



Chilwell Croft Academy



House Portraits, Year 6

Self-Evaluation

May 2017

Area:	Grade:
Overall Effectiveness May 2017	2
Effectiveness of Leadership and Management	2
Quality of Teaching, Learning and Assessment	2
Personal Development, Welfare and Behaviour	2
Outcomes for Pupils	2

Overall Effectiveness

Judgement: Good

Chilwell Croft Academy is a good Academy.

We are a growing, thriving and improving Academy with a continually strengthening reputation and a number of successes and significant improvements in the last three years. These are evident both from internal monitoring and self-evaluation as well as various external reviews and scrutiny.

Many of our successes can be attributed to the strong relationships we have developed and sustained with parents and carers, who are very supportive. We have been able to develop and sustain an incredibly motivated, committed and enthusiastic team of staff who, without exception, go the extra mile for our pupils.

Chilwell Croft serves an area that has some of the highest levels of deprivation in the country, where gun and knife crime is once again on the increase. Despite these issues, our Academy's environment is calm, co-operative and purposeful; it is a place where children's enthusiasm for learning is tangible. Visitors frequently praise and comment on the ethos of our Academy.

In the 2014 Section 8 and Section 5 Inspections, Ofsted judged Chilwell Croft Academy to be 'requiring improvement'. The 2016 Section 5 Inspection recognised the considerable work undertaken and judged Leadership and Management, Personal Development, Behaviour and Welfare and Early Years to be 'good', while Teaching and Learning and Outcomes remained 'RI' – largely due to the teaching of maths. Given the further improvements made since Oct 2016, particularly in the teaching of maths, we now judge ourselves to be 'good' overall.

We have created an orderly school environment with a focus on behaviour, conduct and values. There has been a focus on quality first teaching resulting in significant improvements to teaching standards. The impact of these has been pupils having far greater enthusiasm for learning and a willingness to engage in an enriched curriculum.

We judge Leadership and Management to be 'good'. The SLT has developed considerably since 2014 and all leaders lead by example, have a significant teaching commitment and are rigorous in their self-evaluation and close monitoring of standards. The SLT play a central role in developing and sustaining an appropriate ethos within the school.

Personal development, behaviour and welfare are judged to be good. Pupils take pride in their work and their behaviour. Attitudes to work and learning are continually improving and pupils feel safe in school. This is evidenced in our pupil questionnaires.

Strong reflective leadership has ensured that quality first teaching lies at the heart of the school improvement agenda and perhaps the biggest element of our work over the last two years has been to dramatically improve the quality of teaching and learning. Our internal monitoring demonstrates that we have made some considerable gains in this area, which we now judge to be good. Teaching has improved since the Inspection of July 2014. Reading, writing and maths are now taught well.

Our judgement of pupil outcomes is good. We recognise that our KS2 data in the summer of 2016 was not strong enough but our internal assessment of progress made by other year groups is mostly very positive.

Pupils enter the school in reception significantly below national average, in 2016 72% achieved a 'good level of development' compared to a national average of 69%. This year we are predicting a 'GLD' of 70%. In 2016 75% of Yr1 pupils were working at the threshold for phonics screening against a national average of 81%. This year we are predicting 81%. KS1 children were in line with national average in all areas with 77% achieving expected levels in reading (74% NA), 70% in writing (66% NA) and 72% in maths (73% NA). This year we are predicting 67%, 65% and 70% respectively.

Effectiveness of Leadership & Management

Judgement: 'good'

Summary Statement

- Leadership and Management are 'good'. This is an improvement on the previous inspection judgements of requiring improvement and was verified by the recent Section 5 Inspection in October 2016.
- There has been a shift in the culture of the school driven by the Senior Leadership Team, supported by the Executive Head and the Trust. Senior leaders have consistently high expectations of pupil behaviour, attitudes to learning and attainment.
- Passion and a determined drive to improve the life chances of pupils at Chilwell Croft characterise the work and focus of senior leaders, trustees and staff.

Key Strengths

- We instil a positive vision for the school to staff, parents and pupils. The Academy's regular engagement with stakeholders means that they are well informed about the school's commitment to continuing and sustained improvement.
- All leaders and trustees are ambitious for our school and set high expectations for staff and pupils.
- A culture of high expectations and aspirations informs decisions about pupils.
- Leaders at all levels, and trustees, have systematically challenged colleagues to ensure rapid improvement in the Academy's performance. Senior and middle leaders are regularly scheduled to meet with the Trust to evaluate their practice and discuss predicted pupil outcomes.
- Senior leaders have clear ownership of school improvement strategies and the strategic direction of the school has been energised by new appointments and close collaboration with Aston Manor Academy. This has strengthened accountability and provided greater coherence in term of direction.
- Leadership of maths has improved considerably and this is now a real strength. The current leader has focused entirely on improving teaching and learning.
- Monitoring is rigorous and accurate and has securing substantial improvement. Evaluation of colleagues' practice and pupil outcomes takes place on an ongoing basis throughout the year.
- Leaders regularly inform parents of the life and work of the school through the website, half termly newsletters and other communications.
- Leaders and Trustees understand the strengths of the school and the areas for development. Through a rigorous focus on the school improvement plan and stakeholder questionnaires, leaders and governors use information derived from their monitoring and evaluation to improve the work and outcomes of the improvements by focusing on the impact of their actions in key areas.
- Performance is managed effectively, with teachers and other adults embracing the opportunities provided to further develop their skills. This includes CPD provided by

external agencies and internal training events and coaching run by the Teaching and Learning Team (TALT).

- Outcomes are improving and feedback from stakeholders is increasingly positive. There is evidence of strong teaching in all Key Stages.
- The curriculum has been enriched and has increased in breadth and balance. Pupils have responded with greater interest and motivation to learn and their attitudes to learning have also greatly improved. More opportunities for pupils to take part in extra-curricular activities have been provided on a regular basis, improving their skills in a range of artistic, creative and sporting activities.
- Leaders promote equality of opportunity and diversity exceptionally well and this aspect permeates the ethos and culture of the Academy. Leaders, staff and pupils do not tolerate prejudice, or direct or indirect discriminatory behaviour. Bullying logs and records of such incidents demonstrate that the Academy's approach has been effective in reducing the number of such incidents.
- Colleagues promote all forms of equality, and foster pupil understanding of people of different faiths, races, disabilities and sexual orientation. The use of pupil premium funding has improved outcomes for disadvantaged pupils.
- Staff are highly motivated, respected and effective so that they deliver a high quality of education for pupils. This is evident through a range of observations and stakeholder feedback.

Areas for development

Although Leadership and Management has improved, we still need to do more to improve the following areas;

- Raise attainment and progress in English and particularly maths **(SIP Priority 1)**
- Raise the attainment and progress of SEN pupils. **(SIP Priority 2)**
- Further develop our monitoring and evaluation practice to ensure it has maximum impact on teaching and learning. **(SIP Priority 3)**
- Further develop the phase leaders' role in improving the quality of teaching. **(SIP Priority 4)**
- Improve our performance management process for all staff so that it impacts effectively on teaching, learning and progress. **(SIP Priority 5)**

Quality of Teaching, Learning & Assessment

Judgement: 'good'

Summary Statement

- Teaching, Learning and Assessment are 'good'. Following the Oct 2016 Section 5 inspection we believe we have made significant improvements in the teaching of maths, the area which prevented us from being judged good. This has been verified in our most recent review, March 2017.
- Staff are committed and determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. They have high expectations of pupils' attitudes to learning.
- Teachers are committed to improving their own practice in maths teaching to ensure a judgement of good at the next section 5 inspection. We know further work is required, in particular to improve standards and progress in maths and provide greater challenge for the more able.

Key Strengths

- The past three years has seen a significant rise in the quality of teaching. The Trust has supported this through the AMA Teaching and Learning Team (TALT) and this method of professional development has now been adopted at Chilwell Croft, with a member of the SLT taking the lead.
- There is evidence of good teaching in all key stages and it is well organised now.
- There has been a renewed focus on maths since October 2016 and there have been significant improvements in the teaching of maths.
- Improvements in the quality of teaching have been underpinned by clear behaviour management systems and this has impacted significantly on attitudes to learning.
- Book scrutiny shows that staff take pride in the pupils' books, giving feedback appropriately and highlighting what they need to do to improve and what they are doing well.
- There has been considerable success in the drive to improve writing and this is supported by a strong environment of text based resource.
- A substantial amount of work and progress has been made in developing a rigorous system for assessing without levels. This has been subject to internal and external scrutiny to ensure it fulfils two priorities – guiding teachers in 'next steps for learners' and also enabling leaders in the school to measure progress and attainment effectively.
- Reading has been promoted through significant time and resources including staff training, the development of library areas for KS1 and 2, raising the profile of books

and reading across the school and strengthening the teaching of phonics across the school. The teaching of reading is effective.

- A bespoke method for the teaching of writing has been introduced and this is impacting on pupil progress. Writing has been taught well for the past three years. Sustained good teaching has led to pupils making good progress.
- Additional adults are used effectively in classrooms.
- There is a focus on celebrating and sharing 'good' practice whilst offering bespoke professional development to support the needs of staff. This includes the introduction of a teaching and learning newsletter, a TALT fair and good practice 'surgeries'.

Areas for Development

- Sharpen assessment procedures for maths and ensure that analysis of information drives teaching and learning. **(SIP Priority 7)**
- Ensure that all pupils make the best use of the resources available in the classroom. **(SIP Priority 8)**
- Ensure that work in maths lessons is appropriately differentiated to ensure a high level of challenge for all pupils. **(SIP Priority 9&11)**

Personal Development, Behaviour & Welfare

Judgement: 'good'

Summary Statement

- Personal Development, Behaviour and Welfare are 'good'. This was verified in the October 2016 Section 5 inspection.
- A real strength of the school can be seen in the very positive relationships between staff and pupils and within peer groups.
- The vast majority of our pupils are polite and very well-behaved – they take pride in their appearance, their work and their school.

Key Strengths

- The vast majority of pupils enjoy and value school. This is reflected in the results from pupil questionnaires and we believe pupil's experience is reflected in a continual rise in attendance figures, which for the current year is 96.26% (National average for 2016 was 96.1%)
- The school has robust safeguarding procedures, verified by Ofsted in October 2016.
- Our regular lesson observations and routine observations around the school show that behaviour is very good.
- The positive behaviour for learning framework, adopted and adapted from Aston Manor, has enabled us to build on previous work. Over the last two years this has had a dramatic effect on behaviour and attitudes to learning across the school.
- Pupils value the rewards system introduced, in particular Chilwell Stars weekly assembly and the Hot Chocolate Club.
- We have introduced a House system which the pupils are enjoying and this is helping us consolidate the improvements in behaviour and attitude.
- Incidences of low level disruption are increasingly rare and the numbers of children having to be removed from classrooms has decreased dramatically.
- Feedback from pupil surveys and pupil voice discussions show that pupils are safe and feel safe in school. They understand how to keep themselves and others safe in different situations and settings. They feel able to talk to teachers to raise any concerns they may have.
- The school have substantially raised awareness of British Values and this is consolidated by displays around the school. Many pupils can say what these values are. The visit from SACRE in September 2015 verified that we have 'good' practice in this area.

- A breakfast club was started in 2014 and is very popular with families. We now have 90 children registered. We have also increased opportunities for pupils to participate in after school clubs and competitive team sports events.
- We have introduced a number of mentoring and support opportunities to support pupil's self-esteem and emotional well-being. We have also used drama workshops to increase pupils understanding of radicalisation and extremism.
- The school is now in a position to work towards the Rights Respecting School Award (RRSA) and was awarded the Recognition of Commitment award in March 2016.
- In addition to School Council we have introduced other opportunities for pupils to hold positions of responsibilities. These include House captains and vice-captains, play leaders, e-safety cadets and the RRSA steering group.

Areas for Development

Although pupils' personal development, behaviour and welfare are 'good' we still need to;

- Ensure that the behaviour system is implemented consistently, especially for those pupils' who require additional support for behaviour. **(SIP Priority 12)**
- Ensure that the rewards system is consistently effective in motivating students at all Key Stages. **(SIP Priority 13)**
- Continue to ensure our safeguarding processes are robust. **(SIP Priority 14)**
- Maintain or improve whole school attendance at 96%+ and reduce levels of lateness across the school **(SIP Priority 15)**

Outcomes for Pupils

Judgement: 'good'

Summary Statement

- Attainment at KS2 needs to improve particularly in reading and mathematics, 48% achieved the expected standard in reading which is in line with a number of other Birmingham schools. 52% of pupils achieved the expected standard in mathematics which is below the national average of 70%, this is a main priority for the school. 71% of pupils achieved the expected standard in writing which is in line with the national average of 74%.
- Teaching has improved however we continue to focus on closing the gaps for pupils currently in Years 5 and 6 so that they can catch up in order for them to reach the required standards at the end of their time with us.
- In 2016, the proportion of pupils working at the threshold in phonics in Year 1 was 75% which is in line with national average (81%)

Key Strengths

- Pupils enter the school in reception significantly below national average and in 2016 72% achieved a 'good level of development'.
- Effective teaching of early reading skills has led to the majority of pupils being able to read fluently in Years 3 and 4. This has enabled them to gain more information from their reading in other subjects.
- Pupils made good progress in 2016 from different starting points in writing. Pupils write well especially in KS1 and lower KS2.
- In the Year 1 Phonics screening test our pupils were equal to the national average (77%). Given the starting points of our pupils this is a significant achievement.
- At KS1 children achieved close to national average in all areas at Level 2c+. At level 2b and above pupils perform above the national average in writing.
- Pupils with SEN make good progress. Support is adjusted as and when necessary.
- We are forecasting an improvement in the attainment of pupils at the end of Yr6 this year.

Areas for Development

In order to improve all outcomes for all pupils we must;

- Raise attainment and progress in reading, writing and particularly maths **(SIP Priority 1)**
- Further develop our monitoring and evaluation practice to ensure it is rigorous, robust and also continues to support improvements in teaching and learning, particularly maths. **(SIP Priority 3)**

- Further strengthen the role of the middle and phase leaders groups so that they increase the impact they have on outcomes. **(SIP Priority 4)**
- Sharpen the assessment procedures in maths and ensure that analysis of information drives teaching and learning **(SIP Priority 7)**
- Ensure that work in lessons is appropriately differentiated to ensure a high level of challenge for all pupils **(SIP Priority 11)**
- Ensure the most able pupils make the progress they need to attain expected outcomes in maths **(SIP Priority 11)**

Effectiveness of Early Years

Judgement: Good

Summary Statement

- The effectiveness of the Early Years is good. This was verified by the section 5 inspection in October 2016.
- Those pupils achieving a good level of development (GLD) has increased from 55% in 2014 to 72% in 2016, compared to the national average of 69%.
- Lesson Observations and books are consistently judged to be good.
- Recent assessment data shows that children in the Early Years make good progress despite the fact that they join the school with a significantly lower than average starting point.

Key Strengths

- Children receive a good start to school and settle into routines quickly.
- Children from different backgrounds progress well through early years. All such groups attain good outcomes and are well prepared for their move into Yr1.
- The proportion of children leaving reception with a good level of development rose in 2016 to be above the 2015 national average.
- Kinaesthetic learning is used effectively and there is clear evidence of progress in basic skills in phonics, reading and writing.
- Additional adults, as with the rest of the school, are well deployed.
- There is good support for EAL children and lower ability groups through well planned activities. There is 1:1 support for SEN children where needed.
- The statutory baseline has been implemented alongside our termly assessment processes. Formative assessment takes place daily, aided by use of the '2Simple' assessment app. This leads to appropriate interventions in providing continuous improvement.
- An open door policy has built a very strong relationship with parents and carers, who are very supportive and show an increasing willingness to engage with us to support their child's learning (IMPACT workshops in maths and phonics).
- There has been a key focus on improving the indoor environment for learning and this has helped provide independent learning experiences for children. The engagement of an artist in residence supported this improvement.

- There has been a recent focus on cross-curricular learning based on children's interests, allowing child initiated and adult led learning. For example, a snack bar has been introduced to develop the PSHE curriculum and children's communication and language skills.

Areas for Development

We need to:

- Ensure pupils reach a good level of development at least in line, if not above, the national average.
- Continue to focus on the teaching of basic skills in English and Maths
- Ensure that the transition to Year 1 is supported effectively with particular reference to the more able pupils.
- Continue to develop staff knowledge of assessment information to maximise impact on pupil progress.
- Further develop our working relationships with our feeder nursery schools.