**St Clare’s Self-evaluation Statement**

Learning outdoors 

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| **School name** | St Clare’s RC Primary School | **DFE No.**  | 352 3501 |
| **School type** | Primary | **Ofsted URN** | 105554 |
| **Address** | Victoria Avenue, Blackley, Manchester | **Number on roll** | 465 |
| **Telephone** | 0161 740 4993 | **Headteacher** | Vincent Jones |
| **Email** | admin@st-clares.manchester.sch.uk | **LA** | Manchester |
| **Website** | [www.st-clares.manchester.sch.uk](http://www.st-clares.manchester.sch.uk) |  |  |
| **Religious character** | Roman Catholic |
| **Last inspection** | December 2018 | **Overall grading** | Good |
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| **Contextual details*** 7% of pupils in the top 1% of most deprived
* 67% of pupils in the top 10% of most deprived
* 66% White British
* 38% disadvantaged
* 12% SEN support
* 2.2% EHC Plan
* Very low pupil mobility
* Many nursery pupils restricted to part time
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| **Attainment on Entry*** Many pupils enter reception only having been in nursery part time
* Pupils enter with very low levels of spoken language
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| **Overall Summary** |
| **Our Curriculum Intent is RI** | **Our Curriculum Implementation is RI** | **Our Curriculum Impact is good** | **Personal development, welfare and safety are good because** | **Leadership and management are good** |
| * We take some account of the starting points of our pupils.
* We know that we have to do more than other schools when it comes to enriching vocabulary and focusing on language development.
* In addition, we provide first-hand experiences, whenever possible.
* We some attention to our locality and build in opportunities for pupils to feel proud of their heritage.
* The curriculum is beginning to be sequenced well, taking account of the various strands within each subject.
* The programmes for teaching the basic skills in reading, writing and mathematics are good.
* We are beginning to build in these skills across the curriculum, especially for reading and writing.
* We have a high ambition for all our pupils and ensure all staff have high expectations for all, including those with SEN.
* We do not narrow the curriculum in any way to prepare for the tests in Year 6 with all pupils receiving a broad and balanced curriculum throughout.
 | * The national curriculum has been used as a central reference point to determine what the end points are in the main subjects. Here, we have broken down the learning in each subject into manageable steps, so it is easier for staff to follow.
* In some non-core subjects, leaders have expertly broken the end point down into manageable year groups so that all teachers are fully aware of their own responsibility.
* Evidence in books clarifies that pupils are making good or better progress towards the age group expectations. This is becoming more evident for non-core as well as core subjects.
* In most lessons, there are high expectations that pupils’ misconceptions are picked up quickly and that staff work at ensuring they overcome their difficulties.
* Parts of the curriculum has been mapped out expertly so that there is sufficient time allocated to all subjects. In some instances, schools use the terms ‘drivers’ and ‘enhancers’ to link subject domains.
* The school is very keen to be at the forefront of any proven reading development that is happening nationally or internationally.
 | * GLD outcomes are improving.
* The school has enjoyed good test results at the end of KS2 over time.
* Similarly, the percentage of pupils attaining at the higher standards is sometimes above the national average.
* The progress made through KS2 is good, especially in reading and writing but some pupils fall behind from the expected standard.
* Results at the end of KS1 and in phonics are good, particularly at the higher level in reading. Pupils make good progress from EYFS.
* In EYFS, pupils make good progress from a low starting point. The attainment of full-time nursery pupils in EYFS is particularly strong.
* The school is confident that progress in the non-core subjects will soon mirror that seen for the core subjects.
* The school ensures that pupils are exceptionally well-prepared for life in secondary education and the liaison with secondary colleagues is good.
* There are good links established between home and early years.
* Some outcomes in the wider curriculum are exemplary.
 | * There is a good balance between a focus on academic success and developing wider emotional and personal qualities.
* Through their faith, the school ensures pupils become responsible, respectful and active citizens.
 | * The school’s leadership has been very proactive in leading the learning and this has led to the quality of teaching and learning across the school to be at least good.
* The school’s senior leaders are instrumental in creating and then developing the school’s curriculum intent.
* Senior leaders have created a strong ethos which encourages staff to believe that all pupils are capable of attaining the highest standards.
* Leaders are working to ensure that teachers have awareness of the knowledge that pupils have to acquire across all subjects, not just the core.
* School leaders are aware of the issues associated with teacher workload and potential burnout.
* The Governing Body ensures that it carries out its statutory duties effectively.
* Governors have a good understanding of national and local data and use this well to check on how well the school is performing.
* The school works hard to create positive links with its parents and carers.
* All safeguarding and child protection policies and procedures are up-to-date and reviewed regularly by governors.
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| **Behaviour and Attitudes** |
| * The behaviour of the vast majority of our pupils is excellent.
* Pupils are proud of their school and are keen to tell visitors this.
* It is extremely rare that there is any lost learning time due to inappropriate behaviour of one or a few pupils.
* Pupils work productively in lessons and are proud of their efforts.
* Absence is below the national average, as is PA.
* Pupils value the relationship they have with their teachers and with senior staff.
* Pupils are pride of their school and the work they produce.
* Pupils are polite and welcoming to everyone who joins the school.
* They are keen to apply their faith by helping those in need.
* They understand the value and importance of forgiveness.
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| **What needs to be done to secure good…** | **What needs to be done to secure good…** | **What needs to be done to secure good…** | **What needs to be done to secure outstanding…** | **What needs to be done to secure outstanding** |
| * Take full account of pupils’ starting points.
* Integrate language development better more systematically.
* Improve the sequencing of the curriculum.
 | * End points need to be clearer in the foundation subjects.
* A clearer sequence in the non-core subjects is needed.
* Improve teachers’ strategies for embedding knowledge long term
 | * Reduce attainment gaps.
* More high attaining pupils atY2 achieve the Y6 higher standard.
* Improve attainment in non-core subjects.
 | * Improve the attitudes to learning of a minority of pupils so that they engage more with their learning.
* More direct teaching on British values.
 | * Improve the role of subject leaders and their impact on pupils’ progress in the wider curriculum.
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| **Curriculum Intent** |
| **Curriculum Intent currently requires improvement because:** |
| **Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life**  | We have identified language as a barrier to pupils’ learning in all three parts of the school and have taken some steps to broaden vocabulary. These include broadening pupils’ wider curriculum experiences through visits and visitors and modelling vocabulary within the wider curriculum, assemblies, masses and services. However, our approach to this and our work with teachers on their pedagogy needs to be more systematic so that there is a common drive to address language in all year groups. |
| **Next steps** |
| Work with curriculum leaders, teachers and TAs to systematically address issues of vocabulary so that these are not an impediment to learning. |
| **the school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment**  | The main subjects of English, maths and RE are well organized through existing schemes of work but more needs to be done to sequence remaining subjects so that the end points and expectations are clearer to teachers. Some good connections are made in the subjects where the curriculum is well sequenced but pupils make less connections in subjects such as geography and design technology because prior learning is not always clear. |
|  | **Next Steps** |
|  | * Establish a clear sequence in each subject so that end points are clear.
* Ensure that the key driver of language is evident in the final curriculum design.
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| **The school has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs**  | High expectations of all pupils exists in most classes and interventions focus on the keeping up in the main subject. Interventions need development in the wider curriculum to ensure that more pupils achieve in these subjects at or much closer to the expected standard for their age. There are high expectations of all pupils and a recognition that SEND or disadvantage is not necessarily and impediment to achievement. For example, a number of these groups achieve at a very high standard in piano, violin, choir and, particularly, drumming. All pupils are introduced to positive role models such as those who help others and are encouraged to think positively by meeting and working with such people as explorers.  |
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|  | **Next Steps**Increase consistency of expectation in all year groupsImprove strategies for removing barriers to learning in all year groups |
| **Learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, ‘specialising’ only when necessary**  | There is good evidence from the upper part of the school that the curriculum does not narrow as pupils reach the final stages. Good links are made between subjects so that essential skills and knowledge are established and the curriculum continues to be enhanced in the final years through interesting visits and visitors. Teachers ensure that when pupils are doing geography, history or science that this does not become a literacy focus. Some good practice exists for consolidating and extending learning in the wider curriculum but this is not yet consistently applied in all year groups.Again, in the final years, leaders and teachers ensure that pupils continue to access good quality texts. |

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| **Curriculum Implementation** |
| **Curriculum implementation is current RI because:** |
| **Teachershave good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise**  | Maths, literacy, aspects of science, PE, art and RE benefit from greater structure and organisation of the curriculum but the current topic approach lends itself less well to the gradual build-up of knowledge in subjects such as geography and design technology. Learning is improved in subjects were teachers are most confident but all teachers have identified subjects where they need development. An improved curriculum design and the effects of teachers’ training and support is needed to bring about better teaching and outcomes in the broader curriculum. Performance management currently focuses on the improvement of teachers’ subject knowledge and their effectiveness in supporting others in their specialist area, resulting in greater professional confidence in the design and presentation of lessons. |
|  | **Next Steps**Improve the consistency in provision in the wider curriculum through improved subject knowledge |
| **Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches**  | While some subjects benefit from a clear and structured approach, much work remains to be done to ensure greater consistency and clarity. There are good examples of formative assessment being used well where it is combined with an immediate response from the teacher, usually within the same lesson. In this way, misconceptions are addressed early. There are also good examples of subject specialist building learning sequentially and methodically so that pupils are able to connect with prior learning. In some subjects, learning needs to have greater sequence and to be broken down into manageable units to allow teachers the clarity and time to embed key knowledge for the longer term. |
|  | * **Next Steps**
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|  | Improve the influence of subject leaders on curriculum designEnsure more consistent approaches to formative assessment, particularly in addressing misconceptions |
| **Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts**   | * Teachers are beginning to think about issues associated with long-term memory and how this may affect their own practice. The planned curriculum will have key drivers (geography, history and science) with enhancing subjects (art and design technology) to ensure effective links are made and sufficient time is available to be able to embed key knowledge. New strategies such as the use of knowledge mats are being explored but are only in their early stages of development.
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|  | * **Next Steps**
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|  | * Introduce knowledge mats to clarify expectations and involve pupils more in reviewing their learning
* Improve teachers’ strategies for embedding key knowledge in long-term memory
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| **Teachers and leaders use assessment well, for example to help learners 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 for staff or learners**  | * There is some good practice in the use of assessment, including the use of peer assessment. Sometimes assessments are carried out but insufficient use is made of the information from this to plan future learning or to respond to misconceptions. Again, there are some examples of pupils being able to reflect on learning, but this is not consistent or systematic enough because of a general lack of expertise or professional development in this area.
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|  | * **Next Steps**
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|  | * We need to do more professional development to ensure all staff are able to promote pupils’ reflections (metacognition) on their learning and to involve pupils more in the assessment process
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| **Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider’s ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment**  | * The development of an enquiry based curriculum will allow pupils to understand the importance of good quality questions as the basis for study. At the same time, greater work needs to be done to value questions and to allow pupils to raise and follow questions of their own. Some good opportunities exist for pupils to learn collaboratively but this needs to be explored more systematically so that learning is more effective and collaboration promotes language. Again, the curriculum and the nature of responses to overarching questions, needs to be designed and presented in a way that prevents the regurgitation of facts or the passive learning associated with downloading or copying information from the internet and other sources.
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|  | * **Next Steps**
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|  | * Work with teachers to design and embed an enquiry-based curriculum
* Improve whole-school approaches to research and ‘learning to learn’
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| **A rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners’ phonics knowledge**  | * The school’s approach to early reading is underpinned by the Read, Write Inc phonics programme, which ensures that the vast majority of pupils are reading fluently by the end of Y2. Despite the school’s challenging social context, 1 in 3 pupils leaves KS1 reading at the higher standard. Only the most severe SEND pupils enter Y3 unable to read fluently. In KS2, pupils’ reading progress is monitored closely through the Accelerated Reader Programme. Together with both approaches, pupils are encouraged to read widely and often – for example, through the 100 book challenge in KS2. The school has recently invested £16,000 in renovating and resourcing the library with a timetable to ensure all pupils get access to its many books, junior newspapers and journals. Again, each class has a class reader each term to focus on pupils’ enjoyment as well as developing comprehension.
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|  | * **Next Steps**
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|  | * Systematically link high-quality texts to each topic in each year group
* Improve the age-appropriate texts to support independent reading and learning in each year group
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| **Curriculum Impact** |
| **Curriculum impact is good because:** |
| **Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.** | * There is a growing connection between the school’s statement of intent and the curriculum but this is still very much in its early stages. That said, outcomes under the old arrangement were strong in a number of areas, particularly literacy, maths, art, PE and RE. Pupils have a history of achieving well in these areas, particularly reading, but more work needs to be done to reduce variation between subject and to equip teachers with the skills to provide greater support and challenge. Some subject leaders are in the early stages of their leadership role and have less of an impact than others.

Between subjects, some effective links are made, but opportunities are not always maximized. School data generally compares well with national outcomes but more work needs to be done to improve pupils’ skills, knowledge and, particularly, language in the wider curriculum so that this isn’t an impediment to future learning and opportunities. |
|  | * **Next Steps**
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|  | * Improve pupils’ outcomes in the wider curriculum through improved leadership development and training
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| **Learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.**  | *

Most pupils read widely and often but there are those who don’t so strategies such as the use of class texts, in-school reading, Accelerated Reader, Read-Write Inc and the reading focus of the curriculum combine with interventions and support to address the latter. Pupils enter each key stage at a good standard and a wide range of strategies support pupils who have fallen behind the expected standard. More work needs to be done to improve maths and literacy through the wider curriculum and to ensure standards are consistent between all subjects. Leaders and teachers carry out much work to support preparation (academically, socially and emotionally) to ensure pupils leave the school prepared for secondary education. Progress over KS2 needs to be more consistent in the core subjects so that Y6 outcomes better reflect the Y2 starting point for all ability ranges. |
|  | * **Next Steps**
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|  | * Ensure more consistent progress over Key-stage 2.
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| **Behaviour and Attitudes** |
| **Behaviour and attitudes are good because:** |
| **The provider has high expectations for learners’ behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners’ behaviour and conduct**  | * Pupils’ behavior in lessons, around the school and on visits is good. Visitors to the school comment on the polite, friendly nature of pupils and the pride they have in their school. The local authority has proactively sought places for pupils from other schools because of the calm and welcoming environment. All of the pupils, and others arriving with complex needs, have settled very well due to the calm environment and good behavior of other pupils. A wide range of productive interventions exists to support pupils for whom the school behavior systems are less appropriate. These are clear to pupils and their families and generally work very well. Chaplains and other pupil groups make a direct contribution to the life of the school and they take great pride in doing so.
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| **Learners attitudes to their education or training are positive. They are committed to their learning, know how to learn/ study effectively and do so, are resilient to setbacks and take pride in their achievements** | * Pupils behave well in lessons. They enjoy their learning and take great pride in the work they produce. They have opportunities to perform and display their work and are keen to show it to visitors and audiences through showcases, the school website or through display. Some classes promote resilience and independence well but both aspects need to be more consistently promoted in contrasting classes. Although pupils’ attendance and behavior is good, sometimes attitudes to learning are less good and this has the potential to undermine future learning and opportunities. More work needs to be done to promote greater curiosity and engagement with those pupils who don’t see learning as having intrinsic value.
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| **Learners have high attendance and are punctual**  | * Attendance is consistently above or close to the national average because pupils enjoy coming to school and expectations in this area are high and clear. The culture of pupils taking holidays and missing learning has long been addressed and the whole school community recognises the impact of lost learning. Pupils themselves are involved in promoting and monitoring good attendance and this has contributed to consistent outcomes in all year groups. Few pupils arrive late for school and where this happens it is quickly addressed.
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| **Relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread** | * Relationship between all members of the school community are strong, particularly those between adults and pupils. This doesn’t just mean teachers or teaching assistants. Everyone in the school, irrespective of their role, puts children first and this is commented on by parents, carers and visitors to the school. Systems for addressing bullying are clear and quickly implemented where incidents occur. Designated staff have pastoral responsibilities for meeting and talking regularly with any pupil who has become anxious – irrespective of the reason. Pupils are particularly good in welcoming and caring for new pupils and this is one of the reasons that new pupils settle so well. The school is proactive in accepting any pupil who wants a place, irrespective of faith, and often uses the smaller classes at Y5 and Y6 to go beyond the maximum capacity for the year group.
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|  | * **Next Steps**
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|  | * Develop strategies for improving pupils’ engagement with their learning.
* Ensure a more consistent response to promoting resilience and independence, not just through PHSE lessons
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| **Personal Development** |
| **Personal development is good because:** |
| **The curriculum extends beyond the academic, technical or vocational. It provides for learners’ broader development, enabling them to develop and discover their interests and talents**  | * Pupils’ sense of morality and sense of self-respect is developed through their faith. A growing sense of responsibility, the valuing of difference and the need to care for and respect others are all embraced within their learning about their place in the world and Roman Catholics. Their teachers value their differences, talents and attempts to improve – whether this is in or out of school. A systematic approach to celebrating pupils’ individual talents.
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| **The curriculum and the provider’s wider work support learners to develop character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy** | * Pupils understand the links between mental and physical health. These are highlighted through the curriculum and at set points in the school year such as mental health week. Through the development of their faith and through the wider curriculum, pupils are encouraged to see themselves in broad terms and to acknowledge wide-ranging qualities in others. Throughout the liturgical year, pupils are encouraged to reflect on their own qualities and how they may affect communities that are both near and distant. Through the school’s involvement in the Healthy Schools Award pupils learn about choices and challenges that may affect their long-term health and well-being.
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| **At each stage of education, the provider prepares learners for future success in their next steps**  | * Pupils are encouraged to pursue their aspirations through effective role models, not least former pupils who have gone on to be successful – for example, an illustrator of children’s books. They read extensively about the lives of others, including inventors and local people who have made a difference in areas such as science. The youngest pupils learn the social skills necessary at an early stage and their interests are established prior to joining the school through home visits. Liaison between teachers as pupils move from one key-stage to another (including KS2-3) helps to ensure a good start to the next stage of their education. Visits from STEM ambassadors from local universities and elsewhere help pupils to see the emerging opportunities in science, coding and technology within their home city.
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| **The school prepares learners for life in modern Britain by:*** **equipping them to be responsible, respectful, active citizens who contribute positively to society;**
* **developing their understanding of fundamental British Values**
* **developing their understanding and appreciation of diversity**
* **celebrating what we have in common and promoting respect for the different protected characteristics as defined by law**
 | * Through their increasing understanding of the sacraments, the messages of the gospel and the tenets of their faith, pupils learn of their responsibilities within the local, national and international community. They understand the special significance of nature and learn to be custodians of the world the inhabit, sometimes practically through recycling and energy-saving. They understand the challenges facing communities and appreciate fundamental rights, irrespective and race or creed. More explicit work needs to be done to improve pupils’ understanding of individual liberties, democracy and the rule of law together with the related history of Britain and some of the key figures who were instrumental in securing rights, liberties and significant changes to the law – such as the right to vote.
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|  | * **Next Steps**
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|  | * Embed a structured programme for older pupils to learn about liberty, democracy and the rule of law.
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| **Leadership and Management** |
| **Leadership and management are good because:** |
| **Leaders have a clear and ambitious vision for providing high-quality inclusive education and training for all. This is realised through strong, shared values, policies and practice**  | * The vision for the developing curriculum amongst leaders is clear and ambitious. This is continually underpinned by careful recruitment, highly-supportive induction and the long-term development of teachers. The school’s Catholic faith and sense of community drives ambitious aims for pupils and leaders work creatively and systematically to remove obstacles to learning whatever these may be. A culture of openness to new ideas, providing they are educationally sound, allows judicious innovation that eschews recent fads or educational gimmicks. Leaders understand each teacher’s strengths and areas for development and use this as a basis to support improvements to their confidence and practice. A profound sense of service permeates the whole staff, not just senior leaders, and this supports open, honest self-evaluation and the desire to improve provision for pupils.
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| **Leaders focus on improving staff’s subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time.** | * All subject leaders are encouraged to make links with their subject associations and the school finances and facilitates meetings between each subject leader and 8 other teachers in the same position in other local schools. This assists with workload and allows each leader to gain from the experience of others while contributing ideas of their own. Feeding their practice in this way, allows them to return to school and to work productively with teachers who require support. In principle, each new school year should see each subject begin from an improved baseline. This iterative approach to curriculum improvement and leadership development is an intrinsic feature of the school’s journey towards outstanding.

Not all approaches work or endure, but senior leaders drive well-chosen pilot projects that are relevant to the school’s context and aims. Judicious experimentation based on examples of good practice is a staple strategy. Currently, these focus on pupils who are disengaged – particularly boys. |
|  | * **Next Steps**
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|  | * Work with teachers to improve the consistency of provision between subjects and year groups.
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| **Leaders aim to ensure that all learners complete their programmes of study. They provide the support for staff to make this possible and do not allow gaming or off-rolling** | * Pupils are never off-rolled, unofficially excluded or encouraged to be ‘home educated’. All pupils access the curriculum and leaders do whatever needs to be done to ensure this. The school has frequently taken pupils not coping in other settings and has in place a wide range of strategies to support the most vulnerable. The school has long commissioned its own educational psychology support, therapeutic approaches, speech and language as well as developing in-house provision that is characterized by diversity and effectiveness.
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| **Leaders** **engage effectively with learners and others in the community, including – where relevant- parents, carers, employers and local services** | * The school has a long history of working with other agencies, parents, carers, other schools, educational services and specialist services – some of which are directly commissioned. Parent workshops on phonics, Numicon, internet safety and more are a staple feature of each school year. Working openly and honestly with families ensures that the school learns from mistakes or experiences. A strong sense of partnership and trust is built from an early stage, meaning that it is very rare indeed for a pupil to leave to go to another school. Teachers and leaders are highly flexible in making arrangements to see parents, whether this is before or after school or during the day. Each and every person who comes to the school is warmly welcomed, whatever the circumstances.
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| **Leaders engage with their staff 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** | * St Clare’s is blessed with a talented and incredibly committed team, which is the backbone of the school. Sharing the same commitment to pupils, they are very easy to work with. Collegial and consultative approaches acknowledge their professionalism, care and talent and shared commitment to the pupils. Each person is understood and valued as an individual. Leaders do not waste teachers’ time through unnecessary meetings. Staff meetings focus on teaching and learning or mandatory training, never managerial matters, which can be quickly dealt with through other means. Teachers are encouraged to use their specialisms in reducing workload (such as swapping classes) and in supporting each other. In difficult times, the support and goodwill of the staff is stunning.
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| **Those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education provided.** | * Governors divide work well between them and undertake learning walks with relevant staff to gain an insight into provision and school development. They understand the main trends in pupils’ results and how these compare to national over time. Their understanding of changes to the new curriculum is developing and each term they receive information on improvements in each subject and how these are likely to affect pupils. They understand the school’s strategies for supporting the most vulnerable pupils and raise relevant questions on provision and its impact. Through their work, governors ensure that the school remains compliant and meets its statutory responsibilities for safeguarding, including Prevent.
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| **Those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the Prevent strategy and safeguarding, and promoting the welfare of learners**  | * Governors regularly monitor the development of statutory policies through their cycle of meetings, ensuring they are kept up to date and are fair and accessible to all. They have long-established systems of ensuring complaints, grievances and other issues are dealt with effectively and quickly. They participate in training to assist them in their work and judiciously separate roles and tasks to ensure efficiency and fairness. New governors are supported well through induction and training and governors plan effectively for succession, such as the Chair of Governors and Vice Chair.
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| **The provider has a culture of safeguarding that supports effective arrangements to:****\*Identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation****\*Help learners reduce their risk from harm by securing the support they need, or referring in a timely way those who have the expertise to help****\*Manage safe recruitment and allegations about adults who may be at risk to learners and vulnerable adults** | * All safeguarding and child protection policies have been updated to include any new legislation in relation to safeguarding and child protection. They are reviewed regularly by governors and a date set for the next review. Governors ensure safer recruitment and see that related training is done regularly. They ensure all interviews and relevant checks take place in accordance with this training and retain all documentation pertaining to appointments. They challenge leaders to learn from situations and raise questions about provision in all areas of safeguarding such as internet safety. Clear systems exist for managing allegations – ensuring fairness for all concerned. Designated governors carry out learning walks with relevant staff to evaluate the quality of systems and the implementation of policies.
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