

# Self Evaluation Summary

September 2018



Overall effectiveness	Last inspection (Nov 2016)	Good	2
	Current position	Outstanding	1
Leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for pupils		Outstanding	1
Early years provision		Outstanding	1

## Context statement

- The primary phase of our academy opened with 52 Nursery pupils and 60 YR pupils in September 2013. It will rise to its full capacity of 472 pupils by September 2019.
- The primary phase is driven by three core values: happiness, responsibility and industry. These values permeate through all that we do.
- Our unique curriculum design and commitment to purposeful learning ensures that we develop resilient, confident and independent children.
- Our approach also has a strong focus on high academic achievement in reading, writing and mathematics.
- Mathematics is taught through Ark's Mathematics Mastery programme and Read Write Inc. is used to deliver phonics. Units of work are creatively designed around a core text.
- There are 360 pupils currently on roll. All classes from Reception to Y5 are full. We received 178 applications for 60 places for 2017/18 – a ratio of almost three-to-one.
- The primary phase has a diverse pupil intake. 96% of pupils are from minority ethnic backgrounds, with the large majority being of Pakistani heritage.
- The proportion of pupils eligible for support from the pupil premium is 18% and varies between cohorts.
- The vast majority of children enter our Nursery working below age-related expectations with significant weaknesses in most areas of learning.
- The proportion of pupils supported through the single SEND code is 17%. The proportion with an Education, Health and Care Plan (EHCP) is 3%.
- 94% of pupils on roll joined the academy before October 1st in the usual join year and, as such, pupil turnover is stable.
- The senior leadership team teach regularly, with AHTs having a full time class responsibility. This ensures that the most capable teachers are in front of the most vulnerable pupils and that teachers new to the profession have models of good practice from which to learn.
- The secondary phase supports the primary phase through the provision of a specialist teacher for ICT, MFL and Music. Additionally, PE is delivered by an external sports coach.
- Of our 14 fully qualified classroom teachers, two are NQTs (14%) and a further 5 are RQTs or third year teachers (36%).
- All existing teaching staff have been retained and an additional 2 have been recruited to accommodate our first Y5 class.
- In our pursuit to ensure that both the academy and other schools in Bradford have the best teachers, we offer high quality training to prospective teachers. Currently, the primary phase is supporting one unsalaried Schools Direct student and a final year PGCE student.

## Effectiveness of leadership and management

SEF grade: 1

### Position

- The Head of Primary is supported by a new Deputy Head who is the former Lead Practitioner for the Trust. The school's leadership team has been strengthened further and now comprises of 3 Assistant Headteachers who take responsibility for leading teaching and learning in EYFS, KS1 and KS2. A Primary SENCO is also in post, as is a TLR holder for English.
- Effective deployment of PP funding has ensured that disadvantaged pupils make sustained progress from their starting points.
- Progress and attainment at all statutory points is, at least, in line with the national average.

### Successes

- Leaders have communicated a clear vision. Staff understand its aims and purpose can articulate the reasons behind the choice of approach. There is a strong climate for learning and, driven by the academy values, a real commitment to empowering children to be unique individuals. A clarity and relentless communication of expectations ensures that children manage their own learning to an exceptionally high standard.
- The curriculum is broad, balanced and is based on 'Underpinning Aspects of Learning'. These focus areas ensure that children's health, well-being and attitudes towards learning are developed within every planned activity.
- The curriculum is innovative and continues to evolve as the school grows. Clear guidance for teachers has been created by the leadership team, ensuring that staff know exactly what skills are appropriate and challenging for children when working independently.
- Through our rigorous appraisal system and, as our young staff move up the pay scale, we have sustained and improved the proportion of teachers working, at least, in line with their professional stage, now at 100%.
- Leaders listen to and act on feedback from staff. Careful refinement of systems and processes demonstrates a commitment to achieving a good work/life balance.
- The staff team is stable and turnover has reduced significantly. No members of teaching staff have left the school.
- Areas for development are identified quickly through our rigorous monitoring systems. A fortnightly monitoring cycle comprises of learning walks, work/evidence review and coaching session with a member of SLT. Incremental next steps are discussed at coaching sessions and teachers are supported to implement advice immediately.
- The CPD schedule and Phase Meetings ensure that the aims of the Improvement Plan are addressed frequently. CPD impacts positively on teaching and learning.
- Leaders continue to collaborate with other primaries in the Trust and best practice is shared.
- Chosen strategies (RWI, Mathematics Mastery) are now embedded and continue to impact positively on attainment-figures have risen at all national assessments.
- 100% of disadvantaged children passed the Phonics Screening test (NA 81%); 63% of disadvantaged children achieved GLD at the end of EYFS (NA 72%). Disadvantaged children in KS1 meet or exceed national figures when SEND group are removed.
- The primary phase has highly successful strategies for engaging with parents. There are weekly 'Stay and Learn' sessions as well as half termly workshops. Attendance at these events is rarely below 90%.
- Safeguarding is effective and leaders and staff take appropriate action to protect children. CPOMs continues to be an effective reporting system and all staff have completed Safeguarding Training via an online provider.
- Governance has been strengthened and governors continue to receive streamlined documentation in advance of the meeting. The peer headteacher challenges the primary data to ensure that the senior team are held to account.

***"The leadership of the headteacher is excellent and the commitment, determination and skill of teaching staff and other adults very strong. Leaders within the academy and across the Trust have established a culture of continual improvement."***  
***P Cox Review, June 2018***

***"Pupil Premium funding is used to good effect in Key Stage 1 where, for the most part, it is spent on additional staffing. This ensures that pupils receive carefully-planned, targeted teaching in small groups which improves identified areas of weakness."***  
***Ofsted, November 2016***

### Next steps

- Ensure that teachers continue to receive appropriate CPD to support the next stage of their careers.
- Develop the curriculum for Y6 cohort.
- Academy Improvement Plan 2018-2019.

### Evidence

- Academy Position Statements; Data Sheets 2018; External Review 2018; BSO Data Books; FFT Analysis; Ofsted Report 2016; Monitoring and Evaluation records.

## Quality of teaching, learning and assessment

SEF grade: 1

### Position

- 100% of teachers are working, at least, in line with career expectation. This is confirmed by our rigorous QA systems, externally verified learning reviews and externally moderated data.
- An innovative and holistic curriculum design ensures learning behaviours are developed in partnership with age appropriate knowledge and skills. Staff are committed to our pedagogical approach.
- All classrooms are fully equipped with high quality resources to create a learning environment that provides access to the whole curriculum at any one time
- Robust weekly monitoring schedule in place to support continuous development and improvement
- Mathematics Mastery and Read Write Inc. continue to impact significantly on outcomes

### Successes

- Mathematics Mastery programme has been successfully embedded into all year groups and has impacted significantly on outcomes at KS1 and EYFS.
- Read Write Inc. continues to impact significantly on outcomes with 95% of children meeting the expected standard in the phonics screening test in summer 2018.
- Clear and succinct guidance to support planning and assessment of all areas of the curriculum is in place. This enables staff to ensure that all learning, particularly when working independently, is of the highest quality.
- The curriculum is based around high quality texts. Units are carefully constructed around a question that promotes enquiry through all areas of the curriculum. Children are taught key skills which they are then expected to demonstrate independently when working with provision in classrooms. These units are thoroughly planned on a half termly basis.
- The teaching of mathematics is a strength. Mathematics Mastery for all year groups has been successful and had a positive impact on outcomes for all children.
- The teaching and assessment of reading is embedded in Key Stage 1. Formative and summative assessment systems ensure that teacher judgements are accurate.
- Follow up writing tasks are delivered to small groups with specific objectives. This ensures that teaching is closely matched to individual needs and verbal feedback has an instant impact on progress.
- Children receive high quality specialist teaching across the curriculum. They receive expert teaching of PE from a sports coach. Children in KS2 access ICT, MFL and Music with a subject specific teacher from the secondary phase.
- Science is planned and delivered discretely ensuring that children in all year groups access content and skills which match national curriculum expectations.
- Children display high levels of independence, resilience, innovation and collaboration. The curriculum design ensures that learning is purposeful. All units of work are enhanced with an educational visit or experience.
- There have been many visits from other schools that are keen to adopt a similar approach to provision based learning.
- The learning environment is of an exceptionally high standard. Classrooms are well resourced and neutral, soft décor contributes to the calm atmosphere within the school.
- Key fact sheets have been created for each unit of work for every year group. Children are now supported to develop their factual knowledge through retrieval practice.
- The flexibility in timetabling allows same day interventions to take place for children identified within maths lessons. No child goes home with a misconception.
- The school has established a strong working partnership with the Institute for Teaching. Staff are using the most recent developments within the field to inform their practice.
- PUMA and PIRA assessments have been selected as the preferred summative assessments. The data from these will be used to monitor progress and attainment at both school and Trust level. Using standardised scores will also give a good indication of how our children perform against a wide sample of children of the same age nationally.

***"All teachers observed were delivering relevant, highly engaging and purposeful learning that the pupils enjoyed and could recount with enthusiasm and a genuine desire to experience more of the same. Teachers are experienced and skilled in their subject areas." Peter Cox Review, June 2018***

### Next steps

- Further develop strategies for teaching reading and writing, with a particular focus on KS2.
- Further develop mental maths program to ensure that recall of multiplication tables is possible for all children by the end of Y4.

### Evidence

- Academy [Position Statements](#); Data Sheets 2018; External Review 2018; BSO Data Books; FFT Analysis; Ofsted Report 2016; Monitoring and Evaluation records.

## Personal development, behaviour and welfare

SEF grade: 1

### Position

- Attendance: 96.2% (NA: 96.0%).
- Persistent Absence (<90%): 8.2% (NA: 12.4%).
- Punctuality 98.4%.
- The very small number of incidents of unacceptable behaviour shows that the school's high expectations pay dividends. Yellow and red behaviour letters are rare.
- Pupils' attitudes to learning are very positive. The commitment to an independent, purposeful curriculum ensures that children are confident and self-assured.
- Personal development, behaviour and welfare judged 'good' by Ofsted in November 2016.

### Successes

- Children have high levels of respect for each other and adults due to the routines for school culture that are well established (i.e. smiley corridors, family dining). Low level disruption in lessons is extremely rare.
- Behaviour in lessons and attitudes towards learning are focus areas for SLT when monitoring. QA procedures confirm that that they are consistently, at least, good.
- Responses from a recent pupil survey show that 100% of children feel safe at school and 98% feel that behaviour is dealt with well in school.
- Responses from a recent parent survey show that 97% of parents feel that their children are happy, safe and well looked after at school.
- 'Underpinning Aspects of Effective Learning' objectives continue to be a fundamental part of the planning process and ensure that learning behaviours and crucial life skills are incorporated into all activities.
- A focus on 'peer critique' supports children to give kind, helpful and specific feedback to their peers. Opportunities to develop these skills are planned into all learning experiences.
- Due to the academy's focus on community and respect, instances of bullying are very rare. Where issues arise between children, incidents are recorded and subsequent action is documented with involvement of parents.
- There are daily opportunities to learn outdoors. Children are often required to work collaboratively consequently developing their ability to plan, negotiate and problem solve with their peers.
- The academy works tirelessly to improve attendance through use of the Education Social Worker and through frequent meetings with parents whose attendance slips. An additional staff member has been recruited to the attendance team to drive primary improvement further.
- Parent workshops to raise awareness of E-Safety have been delivered. Parents were given support to check the security of their home devices. A partnership with West Yorkshire Police will continue this academic year.
- Regular workshops for all year groups ensure that parents remain engaged with children's learning. High expectations of parental involvement ensure attendance at such events is never less than 90%.
- Parents are positive about home reading. The large majority of parents sign their child's log every day.
- CPOMs is accessed by all staff to report welfare concerns. Staff have all completed Hays Online Safeguarding training.
- Before and after school clubs are provided by both school staff and a specialist company, offering a wide range of extracurricular activities.
- The school has developed its community links. A newly established school council has organised a litter pick with other volunteers from the local area and plans are in place to develop links further this academic year.
- The Friends of DAA (parent volunteer group) have organised two fundraising events, both of which were a huge success.

***"Behaviour around the academy and attitudes to learning in class are excellent. Pupils are very keen to make the most of their time in lessons." Peter Cox Review, June 2018***

***"Very interesting session. Staff are lovely. Communication has been brilliant today. Thank you!" Y5 Parent, Sep 18***

### Next steps

- Continue to improve attendance to 97% and further reduce PA.
- Refine schedule and involvement for Friends DAA.
- Launch new website to improve communication and promotion of the academy.

### Evidence

- Policies: Safeguarding and Child Protection; Behaviour for Learning; E-Safety; Ofsted Report 2016; questionnaire analysis; CPOMs records; Monitoring and Evaluation analysis.

## Outcomes for pupils

SEF grade: 1

### Position (see Data Analysis July 2018)

- Children enter the academy working below age-related expectations. By the end of KS1, children are performing, at least in line, and often above national figures.
- 95% of children in Y1 passed the Phonic screening test. This figure exceeds that of national by 14%. 100% of disadvantaged children met the expected standard (NA 84%).
- By the end of KS1, 98% of children met the expected standard in phonics.
- Pupils make consistently strong progress in a wide range of subjects, including English and maths. In 2016, 62% of children achieved GLD and only 2% exceeded the ELG in Reading, Writing or Maths. By the end of KS1, this cohort's attainment had risen to 68% of children achieving the expected standard in reading, writing and maths combined, with 17% exceeding the standard in all subjects (NA 11%).
- Attainment at KS1 is, at least, in line or above national figures for achieving, at least, the expected standard. 82% maths (NA: 76%), 75% reading (NA: 76%) and 72% writing (NA: 70%).
- The number of children achieving the expected standard at KS1 for Reading, Writing and Maths combined is 68%. This is higher than national average.
- The proportion of children working at greater depth at the end of KS1 continues to be in line or exceed NA: Reading: 25% (NA: 24%), Writing: 21.7% (NA: 13%), Maths: 23.3% (NA: 18%). These figures exceed, or are in line with, national data and the number of children achieving GDS in all three subjects is almost double that of the national figure (School 20%, NA 11%).
- There is no discernible difference in the attainment and progress of disadvantaged children when compared to all in any year group.

### Successes

- Y1 Cycle 3: 60% Maths, 72% Reading, 67% Writing.
- Y2 Cycle 3: 82% Maths, 75% Reading, 72% Writing.
- Y3 Cycle 3: 52% Maths, 69% Reading, 54% Writing.
- Y4 Cycle 3: 77% Maths, 72% Reading, 52% Writing.
- Children with SEND make at least, expected progress within all subjects.
- Pupil Progress Meetings and data and planning days are used to design high quality intervention strategies for the next cycle.
- Moderation has taken place at both authority and trust level. Judgements have been agreed at all sessions.
- PUMA and PIRA have been selected as the external assessments to support teacher judgements. The analysis software provides a question level analysis tool which will be used to inform planning for individual children.
- Phonics is led and managed by an aspiring middle leader. This has supported class teachers to frequently utilise assessment data to plan interventions and regroup fluidly.
- An English leader (Y6 teacher of 6 years) is now in post and will improve strategies for teaching KS2 English
- Standards of attainment in EYFS have risen both in number achieving GLD and number exceeding ELGs for reading, writing and maths.
- The Maths Leader will continue to focus on developing mental maths, ensuring that children are prepared for the statutory multiplication check in 2019.
- Attainment in Reading continues to be a strength. Priority is given to 1:1 daily reading in KS1 to ensure that children are supported well whilst they are learning to read.
- Children can articulate their learning well. They are clear about their year group expectations in all areas of their curriculum and are able to evaluate their own work.

### Next steps

- Ensure that intervention and support is given to children in Y4 who did not meet EOY ARE.
- Further develop mental maths program to ensure that recall of multiplication tables is possible for all children by the end of Y4.
- Plan for intervention / prevention which is highly responsive, flexible and impactful.

### Evidence

- [Academy Position Statements](#); Data Sheets 2018; External Review 2018; BSO Data Books; FFT Analysis; Ofsted report 2016; Monitoring and Evaluation records.

## Early years provision

SEF grade: 1

### Position (see Data Analysis July 2018)

- GLD was 68%. Attainment is broadly in line with NA (70.7%) and progress is outstanding, given that at the start of Reception, only 5% of the cohort were on track for GLD.
- The average point score at the end of EYFS is 35.2. This is in line with NA of 34.5.
- Disadvantaged children attaining GLD is in line with NA other.
- EYFS Profile was moderated by the LA and all assessments were judged to be inline.
- Senior leaders is class based to model exemplary practice to the rest of the team.
- Tapestry has been well received by parents; their contributions to the online journal have supported teacher judgements.

### Successes

- 40% of Nursery children made accelerated progress in Speaking. This is a result of the focus on language and communication; a high proportion of children enter Nursery with level of development significantly lower than that for their age.
- On entry to Reception 2017, 5% of children were on track to achieve GLD. On exit, 68% of children achieved this standard.
- The gap between boys' and girls' achievement is small (4%). GLD by gender is in line with NA.
- At least 80% of our Reception children made accelerated progress in reading, writing and maths
- DAA Primary continues to be considered a model of good practice in Bradford and is visited by many other settings. We are proud that the quality of our provision is deemed to be worthy of dissemination to others.
- Our relentless focus on developing children's listening skills through a curriculum steeped in rhyme, response and singing ensures that 83% of our children meet the ELGs for communication and language (NA 82%).
- Mathematics is taught using Ark's Mathematics Mastery programme. Daily 'Maths Meetings' ensure that children are receiving high quality, rigorous first teaching on a daily basis. This has impacted on outcomes significantly with record numbers of children (24%) exceeding the ELG for Number and Shape, Space and Measure.
- Read Write Inc. is now embedded. This will ensure that children continue to receive high quality, rigorous first teaching on a daily basis.
- A good balance of adult directed and child initiated tasks ensures that the classroom offers abundant writing opportunities. Last year, this resulted in more writing evidence and enabled 71% of children to meet the ELG.
- The home reading system is successfully embedded into the weekly routine and vulnerable groups of children are read with daily, with every child receiving a new reading book each week. This strategy has impacted successfully on reading outcomes, leading to 70% of children meeting the ELG.
- Parents are engaged with their children's learning which is evident by the high number of parents (90%+) attending events half termly. A high number of parents agree strongly that the workshops are useful and give practical ideas of how to support their child's learning at home.
- There is a high commitment to pastoral care in EYFS. Home visits, other setting visits, meet the teacher drop-ins and individual transition plans all ensure that our children transition smoothly from Nursery to Reception.
- Educational visits and experiences are planned carefully to match and maximise and enhance learning.
- Children's interests are planned for instantaneously in EYFS, resulting in intrinsically motivated children.
- A rigorous monitoring schedule ensures that teaching in EYFS is of a high quality and constantly improves.
- The learning environment is of an exceptional standard. Staff work tirelessly to ensure that resources are of the highest quality and train the children to be respectful and responsible for their own environment.
- All children in EYFS access the outdoor area daily. Abundant opportunities to develop fine and gross motor skills ensure that 98% of children achieve the ELG for Physical Development.

***"Many children begin Nursery with communication, language and number skills that are well below those typical for their age and many have complex learning needs. Good quality teaching and a vibrant learning environment ensure children thrive during their time in Nursery. By the end of Reception, children make consistently good progress from their starting points."***  
Ofsted, November 2016

### Next steps

- Ensure that children joining Reception with EHCP make progress at least, in line with their peers.
- Refine assessment systems in Nursery to ensure that progress and attainment is monitored more closely.
- Explore the possibility of 30 hour provision for Nursery children.

### Evidence

- [Academy Position Statements](#); Data Sheets 2018; External Review 2018; BSO Data Books; FFT Analysis; Ofsted Report 2016; Monitoring and Evaluation records.

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**Overall effectiveness****SEF grade: 1**

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- The Primary Phase at DAA is outstanding.
  - There is an unwavering commitment to improvement and robust monitoring and evaluation systems ensure that teaching continues to be refined.
  - The curriculum is innovative and dynamic. Leaders have developed clear guidance to ensure that the teachers have the highest expectations of pupils' learning in a wide range of subjects and contexts. Pupils have exceptional attitudes towards learning.
  - The teaching of reading, writing and maths is strong. Adopting successful strategies such as Read Write Inc. and Mathematics Mastery has enabled teachers to consistently deliver highly effective lessons.
  - Progress is good across EYFS and KS1. From low starting points, children progress quickly and achieve broadly in line with national expectations.
  - Parental engagement is strong. Feedback from parent workshops shows that parents feel involved with their child's education.
  - Through carefully selected support and individualised learning plans, a high proportion of children with SEN make accelerated progress. Regular engagement between teacher, parent and child ensures that personalised targets are reviewed and refined to sustain progress.
  - Strong development of British values and the effective promotion of SMSC underpin the ethos of the school. A continuous reference to the values of happiness, responsibility and industry, as well as an enquiry based RE curriculum, ensures that children continuously reflect on their personal development.
  - Small group teaching means that verbal feedback is acted upon instantly. Children have a good understanding of the marking policy and recognise what they need to work upon. Same day interventions for maths ensure that no child goes home with a misconception.
  - Staff are clear about their own development and path to improvement. Revisions to appraisal system ensure that CPD is carefully planned to support both the Academy Improvement Plan and personal growth.
  - Safeguarding systems are highly effective.
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**Evidence**

- Academy Position Statements.
  - External Review June 2018.
  - FFT & BSO Data Analysis packs.
  - Ofsted report – November 2016.
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**Next steps to inform planning for improvement**

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- Academy Improvement Plan 2018-2021.
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