

# Self-Evaluation Summary –Willoughby Road Primary Academy Pupil Premium

Sections		Summary Evaluation	
1	Introduction	NOR 379 including 42 in the nursery, Top 20% deprivation, 89% reside in 10% most deprived homes, stability is above national (93.9% compared to 85.9% nationally) 10% ethnic minority compared to 32% nationally, 7.2% EAL compared to 20% nationally, 54.3% Pupil Premium compared to 25.2% nationally, SEN is broadly in line with national. The Head of Academy started in January 2016 with a new executive principal in post from January 2017. The KS2 and KS1 leaders are now part of the senior leadership team.	
2	Areas for whole academy development	<ul style="list-style-type: none"> <li>Diminish the differences between the academy and National in all subjects and in all key stages.</li> <li>To continue to improve the quality of teaching and learning and thereby accelerate progress and raise standards in reading, writing and maths for all and to diminish the differences between the academy's disadvantaged cohort and the National Other group.</li> <li>To ensure that pupils' attitudes to their learning are consistently positive and impact positively on their learning.</li> <li>To develop senior and middle leadership in order to secure improvement in pupils' attainment and progress.</li> </ul>	
	Progress in previous inspection key areas	<p><b>Key Issue</b></p> <p>Improve the quality of teaching in order that pupils meet national expectations.</p> <p>To improve the whole school curriculum in order to engage pupils, providing more cross-curricular opportunities for literacy and numeracy.</p> <p>To improve leadership and management by ensuring that the academy development plan addresses appropriate priorities.</p>	<p><b>Progress</b></p> <p><b>Outcomes are predicted to improve substantially compared to 2016 :</b></p> <p>71% of pupils are on track to meet age related expectations in reading compared to 22% in 2016.</p> <p>76% of pupils are on track to meet age related expectations in reading compared to 54% in 2016.</p> <p>76% of pupils are on track to meet age related expectations in reading compared to 33% in 2016.</p> <p>The curriculum has been reviewed for 2016/2017. This, along with focused behaviour strategies, has improved pupil engagement. There are more opportunities for pupils' to practise literacy skills through cross-curricular work.</p> <p>Accurate self-evaluation has ensured that a detailed and ambitious development plan is in place and is regularly reviewed by all leaders and governors. Progress is carefully tracked on a weekly basis.</p>
3	Overall Effectiveness	Requires improvement	
4 Leadership & Management	<b>Strengths</b>		<b>Next Steps</b>
	The Executive Principal, Head of Academy and Senior Leadership team are driving academy improvements and hold all staff to account. Current in year academy data predicts significant improvements in attainment and progress.		Continue to develop the wider leadership team by holding individual leaders to account for whole academy performance in their particular subject. To embed the newly reviewed performance management structure. To provide relevant and effective CPD which is focused on academy development priorities. Further refine and develop the effectiveness of the EAB to ensure continued challenge and support which will lead to greater impact on academy improvement.
	Senior leaders have an accurate picture of the strengths and weaknesses of the academy.		
	Robust, rigorous and consistent monitoring is in place and weaknesses are addressed swiftly.		
5 Quality of teaching, learning & assessment	<b>Strengths</b>		<b>Next Steps</b>
	The quality of teaching has improved significantly with 60% of teaching being consistently good compared with 40% in 2015/2016. As a result of more effective teaching, pupil engagement has improved. Lesson observations confirm that, where teaching is good, lessons are challenging and fast paced.		To increase the % of lessons which are good or better to at least 80% by July 2017 Improve the pace and challenge in all lessons. Teachers to use a range of teaching styles including less teacher talk in all lessons. Ensure there are more opportunities for pupils to use and apply mathematical skills in lessons. Improve the effective use of teaching assistants in order to impact on learning and progress
	The accuracy of assessment data is improving as a result of weekly RAG meetings, half termly pupil progress meetings and termly summative assessment tests. The new electronic assessment system 'Educater', facilitates more accurate gaps analysis. Current test results show that 36% are at ARE in reading and 38% in maths		
6 Personal Development Behaviour and welfare	<b>Strengths</b>		<b>Next Steps</b>
	Behaviour has improved considerably and the learning environment promotes independent learning. In a recent parental questionnaire parents commented that pupils were well behaved at this academy		Improve the behaviour of a small number of challenging pupils by ensuring the behaviour policy is followed consistently. Improve attendance and reduce the number of PA by a cycle of rigorous tracking and intervention. To continue to encourage pupils to take pride in their work, their school and their appearance by celebrating success at every opportunity.
	The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. 96% of parents confirm that their children feel safe. There have been no incidents of bullying in the last term. (Autumn 2016)		
Pupils conduct themselves well and respond quickly to instructions and requests from staff.			
7 Pupil Outcomes	<b>Strengths</b>		<b>Next Steps</b>
	Year on year improvement of GLD in EYFS 2015 - 50% 2016 - 63%		Ensure all year 2 pupils who are not at the required standard in phonics continue to receive specific support. Narrow the gap between the school and national results in all subjects and all key stages. Diminish the differences for disadvantaged pupils against National Other
	Phonics in year 1 has risen 56% in 2015 72% in 2016		
	Conversion of pupils in EYFS who gained ELG in reading to at least National in KS1 100% of pupils (National 85%) who achieved ELG in reading in 2014 converted to at least the expected standard in reading at KS1 in 2016 and 37% pupils (National 20%) of those achieved greater depth. The picture is similar in maths : 93% of pupils as opposed to 86% nationally.		
	Middle attaining pupils in writing at KS1 achieved in line with national expectations at KS2 in 2016 : 76% of pupils as opposed to 74% nationally.		
	Low attaining writers at KS1 made better than expected progress at KS2 in 2016 1.62 as opposed to 0 Nationally.		
8 Effectiveness of EYFS	<b>Strengths</b>		<b>Next Steps</b>
	Children make good progress from a very low baseline.		Increase GLD to be in line with national. Increase parental engagement to ensure more rapid progress. Further develop the use of the outside area to enhance learning. Diminish the differences in terms of gender, term of birth and disadvantaged pupils.
	GLD increased		
	The environment promotes learning and engages children.		