



# cecet Supported Self Review

Church of England Central Education Trust

**Reviewers:**

Joanna Austin, Diocesan Improvement Adviser  
Rosemary Myers, Diocesan Improvement Adviser [Lead]

## St John's C of E Primary Academy

**Review Dates:** 7<sup>th</sup> and 8<sup>th</sup> June 2016

**Agreed overall effectiveness**

**In agreement with the Headteacher, CECET reviewers consider the academy to be Good 2**

Leadership and management	Good	2
Quality of Teaching, Learning and Assessment	Good	2
Behaviour, Personal Development and Welfare of pupils	Good	2
Outcomes	Good	2
Early Years Foundation Stage	Good	2

**Information about this review**

- Two reviewers visited 17 lessons, significant periods of time were spent in 8 additional lessons on learning walks looking at the wider curriculum and Science. Reviewers observed English and Maths in all year groups. 2 of these were with members of the leadership team.
- A meeting was held with representatives of the governing body. Meetings were held with the Principal and with senior staff responsible for assessment, safeguarding, SEND, Literacy and Numeracy.
- Reviewers were informed by analysis of outcomes from parental questionnaires, by informal conversations with parents and guardians in the playground and by 11 completed staff questionnaires.
- Reviewers looked at a wide range of documentation including the academy improvement plan, the academy self-evaluation, SEND and the data the academy collects on pupil's progress. Documents detailing the academy's arrangements for safeguarding, pupil premium and sports premium were also reviewed
- Reviewers heard groups of pupils read and had discussions with a group of pupils from KS1 and KS2, including pupils elected to roles in the academy council

- Reviewers observed pre registration, dinner time and playtime arrangements.
- Separate learning walks informed judgements on the wider curriculum, the learning environment and on behaviour.

**During the review evidence was gathered from the following sources:**

- *Joint lesson observations with senior staff*
- *Independent lesson observations by CECET reviewers*
- *Work scrutiny*
- *Learning walks*
- *Discussions with pupils*
- *Discussions with staff, including those with management responsibilities, Vice Chair of Governors and governors' representatives.*
- *Academy's own monitoring reports on quality of teaching*
- *Academy's own performance data analysis, including all groups*
- *Current progress data and some curriculum planning*
- *Raise online 2015*
- *Academy improvement plan and the academy's self evaluation of its progress*
- *Behaviour records and analysis, exclusion data, attendance data*
- *Observations of behaviour around the academy, during playtime and dinnertime*
- *Policy documents*
- *Reviewers listened to KS1 and KS2 pupils read*
- *Governing Body Minutes including Principal's report to Governors and Raising Achievement Board*
- *Safeguarding policies and academy's procedures, including Single Central Record*

**Information about this academy**

The academy became an academy in December 2014

Ofsted Inspection [June 2013] Requires Improvement [3]

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
This inspection:		<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

- The academy is broadly average in size. Number on roll is currently 206 + 26 in Nursery.
- The proportion of pupils known to be eligible for funding through the pupil premium is above average at 44%. Universal Infant Academy Meals uptake is 83.9%
- The deprivation indicator is above average at 0.34.
- The proportion of disabled pupils and those who have special educational needs with statement is above average at 17.9%.
- The proportion of pupils from minority ethnic backgrounds is above average at 50%.
- The proportion of pupils for whom English is not their first language is above average at 50%.
- More pupils than in most other primary academy's join or leave partway through their primary academy education. Stability indicator is below average at 80.6%.

- Reading/Writing/Maths combined score of 78% exceeds the government's 2014/15 floor standards, which set the minimum expectations for pupils' attainment and progress at 65%.
- Informed by the most recent Ofsted inspection report, the CECET review and through its self evaluation, the academy has identified priorities for improvement in terms of securing outstanding overall effectiveness as follows:
  - For leaders and governors to further improve outcomes for all pupils in reading, writing and maths, particularly the disadvantaged and SEN, so that more pupils reach the expected standard for each year group.
  - Ensure there is more teaching that is outstanding so that pupils' progress is further accelerated.
  - In partnership with parents, to further develop the homework programme in line with the new curriculum.
  - Improve disadvantaged pupils' attendance as it remains below national expectation.
  - To continually raise pupils' awareness of the dangers of social networking sites.
  - To continue to work with outside agencies to support and improve the behaviour of the small minority of pupils displaying challenging behaviour due to medical and emotional needs.
  - To accelerate the progress of SEN pupils so that it is above average across all subject areas.
  - Progress for disadvantaged pupils needs to match other pupils nationally.

EYFS:

- To maintain and enhance the quality of teaching, learning and assessment through well targeted professional development so that children's learning is accelerated.
- To further refine monitoring and recording arrangements for specific groups, including those with special needs and disability and disadvantaged pupils, to support their increased progress and attainment.
- To consider ways in which the area for sheltered outdoor provision can further enhance learning in all weather conditions.

Robust improvement plans detail appropriate steps and milestones in this endeavour.

The academy has the following strengths:

- The strong leadership of the Principal within a collaborative leadership team.
- The strong leadership of the governing body.
- The good rate of progress reflects the commitment of the Principal, leadership team and all staff to high expectations of everyone in the academy community.
- The quality of detailed, comprehensive information about the academy's achievement together with accurate self assessment and identification of priorities.
- Pupils feel safe and enjoy academy. They are genuinely enthusiastic and positive about their learning.
- Children in EYFS make good progress from low starting points.
- SMSC: The academy promotes pupils' spiritual, moral and cultural development well.
- Governors' commitment, aspiration for the academy and expertise evidenced particularly in working with the Academy Sponsor's Raising Achievement Board and in their knowledgeable and well informed discussion on progress made and academic data sets.
- The Christian ethos: This is evident throughout the academy, particularly in the high expectations of pupils' attitudes and behaviour, characterized in the continuous emphasis on the academy's core values: Belief, Forgiveness and Generosity [the BFG!] and in the kindness evidenced in relationships between all adults and staff and children.
- Behaviour, Personal Development and Well-being. Pupils are polite and courteous to each other and to visitors. They are aware of the expectations of the next stage in their education and, because of early work in careers guidance, of the world of work.
- Implementation of policies to secure improvement e.g. the marking and assessment policy. Pupils respond regularly to their teachers' comments in their workbooks because time is set aside for this in the organization of the academy day.
- Outcomes at KS1 and KS2.

Inspection Dashboard 2015 identifies strengths as follows:

- KS2 value added was broadly average or above in all subjects.
  - KS2 value added in all subjects was broadly average or above for disadvantaged pupils and those who have special educational needs.
  - From at least 5 out of every 6 starting points, the proportions of KS2 pupils making and exceeding expected progress in reading, in writing & in mathematics were close to or above national figures.
  - From at least 5 out of every 6 starting points, the proportion of disadvantaged KS2 pupils making and exceeding expected progress in reading, in writing & in mathematics was similar to that of other pupils nationally.
  - Disadvantaged KS2 pupils had an average point score equal to or above the national score for other pupils in mathematics.
  - Disadvantaged KS1 pupils had an average point score equal to or above the national score for other pupils in reading.
  - The proportion of disadvantaged KS2 pupils that attained at least Level 4 was equal to or above the national figure for other pupils in mathematics.
  - The proportion of Year 1 pupils that met the expected standard in phonics was above the national figure.
  - No weaknesses were identified in this dataset
- Additionally, no weaknesses were identified in this data set.

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**What might the academy need to do to improve further?**

Reviewers note those areas for development recorded in SEF and action planning are those which will secure and further improve standards and progress. Reviewers recognize that continuing emphasis on improving progress and attainment in reading, writing and maths is appropriate to the academy's context and to the current national context of revised curriculum and assessment arrangements.

Reviewers note that in all areas, elements of outstanding criteria are clearly identified.

Reviewers identify key areas for development as follows:

### **Leadership and Management**

- To further refine monitoring and recording arrangements for specific groups, including those with special needs and disadvantaged pupils, to support their increased progress and attainment.

### **Personal Development, Behaviour and Well being**

- To further develop attendance improvement strategies, in order to secure improvement in the attendance of disadvantaged pupils.
- To maintain and enhance existing effective behaviour management strategies.

### **Quality of Teaching, Learning and Assessment**

- To maintain and enhance the quality of teaching, learning and assessment through well targeted professional development so that pupils' learning is accelerated.
- In partnership with parents, to further develop the homework programme in line with the new curriculum.

### **Pupil Outcomes**

- To further improve outcomes in age related expectation for all groups including pupils with special needs and disadvantaged pupils.
- To use close monitoring and evaluation of interventions to accelerate progress and attainment of pupils with special needs so that any gaps narrow.

### **EYFS**

- To maintain and enhance the quality of teaching, learning and assessment through well targeted professional development so that children's learning is accelerated.
- To further refine monitoring and recording arrangements for specific groups, including those with special needs and disadvantaged pupils, to support their increased progress and attainment.
- To consider ways in which the area for sheltered outdoor provision can further enhance learning in all weather conditions.

## Review outcomes, observations and notes

### Agreed overall effectiveness: Good [2]

In agreement with the Principal, CECET Reviewers consider the academy to be a good academy.

### Leadership and Management: Good (2)

- The leadership team including Governors provides clear direction and has high expectations of pupils and staff.
- Leaders are ambitious. The academy's development planning, informed by Ofsted and CECET review commentary, report to Raising Achievement Board and rigorous monitoring, is securely based in accurate and thorough self-evaluation. Planning for improvement is detailed, ambitious and clear in its targets.
- Utilizing Local Authority cluster arrangements and CECET arrangements, the leadership team have developed excellent procedures to monitor and quality assure their judgements on quality of teaching and learning, attainment and progress. Leaders set rigorous targets, linked both to pupils' outcomes and the academy development plan, for the work of all adults. These direct teachers' and teaching assistants' work effectively.
- Leaders work closely within the senior team and contribute to the improvement of teaching and achievement. Leadership of the Early Years provision is effective in helping children to make good progress from levels below expectation on entry.
- Observers noted exemplary provision and support for the professional development of two NQTs
- The academy ensures that all pupils have the same opportunities to succeed and to participate fully in the life of the academy. There is no evidence of discrimination in the academy, diversity is celebrated.
- The academy has a comprehensive curriculum plan. Pupils are provided with a wide range of extra curricula opportunities e.g. music, dance and sport. Pupils participate in educational visits and residential experiences.
- The academy's promotion of pupils' spiritual, moral social and cultural development is good. Pupils reflect on their own beliefs and are informed and respectful of different faiths, and others' feelings and values. Christian beliefs are shared imaginatively in dramatic story telling sessions and all cultures and religions feature in academy life.
- Observation of a whole academy assembly evidenced that this contributed to SMSC.
- Opportunities are devised to support pupils and their families e.g. Inspire Workshops. In the same way, opportunities are devised to enable pupils contribute to the community e.g. singing in Birmingham Cathedral, participation in community events by the dance group.
- Pupil voice is based on democratic election to committees and application for roles of responsibility and the academy exemplifies those British values of toleration and respect for and celebration of ethnic and cultural diversity.
- The academy provides parents with necessary and appropriate information in newsletters and bulletins or letters on specific topics e.g. revised assessment arrangements.

- Safeguarding procedures meet statutory requirements and are effective, based on detailed and accurate record keeping and implemented by well-trained and vigilant staff aware of the current national context.

**The governance of the academy:**

- The governing body ensures that all statutory requirements are met, including those for safeguarding.
- Governors have a good, accurate knowledge of the academy's effectiveness. They focus on the impact of actions.
- Governors hold senior leaders stringently to account for all aspects of the academy's performance and ensure performance management is linked to pupil progress. Governors scrutinize specific areas e.g. spiritual, moral, social and cultural development, and safeguarding e.g. Governors quality assured health and safety arrangements in a learning walk in the spring term. Representatives meet regularly with leaders of each phase, literacy and numeracy. Governors contribute to the evidence base for the sponsor's Raising Achievement Board and this is having impact on the work of the academy.
- Governors set clear targets in managing the performance of the Principal and staff, making sure that teachers' pay increases link to pupils' progress.
- There is regular contact with the Chair of Governors and Vice Chair who provide valuable support and challenge.

**Quality of Teaching, Learning and Assessment: Good (2)**

- Teaching is consistent with the high expectations of the academy. There is clear evidence of planning with teaching assistants. Exemplary deployment and effectiveness of teaching assistants within classrooms was observed.
- Meticulous checks are made on pupils' progress. Progress meetings succeed each assessment point and under achieving pupils are identified for prompt intervention to secure progress.
- Leaders assess against Age Related Expectations. Standardization and moderation arrangements are comprehensive and meticulous.
- Teachers' subject knowledge is good and observers noted a consistent use of subject specific and high level vocabulary.
- Modelling of learning is demonstrated clearly by teachers who pinpoint the specific learning points succinctly so that pupils are able to apply their new learning quickly and with urgency.
- The quality of questioning was good in all lessons observed.
- Medium term and teachers' short term planning is used effectively to maximize learning within sessions.
- Pupils' work books evidence consistent application of the marking policy.
- Pupils' work in work books evidences progress over time. Generally, the standard of presentation is high and is consistent in topic and science books as well as literacy and numeracy workbooks. The body of written evidence for each pupil is substantial and evidences pupils' stamina in recording work.
- Pupils focus well on their learning because teachers reinforce expectations for learning behaviours and set tasks which provide challenge.
- Teachers allow time for pupils to reflect and engage with initial difficulties so that they learn to overcome them independently.
- Teachers identify and support pupils who start to fall behind and intervene quickly to secure progress.
- Observers noted effective use of differentiated support and teaching materials including scaffolding to secure good progress of lower attaining pupils. Observers noted very skilled booster work delivered by a higher level teaching assistant to higher attaining pupils which had immediate impact on the quality of pupils' writing.

- Teachers set homework each week and pupils are given appropriate time to complete it so that they can use organisational skills and take pride in its completion.
- Teachers develop pupils' reading well and pupils read for pleasure. Leaders evaluate the impact of schemes of work and commercially produced resources, adapting them appropriately to maximise progress. Pupils show use of appropriate strategies for decoding unfamiliar text and are enabled to develop inferential reading skills. Numeracy is developed well and pupils are able to transfer numerical skills to topic and science work.
- There is a good atmosphere for learning across the academy and pupils respond well with positive attitudes. They enjoy lessons and talk about the progress that they make. There is a sense of purpose and urgency in the classrooms and pupils have confidence in teaching staff and assistants.
- The learning environment supports learning well with orderly displays showing working walls; supportive models and word banks; examples of up-lifting and upgrading work; and expected standards of work. Corridor displays evidence accent on progress and emphasise individual achievement. e.g. 'writer of the week'. The wider curriculum is represented in attractive and informative, contemporary displays e.g. Black History Month, artifacts from different religions and cultures and British values.
- The academy provides parents with accurate information about progress each term.
- Teaching staff are aware of revised assessment arrangements and assess children's progress against Age Related Expectations, monitoring carefully that pupils making at least expected and more than expected progress to secure end of year Age Related Expectations.
- The academy works effectively with parents to improve children's experience and learning in Inspire workshops.

**Personal Development, Behaviour and Welfare is good [2]**

**Personal Development and Welfare is good [2]**

**Behaviour is good [2]**

- The academy's work to keep both pupils and staff safe and secure is effective.
- Pupils are aware of how to stay safe and familiar with e-safety
- Pupils are courteous and considerate to each other and work and play very well together. They take responsibility very seriously and are proud of their contribution to the academy, for example, as academy councilors and as play leaders or librarians. They clearly share how their academy has improved and talk confidently about their challenges in learning. They are confident and have high expectations of themselves; career ambitions include becoming fitness experts, doctors and lawyers.
- Pupils come to lessons equipped and ready to learn. They take pride in their academy and take care of their classrooms and playground. They work responsibly and with enthusiasm. They support each other well, for example, when working with a partner in groups. Pupils listen carefully to others and respect each other's views.
- Pupils have very effective relationships with adults.
- Pupils say that 'teachers are great, they are kind and the teaching here is good'.
- Pupils are enthusiastic learners and are keen to succeed, they respond well to marking and say that they can see how it is helping them to improve
- Observers noted pupils' impeccable conduct and their respect for others when engaging in discussion. They were keen to ensure that visitors were made to feel welcome and worked with staff to ensure that the academy provided a happy and caring environment.

Pupils feel safe and are confident that any poor behaviour is dealt with promptly and effectively. They say that poor behaviour or bullying is rare and is always dealt with effectively. They value 3 weekly 'passport afternoons' activities, earned by good behaviour. The number of pupil's reflecting on failure to achieve full passport time most recently was 20 children (September 2015 - May 2016) - a reduction of 32 pupils 'reflecting' (September 2014 - May 2015)

- They are aware of the different forms of bullying, such as name-calling and cyber-bullying that can take place and know how to deal with it. Pupils in Y5 and Y6 have received Prevent training.
- They are proud of their academy community and shared how new arrivals are quickly made to feel welcome by pupils and staff.
- They are enthusiastic about the wide range of extra-curricular activities, including sport, that are provided and which have a positive impact on their health and well-being.
- Pupils can explain clearly how to keep themselves healthy.
- Wider educational experiences, such as drama and sports provision; educational and residential visits and participation in dance, choir or music groups help to build pupils' confidence and to develop positive learning behaviours.
- The academy works well with parents, including those who might find working with the academy difficult, achieving positive benefits for pupils.
- The academy works with outside agencies to secure appropriate provision and support for pupils whose behaviour presents a special need within the social, emotional, mental health category of concern.
- Attendance is improving; at present 95.8%. Attendance shows a three year improving trend. Attendance is monitored minutely and the Academy works strenuously to secure good attendance e.g. family support workers' collection of pupils from home; parents are contacted quickly if a child is not in academy; prosecution as a final resort. The profile of attendance and punctuality is high in the academy. E.g. 100% attendance club, newsletter and display profile. 35 more pupils achieved 100% attendance by end of Spring 2 than did so in 2015.
- Safeguarding training for staff and governors is up to date. All staff have received First Aid, Level 1 Safeguarding; and Prevent training. Senior leaders have received level 3 safeguarding training and appropriate additional qualification. For parents and carers, the academy provides a safeguarding information leaflet annually, workshops are also provided on safeguarding e.g. e-safety.
- A Safeguarding team supports the designated safeguarding lead. Policies are continually reviewed to reflect current legislation. Safeguarding is a permanent, weekly agenda item. Health and Safety systems and procedures are rigorous and regularly reviewed. The academy quality assures arrangements in a local authority audit of arrangements.
- Academy premises are kept secure and staff are rigorously checked prior to appointment. Visitors are accompanied if required to be present in the academy.

### **Pupil Outcomes: Good [2]**

**2014/15 outcomes represented significant improvement on previous years as detailed in RAISE online information on the significantly upward trajectory of improvement and statistically significant positive outcomes in attainment and progress.**

**Revised national curriculum and assessment arrangements present all settings with particular challenges in 2015/16.**

**Reviewers wish to commend the academy for the strenuous efforts it has made to secure as accurate assessment and prediction as can be achieved in the current circumstance for all year groups.**

**The academy has moderated with the local authority, with local schools and with CCET sponsored academies to ensure that data is robust and that flight path predictions based on data sets are in line with expected standards at age related expectations so far as they can be established at present.**

Current pupils are making accelerated progress in their learning due to consistent improvements in teaching. The academy's leadership has secure achievement information for current pupils which is shared with all staff and used well to plan for pupils' learning. The academy's DCPro tracker system has been refined to provide progress information based on the new curriculum based on 6 steps within a year's expectation. Analysis of this information during the review, review of the academy's own analysis and a scrutiny of pupils' work in their books, shows that current pupils' progress in most year groups is at least good for reading, writing and mathematics.

Academy predictions are that at KS1:

83% Y1 pupils will reach expected standard in Phonics

80% Y2 pupils will reach age related expectation in reading

73% Y2 pupils will reach age related expectation in writing

86% Y2 pupils will reach age related expectation in maths

At KS2

73% Y6 pupils will reach age related expectation in reading

73% Y6 pupils will reach age related expectation in writing

83% Y4 pupils will reach age related expectation in maths

Latest DCPro tracking data and analysis [May 2016] indicates that progress for all year groups in reading and writing is good.

Groups of pupils are monitored and have generally have made better than expected progress and on the whole progress in line with those of their peers.

The majority of year groups are approximately working at the expected standard.

Latest tracking data and analysis [May 2016] indicates that progress for all year groups in maths is good.

Across the academy, 81% of pupils are making expected progress in maths with 71 % of pupils making greater than expected progress.

Pupil progress tracking and the targeted application of a wide range of specific interventions have secured current rates of progress. Analysis is detailed and accurate.

Data indicates that in Early Years Foundation Stage 66 % of children are on track for Good Level of Development which represents good progress from a low starting point.

All pupils in year 1 have made better than expected progress in reading, writing and maths.

- Boys and girls are progressing at similar rates and both groups have made better than expected progress.
- Pupil Premium children have made better than expected progress and are progressing in line with non-pupil premium children.
- EAL pupils have made expected progress and are progressing in line with non EAL pupils
- The SEN pupil has made expected progress in maths and is slightly below expected progress for reading and writing.

- Year 1 pupils are at approximately expected standards for their age group including groups except the 1 SEN pupil.
- Year 1 pupils make 6.9 steps progress in Reading, 6.7 steps progress in writing and 6.5 steps progress in Numeracy (expected 5 steps progress)
  - Generally, girls are slightly out-performing boys
  - Pupil premium above in Numeracy
  - EAL pupils are in line with non-EAL pupils
  - SEN children are making good progress (Average 5 points progress)
  - Expected progress 97% of children have made expected progress, in reading and maths 93% have made expected progress.
- All pupils in year 2 have made better than expected progress in reading, writing and maths.
- Boys and girls are progressing at similar rates for writing and maths however; girls have made more progress in reading.
- Both groups have made better than expected progress.
- Pupil Premium children have made better than expected progress and are progressing in line with non-pupil premium children.
- EAL pupils have made better than progress and are making more progress than non EAL pupils
- The SEN pupil has made better than expected progress in reading, writing and maths.
- Year 2 pupils are at approximately expected standards for their age group including groups except boys writing, EAL reading and SEN for all subjects.

2015/2016 Predictions - Reading = 80% at expected standard; Writing = 73% at expected standard; 83% at expected standard; SPAG 73% at expected standard.

- All pupils in year 3 have made expected progress in reading, writing and maths.
- Boys and girls are progressing at similar rates for reading, writing and maths.
- Pupil Premium children have made expected progress and are progressing in line with non-pupil premium children except for reading.
- EAL pupils have made better than expected progress and are making more progress than non EAL pupils
- The SEN pupils are slightly below expected progress in reading and maths.
- Year 3 pupils are at approximately expected standards for their age group including groups except boys writing and maths, pupil premium and SEN pupils for all subjects.
- All pupils in year 4 have made better than expected progress in reading, writing and maths.
- Boys and girls are progressing at similar rates for reading and writing however, the girls make more progress in maths.
- Pupil Premium children have made better than expected progress and are progressing in line with non-pupil premium children except for writing where non pupil premium are progressing more.
- EAL pupils have made better than expected progress and are progressing in line with non EAL pupils
- SEN pupils are making better than expected progress and have made more progress than non-SEN pupils in all reading and writing.
- Year 4 pupils are slightly below expected standards for their age group. All groups of pupils are below expected standards for their age group compared to the girls, non-pupil premium pupils, non-EAL and non-SEN.
- All pupils in year 5 have made better than expected progress in reading, writing and maths.
- Boys and girls are progressing at similar rates for reading, writing and maths.
- Pupil Premium children have made better than expected progress and are progressing in line with non-pupil premium children except for writing where non pupil premium are progressing more.

- EAL pupils have made better than expected progress and are progressing in line with non EAL pupils except writing where they make more progress than Non-EAL pupils.
- SEN pupils are making better than expected progress and have made more progress than non-SEN pupils in reading and writing.
- Year 5 pupils are at or above expected standards for their age group.
  
- All pupils in year 6 have made better than expected progress in reading, writing and maths.
- Boys and girls are progressing at similar rates for reading; however, the girls make more progress in writing and boys make more progress in maths.
- Pupil Premium children have made better than expected progress and are progressing in line with non-pupil premium children in all subjects.
- EAL pupils have made better than expected progress and are progressing in line with non EAL pupils
- SEN pupils are making better than expected progress except in writing where they are slightly below expected progress.
- Year 6 pupils are below expected standards for their age group. Except for boys maths, non- pupil premium maths, EAL pupils in reading and maths and Non SEN pupils reading and maths. These exceptions are at expected standards for their age group.

2015/2016 Predictions - Reading = 73% at expected standard; Writing = 73% at expected standard; Maths = 83% at expected standard; SPAG 73% at expected standard.

### **Effectiveness of Early Years Provision is Good**

- Children start Nursery with skills that are below those typical of their age. Literacy and mathematical skills are particularly weak. Despite this, in Reception, the proportion reaching a good level of development was slightly below national average in 2014/15, reflecting at least good progress. Given their starting points, the children are well prepared for their work in Year 1. Predictions for the proportion reaching a good level of development for 2015/16 are 6% higher than last year's results and closer to national average.
- The improvements in what children do and learn is the result of effective leadership and management, good teaching and well-considered changes in how and what children learn. The environment is positive and welcoming. It reflects the vast range of varied and imaginative activities that staff prepare for the children to promote all aspects of their learning, and especially literacy and numeracy.
- Planning is thorough and takes account of what each child, from the lowest attainers to the highest attainers needs to learn to make progress. Children move from one activity to another without fuss because they are used to well established classroom procedures. Children are motivated and interested in the activities that have been planned for them. For example, a range of writing activities about trains and the life cycle of a butterfly.
- Children concentrate very well and always try to do their best. They are supported well by their teachers and teaching assistants. For example, during phonics, pupils work in five small groups and are engaged and having fun. All activities have a clear learning purpose and children's progress is monitored rigorously. All staff interact well with the children and are quick to support learning and move it on as the need arises. The high pupil-staff ratio contributes to small group and individual interventions.
- Children are happy and confident in themselves and in their work and play. For example, they play cooperatively outdoors in the pirate ship, the mud kitchen as well as enjoying catching magnetic 'number fish'. Eager to show their learning, they approach adults with their work. They respond well to praise and a sticker! Children access the class snack bar sensibly and independently during the day. Their behaviour

is good, they trust the adults and feel safe in the academy. Safeguarding procedures are followed well and the environment is secure, both indoors and out. Staff are diligent when supervising the children outdoors. Parents' views are highly positive about the provision.

- In the Nursery, speech is sometimes still relatively indistinct. There are a high number of children who enter with little or no English, but staff are patient in listening to the children and helping them to speak clearly and in sentences. By the end of the Reception Year, the majority of children can write their names, form letters and numbers accurately, count and make good attempts to write in sentences.

Areas for improvement for EYFS:

- To maintain and enhance the quality of teaching, learning and assessment through well targeted professional development so that children's learning is accelerated.
- To further refine monitoring and recording arrangements for specific groups, including those with special needs and disadvantaged pupils, to support their increased progress and attainment.
- To consider ways in which the area for sheltered outdoor provision can further enhance learning in all weather conditions.

**Next steps for the academy:** On receipt of the final review report the Principal is asked to draw up an action plan addressing the key areas of development. The academy can request support with the document if required.

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