

## SEF on a Page..... or two!

### Context

- Last section 5 OFSTED inspection – December 2014 Good
- Converted to academy 1<sup>st</sup> April 2015
- 258 children on roll
- Popular oversubscribed school with a very high percentage of pupils coming from out of catchment (73%) and a significant number across our city boundary.
- Low number of free school meals (2.7%)
- 8% Pupil Premium – 20 children
- 2% pupils EAL
- 3% SEND 1 Y4 pupil and 2 Y3 pupil have high level needs and require 100% 1:1 support
- Trust/School targets for Y6 2017/18- ARE : Maths=90%, Reading = 87%, Writing=92%, EGSP=92%. RWM – 79% exceeding ARE : Maths=43%, Reading=41%,Writing=34%, EGSP=48%, RWM -34%
- Attainment on entry from our feeder infant school is higher than average with a higher than average number of pupils entering at greater depth. These figures do not always match the moderated baseline we conduct, particularly in writing .
- The school has a strong background in SMSC and Music
- The school retains the Primary schools regional cup for football.
- The Head Teacher is an NLE (National Leader of Education) and Pupil Premium Reviewer, 2 SLEs (Specialist Leaders of Education) in post
- The school is a regional hub for a teaching school and has many visitors observing the effective practices around teaching and learning
- Kitemarks - AFA (Achievement for All) quality mark school, Investors in Pupils accreditation school, the 360 E-Safe Mark Healthy Schools status, UNICEF Rights Respecting school accreditation, , International School Award, Healthy School status, Sing up Platinum and ICT Mark Accreditation, Stonewall Champion School and NACE.

### LEADERSHIP AND MANAGEMENT – 2 Good

- The school has a highly effective senior leadership team who focus relentlessly on improving teaching and learning and have high expectations of all staff and pupils. They base their actions on a deep and accurate understanding of the school's performance and of staff and pupils' skills and attributes. They are complimented by highly effective vice chairs of governors whose skills support and challenge the SLT effectively (Ofsted 2014). The leadership continues to maintain this strength.
- The School has recently had a Pupil premium review which supported the Pupil Premium statement (on the website) and generated an action plan providing us with a clear direction for future provision .
- All governors are engaged and visit the school regularly (see governor visit forms). They ask challenging questions and are actively developing their skills to deliver their responsibilities.
- The school has highly successful strategies for engaging with parents and carers to ensure the best outcomes for our pupils, including those who might traditionally find working with the school difficult. (Structured conversations, parent groups, class teacher emails, open lessons, sharing cafes)
- Cyclical monitoring is rigorous and triangulated and focuses relentlessly on improving teaching
- High-quality, individualised professional development programmes are in place for all staff which has created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for the school.
- A curriculum designed to build knowledge, develop resilience and provide our pupils with transferable skills to help them succeed in school and beyond.
- Ernehale's Take Care Values sit at the heart of the school's work and incorporates all aspects of SMSC and British Values.
- Safeguarding is effective: staff have regular training updates which ensure our pupils thrive in a safe and secure environment.

### TEACHING – 2 Good

- New NQT and one teacher in second year of teaching. Three new teaching members of staff Autumn 2017. 4 teachers in early stage of teaching.
  - Achievement is good in all subjects, higher than expected standards for the school and above National Average
  - Lesson observations/learning walks and work analysis show that teaching across the school is at least good.
  - Rigorous and cyclical monitoring ensures that any identified improvement needs are swiftly identified and strategies are put in place to improve these.
  - Lesson observations and Learning walks show that Assessment for Learning is used consistently across the school and leads to empowers children to become independent learners and make good progress.
  - Work scrutiny shows that feedback is used to enable pupils to correct misconceptions or challenge their learning and planning in all classes and linked to assessment.
  - Lesson observations and learning walks show that pupils have developed the capacity to learn from mistakes and are becoming keen learners who want to find out more
- **PERSONAL DEVELOPMENT BEHAVIOUR AND WELFARE– 2 Good with outstanding**
  - Pupils’ attitudes to learning and behaviour are of a high standard across years, classes and with different staff. These principles are taught as they enter the school (BLP).
  - Parent surveys and parents/visitors emails and letters show that staff and pupils are positive about both behaviour and safety.
  - Attendance: few pupils are absent or persistently absent. A robust system is in place to address absence.
  - Pupils’ pride in their school is shown by their excellent conduct, manners and punctuality. This is also reflected in their behaviour at playtimes.
  - Pupil voice is strong and valued.
  - Pupils value their learning environment.
  - Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying and derogatory or aggressive language in all their forms are rare and dealt with by the senior team to the satisfaction of the pupils and parents.

#### **OUTCOMES FOR PUPILS – 2 good**

- Attainment in reading, writing and maths was above national expected standards (FFT and ISDR)
- % of pupils reaching the expected standard+ in reading, writing and maths - FFT rank 24 (FFT)
- Attainment of HA pupils achieving greater depth in mathematics and reading was above national expectations (ISDR)
- Attainment of MA pupils achieving greater depth in reading was above national expectations (ISDR)
- KS2 progress for reading, writing and mathematics combined was in line with national average (FFT and ISDR)
- Disadvantaged children were in the top 20% for progress in writing (ISDR) and in line with national expectations for reading and mathematics. (ISDR)
- (FFT – Fischer Family Trust ISDR – Inspection Data summary Report)

#### **Key development points**

##### **SIP priorities**

- Reading (to develop HA writing)
- Maths – Reasoning
- Resilience
- Developing leadership capacity.