



Dudley Infant Academy Self Evaluation Summary (February 2018/2019)

Academy Contextual Information

Dudley Infant Academy is a member of the University of Brighton Academies Trust. It previously held an Ofsted rating of good following inspection in March 2013. Since this time there have been changes in staffing with a series of vacancies at senior level and also in the teaching team. Standards had declined at the academy and on re-inspection in March 2017 the academy was judged as requires improvement overall, with both behaviour and the Early Years Foundation Stage (EYFS) graded as good. Interim leadership was quickly established by the Trust and this has since been made permanent, the academy is now fully staffed. Pupils join the academy on average broadly in line with national baseline standards (NFER baseline 2017) and are now making at least expected progress in the current year with higher numbers now working at greater depth. Recent results and pupils work show rapid progress in the current academic year and previous issues in teaching have been resolved.

The cohorts are:

The Inspection Data Summary Report (IDSR) 2017 shows a declining number of EAL at 4% (National = 21%), Deprivation is higher at 0.3% (National = 0.2%) and SEN EHCP in line with National but those with SEN support above 13.0%(National 12.2%).

2017/2018 Data Summary (National 2016/2017 in brackets)

EYFS Good Level of Development (GLD) = 80% (71%)

Year 1 phonics = 92% (81%)

Year 2 phonics = 97% (90%)

Year 2 Expected Standard Greater Depth

Reading = 78% (76%) 30% (25%)

Writing = 75% (68%) 23% (16%)

Maths = 78% (75%) 30% (21%)

The academy outcomes have rapidly improved to be at least in line with national figures and much that is above (including EYFS GLD, phonics and also writing in year 2). There have been significantly higher percentages reaching the greater depth standard. The context is that under new focussed leadership, teaching and learning outcomes have improved and the academy currently grades itself as Outstanding. The community is very supportive of the new leadership and a 2018 academy survey showed 99% feel their children are making good progress and 97% feel their children are safe.

Leadership and Management

Judgement for Leadership meets the OUTSTANDING criteria following the outcomes and impact secured in 2018. Ofsted inspection judgements March 2017: Effectiveness of Leadership and Management was graded as 'Requires improvement'

Ofsted commented

'A new leadership team has very recently started at the school. The Lead Principal and Acting Principal have accurately identified school priorities and are addressing weaknesses swiftly and strategically. They have begun to improve attendance, which has been lower than the national average for the past two years. However, while improvements in the quality of teaching, learning and assessment are developing, there has not been sufficient time for leaders' actions to make a secure impact on outcomes for pupils.'

'The Lead Principal and Acting Principal demonstrate a strong and cohesive partnership. They carry out regular checks on the quality of teaching and learning and provide teachers with appropriate feedback about strengths and areas for development. Evaluations are accurate and highlight clear and appropriate next steps. Consequently, the quality of teaching is beginning to improve.'

'Parents have confidence in the new leadership team. The majority feel that the school is led and managed well.'

Ofsted noted in the following March 2017 in relation to the Leadership of Safeguarding:

- 'The arrangements for safeguarding are effective.'
- 'Processes to support vulnerable pupils are good. Leaders take seriously their responsibilities to keep children safe. They prioritise pupil's welfare and maintain a culture of vigilance to keep pupils safe. '
- 'Procedures for staff recruitment are robust and up to date. Appropriate checks are carried out and detailed records are kept. Leaders provide high-quality training for staff and governors. All staff have a good understanding of the school's processes for recording and reporting concerns. Leaders ensure that all staff are well informed about the latest safeguarding arrangements.'

Current Leadership 2018/19

Further DSL training has been put in place since March 2017 and a new online child protection management system entitled CPOMS is being used. These ensure that safeguarding is managed robustly as noted through external peer reviews and termly audits. The academy's newly formed local board are meeting their responsibilities. The Interim Principal was recently appointed to the permanent post from April 2018. Additional capacity has also been secured with a newly appointed Assistant Principal (part time role) from September 2018. Vacancies in the teaching team have been swiftly filled. There is a stable staff base who are working together to further improve the academy. Employees benefit from continuing targeted training and robust performance management which holds staff to account. Academy improvement planning and coaching has led to raised outcomes in the current year in all year groups. 2018 results show impact of the leaders as all year groups are on track to meet targets set and subject leaders are now driving improvements and regularly monitoring their areas of responsibility.

Next steps for Leadership and Management:

- Leaders to continue to use the Ofsted report and evaluations of impact from teaching reviews alongside current data to swiftly action priorities.
- Improvement planning to be targeted to further develop the academy using data and to take into account parent views, so that actions are planned with time limited dates. Staff continue to be held to account through performance management and pupil progress meetings.
- Impact reports to continue to be provided termly to the local Board and the UoBAT regarding outcomes.
- All staff will continue to use of the pupil tracking system to ensure targeted teaching and intervention.
- The academy will embed and sustain the actions and impact on key areas including embedding reasoning in maths and Talk for Writing through the link with a local national training centre.
- The wider curriculum will be further developed to increase cross curricular learning and systematic acquisition of skills.
- Through the Hastings Opportunity Area funded speech & language project we will train and implement both screening assessment and targeted support for pupils in EYFS.
- Induct and support the Assistant Principal so that the now reduced support from the Lead Principal can be reduced by the end of 2019.
- Continue to focus on narrowing the gaps for disadvantaged pupils.
- Maintain currently improved standards and further focus on spelling and handwriting so targets are again met
- Develop and share the academy vision under the leadership of the newly appointed Principal so that it supports and drives forward aspirations and the engagement of all stakeholders.

Teaching, Learning and Assessment

The academy's current judgment for Teaching, Learning and Assessment is that of Outstanding following reviews of teaching, outcomes 2018 and current academy data (See outcomes 2017/2018). There has been rapid progress since the Ofsted inspection in March 2017.

The Quality of Teaching, Learning and Assessment was graded as requires improvement following the Ofsted inspection in March 2017.

There had been gaps in the staffing at this time and this was reflected in both the quality of teaching and also the academy outcomes.

Current actions and impact 2018/2019:

All 2018 targets were met for all year groups and pupils have caught up as a result of teaching which is now graded as outstanding following internal and external reviews. Pupil progress has been rapid in the last year as a result of focussed teaching and implementation of improved programmes in the teaching of Maths and English. Teachers have used assessment effectively to fill gaps and challenge learners

The academy has addressed the following areas to improve teaching:

- Improvements to teaching, learning and assessment have resulted in all teacher's secure use of data and tracking to target teaching and interventions which has led to rapid progress.
- The quality of teaching as noted in leaders and external trust monitoring show all teaching is now good over time. Monitoring includes use of data, outcomes, work scrutiny and frequent lesson observations.
- Rapid changes in the teaching of phonics led to 77% of pupils in year 1 reaching the required standard in 2017 (a 10% increase on the previous year and a further rise to 92% in 2018 – see outcomes for full details).
- Leaders have appointed 4 teachers and an Inclusion Leader who started in 2017 plus an Assistant Principal who started in September 2018. This has supported continuity in teaching and enabled systems and expectations to become embedded such as assessment and marking and feedback.
- Coaching training and use of IRIS videos of teaching is supporting teachers to reflect on their practice and further improve teaching.
- Teaching, learning and assessment has been further developed with all teachers and intervention TAs using gaps analysis to refine planning. The UoBAT assessment leader provided training for all teachers and leaders in 2017. Data is now being used by all teachers and leaders to support and challenge progress and attainment.
- Planning and support for maths teaching using White Rose resources and reasoning training is supported and evaluated by the subject leader. Good use has been made of UoBAT focussed training.
- Question level analysis of tests has formed the basis for further developments of targeted teaching.
- All teachers have received training in the teaching of English through a local National Lead Academy. This has impacted on progress and attainment.
- Regular monitoring of teaching and clear performance management continues to support the quality of teaching and holds teachers to account. All teachers met pupil progress targets set.
- All year groups are currently making progress in line with age related expectations for 2019.

Next steps for Teaching, Learning and Assessment 2018/2019

- Train and support new senior leaders to further impact on the wider curriculum and further learning of the wider curriculum skills.
- Further develop coaching and mentoring to support new staff and enable leaders to become self-improving without the current level of support from the trust staff (Lead Principal).
- Develop the systematic teaching of skills and assessment of the wider curriculum including CPD for staff and subject leaders.
- Embed improvements in Maths and English teaching with a further focus on spelling and handwriting challenge.
- Work with Teach First to train and support a new teacher and further build capacity at the academy.
- Use Hastings Opportunity Area funding to both raise aspirations and narrow gaps for disadvantaged pupils including speech and language training for staff and support for EYFS pupils.

Personal Development, Behaviour and Welfare

The academy's current judgement for Personal Development, Behaviour and Welfare is Outstanding.

The effectiveness of Personal Development, Behaviour and Welfare was graded as good following the Ofsted inspection in March 2017.

Current actions and impact 2018/2019

Leaders in 2017 put a new policy with positive rewards in place to reinforce behaviour expectations. This quickly impacted on academy behaviour and was noted by Ofsted. A variety of supporting strategies have been put in place for some pupils including personalised behaviour charts, lunch club activities and therapeutic story telling. There have been frequent reviews by leaders of safeguarding and all requirements are being met as noted by Ofsted and external reviews commissioned by UoBAT 2018. Safety and security on the academy site has been reviewed and further systems have been put in place. Children have learnt about their safety in assemblies, lessons and worked with the NSPCC. A new behaviour and Inclusion Leader was appointed from September 2017. Data is now being analysed and used to target support. Parents at the academy overwhelmingly agree that there is a culture of reward for behaviour (94%) in a February 2019 survey.

Next steps 2018/2019

- To revisit behaviour and safety in the new academic year and continue focus on safety and anti-bullying with children.
- Continue to monitor the impact of systems to support behaviour and review the Thrive programme.
- To work with outside agencies to further support pupil wellbeing and parenting.
- To review the behaviour of vulnerable groups and further target support and enrichment such as Forest schools and Beach Schools.
- To track attendance for groups and support families to improve rates of absence.
- Focus learning on EMHC throughout 2019 to enhance support for all pupils

Outcomes for Pupils

The academy's current judgement for Outcomes for Pupils is Outstanding.

The effectiveness of Outcomes for Pupils was graded as requires improvement following the Ofsted inspection in March 2017. Since then results have improved rapidly. Mid-term data analysis provides evidence that outcomes for the 2018/19 academic year will be in line with targets set by the academy

Outcomes 2017/2018

EYFS outcomes continued to be above the national standard - 80% reached the GLD (National 2017/2018 was 72%) the disadvantaged pupils gap narrowed from 2016/17. These results were reflected in the Ofsted good judgement for EYFS.

Phonics in year 1 and 2 are both above national standards and show significant improvements from the 2016/17 outcomes. A continued focus on disadvantaged pupils was a target for 2017/2018 and remains the same for 2018/19.

Year 2 (KS1)

Outcomes for Year 2 were requiring improvement in all subjects and this has been addressed in the 2017/2018 outcomes. Prior data showed the academy was not in line with national expectations as detailed below:

2016/2017

Reading 63% (National = 76%)

Writing 39% (National = 68%)

Maths 54% (National = 75%)

The data outcomes for 2017/2018 against (national for 2017/18) are as follows:

- EYFS GLD 80% (National = 72%)
- Phonics Year 1 - 92% (National = 82%)
- Phonics Year 2 - 97% (National = 90%)

Key Stage 1 Expected Standard

- Reading - 78% (National = 76%)
- Writing - 75% (National = 69%)
- Maths - 78% (National = 76%)

Key Stage 1 Greater Depth

Reading - 30% (National = 25%)

Writing - 23% (National = 16%)

Maths - 30% (National = 21%)

The academy has rapidly improved in the last year and all targets have been met or exceeded. All 2018/19 outcomes are likely to be in line with or above national standards for all year groups. Gaps have also narrowed for key groups.

Early Years Provision

The academy's current judgement for the Early Years Provision for pupils is Outstanding.

The effectiveness of the Early Years Provision was graded as good following the Ofsted inspection in March 2017.

The outcomes for 2017/18 show that attainment is well above the national figure and has been for the last 3 years as detailed below:

- GLD 2015/16 – 77% (National – 69%)
- GLD 2016/17 – 80% (National – 71%)
- GLD 2017/18 – 80% (National – 72%)

There has been continued focus on sustaining this including:

- Early support for children and families to further engage the community.
- Pre-arranged home visits over three days (gain a clearer insight into pupils).
- Within one week, whole class in full time from the beginning of Term 1.
- Triple P parenting courses offered in 1st term.
- Earlier parent meetings and stay and learn sessions.
- NFER Baseline assessments carried out within first two weeks.
- Language link assessment undertaken with whole cohort to assess language needs.
- Inclusion Leader involved with class from onset and worked alongside class teachers to discuss strategies to deal with SEND children.
- SEND children placed on register from Term 1 after being observed by Inclusion Leader and intervention groups organised from Term 2.
- Prime areas taught differently in 2017/18 as White Rose Maths taught to develop mastery in EYFS from outset.
- Maths books introduced to gather evidence from Term 1.
- Talk for Writing introduced to support language development and cold and hot tasks used to show progress over each unit.
- From Term 1, children are taught phonics and daily handwriting in English books.
- Differentiated phonic groups introduced in Term 3.
- All prime areas taught through our motivating and engaging topics.
- Small group, more formal learning started from Term 1 with high expectations and challenge.
- Outdoor area now reflects indoor learning environment and challenge cards provided indoor and outdoor to focus child initiated learning.
- Nurse visits to promote healthy eating and hygiene.
- Healthy eating workshop for sampling and trying new foods through the Hungry Caterpillar story.
- New PE equipment is more challenging for EYFS so gymnastic lessons ensure more awareness of safety needed.
- Behaviour is outstanding and fewer incidents of disruptive behaviour are recorded.
- Children work well together and are considerate especially with their SEND peers, supporting children who find it hard to speak.
- Lesson observations in both classes have witnessed outstanding behaviour for learning.

Pupils in EYFS make outstanding progress from their starting points.

Overall Effectiveness

The academy's is now providing outstanding practice across all areas.

The judgement of the academy's Overall Effectiveness was graded as requires improvement following the Ofsted inspection in March 2017.

The Academy under its new leadership is focussed on meeting the key issues identified from the Ofsted inspection in March 2017.

Actions planned secured strong outcomes by 2018 above national in all areas as a result of improved leadership and teaching. Outcomes improved rapidly. The current focus continues to be sustaining this and further narrowing the few remaining gaps for disadvantaged.

Planning and policy developments have been secured to ensure rapid progress and leadership is now judged as outstanding. This has been externally reviewed through UoBAT processes.

The University of Brighton Academies Trust will continue to review and support the academy and provide external reviews termly.