

SEF Summary – The Vale Primary Academy

	Sections	Summary Evaluation	
1	Introduction	232 pupils on roll, including 47 part time Nursery pupils. 12.4% pupils are eligible for Pupil Premium and the academy has a deprivation index of 0.23	
2	Areas for whole academy development	Raise standards and accelerate progress in reading, writing and maths- specifically to diminish differences for Pupil Premium group, Boys (KS2) and SEN groups to national.	
		Improve the percentage of outstanding teaching and learning	
		Improve the impact of leaders at all levels	
3	Progress in previous inspection key areas	Key Issue	Progress
		Academy judged outstanding in all areas 2013	Due to a rigorous CPD and mentoring programme. The profile of outstanding teaching is improving.
		Role of subject leaders is not yet fully developed and they need to develop their understanding of assessment for groups in specific areas.	Re-structured leadership of the academy. New Executive Principal, New Head of Academy, new middle leaders and subject leaders. 2 new middle leaders, new Maths Lead, Writing Lead, Safeguarding lead and 2 head teachers appointed to the EAB. As a result leadership is rigorous, robust and relentless.
4 Leadership and management	Strengths	2	Next steps
	New EP and HoA driving academy improvement with urgency Remodeled SLT and MLT, sharply focused on standards and progress		<ul style="list-style-type: none"> To improve teaching to improve pupils learning and progress. Raise the percentage of lessons judged to be outstanding. Further develop the experience and understanding of leaders at all levels through strategically planned activities and CPD opportunities. Significantly strengthened EAB challenging and holding leaders to account. Continue to use a robust and rigorous model of governance to support academy improvement.
5. PD, Behaviour and Welfare	Strengths	1	Next steps
	Behaviour in the academy is outstanding. 0 exclusions 2015-2016		<ul style="list-style-type: none"> To raise attendance above national. To ensure attendance is consistently above average, including for those pupils who are entitled to pupil premium additional funding. To ensure PA % is lower than national
	Attendance 96.5% EWO informed by up to date attendance analysis of groups.		
6. Teaching, Learning and assessment	Strengths	2	Next steps
	An improving picture of quality of teaching - greater % of outstanding teaching A reworked, up skilled SLT and MLT, acutely focused on standards creates capacity for rapid improvements A renewed relevant and experiential curriculum which engages and enthuses learners.		<ul style="list-style-type: none"> Provide peer support through CPD, modelled lessons, coaching and opportunities to observe outstanding practice for any teacher judged as good in order to move their practice beyond a judgement of good. Update core subject policies to ensure teaching methods are driven from best practice. Ensuring marking and feedback moves learning forward Increasing the % of outstanding teaching throughout the academy Introduction of Educater to ensure an effective gap analysis same day intervention is in place to ensure progress is accelerated.
7.Pupil Outcomes	Strengths	2	Next steps
	4 year improvement in GLD outcomes. KS1 Attainment Reading 75%, Writing 71% Maths 71% Combined 68% KS1 2b+ Maths 2015 80% 2014 90% Writing 2015 90% 2014 93% Reading 2015 87% 2014 80% KS2 Attainment Writing 81% GPS 74% KS2 Writing Progress 2.6 KS2 L5+ combined 2015 28% 2014 37% 2013 42%		<ul style="list-style-type: none"> Raise attainment in reading, writing and maths; to be above national at Year1 (phonics), KS1, KS2 and Diminish the differences to national EYFS Continue to improve the % of pupils achieving ARE in r, wr and ma. Ensure interventions specifically target groups highlighted through data analysis. Ensure all groups all in line or above national progress and attainment.
8.EYFS	Strengths	1	Next Steps
	Pupils narrowing the gap to national standards starting from below national starting points. The Early Years Foundation Stage provides a caring setting where children settle quickly and develop good levels of independence Frequent, bespoke and consistent intervention is provided for those pupils who are significantly below. A range of intervention groups are provided e.g friends groups, handwriting groups, talking groups to meet the needs of learners.		<ul style="list-style-type: none"> To ensure the outdoor provision consistently provides learning opportunities that compliment indoor provision, reflecting a curriculum rich in development of basic skills and CL opportunities 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 the NA %.
8	Overall effectiveness		Judgement Outstanding