

SELF-EVALUATION SUMMARY

Scissett CE Academy

“Excellence for the Whole Child: A place where all succeed”



Context of the School

General:

- We are a CE Academy for pupils aged 4-10, within the Learning Accord Multi Academy Trust.
- Pupils leave at the end of Y5. Christian ethos and values are at the heart of the school.
- School aims are rooted in “Excellence for the whole child: A place where all succeed” and encompass high standards and high expectations, a ‘children come first’ philosophy, with an emphasis on provision of high quality learning experiences.
- High emphasis is placed on developing positive relationships where everyone is valued in a climate of mutual trust and respect.
- We have strong links with our local community, church and parish which enrich pupils’ religious, spiritual, moral and social education.
- The Academy is part of the Church Schools Partnership, a group of 11 church aided schools and academies from across Kirklees, working together to preserve distinctive context and strengthen church links.
- NOR Nov 2019:182; this is higher than at the last inspection. Pupil numbers have risen due to housing developments locally.
- The Academy is 1 form entry, 6 classes, and standard admission number of 30. PAN for KS2 is 32.
- Pupil mobility is increasing, with children entering school at both KS1 and KS2 mid-year. Increasingly pupils who leave school tend to be higher attainers and those who replace them are often pupils with additional needs.
- Many parents actively seek out the school due to its distinctive context and Christian values.
- Section 48 inspection 2019 judged school Good for overall effectiveness, with a judgment of Excellent for RE.
- Ofsted Inspection April 2014 judged the predecessor school Outstanding.
- The school serves a semi-rural community: the children come from a mix of different socio-economic backgrounds, living in private and social priority housing.
- Pupils are drawn from the Denby Dale Ward, mainly from local area, in Scissett village (between Huddersfield & Wakefield).
- Deprivation Indicator 0.10%, below National (0.21%) (ASP 2019). 2 pupils in worst 10-20% deprivation area, 1 pupil in worst 30-40% deprivation area, 14 pupils in worst 40-50% deprivation areas (LA School Profile 2018/19). There has been an upward trend in the last 5 years.
- Low nos. of pupils 7.69% on free school meals, below National (16.24%) (LA School Profile)
- Ethnicity – 91.1% White British (School Profile 2019-2020); Minority Ethnic Groups 7.14%, below National (33.5% School Profile 2019); EAL pupils: 0.5% below national 21.20% school Profile 2019). 7 children are bilingual. Traditionally, all EAL pupils function well in English.
- Pupils at SEN Support 16.48% 2019, above National (12.6%). Pupils with EHC/Statement of SEN 3.3%; above National 1.57%. Trend for Pupils with SEND & EHC Plans is rising.
- Executive Head Teacher (also CEO of the Learning Accord MAT) has been in post for 17 years and is a National Leader of Education, School Improvement Partner, Professional Partner and Ofsted Inspector.
- Leadership structure- Executive Headteacher, Head of School (substantive Deputy), Assistant Headteacher & Business Manager (CSBM).
- School was designated as a National Support School by NCTL in 2009 and as a National Teaching School in September 2014.
- Currently 2 previously looked after pupils, now under a Special Guardianship order.
- School has a large Teaching School Alliance- Yorkshire Anglican Teaching School Alliance working with key Strategic Partner and Associate Member schools to focus on school to school support, ITT and CPD.

Overall Effectiveness

Judgement - Overall Effectiveness of the School

Grade 1-Outstanding

Strong and effective leadership provided by the Executive Head teacher, leadership team and governing body ensures that pupils benefit from at least good teaching, learning and assessment. It ensures that pupil achievement is good and that they make substantial and sustained progress from their starting points. The leadership takes swift action to enable most pupils to reach their potential. Very effective leadership ensures that almost all children behave well and that pupils are safe in school. SMSC and physical wellbeing has a high priority. This is a very effective school which uses all its resources efficiently, effectively and economically to provide a very good education for all its pupils.

Overall Judgement - Quality Of Education

Grade 1-Outstanding

The curriculum intent and implementation has been carefully thought through and sequences of lessons are planned to cumulatively combine knowledge and skills for future learning. Clear progressions are in place for all subject areas to build on pupils' prior learning. Teachers consistently demonstrate good subject knowledge and engage in professional development opportunities including liaising with teachers from other schools, both locally within the Pyramid and across the Multi Academy Trust. The high quality of teaching is a significant strength of the school. The teaching of reading, writing, communication and mathematics is effective and planning takes account of prior learning. This enables pupils to make progress and build the connections across a range of subjects. Pupils achieve well against the National benchmarks and disadvantaged pupils and pupils with SEND achieve exceptionally well from their starting points. A positive climate for learning exists and pupils and groups of pupils so that they are well prepared for the next stage in their education, training or employment.

Overall Judgement - Behaviour and Attitudes

Grade 1-Outstanding

The overwhelming majority of pupils' behaviour is outstanding and it is a great strength of the school that makes an excellent contribution to the excellent ethos for learning. Pupils have high levels of respect for one another. Diversity is welcomed, nurtured and celebrated in our inclusive school community. Pupil engagement in lessons is high. For individuals and groups with particular needs, there is sustained and demonstrable improvement in their behaviour. Pupils' take an active role in the life of the school e.g. School council, anti-bullying ambassadors and play leaders helping to support the wellbeing of others. The school's inclusive culture actively promotes pupil welfare with senior leaders taking rapid action to resolve concerns and ensure safety.

Overall Judgement - Personal Development

Grade 1-Outstanding

Personal development is extensive and is given high priority within our school community. Our focus is on providing rich learning experiences for pupils so that they grow in confidence and ability. All pupils, including disadvantaged pupils have opportunities for curriculum enrichment including after school clubs and there is a very high take up. Pupils are supported to develop character in line with our Christian vision and values. High quality pastoral support enables individuals and groups to flourish. Curriculum opportunities supports the development of democracy, tolerance and respect so that they are prepared for life in Modern Britain.

Overall Judgement - Leadership and Management

Grade 1-Outstanding

The Executive Head Teacher, Head of School and Assistant Headteacher work hard and successfully provide the school with strong and effective leadership based on a clear vision for the future and a strong learning culture which enables pupils to excel. Senior leaders invest strongly in professional development opportunities for staff at all levels and this has a highly positive impact on the quality of education, the curriculum and attainment. Leaders are highly ambitious for the school and lead by example. They are committed to securing the highest standards and to continuous improvement in all areas. Senior leaders continue to work to reduce workload where possible. Arrangements for safeguarding pupils meet all statutory requirements in full and they are very effective in providing an environment in which children thrive and do well.

Overall Judgement- Quality of Early Years Education

Grade 1-Outstanding

All teaching in EYFS is good to outstanding. The EYFS curriculum is coherently planned and sequenced, consistently allowing all pupils including disadvantaged pupils to develop their knowledge, self-belief and cultural capital. The EYFS environment is stimulating; children are highly engaged, showing high levels of concentration, co-operation and enjoyment for learning. Planning is thorough and detailed including planning of play provision. Children make very good progress from their starting points across all areas of learning. By the end of Reception, children achieve well, including those with lower starting points so that all make progress. Transition arrangements ensure that children are well prepared for Year 1.

Quality of Education

- The Quality of Education is judged as consistently good/outstanding across school. Judgements are based on a triangulation of lesson observations, work scrutiny and pupil outcomes.
- Teachers have excellent subject knowledge and challenge, enthuse and inspire pupils, as evidenced in lesson observations, work and planning scrutinies, pupil questionnaires and pupil interviews. The quality of our teaching has been recognised through the NCTL, which has awarded us National Support School & National Teaching School status.
- Effective teaching and planning ensures that all lessons are well founded on pupils' previous learning to ensure very good progress and continuity of learning.
- The teaching and support of pupils with SEND is an outstanding strength of the school and enables pupils with special needs to learn well and make good progress.
- Resources, including technology, make a significant contribution to the quality of teaching and learning, as identified in planning, children's involvement in the school environment and the quality of pupils' work.
- A comprehensive Curriculum Statement is in place, which sets out our intent, implementation and impact.
- A broad, balanced curriculum is in place, providing pupils with their full entitlement, with an emphasis on a cross curricular approach, carefully designed to ensure a clear sequence and progression for pupils. This is regularly revisited to ensure it meets the changing needs of individuals and groups, and current initiatives.
- A high priority is placed on ensuring disadvantaged pupils and pupils with SEND have access to the full curriculum and acquire the knowledge and cultural capital that they need to succeed in life. This can mean adapting the curriculum where appropriate, to take a personalised approach so that individuals make progress in small steps and develop fluency and independence.
- Throughout school pupils are given appropriate responsibility for their own learning and are involved in self and peer assessment and target setting.
- Pupil surveys tell us that in KS2 a very large majority of pupils expressed highly positive responses about their curriculum. Differentiated and skilful questioning is used effectively to challenge pupils of all abilities including those with special needs.
- 95% of parents surveyed agreed or strongly agreed that their child makes good progress at the Academy.
- Assessment is carefully mapped across the year; use of standardised tests and assessment criteria lead to accurate, moderated assessments. Support and intervention strategies are used to accelerate progress for identified, vulnerable pupils.
- SATs are analysed in depth and reports produced - findings are used to inform planning, target setting and identification of vulnerable pupils.
- Termly pupil-progress reviews and meticulous tracking systems are used to improve teachers' understanding of progress and attainment, and inform target setting. (Quality time for individual teachers to discuss pupil progress with Head Teacher and Senior Leadership Team. See Monitoring and Evaluation folder, review of pupil progress and assessment).
- Pupils' targets are shared with parents and pupils are given constructive feedback.
- A clear marking policy is in place, with appropriate emphasis on next steps, ensuring all pupils (including those with SEND) are given regular constructive feedback about what they have done well and what they need to work on next to improve.
- Throughout the school, teaching is successfully centred on meeting the needs of pupils as individuals. A range of intervention programmes are utilised to enable pupils with significant needs to develop and make progress appropriate to their potential (e.g. boosters, 1 to 1 support, SEND intervention programmes etc.)
- Highly skilled ETAs work well with teachers to make a significant contribution in lessons and provide differentiated support for groups and individuals, impacting on standards and attainment.
- High priority is given to reading, so that pupils develop the phonics and comprehension skills needed so that they can access learning across a wide range of subjects.
- 92% of parents agree or strongly agree that their child is taught well.
- Within our Church of England Academy ethos, collective worship is central to the school's life and through it pupils are given excellent opportunities to grow spiritually with time for prayer and reflection; collective worship is regularly used to reiterate key values.
- Children take a full and active participation in Collective Worship, present as articulate speakers in class, and confidently talk to visitors, expressing pride in their school.
- **EYFS**

The standard of attainment at the end of EYFS is at least in line with the national averages for all pupils with a significant proportion of learners exceeding these.
- School based assessment, work scrutiny and analysis, and the pupils' current work, indicate that attainment is above average and there is a pattern of sustained improvement.
- Trends over time show attainment well above LA and National figures for the vast majority of assessment scales.
- In 2019, 76.7% pupils achieving a minimum of 2 in all scale points, Good level of development (LA 69.7% National 71.8%).
- Average Points Score 36.3%, - above LA and National (LA 34.3, National 34.6). APS stable over the last 3 years.

- Boys and girls' attainment matched in the prime areas in 2019 (boys 80%, Girls 80%).
- In the specific areas in 2019 boys outperformed girls (boys 80% and girls 75%). Conversely in 2018, boys performed less well than girls in the specific areas (boys 63.2%, girls 100% 2018). GLD in 2017 was the same for both boys and girls at 78.6%
- Trend of achievement for EY is high over a five-year period.
- The proportion of pupils with SEND/Disadvantaged is small, 4 pupils with support plans in 2019. 2 pupils FSM, 1 met expectations, 1 did not (SEND). All made progress from their starting points.
- Early Learning Goal Summary at 2+ points shows attainment above LA averages across all scales in 2019.
- Boys attainment was above LA and National at 2+ points in all areas in 2019.
- Girls attainment was above or in line with LA at 2+ points in all areas except Physical and Mathematical NB 2 girls SEND out of 20.
- Attainment at 3+ points was positive and was above LA averages across all of the 17 ELGs for All pupils in 2018.

KS1

- The standard of attainment of the vast majority of pupils in KS1 is significantly above the national averages.
- The trend of attainment over the last five years is above national for all subjects and above for reading, writing and maths.

The academy was moderated at KS1 by LA in 2019. 2019 data shows:

- Reading 86.7% expected or better, National 74.9%. 33.3% Greater depth, National 25%.
- Boys Reading 80% expected, 27% Greater depth above National. Girls 93% expected, 40% greater depth, above National.
- Writing 86.7% expected or better, National 69.2%. Greater depth 30%, National 14.8%. Boys 80% expected, 20% Greater depth above National. Girls 93% expected, 40% greater depth, above National.
- Maths 90% expected or better, National 75.6%. Greater depth 37%, National 22%. Boys 87% expected, 33% Greater depth, above National. Girls 93% expected, 40% greater depth, above National.
- R, W, M 87%, National 65%. Greater depth 30%, National 11.2% (significantly above National). Boys 80% expected, 20% Greater depth above National. Girls 93% expected, 40% greater depth, above National.
- FFT Extended dashboard 2019 KS1 Pupil Groups Performance shows conversion from EYFSP is higher than national averages for R, W & Maths combined (+15 at Expected, +14 at the higher standard). Reading +4 difference at expected, +4. Higher; writing 10% difference at expected, +10% Higher; Maths +8% difference at expected, +10% Higher.

Progress of Groups:

- Boys progress above National for Reading, Writing & Maths at expected (+11) and above at Greater Depth (+11%).
- Girls progress above National for Reading, Writing and Maths combined at expected (+19%), and above National at Greater Depth (+18%)
- Progress of 2 disadvantaged pupils below National in 2019 for R, W, M (SEND PP, FSM). Small numbers-not statistically significant.
- Gender: Girls performed better than boys in 2019, and 2018 however in 2017 boys performed better than girls in Reading and Maths, but girls performed better than boys in writing.
- Performance in the Year 1 phonics test 2019 was high with 97% of pupils achieving the required standard (LA 79.6%, National 81.9%). Average Points score 36.5 (National 33.8). 1 pupil did not meet the standard. Boys 95%, Girls 100%. Disadvantaged 100% compared to 70.9% Nationally. SEN Support 100% (2 pupils).

KS2

- Internal tracking shows majority of pupils' attainment is in line or above age related expected levels in all subjects by the time they leave.
- Analysis over last 5 years confirms average levels of attainment are in line/above expectations for the year group.
- In 2019 attainment levels have either remained stable or risen.
- Work scrutiny confirms that the standards of attainment of the large majority of pupils in KS2 in line with/above expectations for their year group.
- Sustained attainment and progress over time acknowledged during the Ofsted Inspection April 2014. The value added from our baseline assessments to the end of Y5 is good.
- The IDSR and Analyse School Performance does not include figures for KS2 as pupils leave at the end of Y5.
- Internal teacher assessment data shows End Y5 cohort averages:

Subject	2018 Expected or better	2018 Exceeding	2019 Expected or Better	2019 Exceeding
Reading	90%	48%	90	48
Writing	84%	29%	70	23
Maths	84%	45%	77	23

- Progress Analysis for all cohorts KS2 shows positive progress from KS1

- The vast majority of pupils in KS2 present with high standards in personal and social development, interacting and working well together confidently and with good self-esteem.

Behaviour and Attitudes

- The school is a harmonious, Christian community where people get on well together, care for one another and learn well to respect differences.
- Children concentrate well, have excellent, enthusiastic attitudes and application and have a very strong work ethic. This has been evidenced through previous inspections, AIO (Academy Improvement Officer) & Kirklees Learning Partner reports, class observations and comments from outside agencies and visitors. Therefore, our pupils' consistently thoughtful behaviour is an outstanding factor in their successful learning and creates an extremely positive school ethos.
- Throughout the school, and as a result of effective strategies, pupils get on very well together in lessons and at social times and these good relationships underpin learners' achievement and progress; they support each other and show high levels of concern and care for others.
- School has a very strong positive behaviour policy in place, which impacts on and ensures that behaviour for all groups around our school is exemplary. They understand the school rules and abide by them. Our effective teaching and appropriateness of our curriculum ensures that pupils encourage others to conduct themselves well. Individual behaviour contracts are put in place where appropriate.
- A very high proportion of lessons have no or minimal disruptions to learning through poor behaviour. Incidences which do occur are well managed and strategies are in place to ensure behaviour does not detract from pupil learning.
- Historically, there have been no permanent exclusions. No fixed term exclusions have been issued Autumn-Summer 2019. 1 half day fixed term exclusion Sept 19.
- Incidents involving the use of 'team teach' have continued to reduce as a result of external agency support, EHCP processes, ongoing assessment and liaison with external agencies to manage pupil needs (CAMHS, Autism Outreach, Primary Pupil Referral Service, Ed. Psych, Family Support Worker, Social care, MASH).
- Currently 2 pupils present with complex behavioural needs, strategies are in place to meet pupil needs. Support staffing is carefully targeted towards individual pupils where appropriate.
- Incidences of bullying or harassment are extremely rare.
- 2 members of support staff have behaviour support worker training which has significantly reduced incidences of poor behaviour at lunchtimes as well as in class.
- Pupils are polite, kind, well-mannered and cheerful; they take pride in their school and they take good care of the building, its grounds and the resources and materials they use. The overwhelming majority of pupils are consistently punctual in arriving at school. Instances of bullying, including cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability, are extremely rare.
- The Executive Head Teacher and Leadership Team deal effectively with any incidents quickly and records are kept. Parent questionnaires and informal discussions show that 100% of parents agree or strongly agree that our school keeps pupils safe.
- 95% of parents agree that their child is happy at school and 93% agree that their child is well looked after.
- 91% of parents agree or strongly agree that the school ensures that pupils are well behaved.
- 36% of parents agree or strongly agree that the school deals effectively with bullying, 47% have no opinion (because their child has never experienced bullying.)
- Parents are welcomed into school to discuss their child's education, behaviour and wellbeing and are involved at an early stage if there is an issue; 93% of parents felt that the school was welcoming and open; and a large majority (88%) felt that school respond well to any concern raised.

Attendance:

- Attendance 96.8% (ASP 2019)- above National 95.8%. 3.3% Persistent absence (ASP 2018). National 9.6%.
- Figures have risen as a result of tightening the attendance policy.
- Some term time holiday absence, despite communications, sharing of attendance policy, etc. School working in line with local Pyramid Attendance policy to reduce holiday absence, and liaising with ESWs where appropriate and this is impacting positively.
- Authorised absence 2018 2.9% (Below National figure 3.0%- 2017).
- Almost all pupils arrive in school in good time and they are punctual for lessons.
- Half termly analysis of individual absences. Trigger letters sent when absence falls below 95% along with consultation with parents where appropriate.

Personal Development

- All staff know and relate to pupils as individuals. A climate of trust and collaboration is promoted and encouraged within the whole school community.
- Pupils are taught about their rights and responsibilities within the school family, and are made aware of how to seek support.
- Within our Church Aided ethos, collective worship is central to the school's life and through it pupils are given excellent opportunities to grow spiritually with time for prayer and reflection; collective worship is regularly used to reiterate key values.
- The Curriculum is enriched throughout the school by effective use of visitors and specialists, creative cross curricular links, theme days, and off site visits. First-hand experiences, an investigative approach and experiential learning are key strategies that are promoted throughout school.
- Our curriculum provides memorable experiences and rich opportunities for high quality learning and wider personal development and wellbeing. This is evidenced through pupil feedback, exit surveys, active participation in enrichment days e.g. Katie Morag day, Greek day, Pirate day, Victorian day etc, Sports Partnership events and a range of visits/visitors to further enhance curriculum.
- A small number of pupils receive nurture support and activities weekly led by the HLTA and this is having a positive impact on self-esteem and confidence.
- A carefully constructed RE curriculum makes a strong contribution to pupils' spiritual development, reinforced in other areas of the curriculum and school life as children are given time and space to reflect on what they experience.
- The development of an appropriate range of social skills is given great importance in all aspects of teaching, learning, curriculum and school life. The acquisition and application of these skills contributes to the high quality of teaching and learning and the ethos of the school.
- Pupils display high levels of confidence. School Council ensures all a 'pupil voice' and involvement in key decision making.
- Pupils develop a good understanding of their own and other's cultures and they develop positive attitudes to a wide range of different ethnic and faith groups including those not represented in the wider community e.g. diversity week, courageous advocacy e.g. child sponsorship through world vision.
- Pupils are taught about different cultures, religious beliefs and different faiths.
- Other areas of the curriculum and school life for example sport, art, literature, story time, circle time make good contributions to learners' increasing spiritual awareness.
- The values promoted by the school give all pupils, including those with SEN, the foundations on which they base their lives and deal with others.
- They learn about the importance of truth, justice and fairness and their understanding is demonstrated in the ways in which they are prepared to stand up and speak out when they believe that something is wrong.
- Pupils are taught to recognise the difference between right and wrong and they apply their understanding of these concepts well, in their daily lives.
- Through the curriculum in English, history, geography, science, sustainability and religious education they investigate and learn about ethical and moral issues.
- School Nurse, Fire Officers and Police work with school to support children's education in health and well-being e.g. SPICED drugs awareness programme etc.
- The development of an appropriate range of social skills is given great importance in all aspects of teaching, learning, curriculum and school life. The acquisition and application of these skills contributes to the high quality of teaching and learning and the ethos of the school.
- A well-planned PSHE&C Curriculum places emphasis on personal development and social skills, including circle time, drugs awareness, anger management etc.
- Children are taught appropriate strategies for handling money (role-play (travel agents, vets, garage, shops etc), 'Money Managers' unit, 'My Money' week etc).
- Pupils in upper KS2 focus on the 'future' identifying potential jobs they might like to do, listing aspirations, examining job roles and writing job descriptions etc. Visit by Careers Advisor.
- Wide range of extra-curricular activities, clubs, sport and musical activities to enrich curriculum.
- Excellent systems are in place for educating pupils and parents with regard to induction of new pupils, transfer from class to class and effective transition to Middle School.
- PSHE & C gives opportunities for curriculum activities linked to social and emotional development, fundraising for C.A.R.T, Lepira, Children's Society, NSPCC etc.
- Pupils develop a good understanding of their own and other's cultures and they develop positive attitudes to a wide range of different ethnic and faith groups including those not represented in the wider community e.g. twinning projects, child sponsorship etc.
- Pupils are open to new ideas and develop positive views of cultural diversity through carefully planned curricular opportunities throughout the year.
- . A focused equality and diversity week is held annually and this provides an avenue for pupils to explore the protected characteristics in addition to revisiting British Values.

Leadership and Management

- All leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example.
- Within our aided context, we have excellent staff relationships - staff are hardworking, committed and conscientious.
- We have been able to sustain high standards across all aspects of our work and functions (Academy Improvement Officer and LA reports).
- The Executive Headteacher is an inclusive leader who uses delegation as a key leadership strategy to create efficient and effective leadership teams. This is further endorsed by our Executive Head Teacher's status as a National Leader of Education and School Improvement Partner and our school's status as a National Support School & National Teaching School, which reflects our leadership capacity.
- Head of School is non-class based and is a Specialist Leader of Education and SENDCo. Assistant Headteacher is a SATs Moderator for LA and a Specialist Leader of Education.
- Executive Head Teacher acts as mentor for new Headteacher colleagues and is a trained Professional Partner.
- Strong, efficient, effective leadership is provided by the SLT who have a proactive team approach.
- Executive Headteacher provides clear vision, sense of purpose, sets and demands high standards and high expectations, (shared and supported by the SLT, Governors and staff - see Mission Statement in Prospectus)
- Executive Head Teacher promotes staff development and values and encourages the opinions and ideas of all staff. Thus morale is very high and belief in our school's success runs through all levels of staff.
- Rigorous and extensive monitoring (see data analysis, monitoring reports) searching analysis and self-challenge enables us to devise well focused, clearly targeted plans in line with our whole school priorities to move the school forward (see School Development Plans, CPD). Headteacher/leadership team/governors have clear aims.
- The Executive Head Teacher, leadership team and governors set out a detailed School Development Plan that is based on the outcomes of the self-evaluation process and it sets out clearly, the educational priorities for bringing about improvement.
- Budget setting funds the implementation of a creative strategic plan and consideration is given to future planning and provision to maintain standards and ensure progress and continuity within a reducing budget.
- The four principles of 'best value' are applied to all aspects of management ie. Comparative data used, consultations with key stake holders, competitive tenders obtained for contracts, challenging targets set each year in performance management).
- Challenging targets are set each year for pupils' attainment and these are informed by pupil progress reviews Pupil targets are carefully monitored and attainment is used as an important measure of the school's success.
- Leaders and managers at all levels are taking highly effective steps to drive up the quality of teaching still further. Our capacity to do this and our effectiveness in improving the quality of teaching and learning, has been recognised by the National College, LA and local Pyramid of schools.
- Focused whole school monitoring and self-evaluation is carried out by the senior leadership team to ensure that improvements in teaching learning and progress are on track. Lesson observation, interviews with pupils and scrutiny of work are key strategies that are used effectively to do this.
- The Executive Head Teacher, leadership team and governors are committed to continuous improvement and they seek to establish very good strategies to raise standards and improve progress including identifying the key educational priorities for improvement based on evidence and performance.
- The SLT continually drive for excellence in all of the Academy's activities to maintain and build on the outstanding performance of the predecessor school.
- Leaders and managers embed ambition and drive and secure improvement highly effectively. The SLT regularly review and revise the curriculum to take account of childrens' needs and the Academy philosophy is based on provision of a rich, broad, balanced, differentiated approach.

EYFS Provision

- During the last inspection April 2014 the majority of pupils were in line with the expectation for their age on entry into the school.
 - Most pupils have had experience of quality play and exploration before they enter Early Years Foundation Stage; most have attended pre-school or nursery and come from a range of pre-school settings.
 - Challenging GLD targets are set to build on children's starting points.
 - Attainment for the 2019 cohort as a whole is judged to be typical. Sept 2019 baseline assessment was carried out across the areas for learning. Historically attainment on entry has been broadly in line with the national and close to the LA average, with some variation (cohort specific).
 - The percentage of children with special educational needs is often broadly in line with the national average, with some cohort variation. Additional needs are rising on entry linked to the changing context of school.
 - The school makes excellent provision for pupils with Special Educational Needs in EYFS, with early identification and involvement of external agencies where appropriate to meet pupil needs. Significant use of contingency funds has been drawn on to support pupils presenting with additional needs.
 - Pupils' sense of awe and wonder is developed by their life experiences and children are gradually integrated into collective worship in the first term. Although a Church Academy, many children do not have links with churches or other places of worship.
 - Lesson observations in the EYFS consistently show good & outstanding practice. Children, including those with special educational needs, acquire knowledge, skills and understanding quickly. Children consistently demonstrate enjoyment, engagement and high levels of interest across the different areas of learning. Children make excellent progress from their starting points.
 - High emphasis is placed on transition to ensure that pupils are prepared well for Y1.
 - By the end of Early Years Foundation Stage the vast majority of pupils have made good progress in the Early Learning Goals from their base line assessment and the vast majority are achieving in line with or above the expectation for their age.
 - Safeguarding in the EYFS is rigorous and effective. Staff are vigilant in applying safeguarding policies and procedures to ensure pupil wellbeing.
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Changes and Improvements Since The Last Inspection Predecessor School

Quality of Education

- Continued review of the curriculum, with cohort tracking in core and foundation subjects to provide a whole school overview.
- Lesson observations show that the proportions of good and outstanding teaching has increased.
- Additional MAT observations and monitoring & evaluation take place termly
- MAT Teacher Networks and training days implemented enabling further sharing of practice
- Additional teacher, appointed Sept 2014 as a result of Head of School becoming non- class based.
- Streamlined tracking in place for teacher assessment
- Continued use of standardised assessments in order to benchmark progress within the academy/within MAT
- Further development of tracking systems and monitoring of pupil attainment to respond to changes in assessment nationally.
- Additional Data Tracking in place in line with the MAT to collate data for all cohorts Reception to Y5
- Involvement of the Academy Improvement Officer in systematic monitoring
- Standards of attainment and progress have been at least sustained.
- Overall levels of attainment/progress by the end of Y5 sustained.
- The whole school focus on raising attainment in maths has clearly impacted for all year groups across the school. This continues as an area of focus.
- Sustained performance in reading and writing across the school

Behaviour and Attitudes

- Additional security fencing to EYFS Play area
- Support staffing increased due to increase in amount of pupils with full time EHC.
- School focus on use of internal exclusion rather than fixed term exclusion
- Increased staffing ratios at playtimes and lunchtimes
- Further fire exit to school hall created
- Reroofing of the school building to ensure safety summer 2016
- Refurbishment of the toilets including work to address damp issues summer 2018.

Personal Development

- Development of a small nurture room to provide support for pupils with emotional/behavioural needs
- Timetable nurture support for individuals
- Development of more personalised learning/provision for individuals with significant needs

Leadership and Management

- Academy conversion within the Learning Accord MAT 1st March 2017.
- The Academy continues to be designated as a National Support School
- The Academy continues to be designated as a National Teaching school with a large inclusive teaching school alliance- Yorkshire Anglican TSA.
- Executive Head Teacher designation as NLE, SIP, Professional Partner & carries out inspections for Ofsted
- Head of School (substantive deputy) non class based to meet priorities and demands of a National Teaching School and Academy within the MAT.
- Head of School and Assistant Headteacher are Specialist Leaders of Education
- Assistant Head Teacher appointed as a result of the MAT arrangements- with Executive HT also CEO of Trust.
- Governing body continue to support school proactively and hold school to account, to meet whole school priorities

EYFS

- Significant purchase of equipment and focus on developing outdoor provision including Forest Schools Approach
- Additional training for EYFS teacher and support staff linked to outdoor provision
- EYFS environment enhanced- painting of container, fencing, resourcing
- Baseline assessment in place- NFER
- Ongoing partnerships through the MAT, pyramid & LA EY Networks