



Report Focus	Self-Evaluation	
Staff name	Lucy Scott	
Report date	March 2017	
Overall effectiveness	Outstanding	1
Effectiveness of leadership and management	Outstanding	1
Quality of teaching, learning and assessment	Outstanding	1
Personal development, behaviour and welfare P8	Outstanding	1
Outcomes for pupils	Outstanding	1

Outstanding because:

- **Progress 8 was significantly above average overall for GCSE leavers 2016.**
- **Our PP students are now making better progress than their peers nationally (cohort 2016)*.**
- **Performance for all students places us in the top 7% of schools nationally; this is a sustained trend for the fourth year.**
- **Leadership and management, at all levels, shows a drive and ambition for continual improvement. Demonstrated in the PP improvements (5A*-C inc EM gap closed to national non PP 2014 gap=24%, 2015 gap=11%, EM C+ 2016 gap = 16%) and Science results 2 science grades at least grade C, 65% 2015 to 74% 2016) which were a school improvement focus.**
- **School ethos results in high attendance of 96.3%; no permanent exclusions and decreasing trend of fixed term exclusions and excellent attitudes to learning.**

*Official statistics indicate a score of -0.1, this is due to the extreme effect of one student who, whilst on roll, did not attend school due to significant health issues. An anonymised case study of this individual is available; without this student the score is 0.1.

To improve further:

- Continued focus on improving PP attendance (already improved by 1.5% from 2015).
- Continued focus on FSM students and low prior attainers within the PP cohort.

Inspection judgements

The effectiveness of leadership and management

is outstanding

CURRENT SELF-EVALUATION	ACTIONS	IMPACT
<ul style="list-style-type: none"> ■ Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged students. 	<p>SLT regular focus in meetings on outcomes for disadvantaged students, HoF and HoH given clear actions to take focussing on individual needs.</p> <p>Termly production of 'Raise' style crib sheets with actions.</p>	<p>Results Trend.</p> <p>Current data shows positive trends for key groups.</p>
<ul style="list-style-type: none"> ■ Leadership identify issues for focus and development – the performance of disadvantaged students and performance in Core Science. 	<p>Targeting students who are not on target in core science with P7 catch up.</p> <p>Developing controlled assessment delivery to ensure students are more likely to achieve potential.</p>	<p>2 Science grades at least grade C, 65% 2015 to 74% 2016.</p>
<ul style="list-style-type: none"> ■ Governors systematically challenge. 	<p>High quality data and Ofsted training has been delivered to all governors to enable them to ask appropriately challenging questions.</p>	<p>Governors help set committee agendas and identify areas they would like to focus on linked to clear improvement priorities for example performance of PP students; evident from agendas and minutes.</p>
<ul style="list-style-type: none"> ■ CPD programme ensures staff reflect on and debate the way they teach. 	<p>A comprehensive CPD programme has been developed to cater for teachers at all stages of their career. Attendance and engagement are excellent.</p>	<p>100% of staff attend significant amounts of voluntary training which indicates the quality of the programme and staff engagement with debating the way they teach.</p>
<ul style="list-style-type: none"> ■ The broad and balanced curriculum inspires students to learn. For example, AC curriculum offer to support superb access to the curriculum. 	<p>AC curriculum developed to help students become secondary ready.</p>	<p>Year 7 to 8 – 16 AC students moved to main curriculum band after demonstrating accelerated progress –(now in year 8 2016 2017)</p> <p>Year 8 to 9 – 75% English and 65% Maths students in 8AC-9AC making good or outstanding progress (now in year 9 2016 2017)</p> <p>Breadth of KS4 courses available has increased from 22 to 29</p>
<ul style="list-style-type: none"> ■ SMSC and the promotion of British values are placed at the heart of the school's work. 	<p>Delivered through our PSE programme and promoted within all lessons.</p>	<p>69% of pupils have a good knowledge of Britain's democratic parliamentary system and its role in developing Britain.</p>

	Whole staff training on British values.	99% of pupils understand the differences between right and wrong. 96% of pupils enjoy all lessons.
■ Safeguarding procedures have been heightened to meet new Ofsted guidance.	Creation of eSafety strategy including updated policy, training plans, new communication methods, new eSafety roles. High quality Prevent training has been delivered in school to ensure students are protected from radicalisation.	Concise plan to ensure all staff and students are fully aware of eSafety issues; technology solutions are in place to safeguard and there is a broad and progressive eSafety curriculum All staff aware of the Prevent agenda and appropriate approaches to ensure students are protected.

The quality of teaching, learning and assessment

is outstanding

CURRENT SELF-EVALUATION	ACTIONS	IMPACT
■ Teachers plan lessons effectively.	Regular CPD ensuring teachers have access to live, accurate Pupil Performance Indications. Detailed training on Quality First Teaching.	Teachers regularly use the CRS to plan lessons that are finely tuned to student needs. Teachers understand the groups they are teaching and lessons are shaped accordingly.
■ Incisive feedback is given in line with the school's policy and students capitalise on this in the feedback tasks set for them.	Clear policy in place with significant scrutiny to ensure it is delivered well. Staff trained on delivering high quality feedback.	Consistent approach evident in books. Feedback tasks demonstrate student improvement.
■ Parents are provided with clear and timely information on how well their child is progressing.	LAL reporting system in place that gives precise and detailed information to parents and pupils regarding current performance. iBehave behaviour news emailed directly to parents Parents receive regular online notifications and view of student feedback books	30,000 good news emails sent last year 1000 items being added every week to online feedback book system
■ Students are curious and interested and take up of extra-curricular opportunities is high.	A range of extra- curricular opportunities are offered across a range of subjects to meet the needs of pupils.	78% of pupils have taken part in at least one extra-curricular club last year

Personal development, behaviour and welfare

are outstanding

CURRENT SELF-EVALUATION	ACTIONS	IMPACT
<p>■ Pupils are confident, self-assured learners.</p>	<p>Regular mentor meetings to discuss progress.</p>	<p>92% of pupils like to participate in a variety of activities in lessons.</p> <p>96% of pupils enjoy all lessons</p> <p>81% feel well supported by the school.</p> <p>SLT lesson visits reported that 82% of lessons which included the use of iPads resulted in students being able to shape their own learning. Also that 82% of lessons have better resulting outcomes when devices have been used.</p>
<p>■ Pupils are able to discuss and debate effectively.</p>	<p>Pupils are encouraged to discuss and debate topics within and outside the lesson environment.</p>	<p>82% of pupils reflect positively on the different experiences they have at Chesterton.</p> <p>93% of pupils feel they can help resolve conflicts if they arise</p>
<p>■ Attendance of students is excellent for all groups against all national averages.</p>	<p>Clear procedures in place to support high levels of attendance.</p> <p>Attendance officers monitor and challenge poor attendance. School imposes fines where necessary.</p>	<p>Nationally high level of attendance: 96.1% in 2014.</p> <p>PP attendance has improved by 1.5% in the last academic year.</p>
<p>■ Pupils are self-disciplined and low level disruption is rare.</p>	<p>A clear behaviour policy is promoted throughout the school to both staff and pupils.</p>	<p>30,000 good news events recorded. 3000 bad news events.</p> <p>Only 2% of Attitude to Learning grades are less than satisfactory.</p>
<p>■ Pupils work hard with the school to prevent all forms of bullying and feel safe in school.</p>	<p>Regular discussions in tutor time sessions and assemblies highlight the importance of preventing bullying.</p>	<p>65% of parents feel the school deals effectively with bullying (31% don't know).</p> <p>92% of parents feel that the school makes sure that pupils are well behaved (6% don't know).</p>
<p>■ E-safety is well understood by all pupils.</p>	<p>Creation of eSafety strategy to deliver information, advice and guidance to students</p>	<p>90% of students understand that internet activity on devices is monitored.</p> <p>89% of students feel safe online using Chesterton devices.</p> <p>All students receive regular eSafety updates and information.</p>

<p>■ The school SMSC offer develops well-rounded citizens.</p>	<p>Pupils are well supported and well known as a result of the personalised education which is offered at Chesterton. All pupil's needs are met.</p>	<p>96% of pupils understand and appreciate the range of cultures within school.</p> <p>99% of pupils understand the differences between right and wrong.</p> <p>93% of pupils use my imagination and creativity in their learning.</p> <p>97% of pupils understand the consequences of poor behaviour</p>
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