

# SEF Summary –Green Lane Primary Academy Reviewed December 2017

Sections		Summary Evaluation	
1	<b>Introduction</b>	448 pupils on roll, including 38 part time Nursery pupils. 9% pupils are eligible for Pupil Premium.	
2	<b>Areas for whole academy development</b>	Continue to offer developmental opportunities for middle leaders to continue to accelerate progress and attainment across the academy in all subject areas through appropriate interventions, leading their teams and maintain accountability in relation to their roles and responsibility.	
		Ensure all teaching is at least good with strengths shared across teams and areas for development identified and acted upon promptly.	
	<b>Progress in previous inspection key areas</b>	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"> <li>Physical outdoor refurbishments starting Dec 2017. Continuous outdoor learning opportunities include focused activities, which children access as they wish. Learning journals reflect observations and challenges completed outside.</li> </ul>
3	<b>Overall Effectiveness</b>	Judgement: <b>Good</b>	
4	<b>Leadership &amp; Management</b>	<b>Strengths</b>	
		An effective senior leadership team of Executive Principal, Head of Academy and Assistant Principal drive academy improvements. Middle leaders ably support this. 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.	
		<b>Next steps</b>	
		<ul style="list-style-type: none"> <li>Children continue to make good progress because of high expectations and actions of leaders and managers.</li> <li>Leaders use RAGs to inform interventions required and use RAGs to support and challenge colleagues within teams.</li> <li>Leaders at all levels continue to be held accountable for the attainment and progress of children in relation to their roles and responsibilities.</li> <li>All EAB members to participate in learning walks with middle leaders.</li> </ul>	
5	<b>Quality of Teaching, Learning and Assessment</b>	<b>Strengths</b>	
		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.	
		Using 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. The curriculum meets 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. Parental attendance at workshops and parent's evening is good.	
		<b>Next steps</b>	
		<ul style="list-style-type: none"> <li>Strengthen teaching so that the majority of lessons have many outstanding features.</li> <li>Embed consistency in pupil's response to feedback, which moves learning forward and supports challenge.</li> </ul>	
6	<b>Personal Development, Behaviour and Welfare</b>	<b>Strengths</b>	
		Attendance above national at 97% and PA below national averages at 4.4% with no permanent exclusions. <b>Impact: Overall attendance improved year on year above latest published national figures (95.4% 2014-15),</b>	
		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 supports the children on a variety of levels. The use of the nurture room and uptake in enrichment activities is good.	
		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 sports opportunities.	
		<b>Next steps</b>	
		<ul style="list-style-type: none"> <li>Excellent behaviour in class is replicated during transitions around school.</li> </ul>	
7	<b>Pupil Outcomes</b>	<b>Strengths</b>	
		<b>KS2 2017</b> 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, 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	
		<b>KS1 2017</b> 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%)	
		<b>EYFS 2017</b> GLD 77% (up 10% from 2016) EYFS similar to national in 2016 and 2017 and on upward trend.	
		<b>Next steps</b>	
		<ul style="list-style-type: none"> <li>Accelerate progress and attainment of disadvantaged children in line with academy average ensuring they reach at least expected standards in reading, writing and maths by the end of KS2.</li> <li>Exceed KS2 attainment floor target, with positive progress scores in all subjects.</li> <li>Further strengthen KS1 to reach above national averages.</li> <li>Raise attainment in writing throughout school to above national averages.</li> <li>Interventions to support pupils to achieve greater depth.</li> </ul>	
8	<b>Effectiveness of EYFS</b>	<b>Strengths</b>	
		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.	
		<b>Next Steps</b>	
		<ul style="list-style-type: none"> <li>Continue to widen transition opportunities for all new starters into EYFS.</li> </ul>	