

Mayflower Community Academy Summary of Performance 2014 - Current 2016

This summary of performance document has been conducted by Mayflower's Leadership team in partnership with a lead School Improvement partner. Parents must be aware that the Ofsted style gradings, that are highlighted within this document, are not formal Ofsted outcomes, but simply indications, following both internal and external reviews, of what grades the Academy feels it would achieve given exam outcomes and current in year performance. This document forms part of the Academy self evaluation form (SEF) and is designed to summarise (at a glance) the Academy's main SEF summary.

Mayflower Academy

Effectiveness of leadership and management is outstanding

- The headteacher and deputy headteacher have an absolute focus on improving outcomes for all pupils. They are ably supported by an extended leadership team who work coherently and with energy. The focused teamwork extends to all teachers and teaching assistants. As a result, the achievement of all pupils has increased significantly since the academy conversion in 2013.
- Leaders at all levels have created a culture in which all pupils thrive and where they are committed to doing their best. Leaders, including governors are continually striving to improve all aspects of school life. Self evaluation is accurate and forms the basis of the academy's improvement planning. Leaders draw widely on expertise beyond the school, including other outstanding settings and Plymouth university.
- Curriculum leaders make an outstanding contribution to the work of the school, both in terms of curriculum development and in improving standards. As a result of their work, pupils now have a very high quality curriculum, underpinned by the latest thinking in research about pedagogy. This has resulted in high levels of engagement and pupils' attitudes to learning which show high levels of concentration and enjoyment.
- Leaders and teachers make regular checks on children's learning, both during lessons and through regular assessments. As a result of this the additional support for pupils who need additional support to catch up with their peers is timely and focused. Tailored professional development to support teachers' subject knowledge is very focused. For instance, the academy leads on mathematics teaching in the area and is supported in this work by Plymouth University.
- The leadership of the early years provision is very strong. Teachers and teaching assistants are providing high quality curriculum including phonics and mathematics which is appropriate to children's needs. Children in this setting show high levels of engagement and self-regulation. They are very keen to learn.

- The leadership of the support centre is outstanding. There is considerable expertise of all working in the centre and as a result additional support for these pupils is tightly focused to their needs. Provision for pupils with additional needs is appropriately challenging and supportive. Careful attention is paid to the timetables for these pupils so that they engage appropriately with their peers in other classes and lessons.
- The curriculum is a considerable strength of the academy. Pupils have opportunities to develop their curiosity and to practise their literacy and numeracy skills across rich and complex projects. For example, pupils submit their writing projects to a citywide competition. Children in early years were talking excitedly about a digger which had been brought to the school site some months earlier.
- The academy's work to promote British Values through spiritual, moral, social and cultural development is a strength. Pupils have many opportunities through the curriculum, including religious education to learn about people who are different from them. Leaders' work to include pupils in the life of the academy is outstanding. Pupils run the restaurant arrangements for lunch with maturity and evident enjoyment at being trusted to do this well. During the visit pupils were carrying out a survey on marking and feedback as part of their role on the 'Chofsted' team. This results both in high levels of engagement and provides valuable information for the academy leaders.
- Performance management is robust and is closely linked to pupils' progress and wider academy priorities.
- Pupil premium funding is used effectively. As a result there is no gap between the progress of these pupils and others in the academy and other pupils nationally. The academy was been recognised in December 2015 by the minister of state for schools as one of the 100 top performing schools in terms of pupils' progress between key stage 1 and the end of key stage 2.

Quality of teaching, learning and assessment is outstanding

- The quality of teaching, learning and assessment is outstanding across the academy and this is why pupils are making rapid progress.
- Expectations are very high and pupils respond to this. In the lessons visited all pupils were working hard and were keen to refine and improve their work (PERMS / Multiple Drafts / PERMS Projects). The ethos of the leaders translates into every classroom.
- The quality of questioning is impressive. Teachers check systematically that children know what they are learning and why. They pick up on misconceptions (Misconception Memos /Progress Pads) and where children do not understand, there swift action follows that may include one-to-one support by the teacher, an intervention programme led by a teaching assistant or tailored homework that enables parents to actively support their child.
- The support given by teaching assistants to pupils across the school is excellent. They liaise very closely with teachers and as a consequence are extremely clear what it is pupils are to learn during the lesson. They have good subject knowledge and excellent relationships with pupils. They are key to helping all groups of pupils realise their potential.

Personal development behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils display excellent attitudes to learning. They come to lessons prepared and ready to learn. They listen carefully and respond positively to instructions and questions.
- Pupils' attendance is in line with national and reflects their enjoyment of school.
- Pupils work well together and talk about their work as part of the learning process. Pupils in the early years were showing an ability to work independently.
- Pupils are confident and respectful in social situations (Functional Language / PERMS). They converse in an articulate manner with other pupils, adults and school visitors. The academy provides exceptional opportunities for pupils to show how mature they can be in social situations.

Behaviour

- The behaviour of pupils is outstanding during lessons and during playtimes. Pupils are considerate and kind towards others, especially those younger than themselves.
- This outstanding behaviour does not happen by chance and is a result of leaders' and teachers' high expectations which are underpinned by the values 'Together we can...' and by all adults modeling the behaviour they wish to see.

Outcomes for pupils are outstanding

- Children enter the academy with the knowledge, skills and abilities which are well below what is typical for their age. By the end of the foundation stage, children reached the standards of development similar to those of other children nationally. This represents outstanding progress over this key stage.
- Pupils make rapid progress through Key Stage 1 so that by the end of Year 2, standards in reading, writing and mathematics are in line or above national expectations. This level of achievement has been achieved in the last three years.
- The rapid rate of progress continues as pupils move through Key Stage 2. The proportion of pupils making more than expected progress in reading, writing and mathematics in 2015 was above the national average. Disabled pupils and

those with special educational needs also made the same rate of progress relative to their starting points as a result of well planned and delivered support programmes.

- By the end of Year 6 in 2015 standards in reading, writing and mathematics were above average. The proportion of pupils with low starting points making more than expected progress compared with other pupils with similar starting points was higher than national. There is a similar picture of achievement for pupils who started the key stage with higher levels of attainment. Pupils with special educational needs, those in receipt of pupil premium funding and the more-able pupils made more than expected progress relative to their starting points.
- Current pupils in Key Stage 1 and 2 are well placed to continue this trend of high performance. This is supported by looking at pupils' work, their responses during lessons and the school's own progress information.
- Pupils also achieve highly in other areas of the curriculum. They apply their numeracy and literacy skills well in other subjects, such as science.
- Pupils throughout the school take a pride in what they do. This is evident in the way they talk enthusiastically about their work. It is also apparent in the quality of their presentation and handwriting which is equally good in books that contain discrete writing and mathematical tasks and in their topic work.
- High standards of reading, writing and mathematics, an ability to apply their skills and knowledge across the curriculum together with well-developed social skills mean that by the time pupils reach the end of Year 6 they are very well prepared for the next stage of their education.

Information about this academy: primarily based on 2014 Data Dashboard

- Larger than the average primary school (403 420 max capacity: nat 263)
- Higher proportion of pupils eligible for FSM (70%: nat 27%)
- SEND higher than national (22% current 45%: nat 7%)
- High levels of mobility during key stage and an extensive local regeneration programme in process
- Deprivation indicator high
- A foundation unit provides an integrated Nursery class and two Reception classes.
- The academy has a specialist on-site support centre for children aged between six and 11 who have communication and interaction difficulties. The school also provides before - and after - school clubs which are managed by the governing body.
- The academy was established in September 2013. The predecessor school was judged to require improvement when it was inspected in November 2012.
- Since the last inspection there has been a considerable turnover in staff through a strategic restructure