

SEF Summary – Craven Primary Academy

	Sections	Summary Evaluation	
1	Introduction	Currently 176 pupils on roll in F2-Y6 with an additional 32 in the F1 class, total 208 pupils. Deprivation index of 0.42 double the national average of 0.21. Current Principal is an Associate Executive Principal working across 2 academies within the trust.	
2	Areas for whole academy development	Continue to ensure that all Senior leaders and EAB members are clear about their roles and responsibilities and review pupils' progress and monitor and challenge the quality of provision. Continue to build capacity in middle leadership and embed system leadership	
		To continue to ensure the quality of teaching and learning across the school to raise standards in R, W, M and increase the % of outstanding teaching and learning.	
		To continue to raise achievement in Reading, writing and maths for specific groups and ensure all groups at least meet progress expectations alongside national with majority exceeding expected progress	
		To continue to raise the outcomes of children in the Early year's foundations stage.	
3	Progress in previous inspection key areas	Key Issue	
	Previous inspection 27-28th September 2016	Encourage pupils to apply their previous knowledge and skills more confidently when tackling new work, particularly when solving problems in mathematics or conducting investigations in subjects such as history or science.	Progress
		Ensure that pupils apply their basic skills of spelling, grammar, punctuation and handwriting accurately in all their written work.	Teaching triads, coaching and mentoring are sharing the best examples of practice across the academy
Leadership and management	Strengths	1	Next steps
	An effective Principal and Vice Principal drive academy improvements. Leaders have a deep, accurate understanding of the schools effectiveness. <i>"Leadership is distributed and driven by a shared vision for rapid progress and accountability (BSQM, July 2016)</i>		<ul style="list-style-type: none"> Continue to raise the aspirations of pupils for their own learning and progress Continue to develop plans to increase the level of parental engagement in the learning journey to raise standards and develop the reputation of the academy. Continue further development of curriculum leadership, using the DEEP model to increase capacity of middle leaders. Continue to use a robust model of governance to support academy improvement.
	The leadership team has an accurate view of the academy's strengths and areas for improvement. <i>"The relentless drive to raise achievement has led to rapid improvements in teaching, learning, behavior and outcomes for all pupils, irrespective of their starting points, ability and backgrounds. There is equal opportunity for all. (Ofsted September 2016)</i>		
	Leaders and Governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged children. They are uncompromising in their ambition. Termly challenge meetings held with leaders from the academy. <i>Improvements in teaching over time have resulted in pupils current outstanding outcomes. The disadvantaged pupils in the school outperformed all pupils nationally by a considerable margin in writing and math's (Ofsted September 2016)</i>		
Teaching learning and assessment	Strengths	1	Next steps
	All teaching is at least good, with some outstanding, with further targeted outstanding through performance management and further CPD opportunities. IMPACT: KS2 2014, 2015 and 2016 outcomes above national, 2016 progress measures R +3.9, W +4.9, M +5.9		<ul style="list-style-type: none"> Continue to share good and outstanding practice throughout the academy through peer coaching, modeling and opportunities to observe outstanding practice; Increase the percentage of outstanding teaching throughout the academy (currently 33% Dec 2016, target 44% July 2017) Continue to develop 'skills' taught within the curriculum.
	Teaching in the curriculum is at least good and often better because <i>"teachers strong subject knowledge and enthusiastic presentations hold pupils attention and inspire their learning. Pupils work in history and geography is at a depth that gives them a secure grounding in these subjects in preparation for secondary school. Science is taught well, with pupils acquiring investigation skills effectively"</i> (Ofsted September 2016)		
	Teachers marking is progressive identifies strengths and provides further opportunities for children to reflect on their learning. The use of skilled marking facilitates improvements through marking. 100% of parents and carers agree their child makes good progress at school (parent view Jan 17)		
Personal development, behaviour and welfare	Strengths	1	Next steps
	<i>"Behaviour was outstanding overall. Good relationships and high expectations help to promote the excellent attitudes and behaviour shown by pupils who collaborate and work very well together. This was characterized by absolute clarity in school policy and purpose"</i> (External review March 2016) <i>"The schools work to promote pupils personal development and welfare is outstanding. The school is very safe, well ordered environment where pupils feel valued and respected"</i> (Ofsted September 2016)		<ul style="list-style-type: none"> To continue to achieve zero exclusions throughout the academic year. To ensure attendance is consistently above average, including for those pupils who are entitled to pupil premium additional funding, July 2016- 9 95.4%, target for July 2017- 96%. Ensure pupil rewards points build on the positive culture and continue to develop independence and maturity in children and are accessed by parents.
	100% of parents/carers agree or strongly agree the school deals effectively with bullying (Parent view Jan 17) 100% agree or strongly agree pupils are generally well behaved (Parent view Jan 17) 100% of parents/carers agree or strongly agree their child likes school (Parent view Jan 17)		
	The academy maintains zero exclusions. Attendance in line with national. PP attendance 95.6 for 2015-2016. Current attendance up to 10.1.17 is 95.1%		
7. Outcomes	Strengths	1	Next steps
	2016 Y6 79% RWM combined National Standard, Early progress data indicates Progress measures R +2.9 placing the school in the top 25% of schools nationally, W +4.9 placing the academy in the top 5% of schools nationally, M +5.9 placing the academy in the top 5% of schools nationally		<ul style="list-style-type: none"> See ADPS for specific targeted groups of children <i>"Outcomes are continuing to rise and are a strength of the academy. Both achievement and progress are positive and demonstrate a rapid trend of improvement. They are of course reflective of teaching over time and high quality leadership". (SPTA Day review February 2016)</i> Continue to ensure interventions specifically target groups highlighted through data analysis Continue to tailor assessment systems including the RAG to ensure a consistent approach to early identification and tracking of children. .
	2016 Y6 disadvantaged baseline, 38% 2b+ RWM combined at KS1 75% RWM Y6. FFT aspire Rank 5 for progress at average scaled score, FFT Rank 11 for % at expected standard RWM, FFT Rank 2 for progress, placing the academy in the top 2% for progress nationally. Raise online dashboard shows no weaknesses for any cohorts (Raise online unvalidated 2016) Y2 71% RWM combined National Standard, 100% cumulative Y2 phonics screening in 2016		
	Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress developing excellent knowledge understanding and skills, considering their different starting points. <i>"The most able pupils make outstanding progress because as they gain in confidence and become more self-assured, their aspirations rise. The know learning is important if they want to get good jobs one day. The school opens pupils minds to what they could achieve through hard work and sets challenges that require perseverance to extend their knowledge and skills"</i> (Ofsted September 2016) <i>Pupils who have special educational needs and/or disabilities receive very precise individual support that helps them stay on track to make the best progress they can against their starting points. Parents are extremely positive about the way the school supports these children and</i>		

	<i>how parents can help at home. As a result, these pupils make outstanding progress and enjoy taking part in the same activities as their classmates. (Ofsted September 2016)</i>		
8. EYFS	Strengths	1	Next Steps
	Increase in children achieving the good level of development. 2014-2015 30% on entry, 65% exit (+30%) 2015-2016, 22% on entry 61% left at GLD (+39%) Autumn 2016 data 24% baseline on track with a target of 63% in July 2017		<ul style="list-style-type: none"> • Continue to raise achievement for PP children. • Raise the achievement of the lowest % of the class. • Continue to develop the use of tracking systems to track small steps of progress for children
	The Early Years Foundation Stage provides a caring setting where children settle quickly and develop good levels of independence. On entry in 2014-2015 39.1% of children entered on track for ELG in PSE, 87% left at ELG.		
<i>"Leadership of the early years is strong. Children are hungry to learn. The teaching of phonics is extremely well planned, children learn in a highly stimulating, safe environment". (Ofsted September 2016)</i>			
9	Overall effectiveness		Judgement 1 Outstanding