	Sections	Summary Evaluation		
1	Introduction	130 pupils on roll, including 13 part time Nursery pupils. 59% Pupil Premium RAISE 2016 and 25% EYPP, the academy has a deprivation index of 0.50		
2	Areas for whole academy development	To continue to improve the quality of teaching and learning across the academy		
		To improve outcomes for all pupils, narrowing gaps to age related expectation.		
		To continue to increase the percentage of children achieving GLD at the end of the Foundation Stage.		
		To continue to work in partnership with professionals to support academy improvement.		
		To develop strong partnerships with parents to support learning at home.		
	Progress in previous inspection key areas	**Key Issue**	**Progress**	
		Marking and feedback	Effective policy in place agreed to and adhered to by staff and understood by children. Evidence in work scrutiny indicates that pupils have an increasing understanding of the next steps in learning.	
		Attendance	Improving as a result of a wide range of incentives and actions including weekly EWO input, use of FPN for absenteeism. Impact: Nov 2015 attendance 74% end of academic year 92%. Spring 1 2017 attendance 96% Y1-6.	
		Cross curricular work, accuracy of sentence structure	New planning format and expectations, pupils have opportunities to practise and consolidate understanding of basic skills across the breadth of their curriculum . CPD delivered to all staff.	

4 Leadership & Management

Strengths	Next steps
SLT set high expectations of pupils and staff. SLT are ambitious for all pupils and promote improvement effectively having an accurate understanding of the quality of education. The impact of leadership can be seen in attendance, behaviour, progress and attainment. All leadership work focuses on improving pupil attainment and closing the gap to ARE. Effective, support for vulnerable children through interventions, wrap around care and work with attendance, safeguarding and family support professionals.	• Continue to raise the aspirations of pupils for their own learning, learning behaviours and progress, raising the attainment of all pupils with a focus on the basic skills. • Continue to use a robust model of governance to support academy improvement. • To drive attendance closer to national figures and expectations.

5 Quality of Teaching, Learning and Assessment

Strengths	Next steps
Key skills are taught systematically and teachers use gap analysis and assessment to target subsequent teaching. CTGs and same day intervention is effective in consolidating, securing and extending pupils thinking and understanding. Marking and feedback is consistent across the academy. Staff participate in a range of moderation activities both internally, across the trust and beyond, giving confidence and confirmation of the accuracy of assessment.	• Embed teachers use of data and assessments to target specific groups or individuals in order to improve outcomes for all pupils. • Continue to provide peer support through team teach, modelled lessons, and opportunities to observe outstanding practice in other settings. • Coaching used to consolidate a greater percentage of good or better teaching. • Continue to encourage parents to support children's learning by increasing range of opportunities to engage with learning and understand the teaching. • Develop pupil's resilience to learn from own mistakes.

6 Personal Development, Behaviour and Welfare

Strengths	Next steps
The impact of the trust wide behaviour policy has led to a consistent and positive approach to the management of behavior by all staff. Effective deployment of learning mentor support and the use of nurture provision has impacted positively on the social and emotional development of identified vulnerable pupils. Impact evidenced through Boxall profile analysis. As a result of as consistent as approach to behaviour management and increased nurture provision the number of FTE has decreased from 37 days in term 3 of 2015/16 , to 3.5 days in Spring 1 2017	• To continue to increase attendance and lower the % of persistent absence pupils through the implementation of further developed behaviour strategy and policy. • To continue to develop effective behavior for learning strategies. • To increase parent's knowledge and understanding of how behaviours and attitudes to education in the home and community impact of their children's learning.

7 Pupil Outcomes

Strengths	Next steps
In 2016, progress at the end of KS2 was above the floor standard in reading, writing and mathematics. 42% of the 2016/17 cohort are currently working within expected standard in reading, writing and maths, with 67% on track to achieve the national standard in the combined measure. Internal data from Jan-July 2016 shows accelerated progress across upper KS2 in all subjects, following the appointment of a new leadership team. 52% of Y1 pupils passed the phonics screening. This represents accelerated progress from Feb 2016 when only 5% of children were on track. 74% of the current year 1 cohort are on track to pass the screening in 2017.	• Continue to raise attainment in reading, writing and maths; specifically increase the percentage of pupils achieving ARE term on term. • Continue interventions specifically target groups highlighted through gap analysis to narrow the gap and increase % pupils at ARE.

8.Effectiveness of EYFS

Strengths	Next Steps
• 2015 -16 cohort showed accelerated progress across all prime areas (6-7.4) EYFS stages and good attainment relative to baseline attainment.	• To continue to narrow the GLD % gap to the National Figure. • To continue gap analysis in literacy and maths ELG statements and address these through focused teaching in groups and quality provision. • To continue to promote parent voice and contribution to learning journals.

	CLL	PSED	PD	Lit	Maths
Entry ARE	0%	16%	21%	0%	0%
Exit ARE	74%	79%	66%	56%	74%

• 2016 -2017 –56% children on track for GLD (green in all areas), target 70% and prediction 65%

	% ARE Autumn 1 2016	% ARE Spring 1 2017. (Spring 1 2016)	% ARE Spring 1- PP/FSM. 11 out of 23 ch
PSED	67%	78% (39%)	91%

PD	67%	83% (88%)	82%
CLL	54%	78% (58%)	91%
Literacy	42%	61% (39%)	73%
Numeracy	33%	57% (50%)	73%