Self Evaluation Report

Agreed

Cornerstone AP

URN: 147899

School Context

BRIEF SUMMARY

The Cornerstone Academy is an independent school based on two sites in Congleton and Crewe in Cheshire East local authority. The Cornerstone Academy is an Alternative Provision working with children from Year 1 to Year 6. Currently, children stay on roll at their home school while attending the provision. Every child who attends the school have struggled in their previous setting and may have received fixed term exclusions. In some cases the children may be at imminent risk of a permanent exclusion and all of the children have highly specific, individual needs. Prior to attending the school, many children have been taught on a reduced timetable and were not accessing full time education. Many of the children attending Cornerstone have additional needs such as Autism, Attachment, Dyslexia, ADHD or have experienced ACE's (Adverse Childhood Experiences). All of the cohort are below their age related expectation on predicted end of KS2 data and expected progress for their age. The vast majority of the children who attend the school are known to social care ranging from early help to child protection.

We work closely with parents, children and outside agencies to meet the individual needs of the children attending the provision. Children make progress in all areas of the curriculum both academically and with their emotional, social and behavioural needs. The ethos of The Cornerstone Academy is centred on helping children make the right choices and develop an intrinsic desire to make progress.

Children enjoy attending the school and their attendance reflects this despite the many issues and difficulties they have encountered in their previous school.

Since the provision opened in January 2019 there have not been any permanent exclusions of primary aged children in the local authority.

Quality of Education

JUDGEMENT

Outstanding	Good ✓	Requires Improvement	Inadequate	No Grade

Leaders have designed a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.

Leaders have an accurate understanding of the particular strengths and areas of development of all areas of a child education. This has been built over time through a range of monitoring activities. Leaders are confident that any issues are being addressed in a realistic timescale.

Pupils study the full curriculum; it is not narrowed. A broad range of subjects are taught in KS1 & KS2.

Work is of consistently good quality and is pitched at a level of appropriate challenge that allows pupils to achieve well. The work given to pupils is consistently planned to build upon prior learning and extends pupils' knowledge and understanding.

Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.

Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.

Leaders are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics. School is fully aware of all the children attending both provisions and monitors the provision for them.

BITE SIZED QUESTIONS

		O	G	RI	I	NG
Q1	How well can the leadership team (including curriculum leaders) explain the rationale and design of the curriculum?		●			
Q2	How deliberate has the curriculum design been?		●			
Q3	How clearly can the leadership team articulate the current priorities for the curriculum?			●		
Q4	How well do the leadership understand the strengths and areas of development of the key stages and subjects within the school? Are there any groups of pupils who are less well served?			●		
Q5	What is the school's assessment of the breadth of the curriculum provided? Are sufficient opportunities for "Cultural Capital" provided?			●		
Q6	How confident are leaders that the intent of the curriculum is implemented and that learning is sequenced effectively over time?			●		
Q7	How demanding is the "daily diet" of pupils' work?		●			

Q8 How effectively do teachers use assessment?

Q9 How accurately do results reflect the quality of education provided by the school and the aims of the curriculum? Is there alignment?

Q10 How securely is essential knowledge of literacy and numeracy developed and reinforced across the curriculum?

Q11 How effectively does the school ensure all learners, particularly the disadvantaged, and the most able, make strong progress from their different starting points, including in English and Mathematics? How accurate is the tracking of these groups? What actions have been taken when targets have not been met?

Behaviour and Attitudes

JUDGEMENT

Outstanding	Good ✓	Requires Improvement	Inadequate	No Grade

The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines. Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so. They build resilience to setbacks and take pride in their achievements. Relationships among pupils and staff reflect a positive and respectful culture. Pupils are safe and they feel safe.

Pupils value their education. Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.

Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe and how to prevent misuse of technology. Leaders provide good information and respond appropriately to concerns.

Fixed-term and internal exclusions are used appropriately and very rarely. The school reintegrates excluded pupils on their return and manages their behaviour effectively.

BITE SIZED QUESTIONS

		O	G	RI	I	NG
B1	How successfully has the school built a calm and orderly environment? Is there a consistent approach from all adults to behaviour?	○	●	○	○	○
B2	How effectively has the school promoted prompt and regular attendance?	○	●	○	○	○
B3	What judgement would the school give that pupils feel safe from bullying, peer-on-peer abuse and the misuse of technology?	○	●	○	○	○
B4	How effectively has the school used its powers to temporarily and permanently exclude pupils?	○	●	○	○	○

Personal Development

JUDGEMENT

Outstanding	Good ✓	Requires Improvement	Inadequate	No Grade

Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development. This ensures that children are prepared to be reflective about and responsible for their actions as good citizens. They respect the views of others.

Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe and how to prevent misuse of technology. Leaders provide good information and respond appropriately to concerns. Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.

Pupils enjoy learning about how to stay healthy, about emotional and mental health and about safe and positive relationships.

The school provides a range of opportunities to allow pupils to practice resilience, independence and grow in character. We aim for our children to leave us with a variety of essential life skills, which include being lifelong learners, believing in their own abilities/attributes, and recognising and celebrating differences in others. Children need to have their basic needs met before learning takes place. We aim to instil respect for each other by building spiritual, social, moral values and tolerances of other races, cultures, and religions. Children learn to take responsibility for their own actions/decisions and respect themselves, each other, the environment, democracy, justice, law, and human rights.

The school provides a range of opportunities to nurture, develop and stretch pupils' talents and interests.

BITE SIZED QUESTIONS

		O	G	RI	I	NG
P1	How robust is the evidence that the promotion of pupils' spiritual, moral, social and cultural development is effective?	○	●	○	○	○
P2	What judgement would the school give that learners are able to recognise and mitigate risks from all forms of bullying, radicalisation and the misuse of technology?	○	●	○	○	○
P3	How robust is the evidence that priority is given to learners' physical and emotional well-being, including healthy eating, fitness and mental health awareness?	○	●	○	○	○
P4	How successfully does the school create opportunities for pupils to develop character?	○	●	○	○	○
P5	How successful is the provision of impartial careers advice or direction in enabling pupils to be ready for their next phase of life?	○	○	●	○	○
P6	How rich is the range of personal development experiences that the school provides for pupils? What is the quality of these experiences?	○	○	●	○	○

Leadership and Management

JUDGEMENT

Outstanding	Good ✓	Requires Improvement	Inadequate	No Grade

 A culture of safeguarding pervades the organisation. All documentation and record keeping is exact and staff are fully aware of the signs of potential abuse and they report their concerns. Leaders and staff work effectively with external partners to help pupils who are at risk or who are the subject of a multi-agency plan. Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.

Recruitment policies and practices are managed to ensure that children are protected. The School is aware of both their Local Authority safeguarding grading and any identified areas for improvement. The school can show clear evidence in policies, practices, and minutes of action being taken to address any potential shortfalls.

Leaders have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work. There are general references to the key aspects of improvement in all aspects of the school's work.

The school's vision is ambitious, has high expectations for performance and conduct, and is underpinned by a strategy for raising standards in all areas. It is communicated to key stakeholders and delivered through strong shared values, policies, and practice.

Leaders engage with staff at all levels and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including workload. Issues of bullying and harassment of staff are dealt with. To date, there have not been any incidents.

Leaders aim to give all children the best opportunity to complete their studies, either within the school or in partnership with other agencies. Support is available to staff within an inclusive culture which maximises the chances of all children succeeding.

Professional development is focused on increasing teachers' ability to teach and assess the curriculum in more effective ways. Teachers' curriculum knowledge and subject pedagogy builds across the year. Weekly CPD sessions take place with a wide range of areas covered. These sessions take place weekly and are timetabled for maximum efficiency.

Leaders are fully aware of all protected characteristics; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex.

All current policies and practices are up to date and are regularly reviewed for impact.

BITE SIZED QUESTIONS

		O	G	RI	I	NG
L1	What is the effectiveness of safeguarding in protecting children, including the way in which the school identifies children at risk and secures the support that they need? How would you evidence this?	○	●	○	○	○
L2	How effective are the school's self-evaluation systems? Do all leaders, including governors/trustees fully understand the school's strengths and weaknesses? Does this information drive improvement?	○	●	○	○	○
L3	How clear and ambitious is the school's vision? Is this shared and "lived" across the school?	○	●	○	○	○

L4	How effective is the school's engagement with stakeholders and action upon their views? How can the positive impact of this be evidenced?	○ ○ ● ○ ○
L5	How effectively do governors/trustees hold senior leadership to account for their stewardship of the school, including the management of resources? What evidence supports this?	○ ○ ● ○ ○
L6	Where responsibility for governance is shared across a range of parties (trustees, local governing body, MAT, etc.) - how clear are the lines of accountability? How are these functions monitored?	○ ○ ● ○ ○
L7	How informed are leaders of the issues facing staff at all levels of the school, and how responsive are they to these issues?	○ ● ○ ○ ○
L8	How confident are leaders that the courses and opportunities available place children's best interests at heart? Are leaders able to evidence that there is no "off-rolling" ?	○ ● ○ ○ ○
L9	How effective is the identification and provision of teachers' professional development?	○ ● ○ ○ ○
L10	How familiar are leaders/governors/trustees with the statutory duties of the school (e.g. the Equalities Act, 2010 and "Prevent"?) How could they evidence compliance in policy and practice?	○ ● ○ ○ ○

Overall

JUDGEMENT

Outstanding	Good ✓	Requires Improvement	Inadequate	No Grade

The Cornerstone Academy is developing into an effective organisation, and it will never be a complacent one. The school has significant capacity to sustain what has been achieved and to further develop the range and quality of the provision.

The Head teacher is relentlessly ambitious and consistently aims for outstanding outcomes in all aspects of the school's work. The promotion of pupils' spiritual, moral, social and cultural development underpins all aspects of children's learning and their experiences at school. This is evidenced in the good standard of behaviour throughout the school, the high levels of engagement and enjoyment seen in lessons and the positive relationships between all parts of the school community.

Since the provision opened in January 2019 there has not been a permanent exclusion in Cheshire East local authority; this is testament to the high standard of work undertaken by the Cornerstone Academy. Of all the children who come to the school, only one has returned. This shows that the transitions and next placements are the correct. When children leave they settle safely back to their home school or to their new provision.

Children make academic progress in reading, writing and maths while they attend the school. Prior to children attending academic progress had, in many cases stopped.

Children make progress with their personal and social development while they attend the school. The progress they make in these areas give them the skills to be able to make the next step in their education journey. We help build the resilience needed for their next steps.

The staff who work at Cornerstone Academy believe in constant professional development and work tirelessly to develop their own skills and practices. The skills developed not only help the children who attend the school but also the wider teaching community. Cornerstone staff deliver training to other Primary settings in Cheshire East including positive handling, de-escalation training, classroom management and ACEs awareness.

Sixth Form

JUDGEMENT

Outstanding	**Good**	**Requires Improvement**	**Inadequate**	**No Grade** ✓

BITE SIZED QUESTIONS

		O	G	RI	I	NG
S1	How effectively is safeguarding addressed in the sixth form?	○	○	○	○	●
S2	How does the school judge the impact of its provision in enabling learner progress in level 3 qualifications in terms of value added?	○	○	○	○	●
S3	What is the school's judgement on its post-16 provision including its full delivery of the DFE's 16-19 study programme? How secure is the evidence on each of the four Ofsted judgement areas in relation to post-16?	○	○	○	○	●
S4	How confident is the school in articulating reasons for a differing judgement for post-16 compared to its view on the whole school?	○	○	○	○	●
S5	How well does the school prepare learners for the next stage of their education or employment?	○	○	○	○	●
S6	How well can the leadership team (including curriculum leaders) explain the rationale and design of the curriculum?	○	○	○	○	●
S7	How confident are leaders that the intent of the curriculum is implemented and that learning is sequenced effectively over time?	○	○	○	○	●
S8	How rigourous is the work undertaken by students in the sixth form?	○	○	○	○	●
S9	How effectively do teachers use assessment?	○	○	○	○	●
S10	How successfully has the sixth form built a calm and orderly environment? Is there a consistent approach from all adults to behaviour?	○	○	○	○	●
S11	How accurately do results reflect the quality of education provided by the sixth form and the aims of the curriculum? Is there alignment?	○	○	○	○	●
S12	How effectively has the sixth form promoted prompt and regular attendance?	○	○	○	○	●