

Easterside Academy Self-Evaluation Summary



The Context of the School

Converted to Academy status 1st April 2014. Taken from RAISEonline.

Key Factors	National Average 2015 – 16 (RAISE)	School Data	Above	In Line	Below
NOR	275	316	✓		
FSM	25.2%	62.9%	✓		
Percentage of SEN Pupils	12.1%	12.7%	✓		
Percentage of EAL Pupils	20.1%	1.0%			✓
Attendance for last academic year	96%	95.47%			✓
Exclusions for last academic year		1			✓

Awards since last inspection: Basic Skills (whole school) Autumn 16, Basic Skills (Early Years) April 17, Investors in People renewal (Summer 15), Leading in Parental Partnership Award (April 2017), Learning Outside the Classroom (LOtC) Bronze Award (Dec 2014). Green Flag Award – (Autumn 2015). Learning Outside the Classroom Silver Award – (January 2016); Geography Bronze Quality Mark (Sept 2016).

Partnerships: The Discovery Alliance, Middlesbrough Teaching School Alliance, Tees Valley Wildlife Trust, Institute of Outdoor Learning, Enquire Schools, Transporting Tees Project.

Finance: Audited in the first year of an academy by the Education Funding Agency (EFA) and our accountants 'Evolution' at end of each year. The auditors were satisfied. Reserves have been used to facilitate school building improvements linked to the increasing roll and requirements of the curriculum at Easterside Academy.

Staffing: A new Head was appointed for Sept 13 (previously assistant head at the school). The SLT has been re-structured to include a Deputy Head and Assistant Head from within the SLT. The school has increased by one teaching class at KS2 (2014) and a further one at EY/KS1 (2015) due to the increase in roll (approx. 60 pupils). Both new teachers and teaching assistants have been employed for these classes. Two NQTs successfully completed their NQT year (2014/15) and another was appointed in Sept 15 and also had a successful first year. These appointments have secured the consistency of good and outstanding teaching over time across the school. An Outdoor Learning Assistant was appointed for Sept 14 to support learning outdoors in the afternoons.

Premises: Breakfast club is provided on site every morning which is funded ourselves. Outdoor provision for the school now in place to support the curriculum, and includes: Outdoor classroom area, wooded area with fire pit, pond, stage area, allotment with polytunnel, chickens. Kitchen/Cookery area in place and school library development – now used regularly within the school day. Building work Summer 2015 creating a 'Reception Unit' for two classes; expansion of the KS1 yard; ICT suite changed into two intervention rooms; further toilet blocks within the upper end of the school; DT room turned back into a classroom; KS1 classroom relocated at the upper end of the school with outdoor provision/access.

Challenges: The school is situated on an estate of predominately social housing. 50% currently receive Pupil Premium. 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 e.g. Making Relationships – 47% working below age related. Poor communication and language skills – 33% have S&L delays below age appropriate levels. 25% of nursery pupils are not sufficiently toilet trained. We have a Local Authority EYs/KS1 High Needs Base (HNB) for 12 pupils from across the LA with complex SEN needs – significantly impacts on Early Years / Phonic / KS1 results. All pupils in the base are working at low P Levels and not within NC. Significant number of our pupils/families involved in Social Care – CAF, CP.

Strengths of the School

Main Strengths

- ✓ **Quality of teaching and learning** – all teaching staff - high expectations – consistency and agreed practices / non-negotiables across the whole school - **pupil outcomes**.
- ✓ **Investment in people** – staff / pupils / families / community – continued development and improvement – commitment to continuous learning.
- ✓ **Well-Being and Safeguarding** – staff / pupils / parents / families – Care Team.
- ✓ **Strong culture and ethos** that shapes everything we do.

Other Strengthens

- Curriculum – engaging / inclusive / opportunities / experiences / enrichment.
- Learning Outside the Classroom (LOtC).
- Maths
- Parental engagement
- Early Years
- Pupil Voice
- Behaviour for learning

Key Areas Developing / Strengthening

- ✓ Bring English outcomes in line with Maths across the school - Reading / Writing / Phonics.
- ✓ Continue to improve early outcomes – EYs / KS1 so that pupils continue to have a good basis in which to then meet and exceed end of KS2 expectations.
- ✓ Continue to develop emerging teachers in order to increase progress so that it's outstanding across the school for all groups.
- ✓ Increase % working at Greater Depth across the school.

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- ✓ Improve pupil progress in Science and Foundation Subjects.
- ✓ Attendance – target 96%+
- ✓ IT – develop use through curriculum.
- ✓ Opportunities for collaboration.

Outcomes for Children

Suggested Grade: Good

Evidence that supports this judgement:

- ◆ All groups of pupils, including those supported by the pupil premium, make excellent and rapid progress. When pupils leave school at the end of Year 6, standards achieved are in line or well above national age-related expectations.
- ◆ Children enter the school with knowledge and skills which are typically very low compared to those expected for their age particularly in communication and language and personal and social development. Children settle quickly and make rapid progress across all areas of learning. The curriculum has been enhanced and assessment procedures have recently been reviewed leading to accelerated progress in developing basic writing, reading and mathematical skills while children are in the Early Years. This was recognised by the EY's Basic Skills Award. 85% achieved expected+ in writing and 83% in Reading (July 17). This continues to increase. Number continued to also rise this year to 83%.
- ◆ Rates of progress made by pupils continue to accelerate across KS1 so that by the time they enter KS2, standards achieved (excluding the HNB) have been in line or not far from NA and continue to be above NA for Year 1 and 2 phonic screening. Apart from a dip 2016 (reasons known), this continues to be the case. 100% (or close to 100%) of pupils enter KS2 having passed the phonic screening (ex HNB). Outcomes at the end of KS1 (2017) are in line or above NA at 'expected' including the combined which is 8% above National. At 'greater depth' the school is in line for writing / maths but below for reading (ex HNB).
- ◆ During KS2, pupils' progress continues to accelerate. Pupils' work and the recent, upward trend in L4 and L5 reading and writing results, illustrate that the concerted action to improve reading and writing throughout the school is highly effective. Value added continues to be 100+ over the last three years, in all areas. Progress in 2016 under the new progress measures were well above floor standard: Reading (2.2) / Writing (0.9) / Maths (3.2) and in 2017 progress measures look to have improved further.
- ◆ Results for the End of KS1 and KS2 (2017) 'Expected' show outcomes to be in line or above the National Average in nearly all areas, except reading (74%) at KS1 which was 2% below the National. The combined at KS1 (72%) / KS2 (70%) are significantly above the National.
- ◆ Pupils' basic skills are developed systematically and very successfully (see Basic Skills Awards). For example, every day, the daily phonic sessions/interventions support the development of pupils' reading/writing skills, and also the flexible start to the day with maths basic skills activities. These have a dramatically positive impact on pupils' progress. The recent development of high quality 'home learning' activities further enhance and extend pupils' learning as well as successfully harnessing parental engagement/support in their child's learning.
- ◆ The school has an inclusive ethos. Those who have SEND, together with those that attract pupil premium achieve as well as their peers throughout the school. In 2014 our results for disadvantaged pupils was acknowledged by the Minister of State for Schools. They all participate in daily lessons and benefit from excellent, quality additional support within the classroom and small withdrawal intervention groups. Rigorous systems to check each pupil's progress ensure that intervention and support is precisely targeted. School VA score for FSM was 101.3 (2014) above NA and 101.8 (2015). SEN had a VA of 102.3 (2015).
- ◆ Pupils learn exceptionally well because the wide range of rich, memorable, curriculum experiences constantly engages them and stimulates their thinking. Learning in a cross curricular approach through highly engaging topics both indoors and outdoors is a strong feature of the school. It results in pupils learning essential skills of collaboration, cooperation, speaking, listening and numeracy in active ways. Behaviour for learning is excellent and observations outcomes support this.
- ◆ Initiatives such as 'Stepping Up Together' / 'Crucial Crew' / 'Game of Actual Life', and including transition preparation ensures that all pupils are exceptionally well prepared for their next step in education and the wider world. Additional plans are in place to support vulnerable pupils where necessary e.g. LAC / SEND / Social Care pupils.

Why achievement is not yet Outstanding:

- ◇ Pupils' achievement is at least good. From starting points that are generally well below age-related expectations, most pupils make outstanding progress to attain in line and above national standards in English and Maths at the end of Year 6. This includes all groups.
- ◇ Progress across the school is good for all groups of children and enables pupils' learning to accelerate in order to reach at least NA. The % of those making expected and more than expected progress has increased over the last 3 years. In 2015 18% (6 chn) made 4 levels progress in Maths. Progress measures in 2017 are way above floor standards in all areas and continue to improve from 2016.
- ◆ **Next Step:**
 - ◇ Continue to raise the % at ARE in each year group and in line with the new National Curriculum.
 - ◇ Ensure all children in KS1 continue to move into KS2 having passed the National phonic screening.
 - ◇ Continue to raise the % at Greater Depth in both Key Stages.
 - ◇ SIA supports this judgement.

Teaching, Learning and Assessment

Suggested Grade: Good

Evidence that supports this judgement:

- ◆ Teaching enables pupils to learn exceptionally well in all subjects. All staff expect high standards for all aspects of pupils' development. This results in high levels of engagement. Pupils take great pride in their work and school.
- ◆ Teaching observed across the school is consistently good and much is outstanding over time. Evidence demonstrates that pupils learn extremely well and are making excellent progress. Ofsted (2013) recognised that the very best teaching in the school was 'inspirational'.
- ◆ Learning Outside the Classroom (LOtC) is a strong feature of the school and the Academy was recently awarded the LOtC Silver Award (2016).
- ◆ The extent to which TAs are involved in developing the classroom practice is a strength of the academy (IIP Report 2015) and was also recognised in the last Ofsted (2013) *'Effective deployment of skilled TA's is very evident throughout the school.'*
- ◆ Teachers and Teaching Assistants have high expectations for all across the curriculum. Aspirations are high. Parent views (126 returns) support this. 100% agreed (86% strongly) that 'the school expects my child to work hard and do his/her best.' (2017)
- ◆ Learning walks, curriculum walks, local HT's, SIA, 'Reflective Enquiry Walk', LA early Years Review and lesson observations evidence that teachers continually check pupils' understanding and adapt teaching and learning as and when appropriate. Children enjoy 'Challenges' and there is a 'challenge and aspirational' culture across the school.
- ◆ Exciting and stimulating learning experiences both indoors and outdoors ensure that all pupils can make outstanding progress. The precision of English and Maths skills are at the heart of our outstanding curriculum. This has positively impacted on our standards e.g. L4 and 5 upward trend in English / % at Expected increasing. The Academy is aspirational and committed to continuing to achieve these outcomes with the new, challenging

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curriculum.

- ◆ IIP report acknowledges that school continues to be committed to achieving the best possible outcomes for its children. Good evidence was found of effective staff learning and development contributing to raising standards of teaching and learning.
- ◆ Observations and work scrutinises evidence that we use success criteria as a vehicle to ensure pupils make rapid gains. Pupils regularly scale themselves against the SC and are able to articulate well what they have learnt and what their next steps are in order to develop or make further progress.
- ◆ Resources are tailored to meet the needs of individual pupils and groups. Inspirational teaching strategies and interventions enable children to learn exceptionally well across the curriculum.

Why achievement is not yet Outstanding:

◇ Children enter nursery below age related expectations and it is the consistently strong quality teaching and learning which enables Easterside pupils to make excellent progress and achieve above national averages when they exit KS2.

◆ **Next Step:**

- ◇ Moving more good teachers to outstanding, in particular emerging teachers so that progress across the school is outstanding for all groups.
- ◇ Continuing 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.

Personal Development, Behaviour and Welfare

Suggested Grade: Outstanding

Evidence that supports this judgement:

- ◆ 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; children who had the skills and understanding to collaborate together to create successful learning outcomes.
- ◆ There is a small number of children whose parent or carer struggles with routines and the 'Care Team' and Education Welfare Officer works 1:1 to provide practical parenting support to enable children to access the start of the school day. The recent introduction of a 'flexible' earlier start time across the school has improved punctuality considerably and ensures most children are in school learning before the official start of the school day.
- ◆ 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' and teachers and teaching assistants. The Educational Psychologist, MIND therapist, REACH, Play Therapists, The Bungalow Project, CAMHS, LA SEN Team are actively involved.
- ◆ Pupils are very knowledgeable about the different forms of bullying and our recent parent questionnaire (126 returns) acknowledges that the school deals with the very few cases, effectively – 99% (2017). Our 'Care Team' monitor friendship issues within school and provide effective 1:1 or group mentoring/intervention sessions where identified or requested by staff/parents/pupils.
- ◆ Lesson observations evidence that all staff are adept at reducing barriers, overcoming emotional and psychological hurdles and creating the right conditions for learning. TAMHS training has supported this and helped develop this culture within the school.
- ◆ There have been excellent improvements in behaviour over time. No exclusions were made in 2013 or 2014. The few exclusions made in 2015 – 2017 were given to pupils with significant SEMH needs. Their behaviour has been managed effectively by our SENCO and Care Team and has ensured they remained within school until their EHCP's were agreed and appropriate specialist SEN provision was found within the authority.
- ◆ Verbal and written feedback from Open Days, class assemblies, parent projects in school etc highly praise pupil engagement, attitudes to learning, positive behaviour, manners etc...
- ◆ Safety is embedded within our outstanding curriculum. Pupils recognise that there are risks. We deliver and invite partners to deliver key messages to prepare children with skills for life. Pupils are involved in making risk benefit assessments.
- ◆ In 2014 our attendance rose to 95.5%, above NA and then 95% in 2015. **For most of 2016 it stood at 96.1% however the final % at the end of the Summer Term was 95.45% - a continued improvement.** Holidays had reduced significantly overall however have begun to increase again following national news coverage; Reception attendance has improved and those being awarded 100% attendance continues to rise. Attendance and punctuality continues to be a whole school priority.

Why Personal Development, Behaviour and Welfare is not Good:

- ◇ Ofsted graded this area 'Outstanding' in 2017.
- ◇ We feel we meet the criteria to be at least good.
- ◇ We continue to raise the profile of good attendance and punctuality. Robust procedures are in place to work with families where persistent absenteeism or lateness is an issue. Attendance work is supported by the 'Attendance Team' within school and Education Welfare Ltd.
- ◇ Evidence supports that: Pupils have exceptionally positive attitudes to learning contributing significantly to excellent progress in lessons. A calm purposeful atmosphere pervades the school. All adults and pupils get along with one another extremely well in a very harmonious school community. The mutual respect between adults and pupils is apparent in their happy, friendly relationships throughout the day. In the last Ofsted (2013) a children described the school as 'One, big happy family.'
- ◆ **Next Step:** Continued drive to improve attendance and punctuality.
- ◇ SIA supports this judgement.

Leadership and Management

Suggested Grade: Outstanding

Evidence that supports this judgement:

- ◆ 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.'* Strong leadership has resulted in significant improvement. In a highly successful cooperative team approach, senior leaders constantly build on the school's many strengths. The support received from staff is wholehearted. All staff unanimously express pride in being part of the school team. Regular monitoring ensures that any variations in the quality of learning are accurately identified and quickly responded to. This very securely underpins pupils' excellent achievement.
- ◆ *'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).
- ◆ All class teachers own their own class data. Pupils' progress is rigorously and systematically checked by the SLT and Governors. As a result, school self-evaluation is accurate. Systems for performance management are effective and sharply focused for all staff. Professional development contributes effectively to the development of staff skills in order to secure continuous improvement.
- ◆ There is a relentless focus on maintaining and improving standards of attainment, emphasising the systematic development of basic English and Maths skills.

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- ◆ 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.
- ◆ The excellent curriculum invites children to be engaged in compelling learning both indoors and outdoors. The winning formula of a creative curriculum with the precision of English and Maths is positively impacting on standards. There is an extensive range of enrichment activities including lots of opportunities for outdoor learning, visits, visitors, lunchtime and after school clubs which all contribute to the pupils' very evident enjoyment of learning. These all have a very positive impact on pupils' learning and contribute exceptionally well to their excellent spiritual, moral, social and cultural development. Outdoor Learning is a strong feature of the school.
- ◆ Since the last inspection we have converted to academy status and are now part of 'The Discovery Alliance' (DA) where we are working in close partnership with 4 other primaries and a secondary. The DA has a 'Raising Achievement Panel' (RAP) made up of Head Teachers and Chairs of Governors, which scrutinises school data and unpicks reasons for success and weakness that can be shared, improved and built upon in order to raise achievement across the DA. This collaborative approach to working is already proving to be highly effective and there is evidence to support its impact within our school. Middle leaders are also working collaboratively through subject networks established across the schools. These groups have clear action points to work on set by the RAP. Staff from all the other primaries in the DA have visited our school for various foci linked to outstanding practice, achievement and attainment. Easterside Academy has a culture of sharing in order to facilitate learning from each other and improve outcomes for pupils and schools.
- ◆ The school has developed strong partnerships with parents and is held in high esteem (LPPA 2017). The school website, APP, Head Teacher fortnightly newsletters, Care Team and regular Open Days / Parent Activities all ensure these partnerships are maintained well throughout the year. Consultation Time provide an excellent conduit for sharing information about aspects of pupils' learning, personal development and welfare. These discussions take place through a planned termly 'Learning Conversation' between teacher, pupil and parent/carer. Our Care Team and Parent Engage Team have highly successful strategies for engaging with hard to reach parents/carers. This includes the recent introduction of 'Marvellous Me.'
- ◆ Safeguarding is viewed as everyone's responsibility. School's arrangements meet statutory requirements with much effective practice strengthening the high quality care and support for pupils. The LA's Emergency and Disaster Team recently congratulated the academy on being the only local primary with a 'Lock Down' Policy embedded.
- ◆ The Governing Body reconstituted when it converted to academy status and there were some changes to membership over the first two years. Members of the GB have a good range of expertise and experience which they aim to continue to build upon when making new appointments, and are able to use this in order to hold the academy to account. The GB demonstrate clear ambition and well-informed view of the academy's strengths and areas for development. The Vice Chair completed the National College for Teaching and Leadership's 'Leading Governance' course. Governors monitor pupil progress meetings regularly as well as pupil books; and carry out learning walks with members of the SLT.
- ◆ The GB acknowledge the pivotal role of the Head Teacher and Senior Leaders in creating the ethos of the school and exercising strong pedagogical leadership.
- ◆ Two members of the SLT are now SLE's within Middlesbrough for Early Years and Maths.
- ◆ The Head Teacher has recently completed training with Tom Grievson and the Transforming Tees Project to be a 'High Attainment Reviewer' – supporting schools across the North East as well as 'Lead Peer Reviewer'. Case studies of some of our work as a leadership team can be found on the 'Transforming Tees' website as well as our own in 'Other Information'.

Why achievement is not Good:

- ◇ Ofsted graded this area 'Outstanding' in 2017.
- ◇ The SIA and school agree that we are at least good in this area. IIP has been achieved again since the last inspection and has now been held for 21 years at the school.
- ◆ **Next Step:** Continuing to strengthen the new SLT structure as well as develop middle leaders in order to continue to ensure outstanding outcomes for all its pupils.
- ◆ Members of the SLT are now looking to the National College for further leadership training, as well as becoming SLE's.

Early Years

Suggested Grade: Outstanding

Evidence that supports this judgement:

- ◆ 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 expectations 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, particularly in communication & language & personal, social & emotional development.
- ◆ Outcomes then at the end of Reception are excellent. We have a three year % increase in those attaining a GLD. This year (2017) our GLD was 75% (excluding the HNB). The % working at Expected / Exceeded is consistent across all areas. Number was an area of focus in 2015-16 and saw an increase to 81% from 66% and then to 83% in 2017. The EY's are also continuing to focus on closing gender gaps and the gap between pupil premium pupils and non-pupil premium.
- ◆ Attendance across school and in particular Reception has been a focus over the last two years. A range of new strategies and interventions have been put in place and the attendance has risen from 92.4% (2013) to 95.1% (2015) and **94.4% (2016)**. This continues to be an area of development.
- ◆ The Early Years was awarded the EY's Basic skills Award (April 17). Continued focus and drive on basic Maths and English skills has seen a three year % increase in those meeting expected/exceeded in number, writing and reading. Writing (85%) Reading (83%) (2017).
- ◆ Strong leadership within the EY's and SLT has ensured rigour and effectiveness of agreed practices and systems in which to drive improvement. Outcomes at the end of Reception support this. The EY's leader is a LA moderator, as well as an Early Years SLE. These skills have been utilised both internally and externally to continually improve the quality of teaching and learning within our Early Years setting, and ensure outstanding provision in all areas. The LA regularly sends other practitioners to our setting as an example of 'outstanding' practice. The EYs Leader works closely with the DA Early Years Group in order to monitor/moderate and improve outcomes for children. They recently agreed a nursery 'baseline' assessment in which all DA schools will use to ensure accurate comparison of data. Moderation of assessment judgements is done within the team; across the school; with the Discovery Alliance and at LA events.
- ◆ All staff are highly motivated and reflective practitioners, evaluating both teaching and learning and the environment on a regular basis. The EYs Leader ensures that the environment continually makes improvements to ensure that children are stimulated and challenged and thus make good progress throughout Nursery and Reception years. She regularly meets with the EYs Governor Lead.
- ◆ The learning environment ensures that children can work cooperatively and independently with high quality challenging activities that are celebrated on a daily basis, providing opportunities for children to practise skills and promote independent learning.

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- ◆ Teaching and learning across the Early Years is at least good and in many cases 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.
- ◆ Teaching and learning is extremely personalised within the Early Years through detailed, regular observations that have direct, strong links to children's individual next steps and interests. Through planned and purposeful use of provisional areas, activities and a daily focus on LOfC, this ensures we facilitate a broad basis of personalised opportunities, enabling learning to meet all children's needs. Teachers and TAs are involved in all planning.
- ◆ CPD is highly focused on driving continued improvement; it involves all EY's staff including TA's and apprentices and is linked to the SIP, Early Years priorities and performance management targets. Recent training with Early Excellence will ensure that all Reception staff are able to carry out the new Reception Baseline accurately and consistently. All EY's staff have observed practice in KS1 as part of CPD and this will be repeated again this year to ensure that EY's practitioners understand the high expectations of the new Year 1 National Curriculum.
- ◆ There are strong parental / home links with the Early Years setting and school. Parents are invited into school at every transition point to ensure good communication / support for individual pupils and families. Thursday's 'Stay and Play' in both nursery and reception classes sees many parents staying to join in with focused / themed activities with their child. These have been a great success in enabling parents to get involved in their child's learning from the start. This is continued through school with 'Open Mornings' and again further at KS1 with 'Topic Activity Sessions.'
- ◆ Daily, systematic teaching of 'Letters and Sounds' has ensured that the majority of pupils leave Early Years within Phase 4. This has provided an excellent base for KS1 to build on ensuring that our phonic results in Year 1 and 2 are at least in line with NA and in many cases above NA. In reception pupils can be seen applying their phonic knowledge to both reading and writing and this can be seen in our reception outcomes (2017).
- ◆ Teachers own their pupils progress and data and pupil progress is rigorously and systematically checked by the Early Years leader and SLT. Regular monitoring / moderating exercises within school, the LA, DA and Rosedean Nursery (PVI), ensure that judgements are accurate and next steps are known clearly identified. High quality observations are used to inform assessment and planning, to which all EY's staff are involved.
- ◆ Our Early Years has effective safeguarding procedures in place and there are no breaches of statutory welfare requirements.

Why achievement is not good:

- ◇ Ofsted graded our Early Years 'Outstanding' in 2017.
- ◇ Pupils make excellent progress across the Early Years from starting points that are significantly below those of a chronological age.
- ◇ Outcomes at the end of Early Years have been improving steadily over a three year period and are now in line with NA.
- ◇ Strong leadership and consistently strong quality of teaching and learning and Early Years provision have ensured gains have been made in all areas.
- ◆ **Next Step:** Continue to accelerate progress and increase outcomes at the end of the Early Years to be at least in line with NA.
- ◇ SIA supports this judgement.
- ◇ LA support this judgement (LA Early Years Review March 2016)

Overall effectiveness, including the promotion of pupils' spiritual, moral, social and cultural development

Suggested Grade: Good – however 3 /5 areas graded outstanding by Ofsted 2017.

Evidence that supports this judgement:

- ◆ 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.
- ◆ The academy's practice consistently reflects the highest aspirations for pupils and expectations of staff. It ensures that best practice is spread effectively in a drive for continuous improvement.
- ◆ Teaching is at least good with much outstanding over time. Together with a rich curriculum, which is highly relevant to pupils' needs, it contributes to outstanding learning and achievement. Parents are actively involved in their child's progress and learning.
- ◆ Children make excellent progress from very low starting points, which leads to outstanding outcomes at the end of KS2, following steady and rapid progress across the school.
- ◆ The school's thoughtful and wide ranging promotion of the pupils' spiritual, moral, social and cultural development enables them to thrive in a supportive, highly cohesive learning community.
- ◆ Consequently, pupils and groups of pupils have excellent experiences at school, ensuring that they are very well equipped for the next stage of their education, training or employment.

Why achievement is not outstanding:

- ◇ Consistent, quality, strong teaching, learning and assessment across the school has led to outstanding outcomes at the end of KS2. These have been sustained and improved upon over a long period of time. Progress is at least good in all areas of the school. This needs to continue with particular focus on improving the % at greater depth; ensuring progress is outstanding for all groups of children and improving progress in Foundation Subjects.
- ◇ SMSC runs through everything we do. The curriculum and support and guidance makes the school what it is – an integrated community reflecting the aims, morals and values of a good family with ambitions and aspirations for all its children. Bearing in mind most children's backgrounds we think we do an outstanding job with relation to SMSC and promoting pupils well-being.
- ◇ Safeguarding is effective.