

# Self Evaluation Report

**Agreed**

**West Newcastle Academy**

URN: 139729

# School Context

## BRIEF SUMMARY

### West Newcastle Academy

#### Introduction

WNA is a free school with a unique way of learning for the families in west Newcastle. We aim to provide space and time for children to develop a deeper way of learning, and for parents to be engaged in that process. By exploring learning in small groups and in many different contexts (the city, forest, beach, school and home), we will ensure every child has many opportunities to learn in ways that best match their interests and abilities.

**The School's Vision** All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect, self-esteem and self-belief. Our classroom extends to rich, exciting environments within the forest, the beach, the city and the community as a whole.

**Our Ethos** Respect for the core capabilities of children and the recognition that all children are unique individuals with a wide range of abilities and potentials. Children are valued as strong, sociable and capable individuals, constantly learning and enquiring about the world about them.

WNA is a place where children will be encouraged to be curious, to ask questions and to learn from one another. Children at our school will be encouraged to question their teachers, formulate their own theories and validate possible results. Dialogue with, and democratic decision making between children, staff, parents and the wider community is central to the running of WNA.

#### Context

WNA is situated in Benwell, an area of deprivation just west of Newcastle. Pupils start school below their peers, property is mainly through private lettings and house moves in the area can be frequent. Families choose the school for its distinct ethos and most of the children live close to the school, within a mile.

# Quality of Education

## JUDGEMENT



## Quality of Teaching

Outstanding staff have been appointed within the school. High expectations and a child centred curriculum ensures confident and bespoke teaching for learning. Staff knowledge and small group learning is specifically tailored to meet individual needs. Sessions are challenging; differentiated and small group teaching enables staff to effectively check pupils' understanding throughout lessons, anticipating where they need to intervene; this has a clear impact on progress and understanding.

The daily teaching of reading, writing, communication and mathematics is highly effective through small group teaching. Progress is swift. Teachers and pupils talk, feedback and effectively monitor pupils' understanding. Consistently high quality marking and constructive feedback from all staff ensures that pupils make significant and sustained gains in their learning.

There is excellent use of Nature Park, Outdoor and Community Learning with open-ended task to solve in groups to develop breadth in the curriculum.

Lessons observed in last 3 years are judged to be good or better. Children are highly motivated and engaged during lessons.

## Quality of Pupils' Learning

The quality of pupils' learning is good or better. Children are confident and enthusiastic to participate in the learning of the lesson. Children have the opportunity to practice key skills through a range of contexts because of an engaging, relevant curriculum. There are nurturing relationships across school with strong pupil voice and a deep understanding of individual pupils, drawing on their interests and skills. The quality of work in children's books is of a high standard.

Outdoor learning, choice and child initiated learning has resulted in high levels of resilience, confidence and independence.

Extra-curricular activities deepen learning. A funded holiday club takes place each break to offer outdoor learning and core skills. Prep takes place each evening to provide supervision and support for homework and key skills.

## Quality of Achievement

The large majority of pupils make at least good progress and some make outstanding progress throughout the school, from low starting points. Those who are falling behind are offered daily intervention, Early Bird Reading and Prep (3.30-4pm). Thrive is used throughout school to support more vulnerable learners and is a strength of the school.

Pupils' abilities and understanding are assessed accurately and regularly reviewed. Scholar Pack is used effectively and consistently across school to monitor achievement.

## Strengths

- Very good use of teaching time
- Outstanding behaviour for learning calm learning environment, all pupils on task and able to explain their learning
- Progress and daily intervention for all groups
- Support for most able pupils
- Phonics and reading teaching
- Maths, especially at KS1
- Small group learning ensures challenge is high; learning is differentiated and challenging Excellent teaching strategies, challenge and support in whole class groups

## What do we need to do next?

- Continue to embed parents' involvement in learning and pre-planning of themes
- Consider groupings carefully and ensure learning is differentiated to support and provide opportunities for new learning
- Ensure challenge for most able

# Behaviour and Attitudes

## JUDGEMENT



Pupils are welcoming and friendly. They are proud of their school and the wide range of learning they enjoy. Lesson observations provide evidence of good or better behaviour management strategies. Pupils collaborate willingly and effectively, reflecting staff's explicit moral and social teaching and modelling of appropriate behaviours. They have high levels of engagement and collaboration in child initiated learning.

Planning and risk assessments identifies vulnerable pupils and there are agreed strategies and behavior management plans for those that need them. Thrive is a strength and is supported by targeted counselling for the more vulnerable.

All pupils are keen to debate and consider others perspectives. Respect and consideration is a strength of the school. Pupils in all year groups are able to support and care for one another. They show very high levels of engagement, courtesy, collaboration and cooperation in and out of school and have enthusiastic attitudes to learning.

Pupils spend a significant amount of time learning in different contexts. Behaviour and learning attitudes in Outdoor and Community Learning situations are excellent; pupils listen to instructions, cross roads, use tools safety and can risk assess for themselves.

Punctuality and attendance are good (93%, March 2020) A number of families are in very vulnerable situations and have been well supported by other families, staff and pupils. The FLW and Office Staff work hard to ensure good attendance and to explain its impact on learning.

### Key Strengths:

#### Behaviour

- Behaviour is very good and this means learning time is maximised
- There are high levels of engagement and collaboration in child initiated learning

#### Safety

- Pupils are able to risk assess and take care of each other. They are aware of dangers and how to keep each other safe
- All staff are first aided trained and there is excellent use and dissemination of risk assessments

#### Attendance

- Attendance is constantly improving and now good
- Excellent support for vulnerable families
- 93% (March 2020, registers closed)

#### What do we need to do next?

- Attendance
- Support for pupils on return to school in June or September
- Individualised support

# Personal Development

## JUDGEMENT



Pupils are supported to become responsible, respectful and active citizens within the ir community though School Council, active assemblies, Community and Outdoor Learning. All of these aspects of school feature a strong use of pupil voice and focus on the individual child.

Prevent and British Values are interwoven within the curriculum in order to deepen pupils' understanding of the fundamental British values.

Access to all aspects of school (including uniform) is free which promotes equality of opportunity. Our inclusive learning environment is constantly reviewed to meet the changing needs of all pupils. Key awards such as Rainbow Flag reflect this positive approach.

Outdoor and Community Learning are effective in developing pupils' character, building confidence and resilience. Effective transition and PHSCE sessions are effective in preparing pupils for the future. Our inclusive, multi cultural community provides plenty of opportunities for debate and understanding of diversity.

### Strengths

- Outdoor and Community Learning effectively builds on all aspects of personal development
- Residential experiences are attended by all in KS2
- PHSCE, Prevent and RE is carefully planned into the wider curriculum

### What do we need to do next?

- Continue to develop the curriculm to meet the needs of individual experiences of COVID-19

# Leadership and Management

## JUDGEMENT



### **Leaders and Governors are joined in a pursuit of excellence; modelling professional standards and working together in an innovative manner to ensure a focus on child centred learning.**

All staff, leaders and governors have the highest expectations and are dedicated in building an ethos of care and respect.

The school ethos focuses on pupils as unique individuals, improving outcomes for all, especially for disadvantaged pupils. The school aims to raise aspiration for the whole community and to provide opportunities for pupils to learn about the opportunities that are available to them through practical experiences e.g. visiting the theatre, outdoor environment, university, museums and art galleries.

Data is consistently improving and pupils are just a few points below Newcastle/national averages from low starting points. Cohorts (other than EYFS) performed better than local/similar schools last year and have achieved just below national expectations at the end of 2018. All children at KS1 who were not targeted for intervention achieved secure at the end of KS1. EAL and low achieving (LA) pupils are given daily intervention support through specialist teachers and TAs. A target for 2018/19 is to target vulnerable pupils with Pupil Premium (who often have EAL) and provide extension opportunities for more able through small group teaching. Case studies provide evidence of this progress.

There is shared leadership across school, weekly team and staff meetings with HT teaching have resulted in a very good understanding of the school's strengths and weaknesses and the next steps for the school. Middle Leaders have a key role in curriculum review and development.

Governors share their expertise and meet regularly to carry out more than their statutory duties in supporting and challenging school improvement. Governor visits, regular meetings and links with leadership have had an impact on playing a vital and well-informed role in school improvement. Governors have attended School Self Evaluation Days and Data Review Meetings in the Summer Term 2018 and Strategic Planning Sessions in Autumn Term 2018 and Spring 2019. Safeguarding of children is effective (Audit - Spring term 2018, Review Spring 2019).

### **Strengths**

- Leadership is shared throughout school. There are excellent relationships, care and nurture
- Middle Leaders have been provided with opportunities for high quality CPD and Leadership Roles in Writing, Maths, Phonics, SEND and EYFS
- The curriculum is innovative and is broad in range. There is a good balance between adult directed and child initiated time. The local community is well used through Outdoor Learning
- Governors are experts in their fields and use this for the benefit of the school

### **What do we need to do next?**

- Further develop expertise in order to provide more opportunities for creative, artistic and musical excellence in school
- Ensure more targeted governor review in 2018/19 to further support and challenge

# Overall

## JUDGEMENT



WNA is a highly effective organisation, with nurture and child centred learning at its core. The school has capacity to sustain the quality learning and teaching and to further develop the range and quality of the provision on offer. Governors and leaders are passionate and relentlessly ambitious. They consistently aim for outstanding outcomes in all areas of school development. The promotion of pupils' spiritual, moral, social and cultural development underpins all aspects of children's learning and experiences at school. This is evidenced in the high standard of behaviour throughout the school, the high levels of engagement and enjoyment seen in lessons and the very positive relationships between all parts of the school community.

Ofsted (2015)

Again, in 2019 Ofsted rated all areas of the school good which matches our school self evaluation. The reports can be accessed:

<https://files.ofsted.gov.uk/v1/file/50089249>

<https://files.ofsted.gov.uk/v1/file/2487895>

# Early Years

## JUDGEMENT



### Quality of Leadership and Management in EYFS

The Early Years leader has transformed EYFS provision (in post since 2018). She promotes very effective teamwork; providing time and the ethos for staff plan and review together, formally at weekly meetings and informally each evening to ensure that activities are well matched to pupils' ever-changing needs and interests.

### Quality of Teaching, Learning and Assessment in EYFS

- Teaching, by all members of the EYFS team, is good or better. Child initiated learning is a main part of the curriculum with maths, phonics, talk for writing and theme learning interwoven into the day
- Interventions are carefully planned and implemented throughout the day
- Ongoing provision is carefully planned for following themes and children listen carefully, question and consider, and are happy to share resources and to take turns in activities
- Classroom environment and displays reflect Reggio principals and Communication Friendly classroom
- Outdoor learning is highly effective and extends individual interest as well as linking to learning inside. Outdoor Learning (2 days each week) provide depth and motivate pupils to find out more when following their own interest
- Outcomes are reviewed each half term and changes made to provision based on need. The progress children make in the EYFS is good. Baseline assessment shows that pupils are well below the national averages on entry and some take until Y1 to reach expectations in all area

### Personal Development, Behaviour and Welfare

Our EYFS children are highly motivated and keen to learn. They are inquisitive and keen to join in new activities. They develop a good understanding of how to keep themselves safe and manage risks and challenges. Staff consistently follow behaviour and safety policies to ensure the children's health, safety and well-being.

Parents are engaged in their children's learning and are well informed about their children's achievements and progress through Learning Journals, planning information, informal induction session and Parents Consultation Evenings. These excellent relationships ensure all children are able to take part, learn and make progress.

### Outcomes for Children

All groups are achieving well, from low starting points, because of accurate assessment of individual learning and development. Planning meetings review experiences and target intervention to support individual needs. This ensures a strong foundation for learning.

Outcomes for children in EYFS are consistently improving and about 80% of children are on track to achieve targets 2019/20. There is a trend of rising attainment since the school opened. There is nursery on the school site (Spring 2018) which has supported children to be ready for school by following our ethos.