



# Whole School Self-Evaluation 2022

## Quality of Education

Judgement: Good

Last Ofsted judgement (March 2022): RI

| Quality of Education  | Evidence & Commentary   | RAG rating | Action points   |
|---|---|------------|---|
| <b>Intent</b>   |   |            |   |
| Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.  | Curriculum ambitious for all students.<br>Evidence on website   |            |   |
| The curriculum may undergo necessary changes (for example, following a review by senior leaders or to take account of COVID-19) and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils' interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum. | No current modifications  |            |   |
| The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.  | Curriculum coherently planned and sequenced – evidence on website.  |            |   |
| The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.   | Curriculum ambitious for all students.  |            |   |
| Pupils study the full curriculum; it is not narrowed. The school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. The school's   | We do not compel students to take a language or Gg/Hi. Uptake for languages is low due to the difficulty of the qualification (as recognised by the recent national review). Ofsted recognised the good |            | Review curriculum offer again for Year 10 in the light of the |



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| aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition, and good progress has been made towards this ambition.   | progress made by introducing a second language at GCSE  |  | governments ambition that 90% of students should start courses leading to the EBacc in 2025 (qualification in 2027). This would have a radical effect on our curriculum – and it is not entirely clear that the change would be positive for the progression of our students. |
| <b>Implementation</b>  |   |  |   |
| Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.  | Ofsted report March 2022<br>“Leaders have supported teachers to deliver the curriculums.”   |  |   |
| Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. | Teaching and Learning: Improvement Dashboard Summer 1<br>Teaching to the top is widely embedded across school. Toolkit and “Walkthrus” leading to Teaching Charter. Clear evidence of this practice from regular drop-ins |  | Instructional coaching being rolled-out this year to further support teacher development – including a focus on subject pedagogy.   |
| Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.  | Teaching and Learning: Improvement Dashboard Summer 1<br>Clear evidence of sequencing and interleaving, for example.  |  |   |
| Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.  | Provision of all lesson resources on Teams  |  |   |
| Teachers and leaders use assessment well, for example to help pupils 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 on staff or pupils.   | Teaching and Learning: Improvement Dashboard Summer 1<br><br>All areas currently reviewing their assessment practices.  |  | Continue the review of assessment in each department  |



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| Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. | Teaching and Learning: Improvement Dashboard Summer 1   |   |  |
| The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.  | Teaching and Learning: Improvement Dashboard Summer 1<br>“Teaching to the Top”  |   |  |
| Reading is prioritised to allow pupils to access the full curriculum offer.  | Teaching and Learning: Improvement Dashboard Summer 1<br>Reading is a clear priority for the school.  |   |  |
| A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.  | Teaching and Learning: Improvement Dashboard Summer 1<br>Clear evidence of reading skills development from student and staff surveys  |   |  |
| The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.  | Training in phonics development being provided  |   |  |
| Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.  | Teaching and Learning: Improvement Dashboard Summer 1<br>Drop-in evidence supports this   |   |  |
| <b>Impact</b>  |   |   |  |
| Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce. Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact.  | Teaching and Learning: Improvement Dashboard Summer 1<br>Evidence from book-looks and student voice activities<br>This year’s results will be affected by the pandemic and will not be reliable as a source of evidence | Even though the results are affected by the pandemic it is important to note that the P8 figure is -0.72 which is poor. The reasons are well established, but it is clear that this has to improve. |  |



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| Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.                      | This year's results will be affected by the pandemic and will not be reliable as a source of evidence<br>Extremely positive destinations data over time. |  |   |
| Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.  | Teaching and Learning: Improvement Dashboard Summer 1  |  | Measure the impact of reading strategies and developments in Maths teaching. Continue use of NGRT for reading age assessments on a twice yearly basis |
| In addition, for Outstanding  |  |  |   |
| The school meets <b>all</b> the criteria for a good quality of education <b>securely</b> and <b>consistently</b> .  |  |  |   |
| The quality of education provided is <b>exceptional</b> .   |  |  |   |
| In addition, the following apply.   |  |  |   |
| The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent. |  |  |   |
| The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.   |  |  |   |
| Pupils' work across the curriculum is consistently of a high quality.   |  |  |   |
| Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.   |  |  |   |





## Behaviour and Attitudes

Judgement: Good

Last Ofsted judgement (March 2022): Good

| Behaviour and Attitudes  | Evidence & Commentary  | RAG rating | Action points                            |
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| The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines. | Ofsted inspection report March 2022<br>"Pupils behave well. Any instances of poor behaviour are dealt with quickly. Pupils' behaviour does not disrupt their learning in class. They know that the consequences for poor behaviour will be applied consistently."<br><br>IQM Flagship review June 2022<br>"Students behave well in lessons and during unstructured times. There is a mutual respect between staff and students. The students explain how the "teachers understand if you need any help with anything and take any issues into consideration." Students get on well with each other and form close relationships with students from different year groups." | Green      |  |
| Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.  | Ofsted inspection report March 2022<br>"Pupils are confident that leaders will deal quickly and effectively with any issues of bullying that occur."   | Green      |  |
| There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.   | Ofsted inspection report March 2022<br>"Leaders have made many improvements at the school since the previous inspection, especially to pupils' behaviour and personal development"<br>Attendance of students with SEND is at or above national figures.<br>Behaviour of SEND students as indicated by exclusions and On-Calls is improving if not better than those without SEND (evidence from half-termly dashboards)  | Green      |  |
| Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.  | Ofsted inspection report March 2022<br>"Pupils are proud to attend this school."   | Green      |  |
| Pupils have high attendance, come to school on time and are  | Ofsted inspection team positive about attendance and strategies being used.  | Green      | Attendance, and in particular persistent |



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| punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.  |  |  | absence, remains a high priority following the pandemic.                                   |
| Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.  | Ofsted inspection team positive about this aspect of our work.   |  |  |
| Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.  | Pupils are proud to attend this school. They described the support and care from staff as the main reason that they enjoy school and feel safe. They are confident that there is always someone who will listen to them and help them with any worries.  |  |  |
| In addition, for Outstanding   |  |  |  |
| The school meets <b>all</b> the criteria for good in behaviour and attitudes <b>securely</b> and <b>consistently</b>   |  |  |  |
| Behaviour and attitudes are <b>exceptional</b> .   |  |  | How do you self-assess this?!  |
| In addition, the following apply.  |  |  |  |
| Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.                                       | Quotes above from inspection report. School ethos very strong – recognised by Ofsted, IQM (and students and families)  |  | Keep developing in the way that we are doing – use Lancashire Equality Mark to validate it |
| Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils. | <b>IQM review June 2022 – for example...</b><br>"Student Mental Health and Anti-Bullying Ambassadors offer peer support. They offer drop-in sessions to students and attend Form Time sessions to share updates or raise awareness of their roles and what is on offer to support mental health and wellbeing. Walton-Le-Dale's Student Ambassadors represent the School at the Lancashire and South Cumbria Foundation Trust's Youth Voices (youth council for the NHS). The previous Head Student leadership system has recently been overhauled to change to a more inclusive Senior Students leadership approach. Students are encouraged to voice |  |  |



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|  | <p>their opinions and feel confident to discuss any issues with staff. Their voice is listened to and proactively feeds into whole school development planning.”</p> |  |  |
| Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education. | Clear policies and strategies for behaviour intervention and support   |  | Development of additional behaviour support work in the Centre |



## Personal Development

Judgement: Outstanding

Last Ofsted judgement (March 2022): Good

| Personal Development   | Evidence & Commentary  | RAG rating | Action points   |
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| The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.   | Ofsted inspection report March 2022<br>A range of extracurricular activities, visits and visitors to the school supports pupils' learning and their personal development.  |            |   |
| The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.  | Ofsted inspection report March 2022<br>Leaders ensure that the provision for pupils' personal development is of high quality. The wraparound care that leaders provide for pupils helps them to develop their wider social skills.   |            |   |
| The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships. | Ofsted inspection report March 2022<br>“Pupils are proud to attend this school. They described the support and care from staff as the main reason that they enjoy school and feel safe. They are confident that there is always someone who will listen to them and help them with any worries.”<br>IQM review June 2022<br>“The Pastoral Support Team work cohesively to offer support to the students and families. They also signpost parents and carers to support and engage external agencies if needed. Students with special educational needs and disabilities (SEND) are effectively supported to ensure all young people can access the provision.” |            | Ongoing work on Healthy Schools Standard and relevant food accreditation schemes to further evidence this |
| The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.  | Ofsted inspection report March 2022<br>There is a wide range of activities for pupils to take part in. For example, there are sports clubs such as those for table tennis and badminton, reading groups and a lesbian, gay, bisexual and transgender club.   |            |   |
| The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law,   | Ofsted inspection report March 2022<br>This is integral to the school's ethos. PSHE provision is embedded and linked to tutor activities, assemblies and the wider curriculum  |            |   |



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| individual liberty, tolerance and respect.   |  |  |   |
| The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.   | Ofsted inspection report March 2022<br>“Pupils said that this is a welcoming school where all are included.”   |  | Further work on Lancashire Equality Mark to further evidence this |
| Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.   | Ofsted inspection report March 2022<br>Pupils said that this is a welcoming school where all are included.   |  | Further work on Lancashire Equality Mark to further evidence this |
| The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.  | Ofsted inspection report March 2022<br>Pupils are well supported to make decisions about their future due to the attention that leaders give to careers advice and guidance.   |  |   |
| Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance; <b>the school meets the requirements of the Baker Clause</b> . The school provides good quality, meaningful opportunities for pupils to encounter the world of work. | Ofsted inspection report March 2022<br>This area of provision was highly commended by the inspection team<br>“Pupils are well supported to make decisions about their future due to the attention that leaders give to careers advice and guidance.” |  |   |
| In addition, for Outstanding   |  |  |   |
| The school meets <b>all</b> the criteria for good in personal development <b>securely</b> and <b>consistently</b> .  |  |  |   |
| Personal development is <b>exceptional</b> .   |  |  | How do you self-assess “exceptional”?!<br><br>                    |
| In addition, the following apply.  |  |  |   |



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| The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality. | Ofsted inspection report March 2022 Leaders ensure that the provision for pupils' personal development is of high quality. This is a very important part of the school's ethos.   |  | Further development of extra-curricular offer from each area of school        |
| There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.  |   |  | <b>Further monitoring of the take-up by disadvantaged students is needed.</b> |
| The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.  | This is coherently planned as part of the school's curriculum offer   |  |   |
| The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.   | IQM flagship status held for several years. "The students themselves describe the school as inclusive and state that "we are so inclusive and accept anyone from anywhere." They also describe a sense of community as "everyone is really friendly and we get along well together."" |  | How do we self-assess this?!  |



## Leadership and Management

Judgement: Good

Last Ofsted judgement (March 2022): Good

| Leadership and Management  | Evidence & Commentary  | RAG rating | Action points |
|--|--|------------|---------------|
| Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. This vision has been maintained throughout the pandemic and beyond/during the transitional period.  | Ofsted inspection report March 2022  | Green      |               |
| Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. <b>This includes building teachers' expertise in remote education.</b> | Clear focus on CPD. Clear focus on individual teacher development – use of the “Walkthrus”, instructional coaching, for example....<br>Good leadership of this area.                               | Green      |               |
| Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.  | Ofsted inspection report March 2022<br>IQM review July 2022  | Green      |               |
| Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.  | Ofsted inspection report March 2022.<br>Examples include strong careers guidance and work-related learning provision. Also close liaison with local services such as police and external agencies. | Green      |               |
| 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 they manage staff, including their workload. <b>This includes managing staff workloads proactively in response to COVID-19 and beyond/during the transitional period.</b>                                 | Ofsted inspection report March 2022<br>“Leaders are aware of the pressures on staff workload and keep this in mind in all decisions that they make.”   | Green      |               |
| Leaders protect staff from bullying and harassment.  | Confidential evidence of individual cases alongside strong policies.   | Green      |               |



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| Those responsible for governance understand their role and carry this out effectively.<br>Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.   | Ofsted report March 2022.<br>“The governing body brings a wide range of expertise to the school. This includes relevant local education experience. Governance has been restructured to include clear lines of accountability to both middle and senior leaders. Governors fulfil their statutory duties and are guiding the school forward at pace.”   |  |  |
| Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the ‘Prevent’ duty and safeguarding.  | Ofsted inspection report March 2022<br>“The arrangements for safeguarding are effective”  |  |  |
| The school has a culture of safeguarding that supports effective arrangements to:<br><b>identify</b> pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; <b>help</b> pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and <b>manage</b> safe recruitment and allegations about adults who may be a risk to pupils. | Ofsted inspection report March 2022:<br>“Leaders make sure that pupils are aware of local risks and how to manage these in their everyday lives. Staff are well trained to identify any signs that suggest a pupil could be at risk of harm. Leaders follow up on any concerns quickly. There are clear systems in place to review all information regularly. Leaders work effectively with a range of appropriate agencies where required to help keep pupils safe. Staff know the pupils well. They build good relationships with families to make sure that they can work together to safeguard pupils.” |  |  |
| In addition, for Outstanding  |   |  |  |
| The school meets <b>all</b> the criteria for good in leadership and management <b>securely</b> and <b>consistently</b> .  |   |  | This is the case.  |
| Leadership and management are <b>exceptional</b> .  |   |  | How can you self-assess this?!   |
| In addition, the following apply.   |   |  |  |
| Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.  |   |  | “This consistently translates into improvements in the teaching of the curriculum.” This is true, but it is an ongoing action. |
| Leaders ensure that highly effective and meaningful engagement takes place with   |   |  | Need to gather evidence of this – culture would suggest  |



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| staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly. |  |  | that this is the case. Confidential individual cases would support this. |
| Staff consistently report high levels of support for well-being issues.   |  |  | Need to consider ways of tracking this.                                  |