

SEF Summary –Pheasant Bank Primary Academy

Sections		Summary Evaluation	
1	Introduction	A new leadership team was appointed in 2016. This comprises of an Executive Principal, Head of Academy, a Vice Principal and two Assistant Principals. The school has 346 pupils on roll. 58% pupils are eligible for Pupil Premium and the academy has a deprivation index of 0.33 (NA 0.24) and is ranked 4,671 out of 32,844 in England , where 1 was the most deprived.	
2	Areas for whole academy development	<p>Raise attainment and progress for all pupils with a focus on reading, writing and maths.</p> <p>Ensure the progress of all groups of pupils is consistent including pupil premium children.</p> <p>Develop the approaches used to meet emotional, social and behaviour needs of all children.</p> <p>Further strengthen the relationship with key stakeholders and external agencies</p>	
3	Overall Effectiveness	Judgement: 3	
4 Leadership & Management	Strengths		2
	Leaders, EAB members and the Trust have an accurate and comprehensive understanding of the academy. As a result they plan, monitor and refine actions, they broker and deliver bespoke CPD and ensure additional funding is used effectively to improve all key aspects of the academy's work.		<p>Next steps</p> <p>Develop a highly engaging and stimulating curriculum that encourages enthusiasm and a love for learning including the teaching of Mastery Maths.</p> <p>Establish effective systems to ensure leaders contribute to the raising of attainment and progress through rigorous monitoring and rapid intervention.</p> <p>Continue to strengthen and improve the quality of teaching so that attainment and progress continue to rise rapidly</p> <p>Ensure that data is used effectively to drive improvement</p> <p>Ensure that the EAB share the clear vision of the leaders, are aware of the current challenges in the academy and provide robust challenge and support.</p>
	The senior and middle leadership team are sharply focused on standards and progress with clearly defined areas of responsibility.		
	Robust systems for performance management are in place, these targets align academy improvement with individual and performance overall		
	Leaders and governors are ambitious for all pupils and have set about promoting rapid improvement.		
	Senior leaders are a strong visible presence within the academy throughout the day.		
Strengths		3	
5 Quality of Teaching, Learning and Assessment	Learning environments are stimulating and used effectively to support pupils with their learning journey.		<p>Next steps</p> <p>Reduce any inconsistencies in the quality of teaching ensure a greater percentage of teaching is securely good</p> <p>Use coaching to develop self-reflection and to share best practice.</p> <p>Where teaching is identified as securely good, develop aspects of outstanding practise.</p> <p>In maths – ensure that the same day intervention model is used consistently across school to target misconceptions and accelerate attainment to age related expectation.</p> <p>In all areas of learning - ensure children receive appropriate feedback and challenge in their learning.</p>
	All adult deployment focuses on improving the quality of teaching and learning.		
	Consistent, high quality internal and external support is bringing about rapid improvement to teaching and learning.		
	The same day intervention model in Maths ensures that time in lessons is used productively.		
	Where teaching is strong, pupils focus well on their learning and teachers intervene quickly to correct misconceptions, preventing children falling behind.		
6 Personal Development, Behaviour and Welfare	Strengths		3
	The Inclusion team provides pastoral support to children across the academy and strengthen links with parents and the local community. Safeguarding systems are robust		<p>Next steps</p> <p>Ensure all staff implement positive behaviour strategies consistently</p> <p>Develop the role of the nurture team to provide bespoke interventions for vulnerable children.</p> <p>Ensure the provision at lunchtime provides opportunities for vulnerable children to have a successful session.</p> <p>Develop the behaviour for learning strategies across the academy.</p> <p>To improve attendance to above the national average</p>
	The impact of the trust wide behaviour policy has led to the consistent and positive approach to the management of behaviour.		
	Pupils increasingly take pride in their work, their school and their appearance.		
	There are marked improvements in behaviour for individuals or groups with particular behavioural needs.		
	The introduction of the pupil rewards system and the Pheasant Bank shop promotes good conduct and reflects the school's efforts to promote high standards.		
Strengths		3	
7 Pupil Outcomes	Prior to 2016 there was a three year improving trend L4+ combined R,W,M (53% 2013, 67% 2014 and 70% 2015)		<p>Next steps</p> <p>Narrow the gap so that the percentage of pupils at ARE is in line with national expectations.</p> <p>Rapidly raise standards and improve the outcomes for all pupils in all year groups.</p> <p>Accelerate progress in reading, writing and maths for all groups of pupils including pupil premium.</p> <p>Use gap analysis as a tool to plan and deliver bespoke intervention.</p> <p>Increase the number of children making better than expected progress</p>
	The progress in maths in 2016 was closer to that deemed to be sufficient progress at -5.1.		
	Progress in writing was above the floor standard at -4.3.		
	Current assessment data has been moderated and quality assured across the Trust. 63% of pupils are currently working within the National Standard for combined Reading Writing and Maths in Y6. 46% of disadvantaged pupils are currently working with National standards		
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