

SEF Summary –Mersey Primary Academy 3.6.17

	Sections	Summary Evaluation	
1	Introduction	220 pupils on roll, including 37 part time Nursery pupils. 38% pupils are eligible for Pupil Premium and the academy has a deprivation index of 0.37	
2	Current areas for whole academy development	<p>ADP 1 To ensure leadership and management are effective in driving the academy forward and increase % of good or better learning.</p> <p>ADP 2 To continue to accelerate progress and raise standards in reading, writing and maths for all pupils; especially PPG pupils - particularly increasing the percentage of pupils achieving higher levels and making better than expected progress.</p> <p>ADP 3 To improve outcomes for reading, writing and maths across the Foundation Stage, especially for PPG pupils increasing the percentage of pupils achieving higher levels and making better than expected progress.</p> <p>ADP 4 To continue to improve outcomes and accelerate progress in Foundation Subjects across the academy, through a vibrant and creative Foundation Subject Curriculum</p>	
	Progress in previous inspection key areas	<p>Key Issue</p> <p>'Occasionally the less able pupils do not make as much progress as they are capable of' Ofsted June 2015</p> <p>'Marking does not always make good contribution to pupil's achievement in spelling' Ofsted June 2015</p> <p>'Achievement in writing is not always as high as it is in reading and maths' Ofsted June 2015</p>	<p>Progress</p> <ul style="list-style-type: none"> KS1 - Academy is at least in the top 5% of schools nationally for progress (FFT Unvalidated data Oct 2016) KS1 attainment of at least the expected standard in all subjects for all EYFS development groups was above national figures. (RAISE Validated Inspection Dashboard February 2017) For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was above national figures for other pupils. (RAISE Validated Inspection Dashboard February 2017) The proportion of children that achieved a good level of development in the Early Years Foundation Stage Profile was above the national figure. (RAISE Validated Inspection Dashboard February 2017) KS2 attainment in writing is above National (RAISE Validated Inspection Dashboard February 2017 "Mersey Academy is highly effective and skilled at providing personalised teaching to meet the needs of every child as a result of the continuous cycle of pupil progress review and focus on learning by the entire team." BSQM Report Nov 2016
3	Overall Effectiveness	Judgement:	GRADE 2
4 Leadership & Management	Strengths Identified		GRADE 2
	<p>Senior leaders drive all aspects of academy improvement forward with relentless urgency. Leaders have a deep accurate understanding of the academy's effectiveness.</p> <p>"Leadership is organised and focused on outcomes whilst developing a strong ethos and culture of challenge, coaching and mentoring within the academy." (Academy Improvement Report Feb 2016)</p> <p>"The school's in depth knowledge of children and their families and how this information is used to inform practice and provision to meet the individual needs of pupils" (Local Authority EYFS Moderation May 2017)</p> <p>The flexibility and personalisation of the curriculum which allows children to confidently demonstrate what they know and can do (Local Authority EYFS Moderation May 2017)</p>		<p>Next steps</p> <ul style="list-style-type: none"> Embed a wide range of learning partnerships both within & beyond DELTA to raise standards at MPA & develop its reputation as a centre for excellence; including developing the experience of leaders at all levels through strategically planned activities and CPD opportunities, with a particular focus on middle leaders Continue to raise the aspirations of pupils for their own learning & progress; raise the attainment of all pupils with a key focus on the development of basic skills Continue to use a robust model of governance to support academy improvement
	<p>The rigour and accuracy of self-evaluation and how well it leads to planning that secures continual improvement. The effectiveness of the actions leaders take to secure and sustain improvements to teaching, learning and assessment and how effectively governors hold them to account for this. A remodelled senior leadership team sharply focused on standards and progress has enabled a robust and relentless monitoring cycle which in turn feeds into a wide and varied programme of career development to further build sustainable capacity within the academy.</p> <p>IMPACT: 2016 EYFS 71% GLD up from 59% in 2014. (Validated Raise Feb 2017)</p> <p>The strong emphasis on teamwork leading to joined up thinking and deep knowledge of practice on many levels and across all levels of staff(Local Authority EYFS Moderation May 2017)</p> <p>IMPACT: 2016 Year 2 80% R W M reached national standard. (Validated Raise Feb 2017) "The school has a rigorous and robust assessment system which clearly links to an innovative and exciting curriculum. The school has a unique leadership structure with leaders responsible for key areas of learning, monitoring and assessment. Although not traditional in terms of subject leadership, leadership is strong and there is a shared understanding, determination and focus on pupil progress."(BSQM Report Nov 2016)</p> <p>IMPACT: 2016 Year 6 90% achieved national standard in Writing (Validated Raise Feb 2017)</p>		
	Significantly strengthened EAB systematically challenging and holding leaders to account, for the effective deployment of staff and resources to improve outcomes, there is an average of 33 challenges per meeting.		
Strengths Identified			
5 Quality of learning, Learning and Assessment	<p>A significantly strengthened profile of learning. A greater majority teaching that is good or better and none that is inadequate:</p> <p>IMPACT: 89% Good and beyond July 2016</p> <p>IMPACT: 100% Good and beyond May 2017</p>		<p>Next steps</p> <ul style="list-style-type: none"> Provide peer support through modelled lessons, coaching and opportunities to observe outstanding practice for all practitioners in order to move practice forward Embed absolute consistency in marking and feedback which moves learning forward Further increase the % of good and better learning and increasing the % of outstanding teaching throughout the academy To ensure all teachers embed the SDI lesson structures for Maths and Grammar To ensure a 'whole class' reading approach is embedded across the academy To ensure all teachers are held to account with regular RAG/pupil progress meetings
	<p>Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.</p> <p>IMPACT: 22% increase on Good or better teaching July 2016</p> <p>Current IMPACT 25% in-year increase on Good and beyond learning May 2017</p>		
	<p>Leaders have ensured that academy wide learning behaviours with the 5Rs of learning Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.</p> <p>IMPACT: The quality of the curriculum which results in children being highly motivated and proud of their work. The explicit links to basic skills ensure skills are embedded and built upon through the school's thematic approach. Children display exceptional attitudes to learning (as witnessed on learning walk). (BSQM Report Nov 2016)</p> <p>IMPACT: The embedded whole school approach and commitment by its dedicated leadership team which follows a clear distributive model. Their focus and strive to raise standards with much time given to developing curriculum areas, monitoring and supporting staff with peer coaching throughout the school for all members of staff (even staff on supply). This is underpinned by a clarity of purpose which is derived from robust self-evaluation which draws upon a range of sources both internal and external to the school (BSQM Report Nov 2016)</p>		

	<p>IMPACT: The school's in depth knowledge of children and their families and how this information is used to inform practice and provision to meet the individual needs of pupils. The flexibility and personalisation of the curriculum which allows children to confidently demonstrate what they know and can do. The strong emphasis on teamwork leading to joined up thinking and deep knowledge of practice on many levels and across all levels of staff (Local Authority EYFS Moderation May 2017)</p>		
6 Personal Development, Behaviour and Welfare	<p>Strengths Identified</p> <p>Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare. The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.</p> <p>IMPACT: Attendance 95.6% April 2017 (5 yrs. +) 2016 PA was 15% autumn 2 reduced to 8% Summer 1. There have been 0 exclusions in 2016/17 to date</p> <p>Behaviour judged as 100% good and beyond -82% of which is outstanding (External Behaviour Review May 2016)</p> <p>Pupils have a good understanding of, and talk confidently about, how to keep safe including their understanding of e-safety and different forms of bullying.</p> <p>'98% of pupils say they feel safe' (Pupil Questionnaire May 2017)</p> <p>'97% of parents say that their child feels safe' (Parent View Ofsted Nov 2016)</p> <p>"There are very clear systems and structures in place at Mersey Primary Academy and all stakeholders were able to articulate these clearly and confidently. Mersey Primary Academy staff work very closely with the other local DELTA Academies and there is real strength in the support that they all offer each other as part of their 'Hull 4' alliance. The staff at Mersey Primary are passionate about their school and are utterly committed to making it a safe place to be for all its pupils and this is really evident. Staff and children are very proud of their school and rightly so." (DELTA Safeguarding Review March 2017)</p>	<p>GRADE 1</p>	<p>Next steps</p> <ul style="list-style-type: none"> Continue to improve attendance for all pupils (Target 96.5% July 2017) To further reduce PA Continue to increase parental engagement in all phases
	<p>Strengths Identified</p> <p>3 year improvement in GLD outcomes from 59% to 71% IMPACT 76% target 2017</p> <p>A renewed, up skilled SLT, acutely focused on standards creates capacity for rapid improvements. The rigorous tracking and assessment system which allows leaders and teachers to have pin point accuracy in monitoring progress at an individual, cohort and class level therefore, a greater proportion of KS1 pupils at national expectation from their EYFS outcomes IMPACT: Y2 outcomes: 80% 2016 from 59% GLD which shows accelerated progress.</p> <p>From different starting points, progress in English and in mathematics is close to or above national figures. The progress from different starting points of the very large majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally. There are continued rising trends in KS1 attainment combined measures, placing the academy in the top 5% of schools Nationally and attainment for expected standard well within the top 20% (Raise Validated Feb 2017) This has been a three year upward trend in improvements in all core areas in KS1.</p> <p>Achievement in KS1 has increased due to accelerated progress: IMPACTS: 67% of the current Y2 cohort attained GLD (FFT Feb 2017), current in-year data suggests 82% on track to meet FFT targets for progress.</p> <p>Impact from PPG funding shows the academy is diminishing differences: IMPACT KS2 all 92%: PPG 86% in Maths IMPACT: KS2 PPG Combined 14% 2016, 57% 2016 - an increase of 43% further diminishing the difference year on year. 96% of parents believe their child is making good progress in school (Parent View Ofsted Nov 2016)</p> <p>The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly.</p> <p>2016 data reading 53%, writing 90%, maths 68% at expected standard. 53% combined. Progress measures of -0.5 reading, +0.8 writing, +2.1 maths. IMPACT Pupils leave Y6 with attainment and progress broadly in line with others from a similar starting points.</p> <p>IMPACT : current in-year data 73% combined Y6 – 20% increase on last year (May 2017)</p>	<p>GRADE 2</p>	<p>Next steps</p> <ul style="list-style-type: none"> PP chn to receive same day intervention in maths to diminish differences, and exceed FFT 20 targets To ensure GAP analysis is used smartly to inform planning and 2.1 interventions To ensure wave 3 interventions are based on QLAs in key year groups Improve outcomes in reading & maths by the end of KS1 to ensure that they are at least in line with national at EXS with specific focus on GDS Improve outcomes in reading, writing, maths and combined, especially for disadvantaged pupils, by the end of KS2 to ensure that they are at least in line with national at EXS & GDS. Improve phonics outcomes at the end of Years 1 and 2 to be at least in line with national
7 Pupil Outcomes	<p>Strengths Identified</p> <p>The pursuit of excellence by leaders and managers is shown by an uncompromising, highly successful drive to improve outcomes or maintain the highest levels of outcomes, for all children over a sustained period.</p> <p>IMPACT: 50 % pupils below on entry to 71% GLD 2016. IMPACT: CEM BASE assessments show a significant rise in our stable cohort on entry to F2(111/113) compared to our mobile cohort (94/95) Autumn 2016 IMPACT: 59% GLD in Feb 17 – Target is 72% (May 2017)</p> <p>The Early Years Foundation Stage provides a caring setting where children settle quickly and develop good levels of independence.</p> <p>"The two separate EYFS classes have now been re modelled into a foundation unit since September 16 and this is allowing for the provision to be more readily suited to the gaps in learning and ensure continuous provision is based upon pupil need. The '2 Simple tool' is proving invaluable in allowing practitioners to assess pupils and ensure the 'layered questions' which are visible in the setting are relevant and move learning forward." (BSQM Report Nov 2016)</p> <p>Frequent, bespoke and well targeted intervention is provided for those pupils who are below. A broad range of well-crafted intervention groups meet the needs of learners</p> <p>The evidence presented was largely from independent and self-initiated learning opportunities but it also included evidence from a wide range of adult led occasions including small group writing sessions, large group music input led by specialists and class PE lessons. The range of contexts in which children have been given opportunities to demonstrate what they know and can do is wide and varied. Some of these include the indoor and outdoor learning environments, school visits and visitors, working with a range of different adults and within the many areas of provision. (Local Authority EYFS Moderation May 2017)</p>	<p>GRADE 2</p>	<p>Next Steps</p> <ul style="list-style-type: none"> To improve outcomes for reading, writing and maths across the Foundation Stage, especially for PPG pupils by embedding a collaborative approach with other EY providers and agencies in order to minimise regression between settings and across the school year. (Current stable cohort scored on average 20 points higher on CEM baseline compared to mobile cohort on entry to F2). To ensure boys secure rapid progress to close the gaps on national especially in terms of reading, writing and maths. To develop more opportunities for learning about 'The World'
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8 Effectiveness of EYFS	<p>Strengths Identified</p> <p>The pursuit of excellence by leaders and managers is shown by an uncompromising, highly successful drive to improve outcomes or maintain the highest levels of outcomes, for all children over a sustained period.</p> <p>IMPACT: 50 % pupils below on entry to 71% GLD 2016. IMPACT: CEM BASE assessments show a significant rise in our stable cohort on entry to F2(111/113) compared to our mobile cohort (94/95) Autumn 2016 IMPACT: 59% GLD in Feb 17 – Target is 72% (May 2017)</p> <p>The Early Years Foundation Stage provides a caring setting where children settle quickly and develop good levels of independence.</p> <p>"The two separate EYFS classes have now been re modelled into a foundation unit since September 16 and this is allowing for the provision to be more readily suited to the gaps in learning and ensure continuous provision is based upon pupil need. The '2 Simple tool' is proving invaluable in allowing practitioners to assess pupils and ensure the 'layered questions' which are visible in the setting are relevant and move learning forward." (BSQM Report Nov 2016)</p> <p>Frequent, bespoke and well targeted intervention is provided for those pupils who are below. A broad range of well-crafted intervention groups meet the needs of learners</p> <p>The evidence presented was largely from independent and self-initiated learning opportunities but it also included evidence from a wide range of adult led occasions including small group writing sessions, large group music input led by specialists and class PE lessons. The range of contexts in which children have been given opportunities to demonstrate what they know and can do is wide and varied. Some of these include the indoor and outdoor learning environments, school visits and visitors, working with a range of different adults and within the many areas of provision. (Local Authority EYFS Moderation May 2017)</p>	<p>GRADE 2</p>	<p>Next Steps</p> <ul style="list-style-type: none"> To improve outcomes for reading, writing and maths across the Foundation Stage, especially for PPG pupils by embedding a collaborative approach with other EY providers and agencies in order to minimise regression between settings and across the school year. (Current stable cohort scored on average 20 points higher on CEM baseline compared to mobile cohort on entry to F2). To ensure boys secure rapid progress to close the gaps on national especially in terms of reading, writing and maths. To develop more opportunities for learning about 'The World'

KEY: Quotes from external validation (BSQM, SPTA day review, behaviour review, LA moderations) – green

Current year academy data – bold blue FFT and RAISE (historical) data – bold purple Historical academy data – bold black