



Department for Children and Young People

..... **School**

Self Evaluation Report

	School Context
Section 1	Achievement
Section 2	The Quality of Teaching
Section 3	Leadership and Management
Section 4	Behaviour and Safety
Section 5	Overall Effectiveness

School Self Evaluation Context

The context in which the school works

Introductory Information

- Type of school – primary, special, secondary, academy, federated etc
- NOR
- Location: rural, inner city, urban etc
- School ethos/vision/values/Mission
- Religious character, special units, nursery
- Your distinctive aims and any special features of your school – hard or soft governance federations, other collaborative leadership arrangements, significant partnerships with other providers

Characteristics of Learners and its impact

- List any exceptional circumstances that acts as an aid or barriers to improving performance
- Composition of learners - % SEN, FSM, BME, EAL, LAC, Traveller etc
- Key aspects of the intake and the families served
- Attainment on entry – how this is determined
- Social and economic background including level of prosperity and deprivation
- Mobility/transient communities, trends within the community
- Changes in provision
- Adult education/employment
- Involvement of External Agencies

*(Keep this brief **BUT** indicate clearly the impact of any of the above, actions being taken to address this, the named member of staff responsible, the intended outcomes and how this is/will be measured.)*

Specific contextual issues

- Recent or impending amalgamations of federation
- Mobility of learners and any significant impact on behaviour
- Significant changes in leadership since the last inspection
- Any significant changes in the composition of learners ie social, cultural, other background
- Levels of parental engagement
- Any significant awards

Significant strengths of the school

School Self Evaluation The Achievement of Pupils

- **Inspectors should take account of:**
- *How well all pupils learn;*
- *Progress since joining school; progress in pupils communication, reading, writing and mathematics skills;*
- *Impact of actions to narrow the gap between different groups; national comparators;*
- *Standards of attainment by the time pupils leave school; standards in reading, writing and mathematics; achievement of pupils with disabilities and SEN; attainment in reading at age 6 and when they leave school.*
- *In secondary schools standards and progress in literacy*

Achievement of pupils			
Outstanding (1)	Good (2)	Satisfactory (3)	Inadequate (4)
<p>The overall achievement of pupils is... <i>(A brief summary statement using bullet points and taking note of the inspector's focus as set out in Ofsted Evaluation schedule)</i></p>			

Improvements since the last inspection	Evidence

Achievement: Progress and Learning	Evidence of pupil progress in recent years and currently
<p>Strengths</p> <p><i>(Use bullet points and write to the grade descriptor making sure the evidence you provide fits with the phrases)</i></p>	<p>Include evidence on:</p> <ul style="list-style-type: none"> ▪ <i>Progress data (including expected progress) for pupils overall including vulnerable groups where appropriate</i> ▪ <i>Value added data and analysis of subjects and key stages</i> ▪ <i>Any external evaluation of pupils progress</i>

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Achievement: Attainment and Floor targets	Evidence of pupil progress and attainment in recent years and currently
<p>Strengths <i>(Use bullet points and write grade descriptor making sure the evidence you provide fits with the phrases and indicate where the evidence can be found)</i></p>	<p>Include evidence on:</p> <ul style="list-style-type: none"> ▪ <i>Attainment for pupils overall; different groups as shown by national tests and examinations results</i> ▪ <i>Comparisons with national benchmarks in RAISE online for up to 3 years; proportions attaining particular standards; proportion achieving floor targets; capped average points scores; average points scores</i> ▪ <i>School results not yet validated; pupils attainment in reading; attainment that in reading; attainment that is sig- (below average) and sig+ (above average)</i> ▪ <i>Attainment of different groups of pupils those with special needs and/or disabilities; pupils educated partly off-site; those joining the school at times other than the usual phase transfer time; any external evaluation of pupils' attainment.</i>

Priorities for the Achievement of pupils
<p><i>(link these to your priorities and outcomes in the SDP/SIP, School Action Plan RAP as appropriate)</i></p>

School Self Evaluation The Quality of Teaching

- **Inspectors should take account of how well teachers:**
- *Demonstrate high expectations, set challenging tasks, enthuse, engage and motivate pupils so that they learn and make progress*
- *Use their expertise to deepen pupils' subject knowledge and understanding, teach them the skills needed to make progress and learn for themselves*
- *Assess pupils' progress, give them constructive feedback and plan lessons to match their needs*
- *And other adults provide for pupil's individual needs including those with disabilities and special educational needs*
- *Help pupils to identify and understand how to improve their learning, develop their skills in reading, writing and mathematics*

The Quality of Teaching			
Outstanding (1)	Good (2)	Satisfactory (3)	Inadequate (4)
<p>The quality of teaching is... <i>(A brief summary statement using bullet points and taking note of the inspector's focus as set out in Ofsted Evaluation schedule)</i></p> <ul style="list-style-type: none"> ▪ You may want to include: <i>The Leadership of teaching and learning; SD/IP focus; the quality of provision; monitoring cycle for lesson observations and feedback; types; frequency; support – coaching, lesson study, inset, staff meetings; actions to improve consistent good or better; evidence of addressing weak teaching; differentiation; meeting individual pupil needs; quality of teachers planning.</i> 			

Improvements in teaching since the last inspection

Quality of Teaching	Evidence
<p>Strengths in teaching and its impact on learning</p> <p><i>(use bullet points and write to grade descriptor making sure the evidence you provide fits with the phrases and indicate where the evidence can be found)</i></p> <ul style="list-style-type: none"> ▪ <i>Expectations and progress</i> ▪ <i>Teacher skills, knowledge and their effects on learners</i> ▪ <i>Adaption of lessons</i> ▪ <i>Feedback and assessment for learning</i> ▪ <i>Key skills</i> ▪ <i>Differentiation, use of resources and support</i> 	<p>Include evidence on:</p> <ul style="list-style-type: none"> ▪ <i>Teachers planning, target setting arrangements, use of performance data to set challenging targets</i> ▪ <i>Personalisation, differentiation to meet all ability groups/individual needs, developing independent learners, building on learners prior attainment</i> ▪ <i>Developing crucial skills, feedback in lessons to assess understanding and to extend appropriately, attitudes to learning</i> ▪ <i>Closing the gap marking, feedback on to learners on how to improve, use of assessment data to plan accurately next steps of learning (AfL), APP, deployment of additional support</i>

Priorities for teaching:
<p><i>(link these to your priorities and outcomes in the SDP/SIP, School Action Plan RAP as appropriate)</i></p>

School Self Evaluation

The Quality of Leadership and Management

- **Inspectors should focus on:**
- *The accuracy of school's self evaluation and the use made of its findings*
- *How effectively the school is improving and has capacity for sustaining improvement by developing leadership capacity*
- *Leaders and management demonstrate high expectations and ambition for pupils and improvements in their achievement*
- *Narrowing the gaps in achievement – vulnerable pupils*
- *Leaders and managers improve teaching and learning; support and develop staff*
- *Manage safeguarding arrangements to ensure all pupils are safe*
- *Impact of governance on school improvement*
- *How well the school ensures equality of opportunity, promotes confidence and engagement with parents and works in partnership with other schools and external agencies to improve further.*

The Quality of Teaching			
Outstanding (1)	Good (2)	Satisfactory (3)	Inadequate (4)
<p>The quality of teaching is... <i>(A brief summary statement using bullet points and taking note of the inspector's focus as set out in Ofsted Evaluation schedule)</i></p> <ul style="list-style-type: none"> ▪ You may want to include: <i>The Leadership of teaching and learning; SD/IP focus; the quality of provision; monitoring cycle for lesson observations and feedback; types; frequency; support – coaching, lesson study, inset, staff meetings; actions to improve consistent good or better; evidence of addressing weak teaching; differentiation; meeting individual pupil needs; quality of teachers planning.</i> 			

Improvements since the last inspection on leadership in and management of the school

Leadership and Management	Evidence
<p>Vision and Expectations</p> <p>Identify the Strengths for each of the strands (use bullet point and write to grade descriptor making sure the evidence you provide fits well – use the phrases)</p>	<p>Include evidence how:</p> <ul style="list-style-type: none"> ▪ Leaders and managers at all levels set an ambitious vision of high standards for quality and performance; high expectations of all learners ▪ Use information gathered from self evaluation to promote improvements; ▪ Build the capacity of leaders to sustain improvements ▪ Ensure learners are safe
<p>Systems and Structures</p>	<p>Include evidence of how school systems and structures:</p> <ul style="list-style-type: none"> ▪ Improve teaching and its impact on learning ▪ Support staff development through coaching and professional dialogue ▪ Make use of best practice in and beyond the school to improve learning for all ▪ Ensure the quality and organisation of provision

Governance and partnerships

Include evidence of:

- *The effectiveness of governors*
- *The impact of governors*
- *Effectiveness of partnerships on learners*

Priorities for leadership and management

(Link these to your priorities and outcomes in the SDP/SIP, School Action Plan RAP as appropriate)

School Self Evaluation Behaviour and Safety of Pupils

Inspectors will focus on:

- *Their conduct in lessons and around school*
- *Their attendance and punctuality at school and in lessons*
- *Their behaviour and attitudes towards others, and respect for other young people and adults, including the way pupils treat one another*
- *How well they are protected from bullying*
- *The views of pupils, parents and carers*
- *How effectively pupils are safeguarded*

Behaviour and Safety of Pupils			
Outstanding (1)	Good (2)	Satisfactory (3)	Inadequate (4)
<p>The behaviour and safety of pupils is... <i>(A brief summary statement taking note of the inspector's focus in the Evaluation schedule)</i></p>			

Improvements since the last visit

Behaviour and Safety:	Evidence
<p>Pupils Attitudes and Behaviour</p> <p>Strengths <i>(write to grade descriptor making sure the evidence you provide fits well – use the phrases)</i></p>	<p>Include evidence of:</p> <ul style="list-style-type: none"> ▪ Pupils attitude to learning; ▪ Behaviour in lessons and around school ▪ Respect for adults and each other ▪ Consistency and effectiveness of behaviour management strategies ▪ Expectations of acceptable behaviour ▪ Any external validation of behaviour
<p>Safety and Attendance</p>	<p>Include evidence of:</p> <ul style="list-style-type: none"> ▪ Learners ability to assess risk; ▪ Keep themselves safe ▪ Freedom from bullying ▪ Attendance and punctuality ▪ Any external evaluation of attendance levels and procedures

Priorities for Behaviour and Safety
<p><i>(link these to your priorities and outcomes in the SDP/SIP, School Action Plan RAP as appropriate)</i></p>

School Self Evaluation Overall Effectiveness

Inspectors will evaluate:

- *The quality of education provided by the school*
- *The judgements in the 4 areas*
- *The extent to which the education provided meets the needs of a range of pupils particularly those with disabilities and SEN*
- *The spiritual, moral and cultural development of pupils*

Overall Effectiveness			
Outstanding (1)	Good (2)	Satisfactory (3)	Inadequate (4)
<p>The overall effectiveness of the school is... Strengths <i>(A brief summary statement about the quality of the education provided by the school and its impact on outcomes for learners)</i></p> <div style="height: 500px; border: 1px solid black; margin-top: 10px;"></div>			

Ethos, cohesiveness of the schools' contribution to learners SMSC and future progression

Include evidence of:

- *Learners ability to reflect, use their imagination, create and develop their fascination and curiosity in learning*
- *Learners know and can demonstrate their understanding of right and wrong*
- *Learners positive engagement in sporting and cultural opportunities*
- *Learners understanding and appreciation of different cultures in and beyond the school*
- *How learners can apply their social skills in a range of activities*
- *Learners awareness of challenges as they move through school and in overcoming barriers to their learning*

Achievement, Teaching, Leadership and Management and Behaviour and Safety

(write a brief summary of the strengths with a clear focus on impact, outcomes and priorities – in all aspects linked to the grade descriptor)

APPENDIX: Ofsted Grade Descriptors organised in strands

Achievement	Progress and learning	Attainment and floor targets
Outstanding	Almost all pupils, including disabled children and those with special educational needs, are making rapid and sustained progress over time given their starting points. They learn very well and as a result acquire knowledge quickly and in depth and have levels of understanding in a wide range of different subjects across the curriculum including areas of learning in the Early Years Foundation Stage. They develop and apply a wide range of skills very effectively, including the application of communication and mathematics' skill across the curriculum.	Where attainment, including attainment in reading in primary schools, is below average overall, or below average for any group, it is improving very strongly over a sustained period for such pupils, and gaps between outcomes for pupils in the school and national averages are narrowing rapidly.
Good	Most pupils are making better progress than similar children nationally given their starting points. Pupils acquire knowledge quickly and are secure in their understanding in different subjects. They develop and apply a range of skills well, including the application of communication and mathematics' skills across the curriculum.	Examination results exceed floor targets. Where attainment is below average overall, or below average for any group, it is improving strongly and therefore quickly closing the gap with the national average for all pupils.
Satisfactory	Many pupils are progressing at least as well as expected of children nationally with some making better than expected progress taking into account their starting points. Pupils generally learn well in most subjects, with no major weaknesses. As a result, they are acquiring the knowledge, understanding and skills that will ensure they are prepared adequately for the next stage in their education or training.	Performance is secure compared to floor targets. Where attainment is below average overall, or below average for any group, it is improving steadily and therefore closing the gap with the national average for all pupils.
Inadequate An inadequate judgement is likely if any of the following apply	Pupils' learning and progress overall, or the learning and progress of sizable groups or in any key subjects, leads to underachievement or the learning, quality of work and progress of pupils with disabilities and special educational needs show that this group is underachieving or pupils' communication skills such as in reading and writing and proficiency in mathematics are not sufficient for the next stage of education or training.	Attainment is consistently below average and is showing little sign of improvement or is in decline or there are wide gaps in attainment and in learning and progress between different groups of pupils within the school and of all pupils nationally are showing little sign of closing or are widening.

Quality of Teaching	Expectations and progress	Teacher skills, knowledge and their effect on pupils	Adaptation of lessons	Feedback and assessment for learning	Key skills	Differentiation, use of resources and support
Outstanding	All teachers have high expectations of all pupils. Teaching is consistently good and much is outstanding, with the result that pupils and groups of pupils currently in the school, are making well above expected progress over time.	Teachers are very knowledgeable in their subjects and areas of learning and highly effective in teaching them. Teachers and other adults enthuse, engage and motivate pupils and engender high levels of enthusiasm and commitment to learning. Pupils show resilience, confidence and independence when tackling challenging activities.	Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality or learning.	Marking and constructive feedback from both the teacher and pupils are frequent and of a consistently high quality. These activities enable pupils to understand how to improve their work, encouraging high levels of commitment and interest. They build on consistency accurate assessment of pupils' learning needs to plan astutely.	No time is wasted and every opportunity is taken to develop crucial skills such as reading across the curriculum.	All teachers set challenging tasks that are closely matched to specific learning needs. (Teachers use assessment to)... ensure that teaching is very well matched to individual needs.
Good	Teachers have high expectations of all pupils and teaching is consistently effective in challenging the vast majority of pupils and contributing to their good progress. (Many pupils)... make good progress over time. Teaching results in almost all pupils making better than expected progress.	Good teachers' subject knowledge enables learning to be fully developed and their expertise enthuse pupils, ensuring they are motivated, actively engaged, concentrate well and persevere with their tasks. Teaching consistently deepens pupils' knowledge and understanding and teaches them a range of skills including those needed to learn for themselves.	Teachers regularly listen astutely to, carefully observe and skilfully question groups of pupils during lessons in order to reshape tasks and explanations to improve learning.	Pupils are provided with detailed and accurate feedback, both orally and through marking. They know how well they have done and can discuss what they need to do to improve further. Teachers regularly and consistently assess pupils' progress accurately and share this information with them so that they are more motivated and encouraged	Communication skills including reading and writing and mathematics are taught effectively.	All additional adult support and intervention, including for pupils with special educational needs, are well focussed resulting in accelerated progress for nearly all pupils involved so that attainment gaps are narrowing.
Satisfactory	Teachers' expectations enable most pupils to work hard and achieve satisfactorily and encourage them to learn more. Teaching results in pupils, and groups of pupils, currently in the school making progress that is broadly in line with their age and starting points. Teaching over time may be good in some respects and there are no endemic inadequacies in particular subjects or across year groups.	Teachers' subject knowledge and expertise ensures that pupils are often engaged by their work and make the progress expected given their starting points. (Satisfactory teaching)... ensures that most pupils want to work hard and improve.	Teachers actively monitor pupils' work during lessons, picking up any general misconceptions and adjust their plans accordingly to support learning. These adaptations are usually successful but occasionally they are not quickly identified and this slows learning for some pupils.	Pupils are informed about the progress they are making and how to improve further through marking and dialogue with adults that is usually timely and encouraging. Due attention is often given to the careful assessment of pupils' learning but this is not always conducted rigorously enough...	Communication skills include reading and writing and mathematics are taught effectively.	The individual needs of pupils are usually met correctly. Teachers carefully deploy any available additional support and this contributes reasonably well to the quality of learning for pupils, including those with special educational needs. (Assessment may not be rigorous enough and)... may result in some repetition of work for pupils and tasks being set that do not fully challenge or excite.
Inadequate An inadequate judgement is likely if any of the following apply	Teachers do not have sufficiently high expectations. Pupils make inadequate progress	Teaching over time fails to excite, enthuse, engage and motivate sizable groups of pupils, or promote pupils' learning			Pupils cannot communicate, read, write or use mathematics as well as they should.	Teaching over time fails to sufficiently improve the progress of sizable groups in key subjects

Leadership and Management	Vision, ambition and expectations	Systems and structures	Governance and partnerships
Outstanding	Unlimited vision and the pursuit of excellence in all of the school's activities are underpinned by an uncompromising and highly successful drive to improve outcomes for all pupils over a sustained period of time.	Key leaders focus relentlessly on improving teaching and learning, resulting in teaching that is consistently at least good. All leaders and managers lead by example and base their actions on a deep and accurate understanding of staff and pupils' skills and attributes.	The school community, including the governing body, makes a very strong team and places the needs of all pupils at the forefront of its work.
Good	Key leaders and managers consistently communicate high expectations.	(Leaders) ..model good practice and demonstrably work to monitor, improve and support teaching, encouraging the enthusiasm of staff and channelling their efforts and skills to good effect. As a result, teaching is good and improving. Planned actions based on accurate self-evaluation to overcome weaknesses have been concerted and effective. As a result, achievement has strongly improved or consolidated previous good or outstanding performance.	The governing body contributes strongly to the life of the school and clearly holds key leaders to account. Parents, carers and the wider community engage fully and there is a clear sense of purpose.
Satisfactory	Not all staff and pupils are fully committed to the drive and ambition demonstrated by key leaders and although there is a trend of improvement in achievement, behaviour and safety a few significant weaknesses remain.	The headteacher and most other key leaders provide a concerted approach to school improvement and have improved the quality of teaching so that much is good or better and very little is inadequate. Essential systems are embedded sufficiently to enable the school to continue improving and are not solely dependent on only one or two senior leaders. The school's arrangements for safeguarding pupils meet statutory requirements.	The governing body is fully aware of its important role and actively challenges in a supportive manner.
Inadequate An inadequate judgement is likely if any of the following apply	Current leaders and managers have been ineffective in securing essential improvements since the last inspection or there is limited capacity for further improvement or despite remedying a few small areas of weakness, perhaps recently, improvements are fragile or leaders and managers are not taking effective steps to secure satisfactory and better teaching.	There is little consistency in the application of policies and procedures or the school's arrangements for safeguarding pupils do not meet statutory requirements.	Current leaders and managers have been ineffective in securing essential improvements since the last inspection.

Behaviour and Safety	Pupil attitudes and behaviour	Attendance	Safety
Outstanding	Pupils are clear that they come to school to learn and to support the learning of others. They are consistently very well behaved over time and show high levels of engagement, collaboration and co-operation in and out of lessons. They have very good attitudes to learning, and are consistently punctual and highly adept at managing their own behaviour in the classroom and in social situations. They are calm and orderly when moving around the school. Individual pupils and groups of pupils, including those with identified behavioural difficulties, respond extremely positively to the school's strategies to improve behaviour.	Parents, carers and pupils understand that attendance and punctuality are important. It is likely that attendance will be above average for all groups of pupils or will show sustained and convincing improvement over time.	Pupils are highly supportive of one another and feel very safe at school at all times. They have a very clear understanding about what constitutes unsafe situations. They maintain a well-tuned perspective on their own safety and that of others. Instances of bullying are extremely rare. Pupils understand different forms of bullying and this prevents its occurrence. The school has a proactive approach to identifying bullying and this prevents it from happening.
Good	Pupils are typically considerate to others, respect staff and each other and behave consistently well. They are punctual to school and to lessons. Pupils, including those with identified behavioural difficulties, respond very well to the school's strategies for improving behaviour and as a result disruptive incidents seldom occur. There are improvements in behaviour over time for individuals or groups with particular needs.	Parents, carers and pupils are aware that attendance and punctuality are important. Where pupils are able to influence their own attendance, it is likely that attendance will be above average for all sizeable groups of pupils, or showing sustained and convincing improvement over time.	Pupils feel safe at school. They have a clear understanding about what constitutes unsafe situations. They have an accurate perspective on their own safety and that of others. Instances of bullying are rare. Pupils have a good awareness of different forms of bullying and take active steps to prevent it occurring. The school swiftly and successfully addresses any incidents of bullying that do occur thus gaining the full confidence of pupils, parents and carers.
Satisfactory	Pupils' behaviour and engagement, including their punctuality to school and lessons, contributes to their satisfactory or better learning and leads to an orderly school environment. Pupils overwhelmingly respond to teachers' direction and work co-operatively with each other. Pupils, including those with identified behavioural difficulties, respond well to the school's strategies for improving behaviour and improvements over time are evident for individuals and groups. Consequently, disruption to learning is uncommon.	Attendance will usually be at least average but if it is below average, for all pupils or particular groups, it will be improving over time.	Pupils feel safe at school. They know about the main risks they feel they might face and understand how these risks may threaten their own and others' safety. Instances of bullying are infrequent and pupils are aware of different forms of bullying and the importance of preventing them. The school usually addresses any incidents of bullying promptly thus gaining the confidence of pupils, parents and carers.
Inadequate An inadequate judgement is likely if any of the following apply	Pupils' lack of engagement and persistent low-level disruption contribute to reduced learning and/or a disorderly classroom environment or a significant minority of pupils show a lack of respect and intolerance for each other or staff and a lack of self-discipline resulting in poor behaviour around the school.	Attendance is consistently below average over time for all pupils or groups of pupils and shows little or no sign of improvement.	Pupils or specific groups of pupils do not feel safe or incidents of bullying are frequent or pupils have little confidence in the school's ability to address bullying successfully.

Overall Effectiveness	Overall ethos, cohesiveness of the schools and contribution to pupils SMSC and future progression	Achievement	Teaching and Learning	Leadership and Management	Behaviour and Safety
Outstanding	The school's work reflects consistently the vision, values and ideals expressed through its aims. The school takes all necessary steps to help pupils meet their potential with great success. The school's relentless and wide-ranging promotion of the pupils' spiritual, moral, social and cultural development enables them to thrive in a supportive, highly cohesive learning community. Consequently pupils and groups of pupils have excellent experiences in their time at school, ensuring that they are fully equipped for the next stage of their education and/or training.	Achievement is outstanding or at least good and rapidly improving.	Inspiring teaching of a highly relevant curriculum leads to outstanding learning.	Good or outstanding	Good or outstanding
Good	Deliberate and effective action is taken to create a cohesive learning community by promoting the pupils' spiritual, moral, social and cultural development. A positive climate for learning exists and pupils and groups of pupils have highly positive experiences in their time at school so that they are well prepared for the next stage of their education or training.	Achievement is at least good or, in exceptional circumstances satisfactory and rapidly improving.	Pupils benefit from teaching that is at least good. This promotes very positive attitudes to learning.	Leadership and management have played a significant role in (the good or rapidly improving achievement) and are good overall.	Behaviour and safety are strong features of the school.
Satisfactory	The school takes reasonable steps to promote pupils' spiritual, moral, social and cultural development, enabling them to develop the skills and personal qualities needed to work together in a generally cohesive learning community. As a result, pupils and groups of pupils have a generally positive experience in their time at school and are not disadvantaged as they move to the next stage of their education or training.	At least satisfactory with some significant good practice.	At least satisfactory with some significant good practice.	At least satisfactory with some significant good practice.	At least satisfactory with some significant good practice.
Inadequate An inadequate judgement is likely if any of the following apply	There are important weaknesses in the school's promotion of the pupils' spiritual, moral, social and cultural development resulting in a poor climate for learning and an incohesive school community where pupils or groups of pupils are unable to thrive	Achievement is inadequate.	The quality of teaching is inadequate.	Leadership and management are inadequate.	Behaviour and safety are inadequate.