



<b>Report Focus</b>	<b>Self-Evaluation</b>	
<b>Staff name</b>	Lucy Scott	
<b>Report date</b>	November 2015	
<b>Overall effectiveness</b>	<b>Outstanding</b>	<b>1</b>
Effectiveness of leadership and management	Outstanding	1
Quality of teaching, learning and assessment	Outstanding	1
Personal development, behaviour and welfare	Outstanding	1
Outcomes for pupils	Outstanding	1

**This is outstanding because:**

- Our PP students are now performing close to the A\*-C national level, including En and Maths, for all students (52% vs 63% - non disadvantaged).
- Performance for all students places us in the top 10% of schools nationally; this is a sustained trend for the third year.
- Leadership and management, at all levels, shows a drive and ambition for continual improvement. Demonstrated in the PP improvements (gap closed to national - 2014 38% vs 55%; 2015 52% vs 56%) and Core Science results (16% increase) which were a school improvement focus.
- School ethos results in high attendance of 96.1%; no permanent exclusions and decreasing trend of fixed term exclusions and excellent attitudes to learning.

**To improve further:**

- Our new Life After Levels system will provide parents with information to support their child at home.
- Continued focus on narrowing the gap, both nationally and in school. Heighten focus on those who are FSM within this cohort.
- Continued focus on improving PP attendance (already improved by 2% from 2014).
- Continued focus on FSM students 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"> <li>Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged students.</li> </ul>	<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 2015</p> <p>Current data shows positive trends for key groups.</p>
<ul style="list-style-type: none"> <li>Leadership identify issues for focus and development – the performance of disadvantaged students and performance in Core Science.</li> </ul>	<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>Core science GCSE results improved by 16% in 2015.</p>
<ul style="list-style-type: none"> <li>Governors systematically challenge.</li> </ul>	<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"> <li>CPD programme ensures staff reflect on and debate the way they teach.</li> </ul>	<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"> <li>The broad and balanced curriculum inspires students to learn. For example, AC curriculum offer to support superb access to the curriculum.</li> </ul>	<p>AC curriculum developed to help students become secondary ready.</p>	<p>AC accelerated progress – 8AC made excellent 12 month progress from 0.21 to 0.55 P8 scores and 4.83 to 4.92 A8 Scores.</p> <p>Breadth of KS4 courses available has increased from 22 to 29</p>
<ul style="list-style-type: none"> <li>SMSC and the promotion of British values are placed at the heart of the school's work.</li> </ul>	<p>Delivered through our PSE programme and promoted within all lessons.</p> <p>Whole staff training on British values.</p>	<p>69% of pupils have a good knowledge of Britain's democratic parliamentary system and its role in developing Britain.</p> <p>99% of pupils understand the differences between right and wrong.</p> <p>96% of pupils enjoy all lessons.</p>
<ul style="list-style-type: none"> <li>Safeguarding procedures have been heightened to meet new Ofsted guidance.</li> </ul>	<p>Creation of eSafety strategy including updated policy, training plans, new communication methods, new eSafety roles.</p>	<p>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</p> <p>All staff aware of the Prevent agenda and appropriate approaches to ensure students are protected.</p>

	High quality Prevent training has been delivered in school to ensure students are protected from radicalisation.	
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**The quality of teaching, learning and assessment**

**is outstanding**

<b>CURRENT SELF-EVALUATION</b>	<b>ACTIONS</b>	<b>IMPACT</b>
<ul style="list-style-type: none"> <li>Teachers plan lessons effectively.</li> </ul>	<p>Regular CPD ensuring teachers have access to live, accurate Pupil Performance Indications.</p> <p>Detailed training on Quality First Teaching.</p>	<p>Teachers regularly use the CRS to plan lessons that are finely tuned to student needs.</p> <p>170 current open faculty interventions focus on students who are 'blue' and two grades off potential.</p> <p>Teachers understand the groups they are teaching and lessons are shaped accordingly.</p>
<ul style="list-style-type: none"> <li>Incisive feedback is given in line with the school's policy and students capitalise on this in the feedback tasks set for them.</li> </ul>	<p>Clear policy in place with significant scrutiny to ensure it is delivered well.</p> <p>Staff trained on delivering high quality feedback.</p>	<p>Consistent approach evident in books.</p> <p>Feedback tasks demonstrate student improvement.</p>
<ul style="list-style-type: none"> <li>Parents are provided with clear and timely information on how well their child is progressing.</li> </ul>	<p>LAL reporting system in place that gives precise and detailed information to parents and pupils regarding current performance.</p> <p>iBehave behaviour news emailed directly to parents</p> <p>Parents receive regular online notifications and view of student feedback books</p>	<p>30,000 good news emails sent last year</p> <p>1000 items being added every week to online feedback book system</p>
<ul style="list-style-type: none"> <li>Students are curious and interested and take up of extra-curricular opportunities is high.</li> </ul>	<p>A range of extra- curricular opportunities are offered across a range of subjects to meet the needs of pupils.</p>	<p>78% of pupils have taken part in at least one extra-curricular club last year</p>

**Personal development, behaviour and welfare**

**are outstanding**

<b>CURRENT SELF-EVALUATION</b>	<b>ACTIONS</b>	<b>IMPACT</b>
<ul style="list-style-type: none"> <li>Pupils are confident, self-assured learners.</li> </ul>	<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 2% 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>