

# Education Inspection Framework

Agreed



**DUDLEY**  
INFANT  
ACADEMY

**Dudley Infant Academy**

URN: 140311

# Overall

## JUDGEMENT



The academy grades itself to be **Good** overall but with some key areas that are outstanding.

Hence, the academy is close to the outstanding grade boundary.

Significant impact in outcomes in all year groups have been sustained and other indicators such as attendance have rapidly improved. This shows the effectiveness of leadership at the academy to continue to maintain these high standards.

# School Context

## BRIEF SUMMARY

The academy is part of the University of Brighton Academies Trust and was inspected in 2017 and judged to Require Improvement this followed a period of reduced leadership and falling standards.

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 (NFER baseline 2017 and 2018) and are now making good progress as seen in outcomes in the last 2 years. Higher numbers now working at greater depth. Results and pupils work show rapid progress and previous issues in teaching have been resolved.

**Basic characteristics** are:

NOR 175, SEND 15%, PP 18% EAL 4%, Not White British 17%

The community is very supportive of the new leadership and a 2019 survey showed 99% feel their children are making good progress and 97% feel their children are safe.

**2019 Data Summary** (national 2018 in brackets)

	<b>Academy (Nat)</b>	
<b>EYFS GLD</b>	80%	(72%)
Year 1 phonics	93%	(82%)
Year 2 phonics	97%	(91%)
<b>Year 2</b>	<b>EXS</b>	<b>GD</b>
Reading	83% (75%)	31% (25%)
Writing	78% (69%)	21% (15%)
Maths	76% (75%)	26% (22%)

The academy outcomes have rapidly improved to be at least in line with national outcomes and much that is above, including EYFS GLD, phonics and reading, writing in year 2 at EXS and GD with maths broadly inline at EXS and above at GD. There have been significantly higher percentages reaching the Greater Depth Standard showing good progress from GLD.

The context is that under new focused leadership, teaching and learning outcomes have improved and the academy grades itself as Good.

There is increasing evidence that the academy is now close to the grade boundary.

# Quality of Education

## JUDGEMENT



**Judgement - Good**, following reviews of teaching, final outcomes in 2018 and current educational provision. There has been rapid and sustained progress since the inspection in 2017.

### **Current actions and impact 2019:**

All 2019 targets were all broadly met for all year groups and pupils have caught up as a result of teaching which is now of a consistently high standard following internal and external reviews.

Progress has been rapid in the last year 2 years as a result of focused teaching and implementation of improved programmes in the teaching of maths and English. Teachers have used assessment effectively to target gaps and challenge learners. The curriculum is rich and linked to the local area with a clear intent.

### **The academy has addressed the following areas to improve the quality of education:**

- Improvements to teaching learning and assessment have resulted in all teachers being secure in the use of data and tracking to target teaching and interventions - these have led to rapid progress.
- The quality of teaching as noted in leaders and external trust monitoring show all teaching is now good or better over time. Monitoring includes use of data, outcomes, work scrutiny and 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 93% in 2019.(see outcomes for full details.)
- The academy leaders have appointed 4 teachers and an inclusion leader who started in 2017 including 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, marking and feedback.
- Coaching training and use of IRIS videos of teaching is supporting teachers to reflect on their practice and further improve teaching.
- The quality of education has been further developed with all teachers and intervention TAs using the gap analysis to refine planning.

The UoBAT assessment leader has 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 well supported and evaluated by the subject leader. Good use has been made of UoBAT focused 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 (Talk for Writing) through a local national lead academy - this has impacted positively upon progress and attainment.
- Regular monitoring of teaching and robust performance management continues to support the quality of teaching and holds teachers to account. All teachers met pupil progress and attainment targets set.
- All year groups are currently making progress in line with age related expectations for 2019.

### **Next steps 2019**

- Embed improvements in Maths and English teaching and continue the focus on reading, spelling and handwriting and level of challenge
- Work with Teach First to train and support a new teacher to meet NQT standards and further build capacity at the academy.
- Use Hastings Opportunity area funding to both raise aspirations and narrow the gaps for disadvantaged pupils through widening opportunities.
- Continue to further develop the skills curriculum for all wider subject areas including providing clear intent to refine implementation to give impact in pupil outcomes.
- Improve the values curriculum that underpins all areas of the academy's work through assemblies, a character education strategy community engagement and enrichment of the provision for children.
- Continue to monitor and track all groups including SEND to improve provision and narrow gaps through intervention

and in class support.

- Continue to review subject leadership and key areas such as the teaching of reading and phonics to ensure this is effective for all children.
- Review systems to ensure teacher workload is reduced and well being is a higher priority

# Behaviour and Attitudes

## JUDGEMENT



### Behaviour and Attitudes Judgement - Outstanding

#### 2019 Summary of leaders actions and impact

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 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 2019.

Safety and security on the site has been reviewed and further systems have been put in place. Children have learnt about their safety in lessons and worked with the NSPCC.

The CPOMS system is used robustly to record welfare and CP concerns.

A new behaviour and inclusion leader was appointed from September 2017. Data is now being analysed termly and is used to target support.

Parents overwhelmingly agree that there is a culture of reward for behaviour (94%) in an online survey undertaken in February 2019.

Attendance has rapidly improved following targeted focus within the community and close working links with the Trust Attendance Manager this has risen to 96.9% with PA of 7% Targets for this area were all met and exceeded.

#### Next steps 2019

- To revisit behaviour and safety in the new academic year and continue the focus on safety and anti bullying with children.
- To focus on the roles and responsibilities of pupils and children's understanding and respect of differences.
- The continue to monitor the impact of systems to support behaviour and review the impact of the Thrive programme.
- To track attendance for groups and support families to improve rates of absence.

# Personal Development

## JUDGEMENT



### Personal Development Judgement - Good

During 2018.2019 there has been a focus on pupils health and well being, including their ability to to be safe.

The variety of assemblies and actions helped children to further develop skills which will be continued in the current year.

Specific academy events such as Personal Values week and E-Safety have been used to help children make informed choices about their personal development.

#### Next steps include:

PSHE curriculum development to focus every term to support development of skills, for example responsibilities. This will be underpinned by the Jigsaw scheme of work.

Assemblies to support pupils understanding of equality and types of bullying.

Continuing to develop character education through the Dudley vision of Determination, Inspiration and Aspiration. This will be enhanced with the introduction of Personal Development Awards.

# Leadership and Management

## JUDGEMENT



### Leadership Judgement - Outstanding

The leadership team are secure and now established with roles and accountability clearly defined.

The academy vision and values are secure and known by all. There is a common sense of purpose and a clear focus on teaching and learning with leaders supporting teachers to further develop skills and embed the newly established wider curriculum. Teachers newer to the profession are well supported and meeting expected standards and all staff use assessment effectively to target pupils next steps. There is a current focus on reducing the frequency of assessment to reduce workload and ensure appropriate and purposeful use.

The culture of developing wider experiences for children is now embedded within a full rich curriculum which includes use of the local area, trips, visitors to the academy and enrichment clubs.

Parents have frequent opportunities to get involved in the children's learning opportunities and members of the community have supported raising aspirations and sharing the world of work with the children.

2018 results showed the impact of the leaders as all year groups met targets set and subject leaders are now driving improvements and regularly monitoring their responsibility areas.

2019 outcomes showed this was sustained and this is clear impact of Leaders actions.

The focus on well being has been implemented this year with children and staff having a range of activities to support this key area. Staff and pupil well being ambassadors are in place and are receiving appropriate training.

#### Next steps

- Improvement planning is targeted to further develop the academy using data purposefully and take into account parent views, so that actions are planned with time limited dates and all 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 the pupil attainment and progress 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 funding a language development project has been implemented fully this year.
- Induct and support the Assistant Principal so that the now reduced support from the Lead Principal from the trust 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
- Further embed the academy vision under the leadership so that it continues to support and drive forward the aspirations and engagement of all stakeholders.
- Further develop the leadership team through use of research and the new Ofsted framework to embed curriculum changes, support well-being and reduce workload.
- Continue to use high quality professional development to develop the team, considering NPQ courses for staff if appropriate in order to build capacity.

# Early Years

## JUDGEMENT



### Judgement - 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%)

### 2019 GLD was sustained at 80%

The focus on first hand experiences and a rich relevant curriculum has supported pupils to make strong progress with phonics and reading taught from day 1. A systematic approach of teaching phonics and the use of support and intervention ensures children make rapid progress.

The experienced EYFS lead ensures that provision in all areas extends and challenges children, with rich experiences and acquisition of language as a priority.

Safeguarding and children's welfare are a priority and there are good links with parents and support agencies including our key worker and parenting courses.

The curriculum and the wider experiences, such as assemblies, broaden children's understanding of the world around them and the rich heritage of living in Hastings. There are opportunities for outside learning daily including the garden and other areas such as the outside gym. Experiences are broadened, for example through topics and texts such as when eggs are hatched into chicks and children use their learning to support learning in maths and writing opportunities

There has been additional support for transition for children and the start for all at school each year is smooth. This has supported the most vulnerable as they join the academy. Links with local nurseries are strong and the academy is well regarded locally. There are high levels of community engagement from parents and carers.

Well being and mental health are a focus for both children and parents through transition and ongoing support via key worker support and the Thrive provision.

The impact of the curriculum can be seen in the outcomes that have been sustained over the recent years.