# Walton-le-Dale Whole School Self Evaluation Date 4th November 2019

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|  | **Quality of Education** | **Behaviour and Attitudes** | **Personal Development** | **Leadership and Management** |
| RAG rating\*\* |  |  |  |  |
| Key Strengths | Ambitious curriculum with challenging progress ladders linked to schemes of work. Students able to achieve the highest grades in all subjects as indicated by recent results.  Open, broad, curriculum with clear statements of entitlement  ASPIRE framework for skills an attributes  Strong careers guidance – 7 Gatsby benchmarks achieved  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  Considerable development and innovation in teaching and learning following PP review, including teaching for memory and investment in the learning environment.  Clear understanding of the role and limitations of assessment  High priority given to reading and reading intervention. | New systems introduced to enhance consistency across all teachers and subjects  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  Improving attitude to independent study and resilience to challenge over last 2 to 3 years.  Attendance on an improving trend and PA has significantly improved. Appointment of Family Support Worker has helped.  Latest KR survey (March 2019) showed that students considered the control of bullying, for example, was good. Students felt safe. | Strong focus on students’ wider development – ASPIRE framework, strong focus on SMSC and a wide range of opportunities  Strong pastoral support for systems recognised by external agencies and reviewers (e.g. IQM Flagship review)  Clear ethos of respect for diversity  Very wide range of co-curricular activities and a high takeup, including 72% of PP students  7 Gatsby benchmarks met for careers provision with high quality provision for work-related learning including work experience for all students. | Clear vision shared through clear improvement plan with shared values.  Focus on CPD as the means of further improving teaching and learning – change to PM processes, use of study groups…  Highly inclusive school focused on every student completing their programme of study  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  High quality opportunities for employer engagement  Management of workload is a high priority – control over marking policy, reduction in data captures…  Clear lines of communication within the staff  Positive review of governance |

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| Next steps | Continue to focus on the quality of teaching as this will have the greatest impact on the examination outcomes for all students.  Curriculum maps completed as year progresses. Schemes of work and assessments to be reviewed to ensure that they are clearly linked to progress ladders  Further develop careers within the curriculum (Gatsby benchmark 4)  Further develop SEN toolkit for “Brilliant Teaching in an Inclusive Classroom”  Address uptake of MFL GCSEs as this is reducing entry for the EBacc.  Update and review of assessment policies by departments  Monitoring of use of new screens and visualisers.  Investigation of the reliability and validity of assessment across the curriculum.  Prioritise the reading of fiction as this has the biggest impact on progress  Continue to exemplify and develop high quality student work in each area | Fully embed Classcharts  Ensure Basics consistently implemented  Rewrite behaviour policy for new systems  Analyse behaviour data for SEND students as Classcharts becomes embedded  Focus on Attitude to Learning and strongly reinforce the culture  Improve the attendance of significant PA groups – e.g disadvantaged girls through focused intervention by Family Support Worker  Development of pastoral hub/area to address issues around isolations and improve collaborative working. | To use Classcharts to recognise positive behaviour and integrate with the rewards system  Use “FuturesU” for mentoring  Review PSHE provision in light of new guidance  Establish a healthy schools mark with a review of food consumed by students  To train more students as ambassadors  To further integrate FBV into thought for the week and assemblies  Establish focus within enrichment days and PSHE curriculum on differences and diversity | Ensure systems are fully and consistently embedded  Monitor PM & CPD processes and the links to brilliant T&L, especially curriculum and assessment.  Focus on improving subject pedagogical knowledge  Complete IQM project on brilliant teaching in an inclusive classroom  Address issues of “hard to reach” parents and carers  Implement actions from governance review |

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