

## Summary of the Ashton Community Science College Self-Evaluation Form (SEF) 2024–25:

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### Vision & Values

- The school promotes a culture of high expectations, no excuses, and mutual respect.
  - The ethos is encapsulated in the acronym **PROUD**: *Punctual, Responsible, Organised, Uniform, Determined*.
  - Emphasis on collaboration with families and a commitment to student well-being and achievement.
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### School Context

- **NOR**: 871; oversubscribed in Years 7–10.
  - **Demographics**: 75% White British, 12% EAL, 42% FSM6.
  - **Curriculum**: Broad, ambitious, and inclusive, with strong CEIAG provision (100% Gatsby Benchmarks met since 2020).
  - **SEND & Inclusion**: Specialist units for deaf and ASD students; curriculum adapted for SEND needs.
  - **Safeguarding**: Strong culture, effective systems, and trained staff.
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### Performance & Outcomes

- **Progress 8**: Improving trend from -0.39 (pre-COVID) to -0.07 (2024).
  - **Attainment 8**: Slight decline from 44.13 (2022) to 40.3 (2024).
  - **NEET**: Low at 2%, below national average.
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### Quality of Education (*Judged: GOOD*)

- Curriculum is well-sequenced and ambitious.
- Teaching is improving through CPD and QA.
- Assessment is used effectively but still developing in consistency.
- Reading is prioritised with interventions in place.
- SEND and disadvantaged students supported, though outcomes vary across subjects.

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### **Behaviour & Attitudes (Judged: GOOD)**

- High expectations and structured routines.
- Behaviour generally good, but consistency across staff and students is a focus.
- Attendance improving but remains a priority.
- ARC and staged behaviour interventions under review.

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### **Personal Development (Judged: GOOD)**

- Strong CEIAG and enrichment (e.g., DofE, BOOST clubs, Scholars Programme).
- SEND students well supported in PD and careers.
- PSHE is well-structured and mapped to statutory guidance.
- Student leadership and voice are embedded.
- British values and SMSC are integrated across the curriculum.

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### **Leadership & Management (Judged: GOOD)**

- Clear vision and strong leadership.
- Staff well-being and workload are actively managed.
- Governors are engaged and hold leaders accountable.
- Safeguarding is highly effective.
- CPD and assessment practices are improving but not yet consistent.

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### **Improvement Priorities for 2025–26**

Framed around the “**4 Bs**”:

1. **Be Ambitious** – All stakeholders believe in student success.
  2. **Be Here** – Focus on attendance and punctuality.
  3. **Behave** – Embed PROUD behaviours and respect.
  4. **Be Engaged** – Responsive teaching and effective feedback.
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