

SEF Summary – Crookesbroom Primary Academy

Sections		Summary Evaluation		
1	Introduction	Currently, 232 pupils on roll, including 22 part time Nursery pupils. 40% of pupils are eligible for Pupil Premium and the academy has a deprivation indicator of 0.3. At its most recent Ofsted inspection (January 2015), the academy was judged to be good with outstanding leadership and behaviour and safety. In November 2016, the Executive Principal was designated as a National Leader in Education and Crookesbroom became a National Support School.		
2	Areas for whole academy development	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 standards and making better than expected progress.		
		To improve outcomes and accelerate progress in reading, writing and maths across the academy particularly for boys so that the difference between boys and girls is diminished.		
		Develop the continuous provision approach to the teaching of foundation subjects across the academy.		
2	Progress in previous inspection key areas	Ensure the provision for SEND pupils provides opportunities to narrow the gap through a personalised curriculum.		
		Key Issue	Progress	
		Improve the quality of teaching and learning, especially for the most-able pupils, by: – ensuring that mathematics teaching maintains consistent challenge in increasing progress and raising the standards attained – strengthening the challenge in writing through more opportunities for pupils to write at length on a variety of topics.	SDI and mastery approach to teaching maths embedded across the academy. KS2 outcomes in reading, writing and maths were above the national average for ARE and broadly in-line with national for GD. More able pupils are tracked and targeted for interventions at KS1 and KS2. KS2 Reading: 88% ARE and 25% GD Average score 107 KS2 Writing: 88% ARE and 19% GD KS2 Maths: 91% ARE and 19% GD Average score 106 KS2 Combined: 81% ARE and 9% GD Reading progress +3.8, Maths progress +3.0 Evidence in topic books shows that children are writing at length across the curriculum. Progress in writing at the end of KS2 was +0.3	
Develop the resources for learning in the early years outdoor area and ensure that children have the freedom to choose to work and play indoors or outdoors, when they have a choice of activities in order to explore the environment more fully.	2017 GLD was 68% which is in-line with national. Purpose built EYFS with free-flow access to outdoors. <ul style="list-style-type: none"> Free flow throughout all sessions Timetabled sessions for Read Write Inc, Talk for Writing and Maths Focus groups use the outdoors to consolidate key skills Emphasis on characteristics of learning Higher order thinking skills and questioning used by all staff Tapestry, online learning journal, used effectively to assess progress and next steps for children's learning by all staff. 			
3	Overall Effectiveness	Judgement: 2+		
4 Leadership & Management	Key Characteristics		1	Next steps
	All leaders demonstrate ambitious vision and have high expectations for themselves and pupils. As a result pupils make good progress relative to their starting point. The Executive Principal and Head of Academy are extremely ambitious and outstanding in directing the academy's improvement. (Ofsted 2015) 98% of parents/carers say that the school is well led and well managed (Parent Questionnaire Feb 2017)			<ul style="list-style-type: none"> Continue to raise the aspirations of pupils for their own learning and progress.
	Middle leaders monitor and drive standards effectively within their areas of responsibility so that the quality of teaching is at least good and standards are well above the national average by the end of the final key stage. They do a very good job in ensuring that new initiatives are firmly rooted throughout the academy. (Ofsted 2015)			<ul style="list-style-type: none"> Maintain the high standards and outcomes above national through rigorous monitoring and self-evaluation by all leaders.
	Opportunities for pupils to develop leadership skills through participation in school council, Y6 ambassadors and job shop.			<ul style="list-style-type: none"> Newly established curriculum teams to develop the quality of teaching of foundation subject and the impact of newly introduced curriculum design
	Child-led approach to the delivery of foundation subjects enables pupils to be masters of their own learning so that they deepen their knowledge and improve their skills.			
	Leaders at all levels provide support to other schools and academies; Head of Academy has now been seconded as Associate Executive Principal with responsibility for 2 schools within the trust.			
	EAB chair is a serving head teacher and provides effective challenge and support to ensure the academy continues to maintain high standards in all aspects of its work. Middle leaders report termly to EAB on standards in their subjects.			
All staff, regardless of experience, are provided with opportunity to develop their leadership roles, as a result, leadership is widely distributed and effective succession planning is in place				
Key Characteristics		2+	Next steps	
All teaching is at least good with some consistently outstanding. As a result, despite low starting points outcomes are in line with national for GLD and Y1 phonics. Outcomes at the end of KS1 are broadly in line with national. Outcomes at the end of KS2 are significantly above national for attainment and progress.			<ul style="list-style-type: none"> Target more able pupils to achieve greater depth based on prior attainment. 	
Teachers' use of data is effective in identifying gaps in learning to support planning and assessment. Interventions are targeted and bespoke, resulting in no child being left behind. Rigorous monitoring by leaders at all levels is effective in ensuring that pupils make strong progress relative to their starting point.			<ul style="list-style-type: none"> Target SEND pupils to diminish the difference towards age-related expectations based on prior attainment. Evidenced by: PIVATs, reading recovery, 	
Consistent whole-class approaches to the teaching of reading, writing and maths along with bespoke targeted intervention lead to strong outcomes in all phases. 100% parents/carers say that their child makes good progress. (Parent Questionnaire Feb 2017)			<ul style="list-style-type: none"> Increase the percentage of outstanding teaching. 	
6 Personal Development: Behaviour and Welfare	Key Characteristics		1	Next steps
	The behaviour of pupils is outstanding. All staff set high expectations and manage pupils' behaviour consistently and very effectively. (Ofsted 2015) 100% of parents/carers say that Crookesbroom makes sure its pupils are well behaved. (Parent Questionnaire Feb 2017)			<ul style="list-style-type: none"> Continue to improve attendance for all pupils (2016/7 attendance 95.7%. 2017/18 attendance target 97%) by intervening swiftly, with those pupils who are close to becoming PA.
	Highly effective nurture provision, which includes Thrive and attachment strategies, meets the emotional and social development of identified vulnerable pupils which means that exclusion rates remain very low. 99.5% of pupils say there is an adult at Crookesbroom they can talk to if something is worrying them. (Pupil Questionnaire July 2017)			<ul style="list-style-type: none"> Continue to request FPNs for unauthorised holidays.
	The academy has created a culture where safeguarding is of the highest priority. Pupils are heavily involved in creating a safe environment and have created child-friendly e-safety and safeguarding policies.			<ul style="list-style-type: none"> Case studies for all pupils not working at ARE.
As a result of robust curriculum provision, pupils have a good understanding of, and talk confidently about, how to keep safe including their understanding of e-safety and different forms of bullying. 98% of pupils say they feel safe at Crookesbroom. (Pupil Questionnaire July 2017) 100% of parents/carers say that their child feels safe. (Parent Questionnaire February 2017)			<ul style="list-style-type: none"> One member of staff trained to be an Emotional Literacy Support Assistant in order to work with individual pupils. Motor On programme to be delivered to targeted pupils in reception to Y4. 	
Key Characteristics		2+	Next steps	

	<p>In 2017 83% of pupils passed the Y1 phonics screening (national 81%). Boys performed better than their national counterpart with 83% achieving the threshold.</p> <p>Outcomes in KS1 in 2017 were broadly in line with national in reading, writing and maths. Reading 72% (national 76%) Writing 69% (national 68%) Maths 76% (national 75%) Disadvantaged pupils outperformed their national comparator group in maths.</p> <p>Since the introduction of the new assessment systems, outcomes in KS2 in both 2016 and 2017 were significantly above national in all measures including both attainment and progress. 2017 outcomes: Reading 88% (national 71%) Writing 88% (national 76%) Maths 91% (national 75%) Combined 81% (national 61%) Progress Reading +3.8 Writing +0.3 Maths +3.0</p> <p>In 2017, standards in KS2 were in line with national for greater depth. Greater Depth: Reading 25% (national 25%) Writing 19% (national 18%) Maths 19% (national 23%) Combined 9% (national 9%)</p> <p>Disadvantaged pupils performed better than other and all pupils nationally in reading, writing and maths Reading 81% Writing 81% Maths 94% Combined 81%</p>	<ul style="list-style-type: none"> Continue to raise attainment and narrow the gap to ARE for all pupils in all year groups. Increase the percentage of pupils working at greater depth in reading, writing and mathematics in both key stages to be in line with national at KS1 and better than national at KS2. Ensure the progress and attainment of vulnerable groups is in line with or better than national. Track the progress of SEND pupils to ensure they are making strong progress. 	
8. Effectiveness of EYFS	<p style="text-align: center;">Key Characteristics</p>	<p style="text-align: center;">2+</p>	<p style="text-align: center;">Next Steps</p>
	<p>68% of pupils achieved GLD which is broadly in-line with the national average of 70.7%. 75% of disadvantaged pupils achieved GLD; better than all pupils nationally. Gender gap is narrowing 18% in 2016, 12% in 2017; lower than national gap (13.7%). 63% of boys achieved GLD which is broadly in line with national (64%). 90% of nursery parents access weekly opportunities to support their child in school with learning. Reception class 2016/17 began nursery with 0% on track for PSED; 46% were on track for ARE by end of nursery and 68% achieved GLD,</p>	<ul style="list-style-type: none"> Ensure that boys secure rapid progress to further close the gender gap. Continue to closely monitor all groups of pupils to raise attainment. Develop the use of Tapestry to encourage parents to contribute to their child's learning journey. 	
	<p>Purpose-built foundation unit enables free-flow access to the outdoors and ensures indoor and outdoor provision is well planned to meet the needs of learners and raise standards.</p>		
	<p>A strong partnership with parents and carers who contribute to their children's learning journey. Pupils settle quickly and develop good levels of independence.</p>		
	<p>Of the current 22 in nursery, 21 (95%) attended playgroup during spring and summer term 2017. This has resulted in children having a settled start in September. 64% entered nursery on track for PSED.</p>		
<p>Strategies used throughout the academy are introduced in EYFS to ensure consistency and develop language eg Talk for Writing, whole-class reading, 'It's only words' vocabulary development, encouraging children to speak in full sentences and Same Day Intervention approach to teaching maths.</p>			