

The background of the slide features a repeating pattern of stylized pine needles in a light grey color, scattered across a white background. A dark blue rounded rectangle is positioned on the right side of the slide, containing the main text.

Academy Self Evaluation

June 2018

Jonathan Smith
Ardley Hill Academy



Vision

We will be an outstanding school, teaching children that they can overcome their barriers to learning and that there are no limits to their educational achievements.

Ethos

Nurturing and inspiring all pupils to succeed and achieve greatness.

Mission

We put all children first in everything we do to enable learning for life and achievement of their potential by;

Promoting and driving high achievement

- Providing firm building blocks for future learning
- Teaching pupils the resilience to learn from their mistakes
- Working in partnership with parents to achieve the best outcomes for each child
- Providing a supportive and caring environment.

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Revised: June 2018

Next revision: August 2018

Written by: Jonathan Smith & ALL staff

Overall Effectiveness

Judgement

3 Requires Improvement

Summary of main strengths

There is strong, autonomous and proactive leadership developing throughout the academy. Senior Leaders and Middle Leaders work well together to monitor areas efficiently and are dedicated to making improvements after evaluation. This has developed and supported a sense of purpose and an atmosphere of proactive thinking is in place throughout the academy. Some examples of this are; the early years leader ensuring high expectations stretch the children's independence and enables them to fully use the broad range of challenging and stimulating activities provided by the environment. The lead for English has set clear goals to raise the standard of marking and feedback, which the staff have risen to. The phonics lead has regularly reviewed interventions and adjusted accordingly, which has enabled staff to work directly on each child's individual needs.

Senior and middle leaders effectively check the quality of teaching and learning in a range of subjects to find out what is working well and develop those individual and common areas where improvement is required and performance management is used effectively to support this. Staff evaluate their own performance and identify areas of success and to develop. Pupil Progress meetings are led by KS leaders, with the SEND and Maths and English leads half termly and detailed plans are drawn up based on analysis of student's performance. Teaching, data and quality of work are triangulated to ensure a thorough picture of teaching and learning is obtained and rigorously monitored.

Student behaviour is good and where issues occur they are dealt with swiftly, effectively and consistently. Systems are in place that promote positive actions in and outside the academy. The triangulation between welfare, attendance and behaviour information is proving to be highly successful and is leading to meaningful collaboration with staff, parents and outside agencies. Our pupils are developing the skills to become the leaders of tomorrow through taking responsibility for a variety of pupil led projects.

We have a Values based approach which ensures the whole academy environment is a community in which children and staff feel happy and supported. Our curriculum is broad and balanced, creating an exciting and engaging educational environment. This has been reflected in our success in obtaining the Arts Mark, Healthy Schools award, PE award and Primary Science Quality Mark where the academy has further incorporated a cross curricular approach and deepened the curriculum coverage.

Any underperformance is identified quickly and steps are put in place to ensure the area is improved. This process is carefully monitored and evaluated by leaders and is followed up regularly. This has resulted in a marked improvement across the academy. 4+ results have risen again this year to now above national average. Phonics is showing another rise of 15% to in line with national average. KS2 results have all shown a rise of approximately 25% across all areas.

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The progress of all groups. Including disadvantaged pupils, the most able and most able-disadvantaged pupils, is being tracked and advisors, consultants and staff in other schools have moderated our assessments. Specific moderation in KS1, KS2 and Early Years has supported our judgements that Teachers have a clear picture of what pupils already understand and know how to use this to inform future learning.

The Academy development plan is a useful tool to bring about rapid change as it is clear and succinct and actions are closely aligned to pupils achievement. The achievement of disadvantaged pupils and the most able pupils is prioritised.

We have focussed on the use of Pupil Premium funding for disadvantaged pupils and are taking action to ensure that it is well spent. As funding has been invested in employing TAs to work with the disadvantaged pupils, we have clarified their roles and responsibilities. The assistant Head now oversees their work, providing training to improve their skills in promoting good learning, alongside regular appraisal of their performance.

We have set ambitious targets for pupils and, as seen in their books, they have made good progress towards achieving the result of which they are capable. In addition, all teachers are now ensuring that pupils have regular opportunities to write at length across a range of subjects.

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Effectiveness of Leadership & Management	
Judgement	Brief summary of main strengths
3 Requires Improvement	<ul style="list-style-type: none"> • Head & Deputy communicate their vision well and are focussed sharply on areas for improvement and this is cascaded through all leadership • Succinct and clear strategic planning and self-evaluation that is written by and shared with all stakeholders • Leadership of teaching and learning has greater focus through use of Deputy and Senior Leaders • The Governing Board provides clear oversight of key areas including challenging support for the SLT and specifically Headteacher • The Governing Board has restructured committees to be more effective with supporting the Headteacher and SLT in targeting areas for improvement and evidencing improvements • The Governing Board has provided clear direction to the Headteacher in areas requiring specific breakdown for reporting, both in terms of performance and spending, specifically; Pupil Premium, PE Grants, Gifted and Able, Autistic Provision, general data presentation • The Governing Board has increased visible presence by; sending update letters to parents, attending open evenings and school events, increasing learning walks during school hours • Robust and supportive financial management of academy • Middle leaders have clear ownership of subject and curriculum areas providing a wide range of opportunities for pupils to develop subject knowledge alongside the core skills of reading, writing and maths. • Safeguarding leaders are tenacious in ensuring that pupils are safe both at school and at home and there is a strong culture of safeguarding throughout the school. • Regular senior leadership collaboration through meetings and key discussions • Dynamic and proactive leaders in key areas such as English, Maths, Science, Art & key stages. • Leaders at all levels play a significant role in improving teaching and support the raising of standards • Robust recruitment, retention and succession planning. Eleven teachers were employed as NQTs, four of whom are now senior leaders • Leadership related to pupils with SEND is robust and challenging • Pupils SMSC is well catered for • Sports funding is used exceptionally well and pupils benefit from a range of extracurricular activities • ASC provision – Strong leadership provides a clear curriculum linked with the mainstream enabling the children to settle smoothly and quickly access mainstream classrooms • Support for NQTs is very effective. • Parents are very positive and supportive of the school.
Areas to develop and why	
<p>Develop the effectiveness and impact of leaders by;</p> <ul style="list-style-type: none"> - Ensuring that systematic evaluation and reviews of pupil assessment information are used effectively to identify pupils' strengths and 	

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weaknesses so that those pupils who need it receive targeted support at upper key stage 2 in years 5 and 6.

- Ensuring that high expectations and aspirations for the success of pupils in years 5 and 6 are effectively shared with all members of staff.
- Monitoring more closely the level of challenge embedded in teaching and learning at upper key stage 2 so that a higher proportion of pupils achieve at least in line with pupils nationally.
- Ensuring that governors provide a robust level of challenge to school leaders.
- Ensuring that assessment information for disadvantaged pupils is more robustly evaluated so that they make rapid progress.

Develop parental understanding of the link between attendance and achievement, to increase attendance leading to raised outcomes for pupils.

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Quality of Teaching, learning and assessment	
2 Good	Brief summary of main strengths
	<ul style="list-style-type: none"> • Teaching is mostly Good and this is triangulated with pupils work and data • Good teaching is enhanced using critically supportive feedback from lesson observations and professional conversations which highlight, then supports areas for improvement. • Relationships between pupils and staff are very strong and pupils respond well to the ways in which staff explain concepts and approaches. • Clear vision and leadership is driven through a combined TA working group who monitor, evaluate and oversee development to ensure maximum impact • Leaders are aware of strengths and areas to develop with strategies in place to improve • A culture of sharing good practice is strong throughout the academy • Assessment is clearly understood by all, including the children who are given clear and timely feedback and space to reflect and improve • SEND is at the heart of the academy with excellent working practices and collaboration • An exciting curriculum has been enhanced by focus on developing key elements including Science, PE and Art and Healthy Lifestyles. This is to be extend into all subject areas over the next few months. • Primary silver Science Quality Mark, PE and Artsmark award achieved through dynamic use of these curriculum areas achieved with continuing work on the children’s awards • Pupils have the opportunity to write for a range of purposes, audiences and text types in all year groups and pupils make considered language choices when writing. • Teaching & Assessment of phonics is a strength of the school. • Engaging homework ensures participation and parental support
	Areas to develop and why
	<p>Develop the effectiveness of teaching in upper key stage 2</p> <p>Ensure that all teaching is good or better, to ensure consistency and high levels of expectation throughout the academy giving our children the best possible opportunity to achieve at the highest level in Maths and English.</p> <p>Improve the level of challenge embedded in teaching and learning at upper key stage 2, so that a higher proportion of pupils achieve at least in line with pupils nationally.</p>

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2 Good	The effectiveness of early years
<p style="text-align: center;">Brief summary of main strengths</p> <ul style="list-style-type: none">• Highly effective leadership of Early Years has transformed the provision ensuring children make good progress from their broadly average starting points to achieve a good level of development.• The early years leaders use assessment information effectively to identify gaps in children’s understanding and to adapt the curriculum accordingly.• The indoor and outdoor areas have been transformed and are now places where activities are carefully designed to engage, enthuse and challenge children.• There are clear and fluid transition points from the preschool through to reception and into year 1 ensuring that teaching and learning is sequential as the children move through the early stages of the school.• The children develop strong phonics, writing and maths skills which ensures they are well prepared for learning in year 1.• Children develop their language skills well through high level interaction with adults and through immersion in imaginative play.• Numbers of disadvantaged children are small, but they are well supported and consequently make good progress.• Regular cross phase meetings including all staff to share best practice• Clear next steps to inform planning for individual and groups of children	
<p style="text-align: center;">Areas to develop and why</p>	
<ul style="list-style-type: none">• Raise the quality of teaching and learning• Leaders and managers actively seek, evaluate and act on the views of parents, staff and children to drive continual improvements.• To have a highly stimulating environment and wide range of activities to ensure children are motivated.• ???• ???• ???• ???	

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Personal Development, behaviour and Welfare	
2 Good	Brief summary of main strengths
	<ul style="list-style-type: none"> • The school is a highly inclusive setting in which pupils are empowered to lead and engage with teachers and leaders through meetings and formal letter writing. • Pupils are well cared for and the range of clubs and nurture facilities supports pupils well-being and ability to interact positively with each other. • Pupils views are taken into account and listened to so that they feel they are impacting on change within the school. • Pupils have a strong understanding of how to keep safe when on the internet. • Pupils can define bullying and know that it is a rare occurrence, but that staff act swiftly to resolve any issues. • Pupils behave very well both within the classroom and around the school building. They are kind, polite and respectful. • Consistent and clear Behaviour management processes is understood by all staff ensuring a positive climate for learning throughout the academy • Attendance and repeat absenteeism is regularly monitored and addressed through parent meetings and support • Robust safeguarding practice is supported by dedicated welfare office staff and has a consistent approach throughout the academy • Robust esafety measures supported by Head & Deputy, trained 'Esafety Ambassadors' and new online safety team • Strong partnership with parents and excellent partnerships with support agencies • Children feel safe at school and their parents are equally confident of their safety • Exciting restructure of playground using specific zones has encouraged positive play at all breaks • Growing participation of pupils through use of pupil leaders developing specific projects
	Areas to develop and why
	<p>Increase children's self-regulation and resilience, to enable them to be more independent learners leading their own learning and ensuring ownership of guidelines and rules with the ability to respond confidently to any situation.</p> <p>Develop a high-quality lunch provision, so that all children experience a rewarding and engaging learning opportunity that supports enhancement of social skills, in turn improving attitudes to learning throughout the whole day</p> <p>Improve the monitoring and tracking of social and emotional development, this needs to be clearer and more systematic.</p> <p>ASC provision - Improve communication with parents, this needs to be further developed ensuring the academy has the full support of the parents.</p> <div style="background-color: #4b0082; color: white; padding: 5px;"> <p>????????????????????????????</p> <p>????????????????????????????</p> </div>

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Outcomes for Children & Pupils	
Judgement RI/Good TBC (June 2017)	Brief summary of main strengths
	<ul style="list-style-type: none"> • Children make good progress from average starting points in Early Years resulting in an increasingly high proportion of children making a good level of development. • Strong, coherent guidance from the phonics lead has ensured that the quality of teaching, learning and assessment of phonics has improved so that current year 1 pupils are on track to be above national average this year. • Key stage 1 pupils make good progress from their starting points in reading and writing and this year shows strong progress in maths • Disadvantaged pupils at key stage 1 are also making good progress in line with others nationally. • Pupils who have SEN and/or disabilities make good progress from their different starting points. • Pupils make good progress in a range of subject areas across the key stages. • Consistent approach to using exemplars of good work to establish and highlight excellence • ‘Personal best’ challenge approach used through ‘best work’ laminated for all children • Creative use of displays to aid learning and developing resilience such as ‘stuck’ displays alongside learning skills led displays • ASC provision - Well organised routines ensure that pupils are developing secure social skills and they are making good progress in English and mathematics from their starting points
Areas to develop and why	
<p>Improve standards in Year 6 by;</p> <ul style="list-style-type: none"> - Ensuring that pupils assessment information is used accurately and effectively to inform teaching and learning so that a higher proportion of pupils achieve at least in line with pupils nationally by the end of Year 6. - Embedding greater challenge in the teaching and learning of mathematics and reading at upper key stage 2 for all pupils, including the most able. <p>Accelerate the progress for disadvantaged children in upper key stage 2, diminishing the differences between key groups of children so that all disadvantaged children make at least good progress in line with national other at the end of key stage 2</p>	