# Walton-le-Dale Whole School Self Evaluation Date 3 October 2021

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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.  Open, broad, curriculum with clear statements of entitlement  ASPIRE framework for skills an attributes. Cultural capital identified in curriculum.  Strong careers guidance – All 8 Gatsby benchmarks achieved (now 7 due to work experience impact in pandemic – will be regained this year)  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.  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  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  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  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.  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 additional needs. This has been very effective during lockdown  Key focus on ensuring that we know where every child is, even if they could not be in school during the pandemic. | 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 (until the pandemic) and a high takeup, including 72% of PP students  Review of food provision carried out and changes made to ensure a healthy diet is encouraged.  8 Gatsby benchmarks met for careers provision with high quality provision for work-related learning including work experience for all students.  Full RSE provision implemented from September 2021  Fundamental British Values embedded in thought for the week and assemblies | 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 |
| Next steps | Continue to focus on the quality of teaching as this will have the greatest impact on the examination outcomes for all students.  Continue to focus on subject-related pedagogy with a strong focus on CPD  Continue to review and evaluate progress ladders and curriculum maps and the links to medium term plans  Ensure SENDCO engaged in review of curriculum with subject leaders  Further develop the use of questioning and assessment to identify learning gaps as a starting point for the modification of schemes and curriculum plans  Continue to develop reading across the curriculum, making use of twice yearly reading age assessments.  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/. | Review Classcharts use across the school and ensure it is used effectively at each level in the school  Embed bullying Ambassadors in each year group.  Use of external standards as benchmarks - Diana Award / Stonewall/ Lancashire Equality Mark  Continue to work with each family and individual to ensure attendance, particularly those most disadvantaged by the pandemic | To continue to train more students as ambassadors  Develop co-curricular activities in the light of the pandemic and link them to the ASPIRE days  Continue to engage with the Lancashire Equality Mark  Further embed “Votes for Schools” into form time | Continue to listen to all staff and ensure lines of communication are open and transparent  Find effective ways to evaluate and monitor staff wellbeing  Further develop innovative ways of engaging parents, carers and the wider community under these pandemic conditions  Continue to monitor PM & CPD processes and the links to brilliant T&L, especially curriculum and assessment.  Focus on improving subject pedagogical knowledge and develop an instructional coaching programme. |

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