

SEF Summary – Manor Croft Academy

	Sections	Summary Evaluation	
1	Introduction	The predecessor school was in special measures and converted to an Academy under SPTA in September 2013. There are 614 pupils on roll. 43.5% of pupils are eligible for disadvantaged funding, 8% have SEND. There have been a number of recent changes implemented in leadership, curriculum, behaviour, T&L and mathematics that are having a positive impact and are well supported by the trust (Delta).	
2	Areas for whole academy development	Raise standards in mathematics and Science (close the gap between MCA and students nationally by 20%). Raise standards for more able and disadvantaged students and accelerate student progress through the development of Literacy and Numeracy.	
		Ensure teachers plan and teach <i>consistently</i> good, engaging lessons and ensure that assessment and feedback is <i>consistently</i> good.	
		Ensure student safety by improving attendance to be at least 97% and ensure behaviour/attitudes to learning are <i>consistently</i> good.	
		Develop middle/less established senior leaders to improve teaching, learning and achievement.	
3	Progress in previous inspection key areas	Key Issue	Progress
		Overall achievement (esp.in mathematics).	Overall progress improved VA 998.39 (951.696) and P8 -0.21 (-0.71). English continues to improve, Maths remains a priority. Leadership and teaching has been strengthened and current data is positive.
		Consistency of assessment and feedback.	Inadequate teaching has been eradicated. The T & L profile continues to improve. This has been supported by introducing collaborative learning structures, improved BH and weekly CPD for all staff.
		Impact of middle Leaders and less experienced senior leaders.	The leadership team has been widened and strengthened including AAPs to improve literacy and attendance. Further work to maximise the impact of all levels of leadership on progress and outcomes is continuing. Leadership development has been strengthened through subject directors from the trust.
		Behaviour and expectations for attendance.	The new BH policy has had a significant impact on the Academy improving T&L, student attitudes and staff morale. We have raised the bar on attendance to 97% and are now above national figures.
		Academy wide literacy and numeracy improvement.	There is a much sharper profile of literacy and numeracy improvement across the academy. Reading is used more widely in lessons and form time and numeracy challenges are supporting mathematics.
		Recruitment of high quality teachers and leaders.	Since the last inspection there have been a number of appointments that have strengthened the profile of leadership and teaching. A new Principal, VP, Senco and higher quality teachers in maths.
4. Leadership and management	Strengths	3	Next steps
	An effective and driven team who are improving the Academy with relentless urgency. Remodeled SLT sharply focused on standards and progress. New responsibilities allocated with regular updates and more rigorous accountability.		<ul style="list-style-type: none"> • Ensure that the Academy effectively adapts to the national changes in Accountability and Assessment (new specs/9-1). • Continue to be ambitious for our pupils and raise the aspirations of pupils for their own learning and progress. • Continue further development of leaders at all levels through strategically planned activities and CPD opportunities, with a particular focus on middle leaders. • Continue to use a robust model of governance to support academy improvement and improve recruitment strategy.
	The leadership team has an accurate view of the academy's strengths and areas for improvement. These plans for improvement correctly indicate the main priorities for the academy. Their actions have been effective in improving standards in 2015/16.		
	Since the last inspection leadership is now distributed and all leaders drive forward academy improvement and are actively involved in monitoring, reviewing and evaluating progress (Transforming leadership programme/teaching leaders).		
5. Teaching learning and assessment	Strengths	3	Next Steps
	The quality of Teaching, Learning and Assessment is improving rapidly. The majority of teaching is at least good. The improving profile of achievement across all measures indicates that teaching is having a proportional impact upon learning and student outcomes within the academy. Recruitment has had a positive impact on the profile.		<ul style="list-style-type: none"> • To ensure an enhanced programme of internal professional development to accelerate the improvement in the profile of teaching from 'good' to outstanding' capitalising on best practice. • To effectively embed the academy wide approach to T&L pedagogy through the academy Collaborative Learning Structures approach • To effectively embed and refine the high impact feedback through our Assessment and Feedback policy. • To use weekly CPD to drive improvement in T&L (QA impact).
	The introduction of collaborative learning, improved behaviour and regular CPD are having a significant impact on learning and achievement.		
	Students are informed about the progress they are making as part of the new academy policy on assessment and feedback. Standards are continually monitored and challenged through calendared work scrutiny. 96% of students feel that teaching is now having a positive impact on learning.		
6. Personal development, behaviour and welfare	Strengths	2	Next Steps
	"Students and staff say that behaviour in lessons has improved a lot in the last two years, because students know what is expected of them and more staff use the behaviour policy promptly and to good effect" (Ofsted Report: July 2015).		<ul style="list-style-type: none"> • To continue to increase PP attendance with a higher focus on more able PP students. Target for more able PP; 97.5%. • To ensure attendance is consistently above national average, including the key cohorts. Whole school attendance target of 97%. • To continue to lower the numbers of PA students in the Academy. Target of 40 students (6.4%). • To ensure students fully understand the importance of safety inside and outside of the Academy • To ensure pupil rewards stamps build on the positive culture and enjoyment in the Academy
	Student/Staff and Parent voice all strongly indicate that behaviour has improved significantly since the introduction of the new BH policy. Over 96% of students feel that SLT have set high expectations and challenge poor behaviour and the policy is having impact on low level disruption. 97% of staff say that the new policy is having an impact on BH and will have a longer term effect on achievement and progress.		
	Attendance is above national. Since the last Ofsted inspection the PP student's attendance has increased rapidly by 2.28%. PA students has also decreased rapidly since last inspection from 135 (20.9%) to 76 (12.2%).		
7. Outcomes	Strengths	3	Next Steps
	Overall progress and attainment is improving (P8 -0.71 to -0.21) as a result of improved behaviour, attitudes to learning and teaching. English progress and attainment now in line with national and improving. 15 subjects improved 3LOP and 14 A*-C. Maths remains the main area of focus as progress and attainment have been too low, early intervention in the maths department is having a clear impact.		<ul style="list-style-type: none"> • Continue to support and challenge the maths department, teaching in the department is now mostly good. The weekly RAG meeting is now identifying the correct students for intervention. • Work with and develop middle leaders to use their data effectively to drive improvement in their areas and understand their accountability for the disadvantaged students. • Adapt the curriculum to become more personalised and improve progress for our less able students. • Develop techniques around challenge to stretch our most able students to achieve the highest grades.
	The progress for disadvantaged students has improved (-1.11 to -0.63) and is set to continue. The basics figure for disadvantaged students was poor resulting from the poor maths results. More effective use of data including strategic seating plans is starting to have an impact for our disadvantaged students.		
	Our improved T&L is now having a positive impact on progress in all year groups. We are predicting a year on year improvement in progress and attainment and Current Year 10 outcomes are predicted to be very strong and exceed national averages with Key stage 3 data from English and maths also showing strong progress being made.		
8.	Overall effectiveness	3	Requires Improvement