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| Report Focus | Self-Evaluation | |
| Staff name | Lucy Scott | |
| Report date | October 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:

■ **Ofsted inspection July 2017 rated the school as outstanding in all areas.**

Progress 8 = 1.1

Progress 8 for disadvantaged = 0.8

% achieving a standard pass in English and Maths = 90%

% achieving a strong pass in English and Maths = 77%

Disadvantaged % achieving a standard pass in English and Maths = 61%

Disadvantaged % achieving a strong pass in English and Maths = 50%

To improve further:

- Continued focus on improving outcomes for all student groups.
- Unrelenting focus on sustaining our outstanding provision, through continual reflection upon our approaches and their impact.

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, 87% 2017</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>Breadth of KS4 courses available has increased from 22 to 29.</p> <p>Number of all Year 9 students Amber or Green at the end of last year (work at or above the national average), was an outstanding 83%. 39% of disadvantaged students were green.</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> |

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| | 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. CRS provides parents with overview of behaviour Parents receive regular online notifications and view of student feedback books | 2830 above and beyond points given out September half-term 2017 and this is shared with parents. Reports have been updated following parent feedback and provide a clear overview of progress. |
| ■ 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 |
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| <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>■ 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>7.9% of students maintained impeccable attendance of 100% for the academic year</p> <p>56% of students maintained excellent attendance of 97% for the academic year.</p> <p>Our P.A figure for the year was 5.9% compared to the national average of 12.4%</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>Regular staff training ensures that the behaviour policy is implemented with consistency throughout the school.</p> <p>Daily notices and assemblies are used to promote outstanding behaviour and students are motivated by the new rewards system and by inter house competitions.</p> <p>Daily and weekly monitoring of incidents by HOH ensures poor behaviour is kept to a minimum with only 4.6% of students receiving a detention for disruptive behaviour during the academic year.</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>93% of pupils feel they can help resolve conflicts if they arise.</p> <p>Of all behaviour incidents recorded only 1.35% were for bullying.</p> <p>Students are educated through assemblies and PSE during tutor time about the impact of bullying and how to stop it and students are empowered to report anything they see and as a result feel safe in school.</p> |

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| <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. 89% of students feel safe online using Chesterton devices. 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. 99% of pupils understand the differences between right and wrong. 93% of pupils use my imagination and creativity in their learning. 97% of pupils understand the consequences of poor behaviour</p> |