

SEF Summary –Kingston Park Primary Academy January 2017

Sections		Summary Evaluation		
1	Introduction	Approximately 173 pupils on roll, including 23 part time Nursery pupils. 55% pupils are eligible for Pupil Premium and the academy has a deprivation index of 0.38 New assistant principal appointed April 2016.		
2	Areas for whole academy development	Continue to improve outcomes for all groups; in particular more able and increase the % of pupils working at ARE in all year groups		
		To increase challenge for more able and underachieving middle attainers in all subjects, in particular English and Mathematics		
		Develop distributive leadership across the academy , in particular Assistant Principals' whole school impact		
		To further develop an effective, creative and contextualised curriculum relevant to our pupils		
2	Progress in previous inspection key areas June 2016	Key Issue	Progress	
		Further improve the effectiveness of the leadership and management of teaching, so that pupils' attainment rises	<ul style="list-style-type: none"> Altered the school day to allow same day intervention to occur. Signed up to develop a lead role in the Yorkshire and Humber maths hub. Introduced choice and challenge curriculum for all maths and writing lessons across the academy. Promotion of the academy Principal ensures the Assistant Principals further develop their lead role on a daily basis 	
		Improving the progress of the most able pupils in reading, writing and mathematics by modifying the curriculum to meet their needs fully		
Ensuring that all teachers help pupils develop their reading, writing and mathematics skills in other subjects such as history, geography and science				
3	Overall Effectiveness	Judgement: 2	OFSTED JUDGEMENT 2016	
4	Leadership & Management	Strengths	2	Next steps
		<p>Leaders are clear about their roles and work as an effective team in their shared commitment to raising pupils' achievement and developing teaching further. (OFSTED JUNE 2016) 15/16 outcomes: GLD, phonics, KS1 outcomes all improved from previous year(ROL)</p> <p>The school makes good use of its additional government pupil premium funding and the gap between the attainment of disadvantaged pupils and other pupils is narrowing year-on-year. (OFSTED JUNE 2016) 15/16 outcomes for disadvantaged pupils: KS2 disadvantaged pupils made more progress than All pupils in RW and M, (ROL)</p> <p>The principal has determinedly and relentlessly worked to improve the school and has been successful in communicating high expectations to staff and pupils alike. (OFSTED JUNE 2016)</p> <p>Pupils find the curriculum interesting and engaging. Pupils are given additional experiences through residential and day visits, through visitors to school and through special theme days. The curriculum is broad (OFSTED JUNE 2016)</p>	2	<ul style="list-style-type: none"> Further develop access to external networks for senior/ middle leadership to enable them to excel. Focus on consistently improving outcomes, especially for disadvantaged pupils. Develop a broad and balance curriculum that inspires pupils to learn; developing skills and understanding in a range of subjects
5	Quality of Teaching, Learning and Assessment	Strengths	2	Next steps
		<p>Assessment is used effectively to tailor teaching to meet children's needs. The quality of teaching and the use of assessment are good. All groups of pupils make good progress in their reading, writing and mathematics. (OFSTED JUNE 2016)</p> <p>Moderation of assessment is frequent and robust both within the trust and beyond. The marking policy is promoting success and consistency across the academy. In all classes, pupils are given high-quality guidance for learning. Staff continually assess pupils' work during lessons and when marking work. (OFSTED JUNE 2016)</p> <p>English and maths learning is high quality through the use of an effective curriculum. Lessons are interesting and motivate pupils well so that they enjoy learning. Staff question pupils carefully and use their responses to deepen their understanding. (OFSTED JUNE 2016)</p> <p>The pupils are developed into keen learners who commit to improving their work by a range of strategies including Choice and challenge curriculum and collaborative learning. Regular opportunities to talk to other pupils are provided and these help pupils develop their skills in speaking and listening. (OFSTED JUNE 2016)</p>	2	<ul style="list-style-type: none"> Through SDI and choice and challenge teachers constantly demand more of pupils; identifying and supporting any pupil who falls behind Teachers to embed reading , writing and mathematics well across the academy Develop pupils love of learning and resilience to failure Further embed Assessment for learning strategies.
6	Personal Development, Behaviour and Welfare	Strengths	2	Next steps
		<p>A robust behavior policy that is regularly reviewed and ensures any patterns of behavior are addressed. The school's work to promote pupils' personal development and welfare is good.(OFSTED JUNE 2016)</p> <p>Fixed term exclusions have decreased; currently 0 in 16/17</p> <p>Safeguarding is of the highest priority, with robust well embedded systems. Pupils told inspectors that the school takes good care of them and that they feel safe at school. (OFSTED JUNE 2016)</p> <p>High expectations and a positive trend in improvement in attendance. Year 15/16 95.4%. Currently 96.5% at end of Autumn term 16/17</p> <p>A strong programme of PSHE is supporting the realization of the vision of the academy. They (pupils) make good progress in their spiritual, moral, social and cultural development. Their social development is a particular strength. (OFSTED JUNE 2016)</p>	2	<ul style="list-style-type: none"> To further develop the use of outcomes from pupil voice to ensure that they are key stakeholders in academy development. Further develop pupils as Leaders of Learning through the behaviour points system. Develop pupil involvement in their learning through choice and challenge curriculum Maintain standards of improved behaviour across the academy
7	Pupil Outcomes	Strengths	2	Next steps
		<p>From very low starting points, 71% of pupils achieved GLD in 2016; this represents a 3 year trend of improvement.</p> <p>Pupil outcomes in phonics are improving and whilst still slightly below national achievement at 71%, 100% of re sits in Y2 achieved a pass rate.</p> <p>In 2015, the percentage of pupils achieving level 2B+ in reading was 70%, writing 65% and maths 60%. In 2016 78% of the Year 2 cohort were judged to be working at ARE in all areas. These outcomes have been externally moderated.</p> <p>Combined at KS2 in 2015 was 75%. In 2016 the percentage of pupils achieving national standard in reading was 68%, writing 77% and maths 64%. The combined outcome for 2016 was 50%, slightly below national of 53%.</p>	2	<ul style="list-style-type: none"> Introduce and embed the RAG system across the academy Continue to embed the new curriculum across the academy. Continue to close the gap between phonic screening results and national for lower ability, boys and disadvantaged Ensure all groups of current pupils, in a wide range of subjects, make consistently good progress
8	Effectiveness of EYFS	Strengths	2	Next Steps
		<p>Challenge and support across the whole unit to support the needs of all learners. Children are achieving well in both the Nursery and Reception Years and are being appropriately prepared for Year 1 and school life beyond. (OFSTED JUNE 2016)</p> <p>Same day high quality intervention to ensure that outcomes represent rapid progress at GLD.</p> <p>Strong relationships with parents who attend a wide range of workshops and contribute to the overall profile of improvement. Parents who spoke to inspectors hold the school's early years provision in high regard. (OFSTED JUNE 2016)</p>	2	<ul style="list-style-type: none"> Ensure gaps between the attainment of groups of pupils and all pupils nationally , including disadvantaged pupils are closing rapidly Develop the tracking system to enable parents to contribute alongside professionals. Develop challenge and choice in Continuous Provision

KEY: Quotes from external validation (BSQM, DELTA day review, behaviour review, LA moderations, OFSTED) – green
Current year academy data – bold blue FFT and RAISE (historical) data – bold purple Historical academy data – bold black

