

The “next steps” from October have been RAG rated. Green – completed or moved forward significantly; Amber – in progress; Red – yet to begin. It would be expected that all steps would be amber at this stage

	Quality of Education	Behaviour and Attitudes	Personal Development	Leadership and Management
RAG rating**				
Key Strengths	<p>Ambitious curriculum with challenging progress ladders linked to schemes of work. Students able to achieve the highest grades in all subjects.</p> <p>Open, broad, curriculum with clear statements of entitlement</p> <p>ASPIRE framework for skills an attributes. Cultural capital identified in curriculum.</p> <p>Strong careers guidance – All 8 Gatsby benchmarks achieved (now 7 due to work experience impact in pandemic – will be regained this year)</p> <p>Strong improvement in progress of students with SEND (especially SEN K) and accessible curriculum. All students able to study the EBacc in the context of an open options system. Introduction of an additional language at GCSE to address uptake in languages. introduction of ASDAN CoPE to support those with additional learning needs.</p>	<p>New systems introduced to enhance consistency across all teachers and subjects</p> <p>2019: Attendance (and PA) of students with SEND (E and K) better than national, better than non-SEND and improved from 2018. PASS survey very positive compared with national data</p> <p>Improving attitude to independent study and resilience to challenge over last 2 to 3 years.</p> <p>Attendance on an improving trend and PA has significantly improved. Appointment of Family Support Worker has helped.</p> <p>Latest KR survey (March 2019) showed that students considered the control of bullying, for example, was good. Students felt safe.</p> <p>2020: The pandemic has meant that there has been a key focus on safe and appropriate behaviour, coupled with a supportive individual mentoring system and detailed work with parents, particularly those of students with</p>	<p>Strong focus on students’ wider development – ASPIRE framework, strong focus on SMSC and a wide range of opportunities</p> <p>Strong pastoral support for systems recognised by external agencies and reviewers (e.g. IQM Flagship review)</p> <p>Clear ethos of respect for diversity</p> <p>Very wide range of co-curricular activities (until the pandemic) and a high takeup, including 72% of PP students</p> <p>Review of food provision carried out and changes made to ensure a healthy diet is encouraged.</p> <p>8 Gatsby benchmarks met for careers provision with high quality provision for work-related learning including work experience for all students.</p> <p>Full RSE provision implemented from September 2021</p>	<p>Clear vision shared through clear improvement plan with shared values.</p> <p>Focus on CPD as the means of further improving teaching and learning – change to PM processes, use of study groups...</p> <p>Highly inclusive school focused on every student completing their programme of study</p> <p>Good attendance at parents’ evenings with the extensive use of email and text to contact parents and carers and an “open door” to parents/carers to discuss issues leads to good communication</p> <p>High quality opportunities for employer engagement</p> <p>Management of workload is a high priority – control over marking policy, reduction in data captures...</p> <p>Clear lines of communication within the staff</p> <p>Positive review of governance</p>

	<p>Considerable development and innovation in teaching and learning, including teaching for memory and investment in the learning environment. Pandemic has led to considerable innovation in remote learning</p> <p>Clear understanding of the role and limitations of assessment</p> <p>High priority given to reading and reading intervention.</p>	<p>additional needs. This has been very effective during lockdown</p> <p>Key focus on ensuring that we know where every child is, even if they could not be in school during the pandemic.</p>	<p>Fundamental British Values embedded in thought for the week and assemblies</p>	
<p>Next steps</p>	<p>Continue to focus on the quality of teaching as this will have the greatest impact on the examination outcomes for all students.</p> <p>Continue to focus on subject-related pedagogy with a strong focus on CPD</p> <p>Continue to review and evaluate progress ladders and curriculum maps and the links to medium term plans</p> <p>Ensure SENDCO engaged in review of curriculum with subject leaders – emphasis here has changed – SENDCO to respond to support requests from subject leaders whilst providing general advice about individual student needs</p> <p>Further develop the use of questioning and assessment to identify learning gaps as a starting point for the modification of schemes and curriculum plans</p> <p>Continue to develop reading across the curriculum, making use of twice yearly reading age assessments.</p>	<p>Review Classcharts use across the school and ensure it is used effectively at each level in the school</p> <p>Embed bullying Ambassadors in each year group.</p> <p>Use of external standards as benchmarks - Diana Award / Stonewall/ Lancashire Equality Mark</p> <p>Continue to work with each family and individual to ensure attendance, particularly those most disadvantaged by the pandemic</p>	<p>To continue to train more students as ambassadors</p> <p>Develop co-curricular activities in the light of the pandemic and link them to the ASPIRE days</p> <p>Continue to engage with the Lancashire Equality Mark</p> <p>Further embed “Votes for Schools” into form time</p>	<p>Continue to listen to all staff and ensure lines of communication are open and transparent</p> <p>Find effective ways to evaluate and monitor staff wellbeing</p> <p>Further develop innovative ways of engaging parents, carers and the wider community under these pandemic conditions</p> <p>Continue to monitor PM & CPD processes and the links to brilliant T&L, especially curriculum and assessment.</p> <p>Focus on improving subject pedagogical knowledge and develop an instructional coaching programme.</p>

	Continue to exemplify and develop high quality student work in each area Develop co-curricular opportunities as a high priority as we return to normal following the pandemic/.			
--	--	--	--	--

** RAG rating: Green – securely “good” or better; Amber – at risk of “RI”; Red – at risk of “inadequate”