

SEF Summary – Willows Academy September 2016

Sections		Summary	
1	Introduction	NOR 158, ROL FEB 2016 : Top 20% deprivation - 34%, 91.6% stability, 3.2% EAL, 40.4% FSM, SEN Support – 8.2% MEG – 7.4% 1 CLA, 0 CP, 1 CIN, 3 Early Help & intervention Plans. Current percentage of SEN support is in line with national (13.6% compared to 13% nationally) SEND – 0 EHCP, 13.6% SEN Support.	
2	Areas for whole academy development	<ul style="list-style-type: none"> To increase leadership capacity by developing RQTs Support for NQTs to ensure that quality of teaching is at least good throughout the academy Improve SPAG in KS1 and KS2 Develop reading skills across the curriculum to improve outcomes at the end of KS1 and KS2 Continue to increase phonics pass rate so that it is in line with or above national Narrow gap in KS1 between academy and national Continue to improve attendance and decrease the number of persistent absences To increase the percentage of children achieving a Good Level of Development by continuing to improve EYFS provision through; use of outdoors; adult interactions and enhancing characteristics of learning to consistently Use of Educater to support assessment for learning 	
	Progress in previous inspection key areas	Key Issue	Progress
		Increase children's readiness to learn by the time they leave the early years by: improving the deployment of additional adults, so they intervene more effectively and lead activities that are more sharply focused on learning; ensuring that stimulating and challenging activities in the classroom and outdoor area develop children's basic skills in literacy and mathematics more rapidly; ensuring that adults model language accurately, listen to children carefully and improve the quality of talk that children take part in; making better use of data on children's progress, so that staff step in more quickly if children are not developing well enough; improving staff training so that adults identify, record and plan next steps in learning for individual children accurately.	<ul style="list-style-type: none"> Participation in the EYFS Achieving Early Program Participation in Early Excellence Cluster Project to develop continuous provision and adult interactions. Audit of indoor space to maximize learning potential carried out by the Early Excellence Team Learning journeys developed and shared with parents All staff have attended 'time to talk' training through the Achieving Early Programme 1:1 'time to talk' meetings introduced with parents to encourage parents' participation in their child's learning journals Observations evidence staff's interactions with children are more sharply focused on moving learning forward.
Further develop the broader curriculum, so that pupils' knowledge of the wider world is deepened, by: planning for the development and mastery of skills across subjects other than English and mathematics; providing more systematic opportunities for pupils to learn about different faiths and cultures in modern Britain.		<ul style="list-style-type: none"> Immersive learning opportunities developed to engage children in foundation subjects and develop depth of learning Empiribox Science introduced to enable children to have 'real' science experiences PSQM silver award achieved September 2016 Opportunities for children to participate in singing festivals and workshops with professionals e.g. Garsington Opera Working towards the Arts Mark Development of cultural workshops – Holi festival celebrated, Hinduism workshops, visits to places of worship 	
Providing more opportunities for parents to understand and support their child's learning, particularly in the early years.	<ul style="list-style-type: none"> Class sharing assemblies developed to encourage parents into school and then spend time with their child in their class. English and Maths workshops for parents delivered on a termly basis KS1 SATs meeting introduced to share expectations of KS1 SATs tests Maths, English, SPAG, Science and Topic mornings introduced to enable parents to participate in learning activities with their children. Learning drop-ins, developed at parents request, where parents sit in on aspects of the curriculum being taught by class teacher, to develop their understanding of key concepts and different strategies. 		
3	Overall Effectiveness	2	
4 Leadership & Management	Strengths	2	Next steps
	<ul style="list-style-type: none"> Established senior leadership team with high expectations of both pupils and staff, although one member of the SLT has been seconded to Strand Primary Academy Established EAB with experienced Chair Accurate and comprehensive understanding of the strengths and areas for development across the academy Systematic and rigorous monitoring of teaching, learning and outcomes Collaboration with other schools/academies 	<ul style="list-style-type: none"> To develop leadership capacity by providing leadership opportunities for RQTs Ensure that EAB have an accurate knowledge of FFT, RAG data, RAISE etc. 	
5 Quality of Teaching, Learning and Assessment	Strengths	2	Next steps
	<ul style="list-style-type: none"> Established members of staff deliver teaching and learning that is at least good Use of pre and post assessments established to identify gaps in learning – particularly in Y4/5 and Y6 Good practice identified and shared during staff meetings Staff have high expectations of pupils and are determined that pupils succeed 	<ul style="list-style-type: none"> Close monitoring and mentoring of NQTs to ensure that quality of teaching and learning remains to be at least good across the academy. Staff to be able to use Educater/STAT confidently to assess pupils and identify gaps in learning Y2 and Y6 staff to focus on teaching the end frameworks Principal and Associate Vice Principal to attend training on FFT Aspire and Raiseonline 2016 Closely monitor and develop the teaching of reading across the academy Problem solving and reasoning skills are embedded across the academy Sharp focus on the teaching of spelling Continue to develop feedback to pupils and children's response to it Continue to develop the breadth and depth of the curriculum 	
6 Personal Development, Behaviour	Strengths	2	Next steps
	<ul style="list-style-type: none"> Behaviour is closely monitored. Therapeutic support provided for children in need of emotional support. Safeguarding procedures in place Vast majority of pupils consistently display positive attitudes Pupils are safe and feel safe within the academy Children are able to self-regulate their play at both lunchtime and playtime 	<ul style="list-style-type: none"> Learning mentor role to be developed to help with key individuals' social and emotional well being To reduce the number of exclusions from 2015-16 Embed the SPTA/Delta behavior policy and ensure that it is applied consistently throughout the academy, including at lunchtimes To develop resilience and confidence when faced with new challenges 	
7 Pupil Outcomes	Strengths	2	Next steps
	<ul style="list-style-type: none"> 76% of pupils passed the phonics screening in Year 1 – 3rd year of improved results. Progress Measures met: Reading -1.8, Writing 1.4, Maths 1.4 73% achieved the expected standard in Maths at the end of KS2 73% achieved the expected standard in Writing at the end of KS2 50% of Y2 children reached the expected standard in Reading, Writing & Maths although only 25% reached a good level of development at the end of EYFS 68% GLD Good progress and attainment - 3rd year of improved results 	<ul style="list-style-type: none"> Ensure that the percentage of children achieving the expected standard in reading, writing, maths and GPS is at least in line with national at the end of Key Stage 1 Progress measures are achieved at the end of KS2 and increase the percentage of achieving the expected standard for combined reading, writing and maths. To increase the percentage of children achieving the expected standard in reading at the end of KS2 The percentage of children achieving a GLD is in line with or above national The percentage of pupils achieving the expected standard in the phonics screening check is in line with or above national 	
Effectiveness of EYFS	Strengths	2	Next Steps
	<ul style="list-style-type: none"> 68% GLD Good progress and attainment - 3rd year of improved results Good engagement levels throughout the unit Strong leadership within the unit Tracking of children's achievements and identification of next steps in learning embedded 	<ul style="list-style-type: none"> Further develop use of adult interactions, especially those new to EYFS Continue to participate in the Early Excellence Cluster Project Continue to development the environment so that it is stimulating and provides the children a variety of experiences and challenges. 	