

Sections		Treverbyn Academy – Sept 2017 Summary Evaluation	
Introduction School Context:		<ul style="list-style-type: none"> Rated Ofsted 'Good', May 2017 Located in an area of high disadvantage, 92% of pupils live in most deprived 0-30% of LSOAs in England with 52% in the most deprived 0-20% of LSOAs in England Appointment of new Head of School, James Gentile, Sept 2017 206 NOR 31% Pupil Premium, 8% SEN, 3% EHCP, 4% EAL, 	
Areas for whole school development		<ul style="list-style-type: none"> <i>Strengthen to quality of teaching and learning</i> <i>Pupils must develop strategies to help themselves when they are unsure about how to continue their learning</i> <i>Teachers provide the most able pupils with effective challenge which stretches them and ensures their progress is rapid</i> <i>Leaders to raise attainment by evaluating the impact of teaching on the progress of different groups of pupils</i> <i>Monitor the curriculum more systematically to develop fully pupils knowledge, skills and understanding across each key stage</i> 	
	Progress made by the academy on areas for development identified in last full Ofsted inspection	Key Issues	Progress Made
		<ul style="list-style-type: none"> <i>Strengthen to quality of teaching and learning</i> <i>Pupils must develop strategies to help themselves when they are unsure about how to continue their learning</i> <i>Teachers provide the most able pupils with effective challenge which stretches them and ensures their progress is rapid</i> <i>Leaders to raise attainment by evaluating the impact of teaching on the progress of different groups of pupils</i> <i>Monitor the curriculum more systematically to develop fully pupils knowledge, skills and understanding across each key stage</i> 	<ul style="list-style-type: none"> Observations made showing clear improvement Some improvement but ongoing Clear evidence of challenge but more time needed to establish if embedded New data system and analysis has led to improved understanding and evaluating of different groups Subject leaders beginning to use Target Tracker to evaluate groups
1	Leadership & Management How well leaders demonstrate ambition for children, prepare children for modern Britain, improve teaching and learning, develop staff, sustain improvement. Accuracy of SSE, appropriate curriculum, policies, governance, financial stability, safeguarding and partnerships.	Strengths	Areas for development
		<ul style="list-style-type: none"> High standards for all pupils Leaders at all levels acknowledge the invaluable support they have received from Aspire MAT The academy's evaluation of its performance is accurate Strong drive from senior leaders to raise standards Attainment of disadvantaged pupils have risen The academy has used its pupil premium to good effect Support for SEN or disabilities is very well planned The academy uses its sports 	<ul style="list-style-type: none"> Most able pupils do not receive sufficient challenge to make rapid progress Pupils are unsure how to move forward in their learning Leaders evaluations do not identify precisely enough the impact of teaching on different groups of pupils, therefore pupils do not always make the progress they are capable of Monitoring of all aspects of the national curriculum is not sufficient Use of incisive performance management to encourage, challenge and support
			Grade: 2

		<p>premium effectively to increase levels of participation</p> <ul style="list-style-type: none"> • The curriculum is broad • Parents are supportive of the academy and the leadership • Governance is effective • Safeguarding receives the highest priority 	<ul style="list-style-type: none"> • Substantial improvement in progress for disadvantaged pupils 	
2	<p>Teaching, Learning & Assessment Quality of teaching, high expectations, secure subject knowledge, challenge, independent learners, English and maths skills, assessment and next steps learning. Homework</p>	<p>Strengths</p>	<p>Areas for development</p>	<p>Grade: 2</p>
		<ul style="list-style-type: none"> • Teaching across the school is good • Teachers plan and provide lessons which are engaging and build successfully on pupils positive attitude to learning • Teachers make effective use of the assessment system • High expectations of pupils' achievements and behaviour 	<ul style="list-style-type: none"> • Sometimes pupils are not fully challenged, particularly the most able • Some groups of children do not clearly understand what they should do in lessons • Pupils are too dependent on adult support 	
3	<p>Personal Development, Behavior and Welfare Including attitudes in lessons & around the school, ethos, pride, self-discipline, and awareness of healthy living and how to stay safe, attendance & punctuality, SMSC.</p>	<p>Strengths</p>	<p>Areas for development</p>	<p>Grade: 2</p>
		<ul style="list-style-type: none"> • Effective relationships make the academy a welcoming place to learn • Pupils work well together • There is little poor behaviour • Pupils have a clear understanding of what constitutes bullying and the different forms they could take 	<ul style="list-style-type: none"> • Improve attendance to be in line with national • Pupils behaviour to become impeccable across the school 	
4	<p>Outcomes for Pupils Attainment, progress from different starting points and the quality of learning, for individuals and different groups, particularly SEND pupils and Pupil Premium and the more able.</p>	<p>Strengths</p>	<p>Areas for development</p>	<p>Grade: 2</p>
		<ul style="list-style-type: none"> • Pupils make rapid progress • Attainment has risen (see data sheet) • Disadvantaged pupils achieve at least as well as others from similar starting points • SEN make good progress from well-tailored support • Good progress against all subject 	<ul style="list-style-type: none"> • Not enough challenge for the more able children particularly in maths • Writing to improve across the academy especially in KS1 • Reading to improve in KS2 • Children achieving Greater Depth to increase 	
5	<p>Early Years Quality of provision,</p>	<p>Strengths</p>	<p>Areas for development</p>	<p>Grade: 2</p>

	outcomes, quality of teaching, learning and assessment, behavior, parental engagement, leadership and management of early years.	<ul style="list-style-type: none"> • Effective arrangements ensuring children make a positive start to school life • Pupils make rapid progress across all areas of learning 	<ul style="list-style-type: none"> • Create a highly stimulating environment • Teaching to be of a high standard 				
6	Overall Effectiveness	<table border="1"> <tr> <td data-bbox="475 450 1326 495">Overall Effectiveness Judgment</td> <td data-bbox="1326 450 1528 495">Grade: 2</td> </tr> <tr> <td colspan="2" data-bbox="475 495 1528 645">Treverbyn is a 'Good' school and provides the children and families of the local community with access to high quality education. The academy and the staff are committed to constantly improve with the aim to become Outstanding.</td> </tr> </table>		Overall Effectiveness Judgment	Grade: 2	Treverbyn is a 'Good' school and provides the children and families of the local community with access to high quality education. The academy and the staff are committed to constantly improve with the aim to become Outstanding.	
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