at end of EYFS from 48%-77% with the 2017 cohort showing an increase in PSED from baseline of 38% at expected levels to 77% at expected levels by the end of EYFS.	
		Vulnerable groups, including disadvantaged children, make expected or better than expected progress. Where there have been gaps, teachers and the inclusion team put in effective intervention to ensure more rapid progress.	
		The learning environment, both indoors and outdoors, provides a variety of challenges for the children to engage with the support of a broad curriculum. An enhanced curriculum supports cross curricular links through a thematic approach that enables children to apply their learning in context.	