

Principal: Mrs J Fish

September 2017

Elm Academy is:

- Located in the West Howe of Bournemouth
- It forms part of a Multi Academy Trust with a modern secondary school and a studio school
- A four form entry Academy, providing education for boys and girls we currently have 3 classes in YR Y1, Y2, Y4 and Y6 and 2 in all other year groups
- The Academy grows in numbers throughout the year as children enter the Nursery

Basic Characteristics of the school

Table i

Characteristic	National	School	Comparison
Number on roll	299.7	467	Above average
% of free school meal eligibility	16.3	20	Above average
% of pupils from minority ethnic groups	24.1	12	Below average
% of pupils with first language not English	19.5	4.5	Below average
Deprivation indicator	24	26.1	Above average
Average points score on entry (Y6 in 2016)	15.6	16	Above average

Overall effectiveness

Requires Improvement

Table ii

Key Aspect	Judgement
Outcome for pupils	Require Improvement
Quality of teaching, learning and assessment	Require Improvement
Personal development, behaviour and welfare	Good
Effectiveness of leadership and management	Good
Overall effectiveness	Require Improvement

Outcomes for Pupils**Requires Improvement**

Outcomes for pupils require improvement as pupils' attainment at the end of KS1 in reading, RWM is below the national average and slightly below in reading at the end of KS2.

As a result of rigorous self-evaluation cycle, robust Raising Achievement Plan and collaboration with Specialist Leader of Education and Leader of Education, through quality assurance, modelling and accountability, our 2017 results showed upward trends across all areas in KS2 attainment at both achieving expected standard and greater depth. The Academy also produced upwards trends in progress scores from 2016. KS1 also saw upwards trends in attainment in all but greater depth readers. Both our Year 1 phonics and EYFS GLD exceeded the national and local authority averages.

To ensure that this upward trend continues in 2018, Senior Leaders remain focused on embedding good and outstanding teaching and differentiation in all lessons to continue to rapidly improve outcomes. The 'Extended Schools' sessions that were introduced last year will continue this year as a result of targeted intervention, which will lead to improved progress and attainment.

Attainment of GLD in Early Years Foundation Stage**Table iii**

GLD	2013	2014	2015	2016	2017
School	48%	77%	80%	55%	81%
National	51%	60%	63%	69%	71%

Year 1 Phonics Screening**Table iv**

Phonics	2014	2015	2016	2017
School %	64%	70%	60%	84%
National %	74%	77%	80%	81%

2017 results saw Elm **achieve greater than the National average** for the first time in phonic screening

KS1 SATs Attainment**Table v**

		2015	2015 National		2016	2016 National	2017	2017 National
Reading	L3	23%	32%	GDS	25%	23%	24%	25%
	2A+	47%	59%					
	2B+	75%	82%	ARE	59%	74%	65%	75.5%
	2C+	85%	90%					
Writing	L3	19%	18%	GDS	5%	13%	12%	18%
	2A+	42%	41%					
	2B+	70%	72%	ARE	32%	65%	67%	68%
	2C+	85%	88%					
Maths	L3	17%	26%	GDS	9%	18%	31%	23%
	2A+	36%	55%	ARE	46%	70%	80%	75%
	2B+	74%	82%					
	2C+	92%	93%					
RWM			GDS	3%	9%	12%	11%	
			ARE	31%	60%	55%	64%	

Outcomes KS2 2016 and 2017**Table vi**

	2016	2017
Reading: % of pupils achieving expected standard	50%	70%
Writing: % of pupils achieving expected standard	52%	78%
Mathematics: % of pupils achieving expected standard	57%	76%
Grammar, punctuation & spelling: % of pupils achieving expected standard	67%	68%
Reading Writing and Maths % of pupils achieving expected standard	36%	68%
Reading: % of pupils achieving a high standard	7%	30%
Writing: % of pupils working at greater depth within expected standard	5%	22%
Mathematics: % of pupils achieving a high standard	21%	26%
Grammar, punctuation & spelling: % of pupils achieving higher standard	12%	40%
Reading Writing and Maths % of pupils achieving higher standard	2%	10%

Table vii

		2016	2016 National	+/- National	2017	+/- Elm '16	2017 National	+/- National
Reading	ARE	47	66	-19%	70%	+23.4	71.5	-1.5%
	ASS	97	102.6	-5	103.4	+6.3	104.1	-0.7
	GDS	7%	19%	-12%	30%	+23	24.4%	+5.6%
Writing	ARE	51.7%	74%	-26.3%	78%	+26.3%	76.3%	+1.7%
	ASS							
	GDS	5.2%	14.7%	-8.5%	22%	+16.8%	17.7%	+4.3%
Maths	ARE	56.9%	69.7%	-12.8%	76%	+19.1	74.8%	+1.2%
	ASS	101.6	103	-1.4	103.5	+1.9	104.2	-0.7
	GDS	20.7	16.5	+4.2%	26%	+3.3%	22.5%	+3.5%
	2C+							
RWM	ARE	36%	53.2%	-17.2%	68%	+31.8%	61.1%	+6.9%
	ASS							
	GDS	1.7%	5.3%	-3.6%	10%	+8.3%	8.6%	+1.4%

Elm significantly improved the attainment for RWM combined by **31.8%** from 2016 and is now **6.9% above** national average.

The gap in reading between Elm and national average at ARE **narrowed by 18%**. GDS for reading **increased by 23%** and is **5.6% above** the national average.

Attainment in writing has **improved by 26.3%** and we are now **1.7% above** national average, whereas GDS saw an **increase of 16.6%** and is **4.3% above** the national average.

Maths attainment **increased by 19%** and is **1.2% above** the national average.

2017 Progress towards National Standards and previous year's results**Table viii**

Progress measures: KS1 to KS2	2016	DFE Floor standard 2016	2017	Increase from 2016	DFE Floor standard 2017
Reading progress score	-5.1	-5	-0.8	+4.3	-5
Writing progress score	-3.4	-7	+0.7	+4.1	-7
Maths progress score	-1.7	-5	0.0	+1.7	-5

Progress measure saw **increases of above 4%** in both reading and writing and Maths saw an increase of **1.7**.

Vulnerable Groups Attainment at KS2 2017

%		BOYS	GIRLS	Disadvantaged	SEN	ALL
Reading	ARE	73	67	68	10	70
	GDS	35	25	23	0	30
Writing	ARE	77	79	77	20	78
	GDS	15	29	18	0	22
Maths	ARE	77	75	73	20	76
	GDS	27	25	23	0	26
RWM	ARE					
	GDS					

Children with **EHCP 100% achieved** ARE in reading, writing and maths

Vulnerable Groups Progress at KS2 2017

%	Boys	Girls	Disadvantaged	ALL
Reading	+0.95	-1.7	+0.10	-0.8
Writing	+0.67	+0.62	+1.45	+0.7
Maths	+1.9	-1.18	-0.2	0.0

ACTIONS

- Joined Ambitions Academy Trust
- Restructure Senior Leadership Team new Vice Principal leading on Teaching and Learning and aspiring Vice Principal leading on Outcomes
- Heads of Years appointed for each year group
- Specific 1:1 intervention packages targeting specific skills/knowledge to close the gaps
- 1:1 support from ELSA to target and support emotional and social issues
- 1:1 support from Pastoral Support Worker who provides a range of strategies targeting emotional, social and personal issues.
- Robust systems in place to hold all accountable for the progress of all children
- Regular visits outstanding local primaries to facilitate planning
- Narrow the gap with vulnerable groups specific focus SEND through robust systems and tracking
- Increase progress scores for vulnerable groups specific focus SEND through robust systems and tracking
- Planning scrutiny to ensure planning to outcomes

It is not yet good because: assessments of pupils' work and progress needs to be aligned with outcomes from summative tests alongside work scrutiny and pupil discussions in all year groups.

Quality of teaching, learning and assessment

Requires Improvement

Quality of teaching, learning and assessment requires improvement because although pupils are beginning to make adequate progress, we need to see this sustained over time. Judgments have been evidenced through work scrutiny, pupil progress tracking, robust moderation, learning walks, snap shots and lesson observations.

An ethos of 'High Expectations' is now permeating through the school. Teachers plan effectively to meet the needs of all their children. Their planning is now based upon robust assessments of their children's learning, using a balance of summative and formative assessments and data scrutiny. AfL strategies are becoming embedded in the practice of all teachers and this is used to ensure that all children make progress in all lessons. Pupils have the opportunity to read daily, practice their basic skills, and begin to develop and use their reading, writing, communication and mathematics skills across the curriculum on a daily basis. The impact of this will be that all pupils are presented with opportunities to achieve the next steps in their learning and therefore achieve accelerated progress to be at least in line with national expectations.

Teaching is supported and challenged through the Academy's Self Evaluation and Monitoring Programme. A varied and wide ranging set of activities has been introduced to ensure that all teaching reaches a consistent level of at least 'Good' with an increasing level of 'Outstanding' teaching. Supporting activities are:

- Progress and attainment data at pupil/group/class/whole school level
- Lesson observations with detailed feedback and targets for improvement
- Learning walks
- Planning scrutiny to ensure consistent delivery across the academy
- Work scrutiny
- Marking and Feedback scrutiny

A half termly assessment programme across the academy will be being used effectively to drive rapid progress. Assessment takes various forms and the Senior Leadership Team ensure that it is rigorous, thorough and continuous so that teaching can pro-actively respond to pupils' needs. Formal teacher assessments are completed half termly to inform our tracking system for progress and attainment (SPTO). The Principal and the SLT will hold half termly Pupil Progress Meetings with all teachers to hold them to account for results and as a result we will see rapid progress being secured.

ACTIONS

- Joined Ambitions Academy Trust
- Restructure Senior Leadership Team new Vice Principal leading on Teaching and Learning and aspiring Vice Principal leading on Outcomes
- Heads of Years appointed for each year group
- Systems in place to hold all accountable at every level
- Frequent lesson observations ½ termly of no more than 20 minutes at a time
- Robust tracking and assessments systems
- Embedded across the academy High expectations lead to high achievers

It is not yet good because: teaching is not yet consistently good across the academy.

Personal development, behaviour and welfare

Good

Elm Academy provides excellent care and guidance to pupils; we actively promote the fundamental British values of democracy, the rules of law, individual liberty and mutual respect and tolerance through assemblies. Staff model the high expectations of respect and behaviour needed to establish a positive climate for learning. The school council meets regularly and helps to promote democracy and the understanding of what it means by asking their class peers to vote for the class representative. All pupils belong to 1 of 3 houses which is represented by a girl and boy house captain (Y6) voted in by each house.

“The school’s work to keep pupils safe and secure is outstanding. Pupils spoken to during the inspection say that they feel safe at school. They know that the adults in school will help them to sort out any problems that arise. They act very responsibly on the playground, where they are well supervised. Pupils are knowledgeable about different forms of bullying, including those related to internet use and mobile phones”

“Pupils spiritual, moral, social and cultural development is well developed and helps to ensure a positive culture for learning as well as promoting good behaviours for learning and attitudes towards learning”

Ofsted April 2014

There are clear systems to encourage pupils to behave at their best. Pupils are rewarded for displaying good attitudes and are excited about being chosen for one of the reward certificates given in assemblies.

The school is highly responsive to pupils’ individual needs, especially those going through challenging times in their lives, which may overflow into their behaviour in school. Staff work closely with support agencies, and parents, to help pupils settle down and learn successfully as soon as possible.

The pupils, staff and parents support charity events such as Race for Life and have raised over £5000 for charity.

The pupils in Key Stage 2 had the opportunity to take part in a dance competition Junior Rock Challenge rehearsing and competing in their own time. The Group of 60 pupils both performers and stage crew won variations awards for student leadership and performance skills.

Robust safe guarding procedures are in place with secure systems for all staff to follow. All teaching staff and support staff completed 6 hours of safe guarding training via ‘Flick Learning’ with certification in Preventing Radicalisation, Safe guarding and E Safety. This is a continuous training programme with units added over a period of time.

Pupils, whose circumstances might make them vulnerable, including those pupils with special educational needs and/or disabilities, are now well supported and are fully involved in all aspects of the academy including enrichment.

All pupils engage in regular physical activity, including at least two hours of PE per week and they know how to keep themselves healthy and safe. The Academy has a House System and children are proud of their achievements, both individually and for their House. The Academy has a structured reward system which is valued by the pupils. Each house has a Captain and Deputy that are ambassadors – these are voted for by all the children in that house, demonstrating the democratic process first hand. Achievements celebrated weekly in achievement assemblies and at the end of each term and academic year. The Academy seeks to celebrate good work and behaviour at all times and all staff are conscious of the importance of ensuring pupils are made aware of the things they do well.

“ Pupils look forward to coming to school.”

Ofsted April 2014

Attendance is above 94%. We continue to work hard on attendance and making sure no groups of pupils are disadvantaged by low attendance. All pupils engage in positive physical activity including at least 2 hours of PE a week.

A wide a varied enrichment programme is offered daily organised by the PE teachers.

Attendance remains a school priority and is a key priority in the academy Raising Achievement Plan; we have reviewed realigned pastoral structure all children receive. Home visits are now made on the first day of absence for our PA pupils and we have seen an improvement in the number of days they now take off at a time.

Over a period of time we have seen an improved attendance on 'Themed' days or when the children wear mufti for a charitable event as a result we have introduced 'Feel Good Friday's' where for a short period of the day the children as a class opt for an activity they would like to do as well as class swapping for paired reading.

Ofsted April 2014:

The behaviour of pupils is outstanding. Pupils look forward to coming to school. They are keen to apply the skills they have already learnt and to explore new topics. A group of parents interviewed during the inspection explained that their children were eager to share with them what they had learnt during the day.
Ofsted April 2014

As one parent wrote, '.... since they (our children) started at Elm all our worries have disappeared. Moving them has been the best decision we have made and we wish we had done it sooner!'

ACTIONS

- Weekly comparisons of PPG against non PPG
- Home visits on day one of absence for PA pupils
- New Inclusion Team to include a family support worker
- Subsidised breakfast club for PPG
- Weekly celebration of class attendance
- Weekly Marvellous Me rewards for pupils with 100% for that week
- Attendance display at all parent evenings

It is not yet outstanding because: attendance needs to improve.

Leadership and management

Good

Leadership and management has been restructured and now includes Heads of Years a Vice Principal who leads on Teaching and Learning and an aspiring Vice Principal who leads on Outcomes. We continue with the half termly progress and accountability programme. Significant changes have been implemented at all levels and a robust structure is in place which is moving the academy forward and has significantly improved outcomes and progress from 2016. The Senior Leadership team will continue to drive forward the rapid progress of pupils achievement through the Raising Achievement Plan.

The ethos of high expectations and a developmental culture for staff is consistently modelled by the Principal and SLT. The appraisal system is clear and aligns targets with the school priorities. It provides opportunities to develop, support and challenge the professional practice of all staff.

The Academy meets safeguarding requirements and follows stringent safeguarding procedures with the Vice Principal being the designated child protection lead, supported by a Pastoral Support Worker. All members of staff at the academy undergo regular safeguarding training to ensure their knowledge and practice is up to date. The Single Central Register is securely maintained with appropriate arrangements in place for recruitment. The safeguarding and recruitment procedures at Elm Academy meet all statutory requirements.

Through assemblies, pastoral and curriculum programme the children are taught how to stay safe on-line. This ensures that a culture of confident e-users remain safe whilst developing their IT skills. Activities to further enhance their understanding of e-safety are visits from the Police Community Support Officers and officially produced material from the Local Safeguarding Children Board and the Child Exploitation and Online Protection Centre and the Flick Learning courses.

Ambitions Academy trustees will provide regular and rigorous challenge of the Academy in the pursuit of excellence through implementation of the Raising Achievement Plan. The Academy continue to follow a Challenge and Support programme which provides a high level of challenge and supports the

strategic direction of the Academy. The Principal regularly reports on the effectiveness and impact of the Raising Achievement Plan to the Priority Support Group. The Principal and her team are held accountable at the Priority Support Group meetings by the Ambitions Academy trustees and external academic professionals to ensure the focus on school priorities are maintained and targets achieved.

ACTIONS

- Newly established SLT with Vice Principal over seeing Teaching and Learning and Senior Leader with responsibility of assessment and Outcomes.
- Heads of Year in each Year group rather than Phase
- Working parties with the other AAT Primary schools for leaders
- Rigorous self-review programme

It is not yet outstanding because: progress against the children's starting points is not significantly above national across all year groups with attainment broadly in line with national expectations.