

## Academy Annual Assessment of Impact of Actions

### SEF Summary – Worlab Primary Academy (May 2017)

Sections		Summary Evaluation	
1	Introduction	Worlab Academy is based in rural North Lincolnshire within a farming community and receives pupil premium funding for 31% of pupils. The academy has a deprivation index of 0.19. SEN is broadly in line with national. There are currently 77 pupils on roll from FS2 to Year 6.	
2	Areas for whole academy development	<p>ADP1 Raise standards and accelerate progress in writing at KS2</p> <p>ADP2 Raise standards and accelerate progress in maths at KS2</p> <p>ADP3 Improve outcomes for vulnerable groups (SEN, Pupil Premium and Boys)</p> <p>ADP4 Ensure teachers with responsibility for managing subjects are given sufficient opportunity to improve achievements in their subject</p> <p>ADP 5 Improve the percentage of pupils achieving a GLD at the end of EYFS</p>	
3	Progress in previous inspection key areas	Key Issue	Progress
		A minority of boys do not always attain standards which are high enough or make enough progress in their learning	<p>Curriculum redesigned to engage boys.</p> <p>All boys in school interviewed to gain views and opinions regard teaching, learning and engagement.</p> <p><b>IMPACT: 2015-2016 Year 6 - 100% Boys made better than expected progress in writing 75% of boys made better than expected progress in SPaG and Maths.</b></p>
		Occasionally a small amount of learning time is wasted in lessons when pupils are not as fully challenged as they might be, and this hinders their progress slightly	<p>All lesson observations indicate pupils fully engaged.</p> <p>All lesson observations and book scrutinies indicate challenge offered.</p> <p><b>IMPACT 2015-2016 Year 6 Progress measures Writing 2.8, Maths -1.8 and Reading -2.6.</b></p>
		The quality of marking is inconsistent and does not always help pupils to improve their work further.	<p>New marking and feedback policy in place with input from the whole staff. (from September 2016)</p> <p>Staff using consistently across all subjects.</p> <p>SDI introduced for Maths to remove the need for developmental and positive feedback comments.</p> <p>Pupils are timetabled improvement time during the day and are clear what they must do to improve.</p> <p><b>IMPACT: Book scrutinies and Learning walks evidence that the majority of staff are using the marking policy consistently.</b></p>
		Teachers with responsibility for managing subjects have insufficient opportunity to improve learning.	<p>With a small staff and changes in staffing structure, this has proved difficult. A new plan has been put in place from September 2016, to give time allocation each week via extended staff meetings to include aspects of subject leadership. In addition, time has been allocated during the school day for monitoring and assessment. From Spring term, additional fortnightly subject leadership time allocated to all leaders and termly subject leadership afternoons.</p> <p><b>IMPACT: Subject leaders have a clear monitoring and assessment programme in place for their subject area, they are aware of standards in their subject and what they need to do to raise standards further.</b></p>
4 Leadership &	Strengths		2
	<p>The EAB have ambitious vision for the academy and demonstrate challenge through regular half termly meetings (full EAB and improvement committee meetings) and through link governor visits to school to meet with subject leaders and be involved in the monitoring process; to ensure excellent outcomes for children.</p> <p>All middle and senior leaders are supported and challenged by the Principal and EAB to improve outcomes for the academy. <i>Middle leaders have a clear understanding of the needs and strengths of the academy and feel well supported (Academy Improvement Day Report April 2016)</i></p>		<p>Next steps</p> <ul style="list-style-type: none"> <li>Middle and Senior Leaders review their subject areas and write action plans to show developments in all subjects to maximise children's learning.</li> <li>Middle and Senior leaders drive change through relentless monitoring and challenge.</li> </ul>

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	<p>Leaders are driving academy improvement. Robust and consistent monitoring is in place and weaknesses are addressed swiftly. <b>The expectation of demanding the best at all times has inspired and motivated staff to improve learning in lessons to the point where it is now resulting in pupils' good achievement. There is strong leadership of teaching (Ofsted 2015)</b></p> <p><b>IMPACT 100 % of parents agree that the school is well led and managed (76% strongly agree) - April 2016</b></p> <p><b>IMPACT: KS2 3L+ progress 2016: R57%, W 71% and Maths 86%</b></p>	2	<ul style="list-style-type: none"> <li>Continue to have high expectations of all (especially vulnerable groups) in Reading, Writing and Maths</li> <li>Continue to use a robust model of governance to support academy improvement</li> </ul>
5 Quality of Teaching, Learning and	Strengths	2	Next steps
	<p>The vast majority of teaching observations are graded as good with no inadequate lessons</p> <p>Regular trialling of new strategies are undertaken by practitioners with enthusiasm and determination to improve outcomes for pupils.</p> <p><b>IMPACT: 95% of parents agree that their child is taught well (68% strongly agree) – April 2016</b></p>		<ul style="list-style-type: none"> <li>Consolidate the percentage of lesson observations to 100% good or better.</li> <li>Collaborate with cluster group for opportunities for teachers to observe outstanding practitioners elsewhere. Collaboration with Craven academy (an outstanding Delta academy) for both Lower KS2 and EYFS. Year2 and Year6 collaborate and moderate with NLA</li> <li>Close scrutiny of intervention offered to SEND pupils and details of impact of intervention monitored and recorded to support future interventions and develop more accelerated learning for this vulnerable group.</li> </ul>
	<p>The accuracy of assessment data analysis has improved through weekly RAG meetings, monthly network meetings and half termly pupil progress meetings and summative assessment tests.</p>		
6 Personal Development, Behaviour and Welfare	Strengths	1	Next steps
	<p>Safeguarding procedures are thorough.</p> <p><b>IMPACT: 100% of parents state their child feels happy and safe at the academy (Parent Questionnaire April 2016)</b></p> <p><b>IMPACT: 100% of parents say the school make sure its pupils are well behaved (September 2016)</b></p> <p><b>IMPACT: 98% of pupils feel safe at school (Pupil questionnaire – September 2016)</b></p>		<ul style="list-style-type: none"> <li>To firmly embed the new behaviour policy to ensure that all staff (including lunchtime support staff) to be consistent in their approach towards the behaviour of pupils. To continue to promote the monthly values.</li> <li>Continue to promote good attendance and prompt arrival at school</li> <li>Re-apply for the National Diana anti-bullying award</li> </ul>
	<p>Attendance is above national average and there have been no fixed term exclusions.</p> <p><b>The % of persistent absentees has fallen for the last two years to the current position of 0 persistent absentees (Raise). Autumn 2017 attendance 96.06% Spring 2017 attendance 96.09%</b></p>		
	<p>Pupils work hard to prevent all forms of bullying</p> <p><b>IMPACT: 0 incidents of recorded bullying for the past 3 years</b></p> <p><b>IMPACT: Diana anti-bullying award achieved 2014 &amp; 2017</b></p>		
7 Pupil Outcomes	Strengths	2	Next steps
	<p>Year 1 phonics results at or above national average</p> <p><b>Year 1 phonic screening results at 100% in 2015</b></p> <p><b>Year 1 phonic screening results virtually in line with national - 77.77% in 2016 (national 81%)</b></p>		<ul style="list-style-type: none"> <li>EYFS – to raise attainment so that 83%+ achieve a Good Level of Development at the end of FS2</li> <li>Accelerate progress and raise attainment of boys with a focus on KS2</li> <li>Increase % of pupils achieving expected levels at the end of KS2 to 70%+</li> <li>Increase the rate of progress achieved for all SEND pupils to ensure there is a narrowing of gaps between SEND and non SEND. Have high expectations of all; SEN should not be a barrier to learning.</li> </ul>
	<p>Sustained KS1 results</p> <p><b>End of key stage one results are positively strengthened as standards at the end of Key Stage 1 are above average and have improved over three years (Ofsted 2015).</b></p> <p><b>2016 71% of pupils achieved age related expectations in RWM combined and 43% of children achieved at greater depth in at least one area</b></p>		
	<p><b>KS2 2016 progress scores achieved – Writing +2.8, Maths -1.8 and Reading -2.6.</b></p>		
8 Effectiveness of EYFS	Strengths	2	Next Steps
	<p>% of GLD achieved in line with national averages</p> <p><b>Early Years is managed effectively by a leader very much focussed on high quality outcomes, enabling children to make good progress in their development and learning (Ofsted 2015)</b></p>		<ul style="list-style-type: none"> <li>Improve the % of GLD achieved to 83%+</li> <li>Develop the outdoor area to provide further learning opportunities particularly in communication and language skills</li> <li>Improve outcomes for vulnerable groups in EYFS to eradicate the end of year gap in Reading, Writing and Maths with a focus on Boys and Pupil Premium</li> </ul>
	<p>Excellent transition in place from private on site pre-school to ensure pupils settle well and start school, in September ready to learn</p>		

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	Engagement with parents is a real strength with many opportunities offered for parents to be involved in their child's education and regular updates regarding the children's learning.	<ul style="list-style-type: none"> <li>Ensure more rapid analysis of assessments in order to identify children not making good progress and allow faster actions to boost their achievement</li> </ul>
9	Overall Effectiveness	Judgement: 2