

<b>Name of School:</b>	Charville Academy
<b>Head teacher/Principal:</b>	Nicola Kelly
<b>Hub:</b>	Lampton Hub
<b>School type:</b>	Academy
<b>MAT (if applicable):</b>	Not applicable

<b>Estimate at this QA Review:</b>	Good
<b>Date of this Review:</b>	07-09/03/2018
<b>Estimate at last QA Review</b>	Good
<b>Date of last QA Review</b>	23-25/01/2017
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	25-26/04/2017

## Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

<b>School Improvement Strategies</b>	Outstanding
<b>Outcomes for Pupils</b>	Good
<b>Quality of Teaching, Learning and Assessment</b>	Good
<b>Area of Excellence</b>	Accredited
<b>Previously accredited valid Areas of Excellence</b>	CPD, 25/01/2017
<b>Overall Estimate</b>	Good

*Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.*

## 1. Information about the school

- Charville Academy is a much larger-than-average primary school in the London borough of Hillingdon. In recent years the total number of pupils on roll has fallen. The school operates a three-form entry in most year groups.
- Social deprivation and pupil mobility is high at the school.
- The school converted to academy status in 2013 and is a stand-alone academy.
- The pupil population is a diverse ethnic mix with around a third of pupils from a White British heritage. The school has a total of 15 recognised ethnic groups within the population of the school. Over half of pupils at the school are from backgrounds where English is not their first language.
- The proportions of pupils eligible for free school meals, who are disadvantaged or who have a statement of special educational needs or education, health and care plan is high compared to the national figure.
- The school has undergone some significant challenges on its journey since becoming an academy. The school transitioned through a requires improvement inspection in 2015 to a good profile in 2017.

### 2.1 School Improvement Strategies - Follow up from previous review

- Senior leaders continue to prioritise continuing professional development (CPD) within the school as an effective tool for raising standards. Leaders at all levels are accountable for performance as evidenced in the upward trajectory in pupil outcomes.

### 2.2 School Improvement Strategies - What went well

- School leaders have been successful in raising attainment across the school and it now reflects in consistently positive outcomes by the end of Key Stage 2. Attainment in mathematics, reading and writing are now above the national average.
- Leaders have invested wisely in a range of resources to further improve the learning experience and performance across the school such as through CPD that remains consistently strong. Leaders have invested in physical resources such as seminal texts and modern reading to address areas of priority.
- School leaders have high expectations for the pupils and from their staff. This is reflected in the good behaviour and moral compass that is displayed from all at the school. Staff morale is high, and staff have a deep sense of pride in their school. They are committed to improving the school further. Staff turnover is low.
- Leaders are accountable for performance throughout the school. There is a growing sense of awareness of how to use data in a more meaningful way and this is contributing to the overall improvement of provision. The school is starting to use comparison data over time to identify progress and attainment trends so

that it can consistently improve provision.

- Leaders are open and transparent. They set clear and accurate targets that are almost always achieved swiftly. There is a strong team culture within the school with all staff working towards commonly shared and understood goals.
- The leadership team is supportive and proactive in its approach to developing the school further by implementing strategies, for example, to address low standards in mathematics. The performance in mathematics is now a strength.
- Leaders allow teachers to be creative with their learning environments and this enables pupils to develop their academic ability as well as allowing their personal development to flourish.
- Intervention and support strategies are effective at improving pupils' life chances and academic attainment. The pastoral team successfully lead on many aspects of targeted support work in the region that enable families and their children to access education.
- Support for new teachers at the school is effective. They quickly become embedded within the culture of high performance and expectation. This results in consistently good teaching across the school.
- Leaders accurate self-assessment ensures that the school celebrates its strengths appropriately while maintaining a sharp focus on the key areas that it still feels still need to be improved further.

### **2.3 School Improvement Strategies - Even better if...**

...the teaching strategies employed across the school were more consistently effective in all subjects and year groups.

...the effective and concise use of data was further refined so that performance trends are easily shared across the school at all levels to further raise progress and attainment.

### **3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review**

- Teachers provide pupils with opportunities to own their learning, although they still need to allow pupils to lead this aspect of their development to enable them to become even more academically focussed.

### **3.2 Quality of Teaching, Learning and Assessment - What went well**

- Teachers' high expectations result in well-presented, clear and accurately displayed work in most pupils' written workbooks. Pupils make sustained progress in the development of their writing over time as reflected in the improved quality and formation of words including extended writing. There is also evidence of writing across the curriculum.

- Teachers in the Early Years Foundation Stage (EYFS) plan effectively and thoughtfully for a wide range of learning and development opportunities. Language rich strategies enables those with English as a second language to make strong progress. Teachers record and monitor learning effectively in preparation for their next steps into the lower key stages.
- Well differentiated activities enable most pupils of all abilities to make consistently good progress in observed lessons. Where this occurs, there are clear opportunities for pupils to work at their own level of ability.
- In the best lessons, teaching assistants are used well to support learning and provide intervention support for pupils. They multi-task well. This enables those pupils to make good progress and grasp learning concepts well.
- In the better sessions, teachers use purposeful examples to build and further develop whole group knowledge, such as in English where teachers use individual pupils' grammar as a recap for the whole class. Pupils' knowledge, use and application of grammar is consistently strong with many pupils able to articulate their skills in this area well.
- Most pupils use subject specific spoken language and vocabulary routinely with confidence as a result of the concerted effort from teachers who model these skills.
- Teachers have high expectations of their pupils' behaviour and this results in calm and purposeful learning environments. Attitudes for learning of almost all pupils are strong.
- In the better lessons, pupils are free to express what they have learned or ask questions where they don't understand. Most pupils are demonstrating a growing independence by selecting their own resources to support their learning.
- Older Key Stage 2 pupils are developing higher level understanding such as in English where grammatical structures are strong. Child-centred checklists clearly illustrate the progress that these pupils make.
- Pupils speak positively about their learning inside and outside the classroom including the enrichment that supports their wider development such as sports and music. They enjoy making cards for specific cultural events. They feel safe and nurtured in their environment as a result of the close relationships they have with all staff.
- Pupils reflect the positive values that underpins the taught curriculum and feel valued as young citizens.

### **3.3 Quality of Teaching, Learning and Assessment - Even better if...**

...teachers continued to further extend and develop pupils' knowledge through the use of challenging questioning to deepen their thinking.

...there was a consistent approach to assessment for learning that can be evidenced through all learning.

## 4. Outcomes for Pupils

- In Key Stage 1 and Key Stage 2, pupils' performance is consistently above the national average for both the proportions making expected progress and achieving greater depth in their attainment. The school has an average scale score of around 106 which is above the national average. Mathematics progress is strong and in the top 20% nationally for the past 3 years.
- In year progress indicates that children continue to achieve their individual milestones well, with year on year comparison data reflecting an upward trajectory. Forecasts indicate that outcomes in reading, writing and mathematics will be all above the national average and Key Stage 2 average scaled score will be above last year's already strong school performance.
- More than half of the pupils entering the school, including those in the Early Years Foundation Stage, are from backgrounds whose first language is not English. The skills that they exhibit are often at an early stage of development. In Foundation Stage, prior attainment is below age related expectations and their subsequent attainment reflects the consistently positive experience that children receive during their learning journey at the school.
- The progress of children in Foundation Stage is strong. The school prepares them well prior to their transition into the lower Key Stage 1 classes. They have good levels of development from their individual starting points.
- Across most year groups, where there are gaps in progress and attainment these are starting to close. The progress of pupils with SEND is good and broadly in line with the school average across the key stages of development, with minimal gaps in performance.
- The progress and attainment of pupils eligible for free school meals or who are disadvantaged is above the national average in reading, writing and mathematics. This is opposite to the trend nationally and reflects how well the school supports the academic development of its disadvantaged pupils. Progress from pupils' starting points does not always result in the expected attainment. However, the school has consistent evidence of rectifying performance where it dips below what is required.
- For some groups of pupils, performance across subjects and across year groups is less consistent. Reading is currently a weaker feature of the school's performance in Key Stage 1 and Key Stage 2 and there is correlation with data across the school. For example, the phonics scores in Foundation Stage in 2017 dip slightly below the average.

## 5. Area of Excellence

Pastoral support for vulnerable children

### 5.1 Why has this area been identified as a strength?

Pupils at the school reflect a diverse background with over one-quarter from vulnerable

families at risk of poor progress and attainment. The school has developed a consistent approach that involves significant intervention to enable pupils to access learning. The result is that the school's profile for attainment with these groups is very positive and reverses results compared to the national averages.

## **5.2 What actions has the school taken to establish expertise in this area?**

The school leads a number of consortia within the region and is in the process of setting up a hub for its expertise supported by the local authority. The school has undertaken significant CPD and joint partnership working, and established significant multi-agency contact that reflects in consistently effective outcomes for its pupils. The school partners very effectively with its parents with regular involvement with a large percentage of those parents most vulnerable to presenting with barriers to learning. Consequently, the proportion of adults who are receiving and providing support is high. These partnerships break down perceived and real barriers making the learning experience for their children much more rigorously focussed on values and academic attainment.

## **5.3 What evidence is there of the impact on pupils' outcomes?**

Previous low attendance, engagement and poor behaviour have been reversed. At risk and vulnerable pupils out-perform their peers academically as a result of the significant interventions that they receive. Their personal development and core underpinning values are further building to reflect the positive attitudes to learning that almost all exhibit. From their starting points, regardless of when they join the school, they make sustained progress and often attain higher outcomes than their contemporaries.

## **5.4 What is the name, job title and email address of the staff lead in this area?**

Maroulla Andreou-Khan

Pastoral lead

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## **6. What additional support would the school like from the Challenge Partners network, either locally or nationally?**

The school would like time to reflect on its development needs at this moment before committing to identifying its next steps, including support from the network.

**This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.**