

EASTERSIDE ACADEMY

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Outcomes for Children

Grade: 2

Achievement at the end of KS2 is very good given the starting points of the children; the significantly low baseline for most children; and the barriers to learning within the highly disadvantaged area that we serve. The school works unrelentingly to achieve high standards and overcome these barriers, and has achieved success over the course of time with some sustainability. This work is relentless, regardless of the cohort or staff experience the core mission of the school is to raise aspirations and standards.

Attainment at Early Years Summary

Children at Easterside Academy make **rapid and outstanding progress** through Early Years from their starting points. From their typically low starting points on entry to nursery, children make rapid progress in nursery so that more children enter reception at typical expected levels. During reception children continue to make rapid progress so that more children leave reception at the expected level.

In 2014 **55%** achieved a 'good level of development' (GLD). This was a **20% increase** from the previous year (33%) and 5% below the NA, (an improvement from 23% below NA in 2013). In 2015 our GLD **continued to improve** with a GLD of **62%**. In 2016 the GLD was 61% however 'five' High Needs Base (HNB) pupils significantly impacted on the **improvements made**. Excluding HNB **68%** - only 1% from NA. In **2017** the GLD continues to increase at **75%** without HNB pupils. Above national. Through clearly identified targets and focused action, over the last three years we have also **significantly increased** the % of children at expected+ for reading (83%), writing (85%) and Number (83%).

See also Early Years SEF section.

Attainment at Key Stage 1 Summary

Standards are improving in KS1 and attainment is now in line or above NA (excluding HNB). Progress within KS1 is **good** when low starting points are taken into consideration. The APS for each year group at KS1 has been 4+ across the year (End of Summer 15 data) and has consistently been this for the last three years. New progress tracking data also shows at least good progress. KS1 data is analysed without the HNB where appropriate. These pupils have complex needs and are working well below National Curriculum and therefore their data significantly impacts on our KS1 results.

87% of pupils achieved the required level in the **Y1 phonics** check (2015) **above** National expectations. Over the last three years our attainment in the phonic screening has continued to **increase and remain above NA**. In 2016 we saw a dip, however reasons were identified and action put in place to ensure this didn't happen again. In **2017 84%** met the standard – above National. **100%** of Year 2 retests (without HNB) have passed the phonic screening. This has been the case historically however this year 3 pupils didn't – reasons known. **100%** (or most) of our Y2 children therefore move into KS2 having passed the Phonics Screening Test, unless in some cases, they have high needs. We remain confident that this will continue.

Over the last few years we have focused on **raising the % of Level 2C** and above at the end of KS1, as well as the **% of higher levels 2B+**. Over the last three years before the new National Curriculum we **steadily increased** our %, with the % at **2B+ rising** from 53% to 69% in writing / 60% to 75% in reading / 67% to 72% in Maths. This narrowed the gap between the NA, particularly in writing which was broadly in line. There were also increases at 2A (2015).

2015 KS1 Results

	Maths	Writing	Reading
2C+	73%(including IAC) 84%(excluding IAC)	76% (including IAC) 88% (excluding IAC)	72%(including IAC) 85%(excluding IAC)
2B+	65%(including IAC) 75%(excluding IAC)	62% (including IAC) 72% (excluding IAC)	67% (including IAC) 79% (excluding IAC)
	22%(including IAC)	24% (including IAC)	35% (including IAC)

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2A+	25%(excluding IAC)	28%(excluding IAC)	41%(excluding IAC)
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***Increase compared to 2014 data.**

Outcomes at KS1 (2016) at 'Expected' were extremely **positive**: Reading (81%) / Writing (72%) / Maths 72% and the combined at 66%. These results were slightly higher again when a HNB child is taken out and are **above the National Average in all areas, including the combined** (Ex HNB). The % at Greater Depth was also higher than the NA in Reading and Maths, and 1% lower in writing (although this is in line with HNB pupil excluded). Initial outcomes at KS1 this year (**2017**) are also positive with the % at 'Expected' above national in all areas except reading which is just 2% below. The combined is 8% above national at **72%**. Those working at 'greater depth' is in line with national for all areas except reading.

Although evidence supports rapid progress and attainment across KS1 we know there is still a need to further accelerate progress in both Early Years and KS1 in order to continue to achieve end of KS1 outcomes in line and above NA and continue to close gaps in gender and pupil premium.

Attainment at Key Stage 2 Summary

Over the last 3 years pupils in KS2 have continued to make **rapid progress**; by the end of Year 6 they reach standards in reading, writing and maths that are above the NA. At the end of KS2 data from the last three years shows an **increase** in those **making expected and better than expected progress**. In 2014 **all children made expected or better progress** and in 2015 100% made expected progress in Reading/Writing and 97% in Maths. **Better than expected increased** for Maths and Writing. New progress measures are in place this year (2016) and we continue to remain above NA and the floor standard: Reading (2.2) / Writing (0.9) / Maths (3.2).

Our 2013 SATs results were **outstanding**, with 100% of children achieving Level 4 in Reading, Writing (TA), Maths and Science. A very pleasing 81% achieved Level 4 in GPS (not reported). **Above National** %, with 56% attaining L5. There was an **increase** in all % from the previous year, with the highest increases being in writing (21%) and Reading (12%). Our Level 5 results were also very pleasing. Again we gained an **increase** in % in all areas – Maths (33%), Writing (23%), Reading (20%). As well as ensuring all children made 2 levels progress which we achieved in this year in Maths, 94% in reading and writing, (1 child didn't), we continued to work hard to raise the % that made 3 levels progress. The 2013 results show a 16% rise in reading and a 41% in Maths. The % has significantly risen in maths, reading and writing for both 2 and 3 levels progress.

In **2014** our results remained extremely pleasing with 100% achieving Level 4 for Maths and Reading and 95% for Writing (5% = one child). Our level 5's saw an increase in Writing to 35% and reading to 70%, both **above the National average**. Maths although dipped to 45% Level 5's, also achieved 10% at Level 6 which is a first for the school and both Level 5 and 6's were **above National average**. There was a rise in the Level 4 GPS to 82% and a significant rise in Level 5's to 70% again both **above National average**. 100% made 2 levels progress in reading, writing and maths and our 3 levels progress rose to 55% for Reading; Maths and Writing remained similar to the previous year.

Our results in **2015 sustained our outstanding** results with **100% making expected progress** in Reading and Writing and 97% in Maths (3% = one child). Pupils making **better than expected progress rose** for Writing (45%) and Maths (52%). Reading was also pleasing at 39%. 97% of our pupils got Level 4 for Writing and Reading and 91% for Maths. Our Level 5's continued to be in line with, or above National average. GPS results increased to 85% Level 4's and 64% Level 5's. All of our results remained **above National average**.

In **2016** working with the new National Curriculum, validated results were very pleasing: Reading 67% / Writing 70% / Maths 83% / GPS 73% and with a **combined of 60%**. Apart from Writing (4% off), all these results are **above the NA**, in particular the Combined and significantly Maths. In **2017** outcomes have continued to improve with the % at 'Expected' above national in all areas, as well as improving on our outcomes last year. Those working at greater depth is above national for GPS and slightly below for the other areas.

KS2 results have been significantly above the National Average over the past few years and **continue to be above the NA** in nearly all areas under the new tests and curriculum (2017). The attainment and expected progress of those children receiving pupil premium is similar to those who do not with no significant differences. These pupils achieve well and in many cases make outstanding progress. This shows the school's success in

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narrowing the gap in achievement and in ensuring that pupils have equal opportunities to do well. This was recognised with a letter from Rt Hon David Laws MP in 2014 and also through recent work with Tom Grieveson for the Transforming Tees project.

Our value added in 2015 remained 100+: 102.5 in Maths, 100.5 in Reading and 101.2 in Writing. Our Value Added shows that groups such as FSM, Boys and SEN do **significantly well** in comparison of the national average of the group or overall national average. **Progress in 2016** continued to highlight the impact of quality teaching and learning at Easterside Academy with Reading (2.2), Writing (0.9) and Maths (3.2). **Progress indicators for 2017 look to improve further.** There is a continued, relentless focus in school to bring both Reading and Writing in line with Maths for progress and attainment.

Current achievement of children in school

- ◆ Attainment in **writing** has continued to be a focus for the school over the past three years. As a result in 2015 writing **continued to improve** at the end of EY's, KS1 (2C+ / 2B+ / 2A+) and KS2 (L4). As well as Writing, Reading was a main focus for 2016 -17. There is a focus to bring English outcomes more in line with Maths.
- ◆ The achievement of children in the school is **at least good and continues to improve**. The APS in 2014-15 for Y2 and Y6 was 4+ in reading, writing and maths (2015). Progress in 2016 and 2017 in each year group continued to be at least good, evidenced using new tracking procedures. This can be seen through our Target Tracker data as well as through observations and pupils work.
- ◆ The majority of pupils make at least expected progress and any children who have not, have been discussed within the rigorous Pupil Progress Meeting systems. Interventions/actions are put in place or specific learning needs are investigated/supported; all action is regularly monitored and reflected upon for impact.
- ◆ End of Key Stage/Phase results demonstrate **at least good and rapid progress** within each KS/Phase and subject area. **Outstanding results** at the end of KS1 and 2 are being **sustained and improved upon**.

Achievement Summary (Relevant Grade Descriptors from Handbook): (Taken from Outstanding)

- *Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points. (See School 2016 – 17 data / Current pupil data / Pupil Books).*
- *From each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally. (See also Appendix A for whole school data).*

Key Stage 2 SATs Results

	2013		2014		2015		2016	2017
	Expected	Better than	Expected	Better than	Expected	Better than		
Reading	94	50	100	53	100	39	2.2	
Writing	94	38	100	37	100	46	0.9	
Maths	100	69	100	47	97	52	3.2	

**Where it is not 100%, one child didn't make expected progress.*

The school's data is higher than National Average and has been sustained and improved over a four year period.

- *The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the*

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same starting points. (See End of KS2 VA and progress data / Pupil Premium and SEND Pupil Portraits/Case Studies).

- For pupils generally, and specifically for disadvantaged pupils and those who have special educational needs, progress is above average across nearly all subject areas.

Key Stage 2 SATSs Results - Progress of Disadvantaged

	Reading		Writing		Maths	
	Expected	Better than	Expected	Better than	Expected	Better than
2013	90	50	100	20	100	50
2014	100	62	100	38	100	46
2015	100	50	100	46	97	46
2016	1.71		0.35		2.73	
2017						

*Where it is not 100%, one child didn't make expected progress.

(2016) Progress of disadvantaged was higher than national non-disadvantaged in the majority of cases for Reading, Writing and Maths.

(2015) VA	Reading	Maths	Writing
All	100.5	102.5	101.2
Boys	101.3	103.6	101.6
Girls	100.2	102.4	101.2
Disadvantaged	100.6	102.7	101.3
SEN	100.8	102.9	102.4

2013 - % of Pupil Premium pupils that made **MORE THAN** expected progress was the same in Reading and slightly lower in Maths and Writing.

2014 - % of Pupil Premium pupils that made **MORE THAN** expected progress was higher than Non-Pupil Premium in Writing and Reading and similar in Maths.

2015 - % of Pupil Premium pupils that made **MORE THAN** expected progress was similar to Non-Pupil Premium in Writing and Reading with Non Pupil Premium pupils just slightly higher. Non-Pupil Premium were more significantly higher in Maths.

KS2 SATs Results – VA

	2013		2014		2015	
	Disadvantaged	Other	Disadvantaged	Other	Disadvantaged	Other
Reading	100.9	100.7	100.8	99.5	100.6	100.8
Writing	99.9	101.2	100.4	100.0	101.3	101.4
Maths	101.5	101.9	102.0	100.0	102.7	103.1

The progress and attainment of disadvantaged pupils within the school is very similar – no significant gap (2013 – 15).

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- *Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.*

(See lesson observations / monitoring outcomes / Consultation 'Learning Conversations').

- *Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Children in Year 1 achieve highly in the national phonics check.*

(See individual reading records / guided reading records / phonic teaching / lesson observations / monitoring outcomes / reading progress data).

Year 1 and 2 Phonic Screening Results

	2013		2014		2015		2016		2017	
	All	No HNB	All	No HNB	All	No HNB	All	No HNB	All	No HNB
Year 1	69%	87%	70%	81%	81%	87%	49%	55%	74%	84%
Year 2			64%	100%	50%	100%	67%	80%	84%	92%

2016 – Where 80% met the standard in Y2 – one high needs child did not (20%).

The 2016 'dip' was recognised - there were known reasons and factors for these results and action was put in immediate place. These results did not reflect our effective phonic teaching at KS1 that has been proven historically. Outcomes in 2017 confirmed this.

- *The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly.*
- *Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.*

Key Stage SATs Results – Level 4+

	2013		2014		2015	
	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
Reading	100	100	100	100	97	100
Writing	100	100	95	93	97	100
Maths	100	100	100	100	91	90

Key Stage SATs Results – At Expected Standard

	2016		2017	
	All	Disadvantaged	All	Disadvantaged
Reading	67	55	85	Disadvantaged
Writing	70	55	80	
Maths	83	75	85	

Key Stage SATs Results – Level 5+

	2013		2014		2015	
	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
Reading	63	50	70	79	36	29
Writing	31	10	35	36	36	29
Maths	75	60	45	43	48	38

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Key Stage SATs Results – At Greater Depth

	2016		2017	
	All	Disadvantaged	All	Disadvantaged
Reading	7	0	20	
Writing	10	10	10	
Maths	17	10	18	

In 2014 we received a letter from MP David Laws congratulating the school on its KS2 results for disadvantaged pupils. The letter stated “Your results show that you are highly effective in educating your disadvantaged pupils. It is clear that you and your staff have provided your disadvantaged pupils with a good start in life and prepared them well for secondary school.”

Key reasons why not grade 1:

- ◇ Pupils’ achievement is at least good. From starting points that are generally well below age-related expectations, most pupils make outstanding progress to attain above national standards in English and Maths at the end of Year 6. We are continuing to increase the % at ARE as well as those working at Greater Depth.
- ◇ Progress across the school is good for the majority of groups of children and enables pupils’ learning to accelerate in order to reach at least NA. Gaps are being closed steadily. The % of those making expected and more than expected progress has increased over the last 3 years and progress with new measures are well above floor standards and the national.
- ◇ SIA supports this judgement.

Teaching, Learning and Assessment

Grade: 2

The quality of teaching and learning across the school and for individual teachers is arrived at through examining a range of evidence and data, using a ‘best-fit’ judgement. This includes the use of Teacher Standards in Performance Management Targets and reviews; lesson observations; planning and book scrutiny and pupil progress data.

The SLT, in consultation with staff have developed Easterside Academy ‘Agreed Practices’ and ‘Non-Negotiables.’ These provide both clear and high expectations as to how subjects such as reading, writing and maths are taught consistently across the school and through all subjects. Clear expectations are also given for effective marking and feedback, planning, homework and assessment, as well as for the teaching of Foundation Subjects. These practices are reviewed at the beginning of each academic year with all teaching staff, as well as forming clear procedures and content for any new inductions and monitoring exercises. Formal observations with the Head Teacher and LA (Autumn 16 / Spring 17) evidenced the consistent use of agreed practices from Early Years through to Year 6 and show that they are embedded within each classroom and through daily practice. These practices have helped to secure at least good, and in many cases outstanding teaching and learning across the school. The quality of teaching and learning has improved over the last three years with the % of outstanding teaching and learning overtime increasing. This has been evidenced.

The school has an excellent learning ethos for everyone and an inspirational atmosphere for learning to take place. **100%** (126 returns) of **parents** (July 2017) felt their child made **good progress** in the school and **99%** felt their **child’s needs were met**. **78% strongly agreed**.

Overall at Easterside Academy:

- ◆ teaching engages and includes all pupils with work that is both challenging and that meets the pupils’ needs as identified by the teachers.
- ◆ adults and pupils display mutual respect. Teachers set out clear expectations for pupils’ behaviour in line with the school behaviour policy.
- ◆ classroom checklists support the Easterside Agreed Practices and ensure resources are in all learning spaces to enable sustained progress and to develop confident and independence in all pupils.
- ◆ excellent behaviour for learning can be seen in all lessons across the school.



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- ◆ pupils' responses, in lessons and over time, demonstrate sufficient gains in their knowledge, skills and understanding, including of English and Maths.
- ◆ teachers seek to assess the effectiveness of their own teaching and adapt accordingly. All teaching staff including teaching assistants, are reflective about their own practice through feedback, Performance Management reviews and CPD procedures.
- ◆ teachers routinely give the necessary attention to the most able and the disadvantaged, as they do to low-attaining pupils or those who struggle at school (Regular half termly Pupil Progress Meetings).
- ◆ teachers set differentiated homework in line with the school's policy. The new homework policy (Sept 2015) has been designed to engage pupils further in their learning and importantly, their parents/carers.
- ◆ teachers plan together in teams and not in isolation, to ensure continuity and progression and to facilitate regular monitoring and moderating exercises as well as ensuring high expectations are kept throughout all classes.
- ◆ teachers are 'twinned' with another class in the school, usually in another Key Stage. This is used to share work regularly and for older children to act as 'role models' and 'inspire' younger pupils.
- ◆ assessment is frequent and accurate and is used to set challenging work that builds on prior knowledge, understanding and skills.
- ◆ information at transition points between schools is used effectively so that teachers plan to meet pupils' needs in all lessons from the outset – this includes all transitions within school, into Easterside Academy, to specialist provision and to secondary education.
- ◆ pupils understand well how to improve their work. Lesson observation and marking evidence reflects this. Across the school pupils regularly 'scale' their work and are able to reflect on what they have learnt in lessons and how they can improve their own and others.
- ◆ teachers have high expectations of all pupils.
- ◆ teaching across the school prepares pupils effectively for the next stage in their education.
- ◆ performance Management procedures are robust and both support and challenge all teachers and TAs to improve their work within the classroom; across the wider school and develop their accountability.
- ◆ all staff have high aspirations, a 'can do' attitude and enjoy providing a challenging and stimulating environment for all children in order to support the progress and success of the 'whole child'.

Key reasons why not grade 1:

- ◇ **Progress** and **Achievement** support that teaching and learning is at least good and in many cases outstanding across the school.
- ◇ As an academy we need to continue to move more good teachers to outstanding, in particular emerging teachers so that progress across the school is outstanding for all groups.
- ◇ We need to improve pupil progress in Science and Foundation Subjects by deepening their knowledge and getting them to apply their understanding of these subjects.
- ◇ SIA supports this judgement.

Relevant Grade Descriptors from Handbook: (Taken from Outstanding)

- **Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.** (See lesson observations / monitoring outcomes / pupils books – sequence of lessons / marking and feed forward comments).
- **Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.** (See lesson observations / monitoring outcomes / pupils books / Pupil behaviour & well-being records – Care Team).
- **Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.** (See lesson observations / monitoring outcomes / pupils books – sequence of lessons / marking / quality of work – high expectations / pupil progress meeting analysis – class teachers own).

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- **Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. (See lesson observations / monitoring outcomes).**
- **Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively. (See lesson observations – including use of plenaries and scaling / monitoring outcomes / pupils books – marking and use of feed forward comments / Consultation Time – 'Learning Conversations' using Assertive Mentoring and Targets).**
- **Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come. (See Parent Homework Questionnaire / Parent Annual Questionnaire – 98% agreed (July 2017) / 74% strongly agreed that appropriate homework is set for their child / new Homework Policy / completed homework / family homework clubs (after school) / pupil homework support clubs (lunchtime)).**
- **Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words. (See lesson observations / monitoring outcomes / specific daily phonic teaching / progress data / Whole School Basic Skills Charter Mark / Early Years Basic Skills Charter Mark).**
- **Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning. (See lesson observations / monitoring outcomes / pupils books / parent questionnaire outcomes (2017 / Easterside 'Tough Turtle Awards' / displays).**
- **Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities. (See lesson observations / monitoring outcomes / pupils work / Pupil Questionnaire Outcomes (2015) / Easterside 'Tough Turtle Awards' / Extra-curricular activity data – see Pupil Well-being Leader).**
- **Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve. (See lesson observations- including use of plenaries and scaling / monitoring outcomes / pupils books – marking and use of feed forward comments).**
- **Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.**

Some of the ways in which parents are given information in relation to their child's progress:

Stay & Play (EYs)	Open Mornings (WS)	Topic Activity Parent/Child Sessions (KS1)
Consultation Time – 'Learning Conversations' (WS)	Regular Newsletters	Annual Reports (WS)
Year 6 Parent Meetings throughout the year	Transition Meetings	Marvellous Me (WS)

- **Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities**

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beyond their immediate experience. Pupils love the challenge of learning. (See lesson observations – behaviour / Care Team – incident details / Cultural Days / Assembly Files / Displays – link with Gambia & Care Home / PSHE Teaching and Learning / Behaviour Non-Negotiables / Visitors / Stepping Up / links with other schools – sports & spellathon) / Dementia Friends / Tollesby Care Home.

Personal Development, Behaviour and Welfare

Grade: 1

The personal development, behaviour, welfare and safety of pupils at Easterside Academy is **outstanding**. The school is calm and provides a good environment for all children to learn. Children around the school conduct themselves well, demonstrating respect, courtesy and good manners towards each other and adults – the Easterside behaviour ‘non-negotiables.’

Pupil’s attitudes to learning are **exceptional** due to an exciting and interesting curriculum both indoors and outdoors. Children demonstrate a real thirst for knowledge, a love of learning and have positive attitudes towards the school as a whole. The large majority of pupils’ exhibit **outstanding behaviour** in lessons and around school on a daily basis. Learning walks and lesson observations have evidenced remarkable levels of co-operation between learners and children who have the skills and understanding to collaborate together to create successful learning outcomes. Children relish challenge and are developing their ability to be independent learners. Following research the recent introduction of Easterside ‘Tough Turtle’ awards encourages children to persevere at things they may find difficult. For some of our children this award is supporting them in developing a change in attitude to work and life when things get hard. Being resilient and persevering are skills our children will need in life. Lesson observations (2015 / 16) with the LA and HT recognised the behaviour of pupils and their **attitude to learning as a ‘strength’**.

Positive behaviour is celebrated across the school through the use of house points and a range of awards that are presented in assemblies. Low level disruption in lessons is **very rare** and has improved considerably over a number of years.

There are a very small number of pupils who can very occasionally demonstrate particularly challenging and sometimes extreme behaviours; these children are mentored by a very skilled ‘Care Team’, teachers and teaching assistants. The Educational Psychologist, MIND therapist, REACH, Play Therapists, The Bungalow Project, CAMHS, LA SEN Team, Virtual School are actively involved.

The ‘Care Team’ is made up of a fulltime ‘Pupil Well-Being Leader’ and three part time ‘Pupil and Parent Support Advisors’. Among many things, this team support pupil’s personal, social and emotional behaviour across the whole school on a daily basis where needed and monitor the time out/isolation data weekly. Pupil questionnaires show that children know that they can speak to any member of staff if they are worried or upset about anything and in particular with the Care Team. The Team work with children on an individual basis (mentoring); they carry out small group interventions (such as the KOALA club/Change for Life/Good to be Me) and support and deliver whole class PSHCE lessons when and where identified. They liaise with outside agencies such as Social Care, MIND, REACH and The Bungalow Partnership and ensure the right targeted intervention is in place to support individual children and in many cases their families also. The Care Team have detailed, forensic records for individual children they have worked with or who have been brought to their attention, and detailed logs of events in dealing with parents and concerns. A new monitoring system has been developed in which to measure the impact of any Care Team intervention and CPOMS has also been introduced in support of SEND and Safeguarding. This new system has improved communication and record keeping further. From September 2015 we have been part of Operation Encompass which works in partnership with Cleveland Police to ensure we are aware of any incidents of domestic violence which pupils have been present at, before 9am the next school morning. This has enabled us to support a number of families and particularly pupils in school.

Safeguarding procedures are fully in place and **robustly checked and monitored** by senior leaders and Governors. Children are kept safe in school through consistent and effective use of **risk benefit assessments, online safety** (Use of Policy Central to monitor) and safeguarding arrangements, as well as experiencing a curriculum which enables children to develop their own understanding of key issues that may affect them; including keeping safe and assessing risk for themselves.

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Attendance has improved in the last three years and a number of strategies have been put in place in which to do this, including: 'The Easterside Experience' for 100% attendance; employing Education Welfare Ltd and highlighting each week's attendance % per class on the Head Teacher's fortnightly letter to parents. %'s are colour coded clearly to ensure parents are aware of what is acceptable and what is not. In 2012 – 2013 our attendance was 93.8%. At the end of 2013 – 2014 following the introduction of new strategies, our **overall attendance rose to 95.5%**. Other indicators of our attendance improving is the reduction in holidays being taken; improved reception class attendance; and the number of children who achieved 100% at the end of each term in comparison to the previous year – E.g. This rose from 69 to 111 in the Spring and from 36 to 76 in the Summer. Our 100% attendees for the year rose from 2 to 17, then 29, and this year to 32 (2016). In the same way improvements have been made in regards to Persistent Absences. These have **dropped significantly to 1.6% (2015)** from 5.5% (2012) three years ago. At the end of 2016 our attendance was 95.45%. This was below our target despite the improvements outlined above, due to sickness in the Summer Term. Punctuality has also improved through having a more flexible start to the beginning of the school day with doors opening for basic skills activities at 8.40am (KS2) and 8.45am (EYFS/KS1). The school continues to address punctuality issues, which are mainly affected through a small number of families who are supported well by our 'Care Team.' The school continues to address both attendance and punctuality issues with the support of 'Education Welfare Ltd'.

- ◇ SIA supports this judgement.
- ◇ Ofsted graded this area 'Outstanding' in 2017.

Relevant Grade Descriptors from Handbook: (Taken from Outstanding)

- *Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school. (See lesson observations / Pupil Questionnaire outcomes (2015) / progress data / School Council / Eco Warriors / School Environment / House Captains).*
- *Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view. (See KS2 Pupil Forum / School Council / House Captains / School Ambassadors / Eco Warriors / Lesson observations).*
- *Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life. (See Year 6 transition information / Citizenship Work).*
- *Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average. (See attendance data / file / The Care Team – records / Half Termly Attendance Dashboard).*

Number of Pupils Achieving 100% Attendance

	Autumn	Spring	Summer	Whole Year
2013	42	-	-	2
2014	59	86	36	17
2015	76	69	75	29
2016	98	111	76	32
2017	86	114		

**Spring Term 2015 was hit with significant illnesses.*

- *Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidents of low-level disruption are extremely rare. (See Behaviour Non-Negotiables / Lesson Observations / Classroom behaviour logs / The Care Team – Behaviour Data and Behaviour Support Review (2016)).*

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- **For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.** *(See Behaviour Support Review 2016 / The Care Team – Case Studies).*
- **Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.**
- **Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.**
- **Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.** *(See The Care Team – incidents of bullying records and follow up / PSHE lessons / Online Safety training records & Online Safety monitoring file / IT lessons & Online Safety displays near computers / Parent Questionnaire Outcomes (2017)).*
- **The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.** *(See Parent and Pupil Questionnaire Outcomes (2015/17) / The Care Team / Curriculum).*
- **Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.** *(See Pupil Questionnaire Outcomes (2015) / PSHE curriculum / PE & Sport Lessons / Change 4 Life / The Care Team – interventions / MIND / Stepping Up / NSPCC).*
- **Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.** *(See SMSC Class Books / Assembly Files / Eco Warriors work / KS2 Forum / School Council / House Captains / School Ambassadors / PSHE Curriculum / Cultural Days / Care Home Link / Gambia Link / Show Racism the Red Card).*

Leadership and Management

Grade: 1

Easterside Academy is effectively led and managed. Leadership is excellent and continually looking for ways in which to improve to ensure further positive outcomes for all children. There are many elements of outstanding leadership and management, and this has impacted on achievement across the school.

IIP Report (2015) found, *'The Head Teacher has a very clear sense of purpose related to pupils' achievement (not just attainment) which, without exception, all staff fully understand.'*

All leaders including Governors work cohesively to improve school outcomes. The agenda is continuously focused on school improvement. Systems are robust and rigorous. The drive for improvement is sustained and relentless. All members are self evaluative and own the areas for development, drive the mission, aims and values of the school down to team and individual level across all job groups. This has undoubtedly led to quality organisational behaviours, a positive and vibrant ethos, and good outcomes, which are sustained. The leadership team take on their responsibilities with enthusiasm and this spreads to other staff. All are committed to the school and doing their best for the children and their families. *'Without exception, staff confirmed that the support they receive from the leaders is highly effective' and staff were able to give examples of this (IIP Report 2015).*

Monitoring and evaluation is rigorous, accurate and clearly shared with governors regularly, including the monitoring and evaluation of:

- ◆ The quality of teaching and learning, and the achievement and progress of all groups of pupils, including disadvantaged pupils. *(See HT Governor Reports / Governor Monitoring of Pupil Progress Meetings).*
- ◆ The performance of the school's Early Years provision. *(See Governor monitoring / LA EYs Review 2016).*
- ◆ The satisfaction levels of pupils and their parents *(See Pupil and Parent Questionnaire outcomes 2015/17).*

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◆ How effectively the academy uses the Pupil Premium funding and Sports Premium (*See spending documents on website / Sports Funding Case Study / pupil premium case studies*).

At Easterside all members of staff are seen as leaders within the school, are given responsibility and contribute individually in some way to the SIP. Three teachers have recently completed the Developing Future Leaders Programme and are using the new confidence, skills, knowledge and understanding acquired to drive whole school initiatives and improvement: Improving attainment in Writing; The use of the Sports Funding and the re-organisation and re-structure of the School Library to improve teaching and learning opportunities. One of these teachers has just been successful in securing a new TLR post within KS1 (2014). Within the Senior Leadership Team (SLT) one member has recently completed the local Aspiring Deputy Head Teacher's Programme and secured an Assistant Head role within the school to lead KS2.

Four members of the SLT have been moderators for the authority in each Key Stage for a number of years. This includes a KS2 Writing moderator. These skills have been utilised within school when carrying out whole school moderating exercises with all teaching staff, including TA's, as well as when moderating with other schools and setting. E.g. Rosedean Nursery (PVI); Discovery Alliance; neighbouring schools. The Head Teacher has mentored a new Head Teacher having been asked by the LA (2015/16) as well as supporting the 'Aspiring Head Teacher Programme' by facilitating a Deputy Head to shadow her (March 2016). She is now trained to be a 'High Achievement Reviewer' by Tom Grieveson following research by the Transforming Tees project; and is also a Lead Peer Reviewer.

Quality leadership is embedded. All members are dedicated to their own self improvement and CPD. High quality CPD is carefully linked to the priorities identified for improvement in the SIP and from individual's lesson observations; staff's own needs and those of the pupils. All CPD is evaluated and opportunity is mapped in to ensure its dissemination and impact. (See CPD file). Strengths and areas for development arising from monitoring are shared and responded to. A clear monitoring timetable is in place. This includes monitoring from Governors.

The IIP Report documents that *'good evidence was found of effective staff learning and development contributing to raising standards of learning and teaching.'* It also found that *'Staff are very clear about the purposes of professional learning which they undergo. Staff talked well about how they have implemented their learning and development into their practice.'* This positively impacts on the quality of teaching and learning.

Members of the leadership team are now completing training with the National College for further leadership training. Two of the SLT have recently become SLE's within the LA for EYs and Maths.

The appraisal process is the vehicle through which school improvement takes place and is clearly focused on maintaining standards and good progress through the effective management of teaching and learning. **All staff** have appraisals.

The Head Teacher has sought a wealth of external validation to secure and drive school improvement, through the LA Achievement Team (Spring 17 / Autumn 16), Raising Achievement Panel (Discovery Alliance), Governor involvement, Reflective Enquiry Walk carried out by DA Heads, Work with 'Enquire' Trust Academy schools, Basic Skills Quality Mark, Early Years Basic Skills Quality Mark, Leading in Parental Partnership Award (LPPA), Investors in People (June 2015), LA Early Years Review (March 2016) and Learning Outside the Classroom Silver Mark (Jan 2016). Senior and Middle Leaders have used these opportunities to audit, evaluate and drive improvement in these areas. Recently we have also achieved the Geography Charter Mark (2016) and the Leadig in Parental Partnership Award (2017). The work of the DA has also been externally reviewed and impact measured (2016).

The Head Teacher has worked hard to harness parental support since being in post and engage parents in their child's learning and that of their own. The LPPA has helped to validate some of this recent work and plan for future improvement. The skills of a HLTA have been used to liaise with the Head Teacher, Care Team and Community in order to provide relevant opportunities and courses for families within school – this is our 'Parent Engage Team'. This has been successful and has identified a higher level of interest from parents when their child was in some way involved and benefited also. As a result we have had groups of parents who have regularly met to make Story Sacks as well as engaging in First Aid training, ICT skills development, Healthy Eating and Behaviour workshops. The school works extremely well with vulnerable families, including raising the aspirations for all children. There are regular opportunities for parents and families to come and work alongside their children e.g. Open Mornings, Stay and Play, KS1 Activity Sessions. On average 40 parents attend these sessions.

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The curriculum which is both broad and balanced and promotes children's spiritual, moral, social and cultural development has been led and developed well, along with new **tracking and accountability systems linked to the higher expectations of the new curriculum**. Throughout the curriculum Maths and English basic skills are promoted and encouraged wherever possible (See Basic Skills Award 2016/17). Part of the SIP has been to develop the school's outdoor learning environment and Learning Outside the Classroom (LOtC) as a tool for enhancing teaching and learning and engaging pupils in learning and the world around them. CPD took place to support this and in Spring Term (2016) and we were successful in obtaining the LOtC Silver Quality Award. This helps to validate the hard work that the school has taken to drive this improvement forward. Impact has been seen in observations – where the outdoors has been used effectively teaching and learning has been outstanding (Monitoring File) and pupil engagement is high (lesson observations/pupil interviews/questionnaires). Curriculum maps for each year group are available on the Academy's website, which also makes them accessible to parents.

Through School Improvement Planning there continues to be an embedded focus on writing throughout the School. The impact of this has been carefully tracked by the Head Teacher and has shown a gradual rising trend in APS within year groups each term/year and for specific groups. Data also shows an improvement in overall end of Key Stage % across the school (2015). Reading was a focus for the SIP (2016/17).

Easterside had a re-structuring of the Governing Body as part of the Academy conversion. We have maintained a couple of our experienced members as well as acquiring new. The Governing Body remains well informed and acts as a critical partner. Governors have recently had the opportunity to re-evaluate its purpose; identify its strengths and areas for improvement; and its processes and procedures through its own self evaluation. This has fed into the SIP. The Governing Body have completed Ofsted Readiness training and worked with a National Leader Governor locally. This helped them to identify areas for monitoring in 2016-17. The Chair of Governors has completed the National College for Teaching and Leadership's 'Leading Governance' course. The Head Teacher's performance management is fully focussed on raising standards across the school.

Safeguarding arrangements in school are rigorous and effective, and viewed as everyone's responsibility. School's arrangements meet statutory requirements with much effective practice strengthening the high quality care and support for pupils. This has recently been improved through the introduction of CPOMS to improve communication and record keeping. The LA's Emergency and Disaster Team recently congratulated the academy on being the only local primary with a 'Lock Down' Policy. The School's Emergency and Disaster Team meet at least twice a year to ensure training is up-to-date e.g. Looking at different scenarios and discussing action to be taken. A policy to prevent **radicalisation and extremism** has been written and introduced (September 2015) all staff including volunteers and Governors have completed the online general awareness training module on Channel and Home Office elearning in light of PREVENT legislation. A Designated Person has also completed the WRAP training. British Values are promoted and discussed through our culture, the curriculum, assemblies and forums.

◇ SIA supports this judgement.

◇ Ofsted graded this area 'Outstanding' in 2017.

Relevant Grade Descriptors from Handbook: (Taken from Outstanding)

- **Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary. (See end of KS2 outcomes / observations of behaviour in lessons and around the school / Staff CPD records / Succession Planning / Pupil Questionnaire Outcomes (2015)).**
- **Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.**
- **The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.**
- **Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.**

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(See progress and attainment of disadvantaged pupils / Letter from Rt Hon David Law (2014) / Pupil Premium Spending Report for Governors 2017 / FGB Minutes – questions asked / Governor Pupil Progress Meeting monitoring records).

- **Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas. (See Parent and Pupil Questionnaire Outcomes 2015/17 / Staff Questionnaire (2014) / Governor Monitoring Timetable / FGB Meeting minutes / Governor Monitoring Records and Feedback).**
- **Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school. (See Anonymised Appraisal Outcomes / Outcomes for HT Performance Management / FGB Meeting Minutes / Anonymised teaching and learning monitoring outcomes 2015 – 16 / 16 - 17.).**
- **Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils. (See IIP Report 2015 / CPD File – including CPD Records and evaluations and action taken / Governor Termly CPD Impact Reports).**

'There was good evidence of your creating an environment in which everyone is encouraged to contribute ideas to improve the school's performance. 'Good evidence was found of effective staff learning and development contributing to raising standards of learning and teaching. An example was quoted of a teacher who attended the LA's 'Outstanding Teaching' programme. Having seen an interesting approach during a visit to another participating school, she spoke with the Head and Maths Leader and agreed a trial of the approach within her own class. The Head Teacher observed lessons involving this approach and provided feedback to the teacher concerned.' (IIP Report 2015)

- **The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning.**
- **Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work. (See Curriculum (website) / Pupil's books & Work / Displays / SMSC Class Books / Basic Skills Award (2016) / LOtC Silver Award (2015) / Assembly Files / British Values Map / Visitors).**
- **Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour. (See The Care Team / Staff Code of Conduct / Behaviour Policy / CPOMS).**
- **Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan. (See The Care Team records / CPOMS / Safeguarding Training File / Governors Safeguarding Annual Report 2017 / Prevent audit).**
- **Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate. (See Safeguarding Training File / Radicalisation and Extremism Policy / CPOMS / Prevent audit).**

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Effectiveness of Early Years Provision

Grade: 1

The Early Years leader is recognised by the school and LA as an outstanding practitioner and is currently an SLE. As a result they're currently an Early Years LA Moderator and have recently trained and delivered ELKLAN training to colleagues across Middlesbrough. Having helped to successfully set up and run an Early Years Unit for many years, due to numbers increasing into school, the Early Years has been re-organised into a Reception Unit with separate but adjoining nursery (2015).

The Early Years provision at Easterside Academy is highly effective and has an excellent reputation in Middlesbrough with the LA and Middlesbrough Teaching School Alliance sign posting colleagues from other schools to visit. Recently we have supported another school within the Discovery Alliance, following a LA Early Years Review, move from Requires Improvement to Good.

Children at Easterside Academy make excellent progress through EY's when their initial starting points are taken into consideration - Large proportions of pupils start nursery significantly below average and those expected for their chronological age. They do not demonstrate 'readiness to learn.' On-entry data shows pupils working up to 1 year / 18 months below age appropriate in some areas. Over the last two years we've used Yoga Bugs 'Impact and Change' programme to support pupils in reception getting ready to learn in KS1 e.g. developing their attention and listening skills, behaviour and self esteem. The programme has captured its success and as a result all reception pupils will continue to access the programme next year (2017 - 18).

Outcomes then at the end of Reception are excellent. We have a four year % increase in those attaining a GLD. This year (2017) our GLD was 75% excluding High Needs Base pupils, which shows continued improvement. The % working at Expected / Exceeded is consistent across all areas and number is currently an area of focus within the Early Years action plan and priorities. The EY's are also continuing to focus on closing gender gaps and the gap between pupil premium pupils and non-pupil premium.

The Early Years was awarded the EY's Basic skills Award (December 2016) and had an 'Outstanding' local authority review in April 2016. Continued focus and drive on basic Maths and English skills has seen a four year % increase in those meeting expected/exceeded in number, writing and reading. Writing (85%), Reading (83%) and Number (83%) have increased again (2017) – in line / above NA.

Teaching and learning across the Early Years is outstanding. The Early Years curriculum is both exciting and stimulating and follows pupil's interests. Monitoring outcomes show pupils that are nurtured, engaged and motivated to learn, preparing them academically, socially and emotionally for the next stage in their learning. The use of Key Worker groups and nurture groups contributes to children's personal development, behaviour and welfare.

- ◇ SIA supports this judgement.
- ◇ LA supports this judgement.
- ◇ Ofsted graded Early Years 'Outstanding' in 2017.

Relevant Grade Descriptors from Handbook: (Taken from Outstanding)

- The pursuit of excellence by leaders and managers is shown by an uncompromising, highly successful drive to improve outcomes or maintain the highest levels of outcomes, for all children over a sustained period of time. *(See SIP / Early Years Action Plan / Early Years Environment / Pupil Progress Meetings – pupil progress tracking planning action / monitoring outcomes / moderating outcomes / Early Years Basic Skills Award 2014 / planning / observation outcomes / LA EYs Review April 2016 / 'Enquire' Reflective Enquiry Walk Outcomes June 2016).*
- Incisive evaluation of the impact of staff's practice leads to rigorous performance management and supervision. Highly focused professional development improves the quality of teaching. *(See CPD File and evaluations / IIP Report 2015 / Anonymised Performance Management Outcomes 2016-17 / monitoring outcomes including lesson observations).*
- Safeguarding is effective.

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- There are no breaches of statutory welfare requirements.
- Children's health, safety and well-being are greatly enhanced by the vigilant and consistent implementation of robust policies and procedures.
- *(See Early Years environment / safeguarding policies & procedures / safeguarding training file / Health and Safety area signs).*
- Leaders use highly successful strategies to engage parents and carers, including those from different groups, in their children's learning in school and at home. *(See 'Stay and Play' file (Thursdays) / homework books and records / Parent Questionnaire Outcomes in Early Years / parent/child inductions / transition meeting material and questionnaire / attendance incentives – Otis Bear).*
- A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences. *(See environment both indoor and outdoor/ curriculum planning – website and on wall in setting for all staff / monitoring outcomes / SMSC books / LA EYs Review April 2016 / 'Enquire' Reflective Enquiry Walk Outcomes June 2016).*
- Teaching is consistently of a very high quality, inspirational and worthy of dissemination to others; it is highly responsive to children's needs. *(See planning on wall / pupil's learning journey's / lesson observations / monitoring outcomes / CPD File / school to school support within LA / child observation sheets / LA EYs Review April 2016 / 'Enquire' Reflective Enquiry Walk Outcomes June 2016).*
- Assessment is accurate and based on high quality observations. It includes all those involved in the child's learning and development. Provision across all areas of learning is planned meticulously. It is based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities. *(See pupil's learning journey's – shared regularly with parents and pupils / Consultation Time pupil sheets / planning on wall for areas as well as focused adult initiated activities / planning meetings / child observation sheets).*
- Children are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration. They are highly responsive to adults and each other. They do not distract others or become distracted easily themselves. *(See lesson observations / monitoring outcomes / child-initiated play / adult-initiated activities / Environment).*
- The vast majority of children are developing a very good understanding of how to keep themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others. *(See environment – observe pupils working effectively together within the unit).*
- Children make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. As a result, almost all children, including disabled children, those who have special educational needs, disadvantaged children and the most able, are making substantial and sustained progress. *Taking into account their very low starting points (see nursery baseline entry data) progress in Early Years is good leading to outstanding achievement for individuals. (See End Reception Data).*
- Gaps between the attainment of groups of children and all children nationally, including disadvantaged children, have closed or are closing rapidly. Any gaps between areas of learning are closing. *Although gaps have been closing as highlighted above, boys and pupil premium pupils continued to be a priority for 2016 – 17. These gaps are closely monitored and action planned in the SIP and through performance management procedures.*

Overall Effectiveness

Grade: 2

We feel that Easterside Academy is an 'Outstanding' school however recognise and agree with the Ofsted 'Good' judgement in 2017. We will continue to strive to improve the outcomes for all its pupils. The school has worked

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unremittingly over the years to achieve high standards and has achieved success over the course of time with sustainability. The work is relentless, regardless of cohorts or staff experience the core mission of the school is to raise aspirations and standards.

Following the retirement of the previous long standing Head Teacher over three years ago, the appointment of the new Head (from within the school) and further development and re-structuring of the Leadership Team, has continued to strengthened the leadership of the school. (See IIP Report 2015). This has included taking the school through Academy conversion; reviewing the school's vision, values and aims; as well as engaging all stakeholders in re-branding and curriculum development.

Following the Academy conversion Governors continue to self-evaluation; engaged in Ofsted preparation training and contributed to the SIP - identifying their own action points and priorities. Monitoring is planned and focused.

Since the inspection in 2013 of Easterside Primary School, pupil outcomes have continued to improve, particularly in writing, along with the quality of teaching and learning and attendance. Rigorous school self-evaluation systems are in place along with a detailed School Improvement Plan that is closely monitored and progress and impact regularly evaluated. We have developed effective performance management systems for all teaching staff which have been clearly linked to continued improvement of the quality of teaching and learning; improvement in outcomes for pupils in writing and in particular groups e.g. Pupil Premium, boys, higher ability; as well as developing a new curriculum and subsequently the assessment and tracking procedures to support it.

We foster a strong ethos of mutual respect, understanding and support, underpinned by the consistently applied rules and systems which enable children to develop a clear set of age appropriate personal values which makes them good school citizens and advocates of the school.

Ofsted recognised the improvements of the school in February 2017 with judging three of the five areas as 'Outstanding'.

◇ SIA supports this judgement.

Outcomes at the end of KS2 in 2013, 2014 and 2015 were outstanding, with outcomes in 2016 and 2017 for the new tests and curriculum again above NA. Progress is currently at least good in all areas of the school and in many places outstanding.

Attendance has significantly improved over the past few years. Improvements have been sustained in reduced holidays and the % awarded 100% attendance at the end of each term/year; as well as Reception attendance.

Behaviour overall remains outstanding throughout the school.

Planning continues to be in place for improvement in all areas.

Relevant Grade Descriptors from Handbook: (Taken from Outstanding)

- ***The quality of teaching, learning and assessment is outstanding. (See teaching and learning monitoring outcomes / pupil progress assessment procedures / records and tracking / Pupil Progress analysis – per class teacher / pupil outcomes in Early Years, Phonics,, KS1, KS2 / pupil progress data).***
- ***All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding. (See SIA Evaluations/Reports / Head Teacher Governor Reports / LA monitoring).***

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- *The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive. (See school environment both indoors and outdoors / displays / SMSC Class Books / Assembly Files / website / Activity and Enrichment Opportunities – Governors report / Parent Engage File / LOtC File).*
- *Safeguarding is effective. (See school environment both indoors and outdoors / speak to pupils / safeguarding training records / Online Safety displays need IT / lesson observations / safeguarding policies / safeguarding records including central record).*

APPENDIX A

Year 2 and 6 Progress 2016 - 2017

Working on Target Tracker's 'Steps' on the NEW National Curriculum.

Progress in Year 2 – the cohort's average 'steps' progress (Excluding the HNB) was:

Writing	Reading	Maths
5.8	6	6.2

Progress in Year 6 – the cohort's average 'steps' progress was:

Writing	Reading	Maths
7.0	6.9	7.0

Progress in Y6 has had to accelerate significantly as they've been on the new curriculum for less years.

Year's 1, 3, 4 and 5 Progress 2016 – 2017

All year groups now working on the new National Curriculum.

Progress for this year was at least good in all years groups and in some, more than good.

Expectation with a year:

Year 1 – 5 steps + progress.

Year 2 to 6 – 6 steps + progress.

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