

SEF Summary – The Parks Academy

	Sections	Summary Evaluation	
1	Introduction	Approximately 330 pupils on roll, including 34 part time Nursery pupils. 71% pupils are eligible for Pupil Premium and the academy has a deprivation index of 0.6	
2	Areas for whole academy development	Raise standards and accelerate progress in reading across the academy	
		Increase the percentage of outstanding learning across the academy	
		Improve the impact of middle leaders in accelerating progress for low attainers and increasing % of pupils achieving exceeding/greater depth/high score	
3	Progress in previous inspection key areas (Dec '16)	Key Issue	Progress
		Develop the knowledge and skills of middle leaders so that they increase pupils' progress even more	<ul style="list-style-type: none"> Regular challenge meetings between subject leaders and Deeps Deeps held to account at regular EAB meetings
		Improve the quality of learning for pupils in guided reading and phonics at KS1 and spelling at KS2	<ul style="list-style-type: none"> Reading across the academy identified as academy development priority No nonsense spelling embedding across academy Spelling prioritised and taught sessions timetabled
		Develop a Year 1 provision that closely matches pupils' needs in order to sustain progress seen in EYFS	<ul style="list-style-type: none"> Y1 setting and provision overhauled and rolled out in its entirety Year 1 monitored regularly by EYFS lead Staffing in Y1 a strength as EY and KS1 practitioners combined
4 Leadership and management	Strengths	2+	Next steps
	Leaders are ambitious for all pupils and promote improvement effectively. "Senior leaders have taken effective action to transform the quality of education for pupils.....Leaders are ambitious for pupils and staff" (Ofsted Dec 2016)		<ul style="list-style-type: none"> Develop the skills of middle leaders so that they increase pupils' progress even more by; Ensuring that subject leaders use whole school data incisively to identify patterns and trends in progress for different groups of pupils Disseminating the strong leadership and best practice seen in EYFS so pupils in Year 1 make swifter progress, especially in reading and phonics
	The range of subjects helps pupils acquire knowledge, understanding and skills in all aspects of their education. IMPACT: 2016 KS2 combined 62%. Maths and Writing both 77% EXS and 30% GDS		<ul style="list-style-type: none"> Prioritise Reading across the academy to further strengthen progress and outcomes Continue to develop the 'deep' leadership model to maximise its effectiveness in strengthening % good learning and increasing the % of outstanding learning
5. PD, Behaviour and Welfare	Strengths	2	Next steps
	Pupils' good conduct reflects the schools' efforts to promote high standards "Pupils' conduct while moving around the academy is impeccable." "Learning moves forward at a brisk pace in the vast majority of lessons....pupils concentrate carefully and listen respectfully." (Ofsted Dec 16)		<ul style="list-style-type: none"> Continue to raise and sustain high standards by; Ensuring that pupils present their work to the highest of standards in all subjects Pupils' impeccable conduct reflects the school's strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low level disruption are extremely rare
	Significantly strengthened safeguarding team have introduced effective procedures Very low exclusions (2X fixed term 2016-2017) Safeguarding is effective. "Governors keep a detailed check on the school's arrangements for safeguarding. They are well trained to set and then follow the school's strong safeguarding procedures." (Ofsted Dec 2016)		<ul style="list-style-type: none"> Reduce overall absence % to <national Reduce PA % to <national
6. Teaching, Learning and assessment	Strengths	2	Next steps
	In lesson, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills "Senior leaders have transformed the quality of teaching over time." Ofsted 2016		<ul style="list-style-type: none"> Embed Y1 provision so that progress is maintained from EYFS Improve the quality of learning for pupils in reading across the academy, Improve the quality of learning for pupils in phonics at KS1, and spelling at KS2
	Teachers their secure subject knowledge to plan learning that sustains pupils' interests and challenges their thinking. "Teachers plan work meticulously. Disadvantaged pupils have their needs fully met. Staff challenge the most able pupils in every lesson. Pupils who have special educational needs and/or disabilities receive bespoke support" Ofsted Dec 2016		<ul style="list-style-type: none"> Further develop the profile of % learning which is good or better Further develop the wider curriculum so that progress in non-core subjects and Science is clearly demonstrated through their development of knowledge, understanding and skills
7. Pupil Outcomes	Strengths	2	Next steps
	Attainment in EYFS, KS1 and KS2 improving year on year. Outcomes at national or difference diminishing. IMPACT: KS2 combined 2017 62%		<ul style="list-style-type: none"> Continue to diminish the difference between disadvantaged pupils and other pupils nationally Increase the % of pupils working at and exceeding across EYFS Increase the % pupils working at expected standard in r/wr/ma in KS1 combined Increase the % pupils working at and greater depth reading at KS2 reading
	Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress From different starting points, progress in English and in mathematics is close to or above national figures IMPACT: Pupils leave Y6 with above national attainment (combined 62%) and progress better than those from similar starting points. Writing +.28, maths +2.6		
8. EYFS	Strengths	2+	Next Steps
	Leaders and managers have an accurate picture of the strengths and weaknesses of the provision as a result of effective self-evaluation.		<ul style="list-style-type: none"> To embed a collaborative approach with other EY providers and agencies in order to minimise regression between settings and across the school year To ensure boys secure rapid progress to diminish the differences to national especially in terms of reading, writing and maths. To further narrow GLD % gap to national.
	Most children make progress that is better than this from their starting points. "Disadvantaged pupils receive the support they need. This results in rapid progress for this group." Ofsted Dec 2016. IMPACT : 97% pupils below on entry to 59% GLD 2017.		
	All adults have high expectations of children based on accurate assessment of children's skills, knowledge and understanding "The early years unit provides children with a positive, nurturing start to school life." Ofsted Dec 2016		
8	Overall effectiveness		Judgement 2

