

Situation report based on 2016 RAISE online/inspection dashboard

Date: November 25th 2016

Academy Name: Easterside Academy

<p>Main outcomes</p>	<p><u>Strengths</u> Early Years ✓ End Reception outcomes (excluding HNB) 1% below NA.</p> <p>KS1 ✓ End of KS1 outcomes in line or above NA at both expected and greater depth. ✓ Progress from end of EYs to end of KS1 – nearly all children (except 3) who got ‘expected’ or ‘exceeded’ at end Rec, got the corresponding ‘expected’ or ‘greater depth’ at end of KS1.</p> <p>KS2 ✓ End of KS2 outcomes above NA for Reading, Maths, GPS, Combined. ✓ No gender gaps in attainment for maths or reading. GPS (G) / Writing (B) / Comb (B) no more than 5% difference. <i>(Gender in favour of)</i> ✓ Progress of all children – particularly in Maths – middle prior attainers. ✓ All children who got 2B+ at end KS1 met expected standard + for writing and maths. ✓ Progress of disadvantaged pupils in reading is higher than N non-disadvantaged for low, middle and high prior attainers. ✓ Progress of disadvantaged pupils in writing is higher than N non-disadvantaged for middle and high prior attainers. ✓ Progress of disadvantaged pupils in maths is higher than N non-disadvantaged for low and middle prior attainers.</p>
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	<p>Areas of risk</p> <ul style="list-style-type: none"> ○ End of Year 1 and 2 phonic outcomes. ○ KS1 low prior attainers in writing. ○ KS1 – disadvantaged – Expected+ / Greater Depth. ○ Bringing English in line with Maths outcomes.
<p>Actions put in place by this Academy</p> <p><i>Cross reference SEF/SIP PD etc</i></p>	<p><u>Phonics</u></p> <ul style="list-style-type: none"> ➤ Early reading and phonic training for all EYs/KS1 teaching staff. ➤ Further phonic teaching monitoring / feedback / CPD / shared practice to up skill new staff. ➤ Half termly phonic testing – new tracking procedures in place. <p><u>Prior Attainment Groups</u></p> <ul style="list-style-type: none"> ➤ Introduce new tracking procedure – groups made on Target Tracker – use prior attainment filter – pupil progress meetings / tracking groups. ➤ Pupil progress sheets adapted to include whether each child was a low, middle or high prior attainer. ➤ Class teachers to track the progress of the groups above. ➤ SLT / Pupil progress meetings to monitor the progress of these groups across the school. <p><u>Reading</u></p> <ul style="list-style-type: none"> ➤ Employment of extra TA to hear targeted pupil premium pupils read three times a week. ➤ Reciprocal reading and inference training for all teaching staff – staff meeting / PD day. ➤ New agreed reading practices across school to promote reading and reading for pleasure. ➤ Reading weeks and events across school to promote and engage children and parents in reading. ➤ Specific reading training for individual - TAs completing ‘Boosting Reading’ training. ➤ Early Reading training – staff meeting – all EYs / KS1 staff. ➤ Taught comprehension lessons within timetable across school.

	<p><u>Greater Depth / Challenge</u></p> <ul style="list-style-type: none"> ➤ HT / DHT – James Nottingham training. ➤ All staff Chris Quigley training – DA PD Day. ➤ Collaboration – HT / SLT - facilitating learning at greater depth – use of cups / Growth mind set. ➤ PD day – Collaboration – Ronnie Woods / two follow up staff meetings – progression of collaboration across school.
<p>Discovery Alliance support and advice required on areas of risk for this Academy</p>	<p>We have recently had a LA Review and performance management observations with LA that has identified phonics as a strength across early years and KS1 with children applying their knowledge and skills through all lessons independently and with guided support. Autumn 1 phonic tests also show that pupils are on track to pass the phonic screen (both Y1 and 2) with some pupils already scoring above 32.</p>
<p>Support and advice to be offered to other Discovery Alliance schools based on this Academy's identified strengths</p>	<ul style="list-style-type: none"> • Teaching and learning in Maths and English – Maths SLE. • Early Years provision and practice – SLE. • KS1 and 2 provision and practice. • High Attainment Reviewer. • Disadvantage pupils.
<p>Referred to network groups</p>	<ul style="list-style-type: none"> • Investigating reading assessment / tests across the DA and outcomes and information they provide for teaching and learning. Previously used Pira but was giving the children and teachers what they needed.

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