

**SEF Summary – Weelsby Primary Academy  
January 2017**

Sections			
Introductions		Currently 306 pupils on roll with 49 part- time nursery. Positioned in the highest 20% deprived areas of schools nationally.(0.55) 61% pupil premium. Two new Assistant principals (Sept 16) Two new experience Executive Principals (Nov 16)	
2	Areas for whole academy development	ADP 1:To ensure leadership and management are effective in driving the academy forward.	
		ADP 2:To accelerate progress and raise standards in reading, writing and maths for all pupils across the academy.	
		ADP 3:To improve behaviour throughout the academy.	
		ADP 4:To improve provision in EYFS.	
	Progress in previous inspection key areas	Key Issue	Progress
		March 2014 Improve attendance towards the national average	<b>Attendance is improving (2014 94.9% 2016 95.2%) FSM has gone from 94.6% to 94.9%.</b>
		Develop literacy skills across the academy and increase the proportion of pupils gaining higher levels in writing.	The introduction of Talk for Writing in September 2015 has raised the profile of writing throughout the academy. New handwriting policy and non-negotiable expectations are improving the quality of handwriting and presentation.  <b>In 2016 at the end of Key Stage 1 70% of children achieved EXS+ compared to 65% nationally in writing and 13% at GDS which was in line with national. Nine children who were emerging at EYFS achieved EXS and one GDS.</b>
3	Overall	Judgment: Requires Improvement 3	
4 Leadership & Management	Strengths	3	Next steps
	New Executive principals and the IEB set high expectations for pupils and staff and are ambitious for all pupils, promoting improvements. Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school helping them to plan, monitor and refine actions to improve all key aspects of the school's work. The IEB hold senior leaders stringently to account for all aspects of the school's performance.		<b>Ensure improved outcomes for all pupils by improving the quality of teaching.</b> <b>Review the curriculum to ensure progression in learning and teaching of core skills.(Delta Review November 2016)</b> Develop middle leaders to model high expectations, monitor performance and challenge underperformance through the implementation of effective QA systems Improve performance management systems and use accurate monitoring to identify and spread good practice. Develop a systematic programme of CPD to ensure a positive impact on teaching and learning.
5 Quality of Teaching Learning And Assessment	Strengths	3	Next steps
	New assessment systems enable teachers to identify gaps and plan for progress. A consistent and systematic approach is being developed to improve teaching and learning		<b>To improve pace and expectations in all lessons</b> <b>To improve teachers' subject knowledge</b> <b>To ensure marking &amp; feedback is effective in moving children's learning forward</b> Improve the quality of teaching & learning to improve the outcomes for all pupils focusing on subject knowledge, pitch, pace, high expectations, presentations and so improving pupil engagement in learning.(Delta review November 2016)
6 Personal Development, Behaviour and Welfare	Strengths	4	Next steps
	The newly introduced behaviour policy is leading to improved attitudes to learning		<b>To improve the quality of teaching and pupils' learning behaviours</b> <b>To ensure consistent implementation of the new behaviour policy to improve low level disruption by using consequences consistently</b> <b>To ensure consistent implementation of the new behaviour policy to improve movement around school and playground behaviours</b> <b>To improve the quality of provision and supervision on the playground and at lunchtime</b> (Delta review November 2016) To improve attendance, especially for boys and FSM pupils and reduce the percentage of persistent absentees.
7 Pupil outcomes	Strengths	3	Next steps
	KS1 attainment of at least the expected standard in all subjects for all EYFS development groups was close to or above national figures Progress measures at the end of KS2 were above floor standards		Improve outcomes in reading & maths by the end of KS1 to ensure that they are at least in line with national at EXS & GDS Improve outcomes in reading, writing, maths and combined, especially for boys, by the end of KS2 to ensure that they are at least in line with national at EXS & GDS. Improve phonics outcomes at the end of Years 1 and 2 to be at least in line with national
8 Effectiveness of EYFS	Strengths	3	Next steps
	<b>Outcomes increased from 44% GLD 2014 to 56% in 2016.</b> <b>45% of boys achieved GLD 2016 an improvement from 35% in 2014</b> Leaders & managers have an accurate picture of the strengths & weaknesses of the provision as a result of effective self-evaluation.		To ensure the outdoor provision is redeveloped to promote learning equal to the indoor provision. To ensure boys secure rapid progress to close the gaps on national especially in terms of reading, writing and maths. To narrow the GLD % gap to be at least in line with national. To improve the partnership between school and parents.