



**An Daras**

Multi Academy Trust

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# St Catherine's C of E School

## An Daras Multi-Academy Trust

# Academy Leadership – Self Evaluation Form (v2)

The An Daras Multi Academy Trust (ADMAT) Company

An Exempt Charity Limited by Guarantee

Company Number/08156955

<b>Status: Approved</b>	
Schools	All
Version	v2
Review of v2	<b>Sept 17</b>
Linked ADMAT Documents	ADMAT School Improvement Strategy Document Set ADMAT School improvement Strategy Overview ADMAT Child Protection and Safeguarding Policies
Linked External Documents	OFSTED Framework for Inspections 2015 OFSTED School Inspection Handbook Section 8 2016 OFSTED Short Inspection Timeline Schematic 2016 Keeping Children Safe in Education Guidance

# An Daras Multi Academy Trust St Catherine's C of E School Self-Evaluation 2017



<b>Date of Review</b>		Completed by: L Hussey	
<b>1. The Effective Development of Pupils' Spiritual, Moral, Social and Cultural Development</b>			
<ul style="list-style-type: none"> <li>Use bullet points for evidence base and clear signposting to other documents/forms of evidence</li> </ul>			
<b>1</b>	*Include evidence for Early Years Provision against these descriptors		
	<b>Measure of impact</b> 1= fully met; 2= partly met; 3 = needs development; 4=inadequate	<b>Grade</b>	<b>Evidence (&amp; where it can be found)/comments/suggestions for change</b>
1.1	Pupils' are reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.	2	<p>The school has improved the pupils' ability and opportunity to be reflective through:</p> <ul style="list-style-type: none"> <li>A restructuring of Collective Worship</li> <li>A clearly defined Spirituality Programme</li> <li>Opportunities to plan, lead and contribute to collective worship</li> <li>The set-up of a Collective Worship Committee</li> <li>Introduction of Understanding Christianity project</li> </ul> <p>Key evidence to support the grade:</p> <ul style="list-style-type: none"> <li>Collective Worship Committee feedback</li> <li>Collective worship observation/evaluations</li> <li>Re/Spirituality Scheme of Learning/Books/Classroom Displays</li> <li>SIAMs report</li> <li>Spirituality Day (Hall display)</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>Monitoring of the Cornwall Agreed Syllabus and the Understanding Christianity Project</li> </ul>
1.2	Pupils' show a sense of enjoyment and fascination in learning about themselves, others and the world around them, they use imagination and creativity in their learning, and show a willingness to reflect on their experiences.	2	<p>The school has improved the pupils' engagement in their learning through:</p> <ul style="list-style-type: none"> <li>The introduction of 'building learning powers'</li> <li>New objective-led/pupil voice curriculum</li> <li>Visible learning has been introduced to encourage pupils' reflection on own learning</li> <li>Creative learning hub has been created</li> <li>New school pets</li> </ul> <p>Key evidence to support the grade:</p> <ul style="list-style-type: none"> <li>Learning observations/book scrutiny/pupil conferencing</li> <li>Inspire scheme of learning (currently being reviewed)</li> <li>Classroom display</li> <li>Pupil and parent conferencing</li> <li>50 things – introduced</li> <li>Pupil-led topics</li> <li>Heritage Week</li> <li>Spirituality Day (Hall display)</li> </ul>

			<ul style="list-style-type: none"> <li>Key areas to develop: <ul style="list-style-type: none"> <li>The AHoS will lead on curriculum development and Visible Learning impact coaches will support building learning dispositions</li> </ul> </li> </ul>
1.3	Pupils' demonstrate the ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.	2	<p>Key evidence to support the grade:</p> <ul style="list-style-type: none"> <li>PSHE Scheme of Learning/ sequence of learning – teaching sequences</li> <li>PSHE pupil learning evidence</li> <li>Planning and assessment notes from class teaching</li> <li>School Council Minutes</li> <li>Visit from MP to discuss setting up school parliament</li> <li>Diamond Behaviour introduced</li> <li>Collective Worship Planning</li> <li>School council attendance at Youth council at Town Hall every half-tem</li> <li>New behaviour and discipline policy</li> <li>Yr 6 Trip to Houses of Parliament planned</li> </ul> <p>Key areas of development:</p> <ul style="list-style-type: none"> <li>Develop school council presence in school through conversion to school parliament and strongly encourage range of ways to communicate with all pupils</li> </ul>
1.4	Pupils' demonstrate an understanding of the consequences of their behaviour and actions.	2	<p>Key evidence to support the grade:</p> <ul style="list-style-type: none"> <li>Diamond Behaviour Scheme</li> <li>House Points/Yr 6 captains</li> <li>Yr 6/reception buddy system</li> <li>Building learning powers</li> <li>New behaviour and discipline policy shared with all stakeholders</li> <li>My Concern Behaviour</li> <li>Reduced attendance issues and Exclusions data</li> <li>Lunchtime supervisors given behaviour checklist/guidelines and de-escalation training</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>Monitor implementation of new policy to ensure that it is consistently applied and impacts on whole school behaviour</li> </ul>
1.5	Pupils' demonstrate interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	2	<p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>Collective worship observation</li> <li>Collective worship committee feedback</li> <li>PSHE/RE scheme of learning – evidence from lessons</li> <li>School Council minutes</li> <li>Global themed harvest</li> <li>Anti-bullying week lesson observations</li> <li>Spirituality Day (Hall display)</li> <li>SMSC policy updated</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>Develop further through implementation of new SMSC scheme of Learning with a focus on moral and ethical National issues and appreciate viewpoints of others on Global and National current issues</li> </ul>

1.6	Pupils' use a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds	1	<p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>• Yr 6/reception buddy system</li> <li>• Harvest – around the world theme</li> <li>• ADMAT Trust events where pupils from 5 schools mix and work and socialise together</li> <li>• School council work</li> <li>• Community and parents' lunches organised by pupils</li> <li>• School population reflects a growing cultural diversity including EAL (12 different languages other than English as first)- pupils are welcoming and supportive of pupils especially non-English speaking arrivals (Raise-online pg 59)</li> <li>• No incidents recorded of behaviour related to culture/race or religion</li> </ul>
1.7	Pupils' show a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively	2	<p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>• School Council minutes and meetings- application and interview- job descriptions and guidelines</li> <li>• School Council have a yearly plan of charity fundraising events that they lead on</li> <li>• School Council attended Youth Council at Town Hall November 2015</li> <li>• School Council met with local MP to develop their role further</li> <li>• Year 5 attend Life Skills event at Town Hall</li> <li>• Junior Road Safety Officers- application and interview- job descriptions and guidelines</li> <li>• Collective worship committee – volunteer group</li> <li>• Pupils volunteer weekly with Open the Book Group</li> <li>• ADMAT Trust events – pupils work well together across 5 schools</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Develop activities programme that allows pupils to work in teams and ensure opportunities to resolve conflict and solve problems are provided</li> </ul>
1.8	Pupils' show an acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;	2	<p>The school has improved provision in school to develop pupils' knowledge and understanding of British Values in a proactive way.</p> <p>Key evidence to support the grade:</p> <ul style="list-style-type: none"> <li>• Planning/evidence from lessons</li> <li>• Displays</li> <li>• Democratic process used for school council elections and for other decisions in class and school</li> <li>• Visit from MP to learn about how the Houses of Parliament work and how to set up own school parliament</li> <li>• Yr 6 Trip planned to Houses of Parliament</li> <li>• Collective worship plans/observations</li> <li>• School population reflects a growing cultural diversity including EAL (12 different languages other than English as first)- pupils work well together (Raise online pg 59)</li> <li>• Heritage Week</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Extend curriculum opportunities to compare and contrast British values with countries, for example, are not a democracy</li> </ul>

1.9	Pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	2	<p>The school curriculum provision has improved due to leadership planning in a clear programme of events to develop pupils' for participation in modern Britain.</p> <p>Key evidence to support the grade:</p> <ul style="list-style-type: none"> <li>• School participating in Shakespeare project with other schools</li> <li>• School Council attends Youth Council</li> <li>• School council and other roles gained through application/presentations to others, etc.</li> <li>• Collective Worship planning – Autumn – theme of Community (responsibility, cooperation, friendship, tolerance and respect)</li> <li>• Pupils work together to support a range of charities, e.g. Launceston Foodbank</li> <li>• Inspire topic planning</li> <li>• School organises community events</li> <li>• School has participated in 3 STEM technology projects</li> <li>• Introduction of 50 things programme</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Develop further with work on developing pupil aspiration through 'building learning powers' and Visible learning programme – for example learning about the world of work through inspirational local successful business owners</li> </ul>
1.10	Pupils' understand and appreciate the wide range of cultural influences that have shaped their own heritage and those of others.	2	<p>The school is now good because the curriculum provision has been improved to incorporate opportunities to teach this explicitly and pupil conferencing demonstrates pupils are becoming more able to articulate fundamental ideas about their heritage.</p> <p>Key evidence to support the grade:</p> <ul style="list-style-type: none"> <li>• Topic/PSHE and RE planning/evidence from lessons and book scrutiny</li> <li>• Displays</li> <li>• Collective Worship</li> <li>• Introduction of Understanding Christianity Day</li> <li>• Chartwell's Special Meu Days – eg. St Piran's Day</li> <li>• Theatre Group Visits</li> <li>• Yr 6 Residential Visit</li> <li>• Yr 3 Museum Visit</li> <li>• Heritage Week-Cornwall, Britain, Diverse Cultural</li> <li>• Spirituality Day</li> <li>• New curriculum provision to begin from Jan 2017</li> <li>• Heritage Week</li> </ul> <p>Recommendation: Continue to emphasise ways to broaden and deepen pupils understanding in this area</p>
1.11	Pupils' understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.	2	<p>Key evidence to support the grade:</p> <ul style="list-style-type: none"> <li>• Topic planning/evidence from lessons and books – learning about other cultures</li> <li>• Harvest theme – around the world</li> <li>• Collective Worship theme of community</li> <li>• RE/spirituality panning – learning about other religions</li> <li>• School population reflects a growing cultural diversity including EAL (12 different languages other than English as first)- pupils are welcoming and supportive of pupils especially non-English speaking arrivals (Raise online pg59)</li> </ul>

			<ul style="list-style-type: none"> <li>No incidents recorded of behaviour related to culture/race or religion</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>Set-up of annual city/cultural residential for yr6 pupils</li> </ul>
<b>1.12</b>	Pupils' are developing a growing knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.	<b>2</b>	<p>Curriculum provision in the school provides good opportunities for pupils to develop knowledge in this area.</p> <p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>School Council attends Youth Council</li> <li>School council and other roles gained through application/presentations to others, etc.</li> <li>Planning/evidence from lessons</li> <li>Displays</li> <li>Democratic process used for school council elections</li> <li>Visit from MP to learn about how the Houses of Parliament work and how to set up own school parliament</li> <li>Yr 6 visit planned to Houses of Parliament</li> <li>Heritage Week</li> <li>Election coverage- If I were Prime Minister Speeches/Manifesto learning</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>Ensure that the new curriculum provision teaches pupil about the historical foundation of our democratic parliamentary system.</li> </ul>
<b>1.13</b>	Pupils' show a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	<b>2</b>	<p>Key evidence to support the grade:</p> <p>The school is good because of the good attendance for a range of opportunities provided:</p> <ul style="list-style-type: none"> <li>Wide range of sports clubs from school staff and wider trained professionals</li> <li>Visiting Sports Professionals E.g. Argyle/ Zero Gravity</li> <li>Opportunities to participate in competition sports within the town and further afield</li> <li>Trust Events are based on sports events/ artistic events</li> <li>Shakespeare theatre project</li> <li>Visiting Theatre production</li> <li>ADMAT M and M Productions Town Hall</li> <li>Yearly Sports Day/ Event/Visiting Music teachers for specialist teaching/ tuition</li> </ul> <p>Areas to develop:</p> <ul style="list-style-type: none"> <li>Develop further opportunities which link to creating aspiration in pupils</li> <li>Ensure that take-up for these opportunities for PPG pupils is in-line with the rest of the cohort</li> </ul>
<b>1.14</b>	Pupils' show an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.	<b>2</b>	<p>Key evidence to support the grade:</p> <ul style="list-style-type: none"> <li>Schemes of Learning- coverage of different countries and cultures</li> <li>RE Planning- different religions and religious places in the world</li> <li>Collective Worship programme</li> <li>Anti-bullying day activities</li> <li>School population reflects a growing cultural diversity including EAL (12 different languages other than English as first)- pupils are welcoming and supportive of pupils especially non-English speaking arrivals (Raise online pg59)</li> <li>No incidents recorded of behaviour related to culture/race or religion</li> </ul>

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|  |  |  | <ul style="list-style-type: none"><li>• Yr 6 residential to city/cultural activities planned</li><li>• Heritage Week/Spirituality Day</li></ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"><li>• RE Visits – Church- extend to further afield visits e.g. Synagogue or Mosque</li><li>• Visitors from different religions</li></ul> |
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 Self-Evaluation 2017



**2. Quality of Teaching, Learning & Assessment**

- Use bullet points for evidence base and clear signposting to other documents/forms of evidence

**2.** \*Include evidence for Early Years Provision against these descriptors

	<i>Measure of impact</i> 1= fully met; 2= partly met; 3 = needs development; 4=inadequate	Grade	Evidence (& where it can be found) /comments/suggestions for change
2.1	Assessment information is gathered from looking at what pupils already know, understand and can do and is used to plan next steps in learning.	2	Key evidence to support grade: <ul style="list-style-type: none"> <li>• Concepts maps/ KUW grids/Elicitation tasks used at the start of topics</li> <li>• Baseline assessments used to identify gaps</li> <li>• Planning</li> <li>• Cross- Curricular links- Schemes of Learning</li> <li>• Develop use of fluid groupings/non-ability based</li> <li>• Lesson observations</li> <li>• Elicitation Tasks</li> <li>• Transition week</li> </ul> Key areas to develop: <ul style="list-style-type: none"> <li>• Use of AWL grids to support AFL and target setting</li> </ul>
2.2	Assessment draws on a range of evidence of what pupils know, understand and can do across the curriculum.	2	Key evidence to support grade: <ul style="list-style-type: none"> <li>• Planning</li> <li>• Evidence Scrutiny</li> <li>• Half-termly assessments</li> <li>• Marking evidence</li> <li>• Planning questioning and task for assessment</li> <li>• EYFS continuous provision</li> <li>• Elicitation Tasks</li> </ul> Key areas to develop: <ul style="list-style-type: none"> <li>• Use of AWL grids</li> <li>• Opportunities for pupils to teach others to assess their understanding</li> <li>• Use of cross-curricular evidence- a focus on application in other subjects to gauge understanding</li> </ul>
2.3	In light of continuous assessment, teachers modify teaching so that pupils achieve their potential by the end of a year or key stage.	2	The school uses in year data well through half-termly assessments that enable teachers to track progress, identify gaps, modify teaching and tackle under achievement to ensure pupils achieve end of year targets. Staff in class and interventions ensure that tight record keeping of the chronology of support, events and interventions is recorded with outcomes. The impact has been improved number of pupils to reach ARE and improved number of pupils targeted for GDS at end of year assessments.

			<p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>• Groupings- ability- mixed –assessed regularly for impact</li> <li>• Assessment using i-track full assign to identify gaps and modify plans</li> <li>• 6 weekly assessments to identify gaps and pupils who need support</li> <li>• Moderation internal- external</li> <li>• Planning with modification of teaching and annotations</li> <li>• Timed interventions based on assessment</li> <li>• Assessment questions used within learning sessions</li> <li>• Feedback and marking</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Self and Peer Marking</li> <li>• Modification of teaching sequences in lesson as a result of gap analysis</li> </ul>
2.4	<p>Assessment information is used to plan appropriate teaching and learning strategies, including the identification of pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well.</p>	2	<p>The school is improving because leadership has introduced the use of half-termly assessments to identify gaps and pupils vulnerable to falling behind/not making expected progress. These are reported to leadership and KS teams create strategy plans and identify best strategies to support vulnerable pupils. Attainment is rising in SPAG due to leadership impact – identification as a weakness (Interim AIP target) , effective resourcing, identification of gaps, restructuring of timetable, learning observation focus.</p> <p>Key evidence to support the grade:</p> <ul style="list-style-type: none"> <li>• Use of resources</li> <li>• Effective use of Adults- regular assessing of impact of adults in the classroom and for interventions</li> <li>• Modification of planning/annotations</li> <li>• Fluid grouping based on AFL-e.g. RWI</li> <li>• Pupils identified and strategy plans drawn up/reviewed 6-weekly</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Adapt teaching style and present different with different styles and methods</li> <li>• Independent learners- learning powers</li> </ul>
2.5	<p>Teachers use effective planning to help pupils learn well. Time in lessons is used productively.</p>	2	<p>The school has improved significantly in this area due to the impact of changes implemented. Leadership has identified this as an area to develop and has implemented CPD on maximising impact of TAS in class, a new feedback policy, mastery teaching. Evidence of impact so far shows improvement in challenge in class and pace of learning.</p> <p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>• Pace of learning sessions – improving following observations Spr term</li> <li>• Teachers beginning to make observations in lessons on learning to adapt and change the learning planned in the lesson and subsequent lessons</li> <li>• 33% of lessons observed during QA visit were planned well to ensure all pupils challenged.</li> <li>• Only 1 lesson observed summer term had areas that required improvement</li> <li>• New planning in place</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Lessons that are chunked and include mini plenaries to check understanding</li> <li>• Learning questions are presented in different ways to check and gage understanding</li> </ul>

			<ul style="list-style-type: none"> <li>• Use of time is evident in planning</li> <li>• AFL Elicitation talks and plenary</li> <li>• Visible learning programme to develop teachers effectiveness</li> </ul>
2.6	Pupils focus effectively on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.	2	<p>The school has improved due to leadership modelling and setting higher expectations of all pupils for learning outcomes and progress alongside the introduction of a new behaviour policy impacting being the school now has a consistent level of expectations for conduct.</p> <ul style="list-style-type: none"> <li>• Leadership has introduced a new behaviour policy impacting on improved whole school behaviour and a consistent approach to tackling poor behaviour</li> <li>• High expectations are established with regards to behaviour</li> <li>• Learning Powers have been introduced but are not yet embedded.</li> <li>• being planned for and promoted in sessions to encourage independence</li> <li>• Sessions are planned to use pair and group work to develop independent strategies</li> <li>• School Behaviour system- e.g. Diamond Behaviour/Golden rule displayed in classroom</li> <li>• Lesson observations provide evidence</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Planning includes differentiated challenges</li> <li>• Higher expectations for more-able pupils/mastery activity planned for</li> <li>• Include learning power provision in planning</li> </ul>
2.7	In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills.	2	<p>Pupils are given regular age appropriate opportunities to develop questioning skills and to extend learning beyond the curriculum and this is evidenced through improved number of pupils predicted to reach ARE and increasing number predicted to exceed (reach GDS).</p> <p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>• 100% of learning opportunities observed are judged as effective in enabling pupils to progress</li> <li>• Planning includes differentiated learning challenges</li> <li>• Evidence in planning and book scrutiny</li> <li>• Use of resources such as White-Rose to provide depth and breadth in learning challenges</li> <li>• Learning is placed in a context/ real life context e.g. writing for real purposes- e.g. Trust event literacy linked activities</li> <li>• Development needed of outdoors to provide real life experiences for children</li> <li>• Teacher questioning/ use of Captain Conjecture in Maths – encouragement of Reasoning</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Planning that includes contextualisation of concepts being taught</li> <li>• Cross- curricular planning and teaching that provides opportunities for application of taught skills in sessions</li> </ul>

2.8	Teachers give sufficient time for pupils to review what they are learning, close gaps and to develop further.	2	<p>Key evidence to support grade:</p> <p>Leadership has identified this as a priority and has introduced a new feedback policy that promotes the use of verbal feedback time to enable pupils to review learning and consider next steps for learning.</p> <p>Lesson observations, book scrutiny and pupil conferencing have shown this has impacted on pupils understanding of their own learning.</p> <ul style="list-style-type: none"> <li>• Children are given time in session to review prior learning</li> <li>• Self and peer assessment is used</li> <li>• Use of marking ladders/ toolkits/Success criteria in every lesson to inform pupils and teacher of progress</li> <li>• Evidence in pupil response to marking</li> <li>• AFL informing planning and teaching</li> <li>• verbal feedback given to the child in the session</li> <li>• Marking Policy of two colours for successes and next steps</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Ensure success criteria incorporate challenge for all pupils are are being used effectively by all pupils</li> </ul>
2.9	Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.	2	<p>Key evidence to support the grade:</p> <ul style="list-style-type: none"> <li>• Ofsted Data Dashboard</li> <li>• This year's in-year data tracking evidence</li> <li>• Leadership has introduced key measures to ensure teachers identify and plan intervention for pupils not making expected progress:</li> <li>• Planning reflects different teaching/ learning methods</li> <li>• Half-termly assessments and pupil progress meetings to identify vulnerable pupils</li> <li>• Strategy planning for vulnerable pupils' progress</li> <li>• Pupil conference with children based on marking and feedback</li> <li>• A rigorous monitoring programme and programme of CDP to tackle under achievement of PPG pupils and progress of other groups – eg SEN or more-able.</li> <li>• Fluid groupings in RWI</li> <li>• Case Studies carried out if pupil's are not making progress despite intervention</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Impact of strategy plans for vulnerable pupils reviewed regularly</li> <li>• Pupil conferencing from school adults to inform next steps in teaching and learning</li> <li>• Visible learning to develop change of teaching style</li> </ul>

2.10	Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking.	2	<p>The school is becoming good due to leadership introducing mastery approach to teaching to ensure pupils are engaged and challenged. It is not yet good because lessons observed showed a lack of challenge in learning for some pupils.</p> <p>Key evidence to support the grade:</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Learning observations</li> <li>• Pupil voice evidence</li> <li>• Maths challenge sessions for more able</li> <li>• CPD on key subjects that need improvement- eg. SPAG/Maths</li> <li>• Mastery elements observed during lessons</li> <li>• VL approach introduced</li> <li>• More contextualised learning to challenge pupils' thinking</li> <li>• Learning observations to focus on mastery element</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Further develop mastery maths</li> <li>• Use of outdoor/cross-curricular learning to be developed</li> </ul>
2.11	Teachers use questioning skilfully to probe pupils' responses and reshape tasks and explanations so that pupils better understand new concepts.	3*	<p>Key evidence to support the grade:</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Learning observations</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Assessment and Elicitation tasks</li> <li>• Planning including TA planning with annotations and key questions</li> <li>• CPD- Visual Learning</li> <li>• CPD for TAs</li> <li>• Coaching and mentoring sessions have taken place for teachers and support staff to improve questioning skills.</li> </ul> <p>Recommendations:</p> <p>Include in AIP – visible learning</p> <p>Further specifically targeted coaching and mentoring sessions planned for teachers and support staff to improve questioning skills.</p> <p>Maths CPD planned to support teachers in breaking down and teaching effectively key concepts</p>
2.12	Teachers tackle misconceptions and build on pupils' strengths.	2	<p>Key evidence to support the grade:</p> <ul style="list-style-type: none"> <li>• Planning with differentiated learning challenges</li> <li>• CPD has impacted on improved subject knowledge of school staff- evidenced through staff feedback questionnaires</li> <li>• Regular CPD from external sources provided</li> <li>• Leadership research education development and keep abreast of current research to feedback to staff</li> <li>• Marking, verbal feedback and response time</li> <li>• Learning observations</li> <li>• Book scrutiny</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Further learning observations to focus on mastery teaching/good questioning</li> </ul>

2.13	Teachers give pupils feedback in line with the school's marking and assessment policy.	2	<p>Leadership has developed and shared a new marking and feedback policy based on current research into effective feedback. This has impacted on progress and on teacher workload.</p> <p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>• Book Evidence</li> <li>• Feedback/ response time in sessions</li> <li>• Marking- two colours- not repeating marking</li> <li>• Pupil Voice/ conferencing</li> <li>• Monitoring shows marking policy is now being applied consistently</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Ensure continued rigorous monitoring of new policy and its impact on effective feedback – monitor progress data to assess impact.</li> </ul>
2.14	Except in the case of the very young, pupils understand how to improve as a result of useful feedback, written or oral, from teachers	2	<p>Leadership has developed and shared a new marking and feedback policy based on current research into effective feedback.</p> <p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>• Pupil conferencing of pupils by leadership has demonstrated significant improvement in pupils ability to understand their feedback and articulate their next steps.</li> <li>• Leadership has introduced a new feedback policy. Impact of this policy is rigorously monitored to ensure feedback is effective in enabling pupils to understand next steps in learning.</li> <li>• Leadership has provided CPD on developing pupils' learning dispositions.</li> <li>• Feedback time is planned for within lessons daily</li> <li>• Pupil voice/ conferencing used regularly</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Capturing different methods of feedback</li> <li>• Monitor new marking policy</li> <li>• Continue to embed 'Building Learning Powers' programme to help pupils engage in the learning process.</li> </ul>
2.15	Pupils are given time to respond and use this feedback, Pupils know what they need to do to improve.	2	<p>The school is improving as leadership have introduced a new feedback policy. Teachers now follow this policy which ensures pupils are given feedback and response time.</p> <p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>• New marking and feedback policy</li> <li>• Pupil given next steps through feedback</li> <li>• Marking toolkits/ success criteria used more consistently</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Develop use of target sheets/AWL grids</li> <li>• Develop Self and Peer Assessment</li> <li>• Differentiated challenge questions in planning and learning sessions</li> </ul>

2.16	Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.	2	<p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>• Homework is set linked to key learning targets</li> <li>• Parents come into read KS1</li> <li>• Parents come into see learning in school through parental engagement workshops</li> <li>• Thrive programme to support pupils emotional health and therefore impact o ability to complete homework independently</li> <li>• Parent questionnaires evidence response to homework</li> <li>• Lunchtime homework club</li> <li>• PPG homework club</li> <li>• After school clubs- range of opportunities provided</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Parent workshops to support parents – eg EAL English classes</li> <li>• Parent support advisor role</li> </ul>
2.17	Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum.	2	<p>The school has significantly improved its cross-curricular provision for pupils through an introduction of new schemes of learning for maths, literacy and SPAG and through new planning profomas which make pupils' opportunities for application of English and maths across the curriculum.</p> <p>Leadership has reviewed curriculum provision and CPD has been provided to look at the expectation of cross-curricular opportunities. New planning proformas are set-up to ensure these opportunities are provided for.</p> <p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>• Planning and book scrutiny</li> <li>• Pupil, parent and staff conferencing</li> <li>• ADMAT Trust events</li> <li>• New Creative Learning Hubs</li> <li>• Learning Process Displays and cross-curricular displays</li> <li>• Outdoor access for Yr 1</li> <li>• Forest Schools</li> <li>• Whole School Writing Events</li> <li>• World Book Day</li> <li>• STEM Events</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Ensure opportunities for learning placed in a context/ real life context e.g. writing for real purposes- e.g. Trust event literacy linked activities</li> <li>• Outdoor environment enhancement to provide real life experiences for children</li> <li>• Communication – through class blogs</li> </ul>

2.18	For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.	1	<p>The school has achieved high standards in phonics through the implementation of a comprehensive approach to the teaching of phonics and high quality CPD for all staff involved in the daily teaching of phonics.</p> <p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>• Phonics 2016 results –significantly above National standard. (Data dashboard pg13)</li> <li>• Phonics teaching effective through RWI programme-learning observations by head and daily by RWI assessment manager.</li> <li>• Class R,1,2 all developing phonic rich environments</li> <li>• Updated teaching and planning based on CPD for all adults</li> <li>• External and internal CPD has had significant impact in raising standards of phonics teaching</li> <li>• Faster pace in phonics sessions/AFL used to move pupils on rapidly</li> </ul>
2.19	Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.	2	<p>The school has improved opportunities for pupils to understand their next steps through the introduction of success criteria. There is a wide range of evidence of opportunities for pupils to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.</p> <p>Leadership have introduced Visible learning programme and curriculum review to rapidly secure improvement of provision in this area. Impact is being robustly monitored through learning observations, planning and book scrutiny and pupil conferencing.</p> <p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>• Schemes of Learning</li> <li>• Development of Cross-curricular learning opportunities across KS2</li> <li>• Peer tutoring/ Mentoring opportunities</li> <li>• Sequence of Learning – teachers plan for opportunities to develop core skills- non-negotiable in planning</li> <li>• Pupil conferencing</li> <li>• Lesson observations and learning walks</li> <li>• Yr 6 residential/Transition days/Engineering project/WWII day</li> <li>• Yr5 Rocket Cars project/Science Observations</li> <li>• Yr 3/4 cross-curricular displays</li> <li>• KS1/EYFS whole cohort days – cooking/art/Forest schools</li> <li>• ADMAT EVENT days</li> </ul> <p>Key areas for development:</p> <ul style="list-style-type: none"> <li>• Monitor impact of new curriculum and CPD programme</li> </ul> <p>Recommendations:</p> <p>AIP key priority.</p>

2.20	Parents are provided with information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.	2	<p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>• Parents Meetings twice a year+Meet the Teacher</li> <li>• Yearly report</li> <li>• Parental overview of topics per term/ half term</li> <li>• Website</li> <li>• Schemes of Learning</li> <li>• Reading records</li> <li>• Parental drop in/engagement sessions</li> <li>• Curriculum and Assessment updates- Letters/ Website/ briefings</li> <li>• Set-up of Twitter and Facebook communication pages</li> <li>• Parent advisor and parent help sessions</li> <li>• Use of parent survey results to improve communication</li> </ul> <p>Key areas of development:</p> <ul style="list-style-type: none"> <li>• Introduction of pupil video reporting in addition to formal written reports</li> </ul>
2.21	Teachers effectively promote equality of opportunity and diversity in teaching and learning.	2	<p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>• Planning shows inclusion of all pupils</li> <li>• Diamond rules to help model expected behaviour</li> <li>• PSHE/RE and Spirituality planning</li> <li>• Thrive Leader – role model</li> <li>• EAL Provisions- Translators- Impact of Funding</li> <li>• EAL Lead providing CPD and resources</li> <li>• Inspire Scheme of Learning</li> <li>• Range of after school – extracurricular provision</li> <li>• School teams work effectively with a range of outside agencies to ensure all pupils can access learning in school fully</li> <li>• New RE scheme</li> <li>• New curriculum provision</li> </ul> <p>Key areas to develop</p> <ul style="list-style-type: none"> <li>• Yr 6 cultural/city residential</li> <li>• Increase range of visitors from other cultures</li> <li>• Aspirational local successful business leaders assemblies</li> </ul>

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<b>3. Personal Development, Behaviour and Welfare</b>			
<ul style="list-style-type: none"> <li>Use bullet points for evidence base and clear signposting to other documents/forms of evidence</li> </ul>			
<b>3</b> *Include evidence for Early Years Provision against these descriptors			
	<i>Measure of impact</i> 1= fully met; 2= partly met; 3 = needs development; 4=inadequate	Grade	Evidence (& where it can be found) /comments/suggestions for improvement
<b>3.1</b>	Teachers are aware of: <ul style="list-style-type: none"> <li>The extent to which low attenders are improving their attendance over time</li> <li>Pupils' punctuality in arriving at school and at lessons.</li> </ul>	<b>2</b>	Key evidence to support grade: <ul style="list-style-type: none"> <li>Attendance is broadly in-line with national levels and persistent absence is below national levels –improved from 2014 (Raise online pg56)</li> <li>There were no exclusions in 2015 and this is an improvement from 2014 (Raise Online pg56)</li> <li>Attendance Officer meeting termly – agreed actions followed up –evidenced with attendance report</li> <li>Attendance data looked at weekly/concerns logged on My Concern</li> <li>Teachers follow up with parent meetings</li> <li>Pupil Progress Meetings</li> <li>PSAs effectively supporting parents with poor attendance – 1 pupil from 66% - 100%</li> <li>Attendance Gnome introduced and certificates.</li> <li>No holidays approved</li> <li>Attendance displayed and reported to parents fortnightly</li> </ul> Key areas to develop: <ul style="list-style-type: none"> <li>Improve persistent lateness groups</li> <li>Improve holiday absences</li> </ul>
<b>3.2</b>	Pupils are confident and self-assured. They take pride in their work, their school and their appearance.	<b>2</b>	Key evidence to support grade: The leadership has developed a new behaviour policy which positively promotes pupils taking a pride in their school. <ul style="list-style-type: none"> <li>Evidence Scrutiny</li> <li>Learning Observations</li> <li>School Council minutes</li> <li>Learning Walk monitoring</li> <li>External feedback from visitors to the school</li> </ul> Key areas to develop: <ul style="list-style-type: none"> <li>Impact of policy change (Nov 2016) will be monitored robustly over the next 2 terms.</li> </ul>
<b>3.3</b>	Pupils show respect for others' ideas and views.	<b>2</b>	Key evidence to support grade: <ul style="list-style-type: none"> <li>Lesson Monitoring</li> <li>School Council/Collective Worship Committee</li> <li>Collective Worship observation</li> <li>Anti-bullying week activities</li> </ul>

			<p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>Developing use of Learning powers</li> </ul>
3.4	Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.	2	<p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>Raise online persistent absence data (pg56) shows reduced %</li> <li>Lesson Monitoring</li> <li>Teacher observations</li> <li>Attendance Officer reports</li> <li>Schemes of Learning</li> <li>Interventions to develop personal skills</li> <li>Use of Parent Support officer to support struggling families/pupils</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>Use of Thrive to help pupils be ready to learn</li> </ul>
3.5	Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.	2	<p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>Raise online pg 56 – maintaining attendance % in-line with national average, improving rates of persistent absence</li> <li>Attendance Reports from EWO</li> <li>Pupil Progress Meetings</li> <li>New attendance criteria- monitoring at higher levels</li> <li>Letters to Parents</li> <li>Use of a Parent Support Advisor to support struggling families</li> <li>Regular parent meetings</li> <li>Reporting of Information in newsletter to parents</li> <li>Attendance display</li> <li>Introduction of Certificates for 100% per term</li> <li>Introduction of attendance information given to parents at parents evening</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li></li> </ul>
3.6	Pupils conduct themselves well throughout the day, including at lunchtimes, break times, and transition between lessons and on leaving school.	2	<p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>School behaviour policy updated</li> <li>Diamond behaviour and house point systems promote good behaviour</li> <li>Feedback/observations from lunchtime supervisors</li> <li>Yr6 monitor jobs</li> <li>Yr6/reception buddy programme</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>Playground leaders for lunchtimes</li> <li>Role of House captains into prefects</li> </ul>
3.7	School is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.	2	<p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>School behaviour policy updated</li> <li>Diamond Behaviour to reward good role models</li> <li>Learning Walks</li> <li>Learning observations</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>Pupil independence in application of behaviour policy – meeting expectations of</li> </ul>

			conduct without reminders.
<b>3.8</b>	Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.	<b>2</b>	<p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>• Updated School behaviour policy</li> <li>• Diamond Behaviour</li> <li>• Behaviour Plans for individuals with specific needs</li> <li>• Interventions to support developing social skills</li> <li>• Introduction of Thrive</li> <li>• Feedback from staff on improvements</li> <li>• Feedback from parent survey</li> <li>• Feedback from external agencies</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Robust monitoring to ensure policy is implemented consistently across the school and that expectations and pupil conduct is consistent wherever they are with and wherever they are in school.</li> </ul>
<b>3.9</b>	Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.	<b>2</b>	<p>The school has implemented a new recording system that ensures robust monitoring of the use of abusive, derogatory, homophobic or sexualised language is always recorded. Data from this can be analysed. All such behaviour has clear consequences which all staff are aware of and deal with.</p> <p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>• School behaviour policy</li> <li>• Diamond Behaviour implementation</li> <li>• RE/Collective Worship observations</li> <li>• Careful selection of resources/language to challenge stereotypes</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Reduction of incidents (whilst low – school has zero tolerance approach to this type of incident)</li> </ul>
<b>3.10</b>	Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.	<b>2</b>	<p>The school has actively promoted anti-bullying week and also provides external training for older pupils on the types of bullying and specifically cyber-bullying. The impact is that incidents of bullying are extremely rare.</p> <p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>• School behaviour policy</li> <li>• Anti-bullying Week activities</li> <li>• PSHE scheme of learning</li> <li>• Behaviour incidents recorded on My Concern</li> <li>• Parent and pupil feedback</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Pupils develop independence and their own zero-tolerance approach to bullying including preparing lessons on the impact of bullying.</li> </ul>
<b>3.11</b>	School's open culture promotes all aspects of pupils' welfare. They are safe and feel safe. They have opportunities to learn how to keep themselves safe.	<b>2</b>	<p>The school and its leadership actively seeks the opinions of its stakeholders to ensure that pupils' welfare is maintained. The school provides opportunities for pupils to learn how to be safe in modern society.</p> <p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>• School behaviour policy</li> <li>• Diamond Behaviour</li> </ul>

			<ul style="list-style-type: none"> <li>• Regular parent meetings</li> <li>• PSHE/Science/Computing Schemes of Learning</li> <li>• Safeguarding policy</li> <li>• Online safety programme</li> <li>• My Concern reporting system</li> <li>• Life skills, NSPCC training, Stay Safe</li> <li>• Set up of Junior road Safety Officers programme</li> <li>• Use of a Parent Support Advisor</li> </ul> <p>The impact of these programmes has been on pupils' ability to demonstrate how to stay safe in modern society through sharing of their learning in a variety of ways. My concern reporting shows that incidents involving pupils safety including online ae almost non-existent.</p> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Online safety ambassadors role in school</li> </ul>
3.12	Pupils enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.	2	<p>Key evidence to support grade:</p> <p>Leadership has been proactive in developing a programme of events and training for pupils to be healthy, to develop good mental health and how to be safe on-line. The school has achieved Healthy Schools Award this year, Sainsbury's Silver Sports Mark.</p> <ul style="list-style-type: none"> <li>• PSHE/Science/Computing Schemes of Learning</li> <li>• External training for pupils – life skills/Stay Safe/NSPCC</li> <li>• Introduction of JRSOs/Road safety assembly</li> <li>• Bikeability training for pupils</li> <li>• Chartwells' Lunchtime and cooking events for children/ staff and parents</li> <li>• Healthy Schools and Sainsbury's sport silver award</li> <li>• Parent support advisor to support family issues</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Consistent approach to teaching the online safety curriculum</li> </ul>

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4. Outcomes for Pupils and Learners			
<ul style="list-style-type: none"> <li>Use bullet points for evidence base and clear signposting to other documents/forms of evidence</li> </ul>			
4	*Include evidence for Early Years Provision against these descriptors		
	Measure of impact 1= fully met; 2= partly met; 3 = needs development; 4=inadequate	Grade	Evidence (& where it can be found)/comments/suggestions for change
4.1	Pupils are on track to meet or exceed the attainment expected for their age as set out by the school's own curriculum and assessment system and the national curriculum.	2	<p>Key evidence to support grade:</p> <p>The vast majority of pupils in EYFS/KS1/KS2 make at least expected attainment in reading, writing and maths because teaching is effective. Pupils' results at end of key stage are broadly in-line with national expectations in reading, writing and mathematics but in KS2 SPAG significantly below national expectations. The school has improved pupils' achievement across the school and especially in SPAG by ensuring that pupils:</p> <ul style="list-style-type: none"> <li>have daily discrete SPAG and spelling sessions in addition to English lessons</li> <li>fully understand SPAG subject knowledge and develop competence in teaching it through the provision of quality CPD.</li> <li>Half termly assessments and tracking carried out</li> <li>Pupil Progress Meetings – half termly</li> <li>Internal and External moderation</li> <li>I-track data dashboard</li> <li>All data markers went up this year in both KS1 and 2</li> </ul> <p>Key areas to develop</p> <ul style="list-style-type: none"> <li>Effective teaching programme in Maths</li> <li>Focus on GDS and attainment of vulnerable groups</li> </ul> <p>Recommendations:            AIP priority – Maths/Vulnerable groups</p>
4.2	All pupils are set aspirational targets, given their starting points, and are on track to meet or exceed these.	2	<p>Key evidence to support grade:</p> <p>The leadership has:</p> <ul style="list-style-type: none"> <li>Set aspirational targets linked to teachers' PM targets</li> <li>Introduced Half Termly assessments to track progress and identify any pupils not on track</li> <li>Created a new marking and feedback policy to promote rapid progress</li> <li>Introduced rapid paced target setting and tracking</li> <li>Carried out pupil conferencing</li> <li>Greater number of pupils achieved GDS level across the school</li> </ul>

			<p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Ensure planning includes challenge questions and challenge outcomes</li> <li>• Monitor impact of new target setting</li> </ul>
4.3	The most-able pupils do work that deepens their knowledge, understanding and skills, rather than simply undertaking more work of the same difficulty before going on to study different content.	2	<p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• AFL annotations/lessons adapted</li> <li>• Learning observations</li> <li>• I-track and other assessments</li> <li>• Maths challenge days</li> <li>• Increased % of pupils achieving GDS in each cohort</li> <li>• Application of skills in context</li> <li>• Visible learning –learning dispositions developed</li> <li>• Extension opportunities evidenced in planning and lessons – focus on breadth and depth</li> <li>• Teachers CPD on mastery level teaching</li> <li>• Pupil conferencing</li> <li>• Lesson observations and learning walks</li> <li>• Yr 6 residential/Transition days/Engineering project/WWII day</li> <li>• Yr5 Rocket Cars project/Science Observations</li> <li>• Cross-curricular displays</li> <li>• KS1/EYFS whole cohort days – cooking/art/Forest schools</li> <li>• ADMAT EVENT days</li> </ul> <p>Recommendations</p> <p>Visible learning, mastery CPD, curriculum provision in AIP priorities/Challenge for all pupils in all learning opportunities</p> <p>Ensure consistent in 100% of lessons observed</p>
4.4	The progress and attainment of disadvantaged pupils is compared with the national figures for non-disadvantaged pupils to identify the current gap and ways in which the gap can be closed rapidly.	2	<p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>• PPG provision Map-reviewed half-termly</li> <li>• Half termly Assessments</li> <li>• Pupil Progress Meetings compare progress and attainment of PPG pupils to non-PPG</li> <li>• Introduction of termly PPG pupils’ reviews with parents</li> <li>• PPG CPD provided to staff</li> <li>• Staff create strategy plans to tackle under-achievement of PPG pupils</li> <li>• Difference has been diminished across year groups/predicted data for 2018 shows significant increase in performance of PPG including PPG GDS.</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Monitor impact of new strategy plans and interventions</li> </ul>
4.5	School gaps between disadvantaged pupils’ progress and attainment and the progress and attainment of the other pupils in the school is tracked, as well as how quickly these gaps are closing over time.	2	<p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>• PPG provision Map</li> <li>• Half termly Assessments</li> <li>• Pupil Progress Meetings</li> <li>• PPG pupils/parent reviews</li> <li>• I-track summary</li> <li>• Teachers using class data effectively and independently to track and analyse data on performance of PPG pupils</li> </ul>

			<p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Ensure good provision for GDS PPG pupils</li> </ul>
4.6	The phase has mapped out what is being done to narrow any gaps in progress and attainment between disadvantaged and non-disadvantaged pupils.	2	<p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>• PPG provision Map is annotated in KS meetings to highlight responsibilities and plans for each year group</li> <li>• Class strategy and intervention plans and 6 weekly reviews created</li> <li>• Half termly Assessment and tracking</li> <li>• Pupil Progress Meetings</li> <li>• Fortnightly Phase meetings</li> <li>• Impact of plans robustly monitored to ensure impact on pupil progress and attainment</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Ensure prompt action is taken if progress or attainment falls behind/monitor progress of GDS pupils</li> </ul>
4.7	Teachers track the progress that lower-attaining pupils are making and the impact of provision for them on raising their attainment so that they reach standards expected for their age.	2	<p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>• Teacher's i-track data reports</li> <li>• PPG provision Map</li> <li>• Strategy and intervention plans</li> <li>• Half termly Assessment</li> <li>• Pupil Progress Meetings</li> <li>• Case Studies</li> <li>• Fortnightly Phase meetings</li> <li>• TA impact research</li> </ul> <p>Key areas to develop:</p> <p>Pace of change if provision is not having impact/expectation of pace of progress related to provision</p>
4.8	Teachers track the progress of disabled pupils and those with special educational needs in relation to the progress of pupils nationally with similar starting points.	2	<p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>• PPG provision Map</li> <li>• Record of Need and IEPs</li> <li>• IEP assessments of whether targets met</li> <li>• Half termly Assessments</li> <li>• SENDCO Monitoring/reports</li> <li>• Pupil Progress Meetings</li> <li>• Case Studies</li> <li>• P Scales assessment and moderation/B-Squared progress</li> <li>• SEN Provision Map</li> </ul> <p>Key areas of development:</p> <ul style="list-style-type: none"> <li>• Teacher responsibility for progress of this group of pupils</li> <li>• Assessment of equality of provision</li> </ul>
4.9	Teacher's identification of pupils' special educational needs leads to additional or different arrangements being made which impacts on the rate of improvement in progress.	2	<p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>• PPG provision Map</li> <li>• SENDO provision Map/Record of Need</li> <li>• Half termly Assessments</li> <li>• Pupil Progress Meetings</li> </ul>

			<ul style="list-style-type: none"> <li>• IEPs-assessment of targets met</li> <li>• Case Studies</li> <li>• Intervention baseline assessment and follow-up progress assessments</li> <li>• P-scales and B-squared data</li> </ul> <p>Key areas of development:</p> <ul style="list-style-type: none"> <li>• Focus to shift onto academic expectations for pupils in addition to other needs</li> </ul>
4.10	Where pupils join mid-key stage teachers evaluate children's learning and progress relative to their age and draw on evidence of their starting points.	2	<p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>• Baseline assessments</li> <li>• Discussion with previous teacher/assessment information from previous setting requested</li> <li>• Additional support put in place</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Buddy system to speed up settling-in process</li> </ul>
4.11	Pupils' progress is above average or improving across most subject areas. Overall progress of disadvantaged pupils and those with special educational needs is above average or improving.	2	<p>The school can be judged as good because leadership has secured improvement through:</p> <ul style="list-style-type: none"> <li>• Effective use of PPG provision Map</li> <li>• Half termly Assessments tracking progress impacting on provision</li> <li>• Pupil Progress Meetings to identify pupils at risk of not making progress</li> <li>• I-track data</li> <li>• Introduction of case studies/strategy plans</li> <li>• Focus on KS1 level 3s making GDS by yr 6</li> </ul> <p>Key Evidence to support grade:</p> <ul style="list-style-type: none"> <li>• End of year data shown significantly improved outcomes for pupils</li> <li>• Pupils are on track in each year group to meet end of year targets</li> <li>• There has been significant improvement in outcomes for disadvantaged pupils.</li> <li>• Pupils progress measures meet or exceeds floor standards 2015/16 Data dashboard pg1/Corestats Key Stage 2 KS1-2 Progress Summary 2016</li> <li>• Data dashboard 2016 – pg1 weakness identified progress of disadvantaged pupils</li> <li>• PPG data across the school – itrack datadashboard</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Ensure vulnerable groups continue to narrow gaps – especially in maths</li> <li>• Monitor cohort progress to meet end of year ARE and GDS targets</li> </ul>
4.12	In a wide range of subjects, the progress of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll is close to or is improving towards that of other pupils with the same starting points.	2	<p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>• Data dashboard – KS1 disadvantage pupils' attainment of greater depth in all subjects for all EYFs development groups was close to or above national figures for other pupils, however, KS2 progress was well below national expectations for disadvantaged pupils in at least one subject – this evidences that progress and attainment for disadvantage pupils across the school is not consistent in a=phases or subjects.</li> <li>• End of year 2017 data</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Effective use and review of impact of PPG provision Map</li> <li>• Half termly Assessments to dictate curriculum provision and guide teaching strategies</li> <li>• Pupil Progress Meetings track closely impact of strategies to narrow the gap</li> <li>• I-track data tracking</li> <li>• Strategy and intervention reviews 6 weekly</li> </ul>

			<p>Recommendations: AIP key priority</p>
4.13	<p>Pupils' progress is above average or improving across most subject areas. Overall progress of disadvantaged pupils and those with special educational needs is above average or improving.</p>	2	<p>Key evidence to support the grade: The vast majority of pupils in EYFS, KS1 and KS2 make at least expected progress in most subjects because clear provision has been made to teach effectively the skills needed to attain national benchmarks. Our data shows our progress measure meet floor standards – data dashboard pg2. EYFS data shows a rising trend in pupils achieving GLD. Data dashboard pg 13. However, in most areas disadvantaged and SEN pupils are below national benchmarks.</p> <ul style="list-style-type: none"> <li>• Effective use and review of impact of PPG provision Map</li> <li>• Half termly Assessment used to identify gaps and inform teaching</li> <li>• Pupil Progress Meetings to identify and plan for groups/pupils vulnerable to not making expected progress</li> <li>• IEPs/Strategy and Intervention plan reviews</li> <li>• Case Studies</li> <li>• I-track data</li> <li>• In-year/end of year data is showing significant improvement in difference between performance of PPG and Non-PPG.</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Ensure maths makes same levels of improvement in progress and attainment.</li> </ul>
4.14	<p>From different starting points, the proportions of pupils making and exceeding expected progress in English and in mathematics are close to or above national.</p>	2	<p>Key evidence to support grade: The majority of Individuals make at least expected progress against national benchmarks and any remaining attainment difference is being reduced because of strategies put in place to increase the pace of progress for pupils at a lower starting point.</p> <ul style="list-style-type: none"> <li>• Effective use and review of PPG provision Map</li> <li>• Half termly Assessments to identify gaps</li> <li>• Pupil Progress Meetings to identify and plan for vulnerable pupils/groups</li> <li>• Case studies</li> <li>• IEPs</li> <li>• I-track data</li> </ul> <p>In year/end of year data has shown that the proportion of pupils making expected progress is in-line with national averages.</p> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Ensure the same improvement is demonstrated in maths</li> </ul>
4.15	<p>The progress of the vast majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally.</p>	2	<p>Key evidence to support grade: Historically, when comparing the progress of our PPG pupils against that of all pupils nationally, our pupils were underachieving and progress was not rapidly narrowing gaps. (Data dashboard pg1-4) To reduce the negative difference with national average benchmarks and therefore inequalities in provision improvement has focused on rapid implementation of the new PPG provision map for these groups/cohorts. This has been done by ensuring that our TA team is effectively deployed and their impact measured quantitatively. In-year data show a rapid diminishing of the difference for a significant majority of our disadvantaged pupils.</p>

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|--|--|---|
|  |  | <ul style="list-style-type: none"><li>• Effective use and review of PPG provision Map</li><li>• Half termly Assessment to identify gaps</li><li>• Pupil Progress Meetings</li><li>• PPG Pupil/Parent Reviews</li><li>• Case Studies</li><li>• Strategy and Intervention plan reviews</li><li>• TA impact research</li></ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"><li>• Ensure maths and GDS are next focus</li></ul> <p>Recommendations</p> <p>AIP Key priority</p> |
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An Daras Multi Academy Trust  
St Catherine's C of E School  
Self-Evaluation 2017



5. Effectiveness of Leadership and Management			
<ul style="list-style-type: none"> <li>Use bullet points for evidence base and clear signposting to other documents/forms of evidence</li> </ul>			
5	*Include evidence for Early Years Provision against these descriptors		
	Measure of impact 1= fully met; 2= partly met; 3 = needs development; 4=inadequate	Grade	Evidence (& where it can be found) /comments/suggestions for change
5.1	Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff.	2	<p>Key evidence to support the grade: Effectiveness of leadership and management, including the ability of governors to hold the school to account is good because it ensures that senior leaders have accurate information on pupils' attainment and progress, and use it to set higher expectations for pupils' achievement and teachers' performance evidenced by-</p> <ul style="list-style-type: none"> <li>aspirational targets set for pupil attainment this year</li> <li>introduction of robust tracking systems</li> <li>a clarity of purpose – improving outcomes for all pupils placed at the forefront of all decision making and shared with all stakeholders</li> <li>restructuring of performance management processes</li> <li>Weekly professional development meetings for teachers</li> <li>Half-termly CPD for TAs</li> <li>CPD focused on SIP priorities</li> <li>AIP plans annotated and fed-back to SLT</li> <li>Fortnightly HoS and CoG meetings</li> <li>Pupil Progress Meetings</li> <li>Distributed leadership team with SL Team and Subject Leaders</li> <li>Staff training opportunities –NPQML etc.</li> <li>Cross-ADMAT mentoring and support in place</li> <li>Introduction of visible learning programme</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>Rigorous monitoring to secure rapid improvement in performance and to assess impact of new systems</li> </ul>

5.2	Relationships between staff and pupils are positive and/or exemplary.	2	<p>Key evidence to support grade:</p> <p>School leaders, together with governors, take effective steps to gain the full confidence of the staff, in order to enable the school to improve quickly evidenced by feedback from staff. This culture role models the expectations for relationships between staff and pupils. New systems which have impacted of staff and pupils relationships include:</p> <ul style="list-style-type: none"> <li>• Distributed leadership team with SL Team and Subject Leaders</li> <li>• Fortnightly phase meetings</li> <li>• Learning powers and diamond behaviour programmes introduced</li> <li>• Collective Worship</li> <li>• House Points</li> <li>• School council and collective worship committee</li> <li>• Yr6/reception buddy system</li> <li>• External feedback</li> <li>• Introduction of new teaching and learning/feedback and behaviour policies</li> <li>• Introduction of visible learning programme</li> <li>• Parent feedback surveys</li> <li>• Pupil conferencing</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Staff surveys and pupil surveys to grow the use of pupil voice in decision making</li> </ul>
5.3	Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.	2	<p>Key evidence to support grade:</p> <p>The leadership has put this at the top of the priority list – improving outcomes for <b>all</b> pupils. To maintain the visibility and emphasise the value placed on this, the progress and attainment of PPG pupils is discussed at every staff and governor meeting. All staff have contributed to this year’s PPG map. Pupil progress meetings have focused on PPG children’s progress.</p> <p>Funding for disadvantaged pupils is used effectively to enable these pupils to catch up with their peers evidenced by:</p> <ul style="list-style-type: none"> <li>• Weekly PD meetings – PPG focus/raising outcomes for pupils</li> <li>• Governor meeting minutes</li> <li>• New PPG Provision Map – focus on all staff responsibility</li> <li>• PPG 6 weekly reviews</li> <li>• PPG pupil/parent reviews introduced</li> <li>• CPD given to teachers and TAs on PPG expectations</li> </ul>

			<ul style="list-style-type: none"> <li>• Thrive programme</li> <li>• Regular Monitoring</li> <li>• Introduction of Visible Learning programme</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Robust monitoring of the impact of school leaders actions in securing improved outcomes for <b>all</b> pupils including disadvantage pupils.</li> </ul>
5.4	<p>The school's actions have secured improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.</p>	2	<p><b>Key evidence to support grade:</b></p> <p>The most-able pupils/disabled pupils/disadvantaged pupils and those with special educational needs receive the help they require to make the best possible progress evidenced by an increase in outcomes at half-term assessments in areas addressed by intervention. The school leaders have enabled the school to improve in this area through:</p> <ul style="list-style-type: none"> <li>• New systems in place – evidence of impact being collected</li> <li>• New form of PPG Provision Map-all staff contributing</li> <li>• 6 weekly reviews</li> <li>• PPG pupil/parent reviews introduced</li> <li>• Staffing for PPG Pupils monitored</li> <li>• Staffing is moved for impact on pupils regularly</li> <li>• CPD on PPG/Maximising impact of adults given</li> <li>• Fortnightly phase meetings review progress of strategy and intervention plans</li> <li>• Half-termly assessments used to assess progress-adapt and change plans to ensure gaps closed</li> <li>• Use of adults and progress of PPG monitored in learning walks and observations</li> <li>• Introduction of Visible Learning Programme</li> <li>• Re-organisation of resources/including space to maximise learning opportunities</li> </ul> <p><b>Key areas to improve:</b></p> <ul style="list-style-type: none"> <li>• The school has improved as the difference between outcomes for disadvantaged pupils and others have been significantly diminished. Leaders will continue to monitor the impact of new systems rigorously to ensure this rapid progress towards diminishing the continues including with GDS</li> </ul>
5.5	<p>Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.</p>	2	<p><b>Key evidence to support grade:</b></p> <p>The governors have worked hard to ensure rapid improvement in this area through:</p> <ul style="list-style-type: none"> <li>• Reforming of the governing body in light of academisation.</li> <li>• Secured future leadership of the school.</li> <li>• Refocusing governors' meetings to improving pupil outcomes as evidenced by minutes</li> <li>• Setting up of fortnightly meeting with Chair of Governors and Head of School</li> <li>• Ensuring a robust programme of governors CPD</li> </ul>

			<ul style="list-style-type: none"> <li>Carrying out termly Learning Walks</li> <li>Setting up governor link teams focused on AIP targets</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>Assessment of impact of improvements</li> </ul>
5.6	Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.	2	<p>Key evidence to support grade: Senior and middle leaders have the necessary skills to drive improvement and ensure that governors have the information they need to hold leaders rigorously to account evidenced by:</p> <ul style="list-style-type: none"> <li>Governor meeting minutes</li> <li>HoS reports and documents provided to governors</li> <li>Link governor visit reports</li> <li>Link governor teams AIP target focus</li> <li>Parental Questionnaires feedback</li> <li>HoS and Chair pupil conferencing</li> <li>Development of SLT and Parent Meetings</li> <li>Ofsted Parent View</li> <li>External reports – Diocese Mentor/VL Scoping Report/SIP reports and AIO visits and reports</li> <li>Pupil progress meetings replacing half-termly reports</li> <li>Introduction of half-termly assessments</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>Evaluation of information provided and what impact it has had on driving standards up</li> </ul>
5.7	Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.	2	<p>Key evidence to support the grade: The leadership of the school has introduced an improved performance management system that has raised expectations of staff through:</p> <ul style="list-style-type: none"> <li>The provision of clear information on expectations and the monitoring process</li> <li>PM Targets linked to AIP targets</li> <li>PDMs with a focus on AIP targets rather than staff meetings</li> <li>A clearly detailed monitoring programme</li> <li>An impact of TAs research programme for all teachers to carry out</li> <li>TA appraisals introduced for Spring term – training half-termly linked to AIP</li> <li>A cross-ADMAT Moderation programme</li> <li>Introduction of whole school CPD - Visible Learning Programme</li> <li>External CPD to support improvement linked to AIP targets</li> </ul> <p>Monitoring of teaching and learning is tight, focused, regular and informative leading to improvement in teaching and learning and the delivery of high expectations in pupil standards is rising this is evidenced by the improving quality of learning expectations found in work scrutinies over the last term.</p> <p>100% of learning opportunities are judged as effective in enabling pupils to progress. Clear targets have been set to each teacher on areas to improve to secure greater progress for all pupils.</p>

			<p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>To secure an outstanding grade all teaching needs to be highly effective. CPD needs to focus on rapid progress of all pupils in all lessons. Visible learning will be introduced fully next term to focus on improving effectiveness of teaching.</li> </ul>
5.8	<p>Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.</p>	3*	<p>Key evidence to support grade:</p> <p>Leadership has taken rapid action to change the culture at the school so that staff can be proactive in their own professional development. The school now has the capacity to improve at pace through a clear set of initiatives to drive up standards:</p> <ul style="list-style-type: none"> <li>The set-up of a new leadership team with an emphasis on reflection on progress towards whole school purpose of improving outcomes for all pupils.</li> <li>The change in structure and emphasis in weekly staff meetings to link always to improving outcomes for all pupils and linked to AIP target -as evidenced by meeting minutes</li> <li>Leaders follow plans to improve the quality of learning and that they evaluate more rigorously the impact of actions taken as evidenced by the improvement in expectations for end of year outcomes.</li> </ul> <p>The leadership has improved the quality of teaching, so that it is at least good in the vast majority, by ensuring that teachers:</p> <ul style="list-style-type: none"> <li>have the necessary support, training and resources to improve the quality of their teaching for example in SPAG (evidenced in the English Interim SIP)</li> <li>plan lessons that build on what pupils already know, in order to set higher expectations for the rate at which pupils, especially the most able and disadvantaged, progress evidenced by pupil progress meetings, planning and learning observations.</li> <li>check pupils' understanding in lessons so that teachers can reshape tasks and ensure that all groups of pupils are making good progress this is evidenced by annotated planning and learning observations.</li> <li>mark pupils' work regularly, and ensure that pupils know what to do to improve their work and that they respond to teachers' advice</li> <li>set high expectations for pupils' behaviour in lessons so that learning is the highest priority which can be demonstrated through lesson monitoring feedback</li> <li>provision of cross ADMAT partnerships for teachers to develop professionally</li> <li>Set up of visits set up to see outstanding practice in other schools</li> <li>Introduction of Visible Learning Programme to focus on effective professional development</li> </ul>

			<p><b>Key areas to develop:</b></p> <ul style="list-style-type: none"> <li>The school has been proactive in setting up a climate in which teachers can grow and develop and take risk. However, the change in culture will take time to embed and for impact to be assessed. There are now large pockets in both KSs of teachers working in this way.</li> </ul> <p><b>Recommendations</b></p> <p>Ensure 100% of teachers engaged in VL process through work of the impact coaches. Ensure consistent provision across the school.</p>
5.9	The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.	2	<p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>Schemes of Learning</li> <li>Introduction of Cross-curricular learning</li> <li>External reports – SIP/HoS Diocese mentor/VL Scoping Report/AIO reports and visits</li> <li>Peer Mentoring – cross ADMAT</li> <li>Introduction of Visible Learning Programme</li> <li>Visits to other schools arranged to see inspirational practice/curriculum provision</li> <li>Review of curriculum taking place this term – focus on pupil voice/led learning – skills and objective based and application in context/cross-curricular</li> <li>Development of outdoor learning focus</li> <li>Music services bought into</li> <li>Theatre groups/visits planned including Shakespeare project</li> <li>STEM programme – visits and project signed up to</li> <li>Yr 5 and 6 residential set up</li> <li>Visit from MP arranged</li> <li>Youth Council visits</li> <li>Life Skills/Stay Safe/NSPCC/Open the book visits booked in</li> <li>ADMAT Trust events</li> <li>PE silver mark gained</li> <li>Healthy Schools Award gained</li> <li>Science Gold Award applied for</li> <li>New leads for KSs, Maths, English, Science, DT and Outdoor learning as well as Curriculum development lead set up</li> <li>Pupil voice in directing learning focus/objective-led curriculum in EYFS and KS1</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>Pupil voice in directing learning focus/objective-led curriculum in KS2</li> </ul>
5.10	Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.	2	<p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>SLT and subject leaders meeting minutes and schemes of learning</li> <li>SENDCO and Thrive Leader work</li> <li>EWO reports</li> <li>EAL support and provision</li> </ul>

			<ul style="list-style-type: none"> <li>• Work with external agencies to support families</li> <li>• External Visitor feedback</li> <li>• Collective Worship Focus/committee minutes</li> <li>• Governor Meetings minutes</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• Policy review</li> <li>• Role of parent support advisor</li> <li>• PPG focus</li> </ul>
5.11	Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns.	2	<p>Safeguarding is good because the school has established clear systems and procedures including the use of My Concern which provide a safe environment for all pupils. This is evidenced by:</p> <ul style="list-style-type: none"> <li>• Safeguarding audit</li> <li>• Half-termly Staff Safeguarding updates</li> <li>• Designated Safeguarding Leader- Head of School/Deputy safeguarding lead – SENDCO roles shared with school – regular meetings with ADMAT Safeguarding officer</li> <li>• Introduction of My Concern to improve quality of chronologies kept</li> <li>• Regular research updates and CPD</li> <li>• EWO reports –attendance is good/exclusions minimal</li> <li>• NSPCC and Stay Safe training for pupils</li> <li>• Monitoring of IM pupils</li> <li>• Thrive programme for all pupils</li> <li>• Work with external agencies</li> <li>• Health and Safety audit externally and by link governor.</li> <li>• Additional staff to be trained to Level 3</li> <li>• S157/175 completed successfully</li> <li>• My Concern use is embedded and use analysis tool to look at trends</li> <li>• Staff updated by newsletter annually and Level 2 training 2 yearly</li> <li>• Standing agenda item in staff meetings</li> </ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"> <li>• CPD for staff on Neglect</li> </ul>
5.12	Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.	1	<p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>• Safeguarding Officer monitoring</li> <li>• Safeguarding audit and support from ADMAT Safeguarding officer</li> <li>• Regular Training for staff and leaders</li> <li>• Multi-agency meetings at school</li> <li>• SENDCO monitoring</li> <li>• SCR training</li> <li>• My Concern pupil files shared when relevant with external agency professionals</li> <li>• My Concern allows DSL and DDSL to monitor effectively all on-going cases</li> </ul>
5.13	Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.	2	<p>Key evidence to support grade:</p> <ul style="list-style-type: none"> <li>• Designated Safeguarding Leader- Head of School is trained as Prevent Trainer</li> <li>• ADMAT Safeguarding Officer support with updates</li> <li>• Regular research updates and CPD shared with leaders and staff</li> <li>• Links with EOW</li> </ul>

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|  |  |  | <ul style="list-style-type: none"><li>• Use of My Concern to classify concerns and analyse patterns</li><li>• WRAP training provided to all staff</li><li>• Prevent considered in policy writing and curriculum planning</li></ul> <p>Key areas to develop:</p> <ul style="list-style-type: none"><li>• Support staff confidence in identifying, dealing with and reporting where there is a concern relating to radicalisation or extremism</li></ul> |
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# An Daras Multi Academy Trust

## Key Self-Evaluation Priorities 2017



Academy/School:		Date:		
Key issues for AIP	Practical actions to address the issue	Who is responsible/by when		Impact
<p>1. Improve progress and attainment of disadvantaged pupils including PPG and SEN.</p>	<p>To reduce the negative difference with national average benchmarks and therefore inequalities in provision improvement will focus on rapid progress through effective intervention and review of the use of TAs to maximise impact for these groups in all cohorts. This will be done by:</p> <ul style="list-style-type: none"> <li>• New PPG provision map with 6 weekly reviews</li> <li>• PPG parent and pupil reviews to be introduced</li> <li>• Class strategy and intervention plans – 6 weekly – reviewed regularly at phase meetings</li> <li>• PPG support from HoS</li> <li>• EAL provision led by HLTA</li> <li>• SENDCO weekly reports</li> <li>• SEN provision map</li> <li>• Thrive programme introduced</li> <li>• CPD for staff on PPG/maximising impact of TAs</li> <li>• TA training introduced</li> <li>• Adult provision in class monitored</li> <li>• IEPs</li> <li>• Case Studies</li> <li>• PPG/SEN link governor teams</li> <li>• Visit to schools with excellent practice</li> <li>• Cross ADMAT support/meetings</li> <li>• Class teacher TA impact research and action plan work</li> </ul>	<p>HoS</p> <p>AHoS, KS and Subject Leaders</p> <p>EAL HLTA</p> <p>SENDCO</p> <p>All teachers</p>	<p>Half-termly</p>	<ul style="list-style-type: none"> <li>• PPG pupil attainment in line with national expectations for non-PPG pupils</li> <li>• SEN pupil attainment – gap narrowed for non-SEN pupils</li> </ul> <p>Where pupil attainment is lower – progress should be rapid to closing the gap and/or Case study carried out to determine barriers to learning and school strategy in tackling barriers</p>
<p>2. Improve teaching to include provision of challenge and mastery in all lessons to improve progress and outcomes for all pupils in core subjects</p>	<p>To secure a good/outstanding judgement, a raising of expectations will be needed in core subjects. This will be done through a range of strategies:</p> <ul style="list-style-type: none"> <li>• KS2 Lead attending mastery training</li> <li>• CPD for all staff on mastery and challenge</li> <li>• Introduction of AWL grids for target setting and moderation</li> <li>• Visits to teachers/schools with good practice</li> <li>• Cross ADMAT support</li> <li>• Introduction of Visible Learning Programme</li> <li>• Introduction of 'Building Learning Programme'</li> </ul>	<p>Hoss</p> <p>AHoS, KS and Subject Leaders</p> <p>SENDCO</p> <p>All teachers</p> <p>VL Impact Coaches</p>	<p>Half-termly</p> <p>VL – end of Spring term</p>	<ul style="list-style-type: none"> <li>• Pupil attainment in core subjects is in-line with or above national expectations</li> <li>• Progress measures for more-able pupils show improvement</li> <li>• Greater % of pupils achieving GPS in national end of KS assessments</li> </ul> <p>Where pupil attainment is lower – progress should be rapid to closing the gap and/or Case study carried out to determine barriers to learning and school strategy in tackling barriers</p>

	<ul style="list-style-type: none"> <li>Aspiration targets set for pupils' outcomes – specifically in SPAG linked to national expectations, expectations for GPS and to teachers' PM targets</li> <li>Learning observations to focus on this</li> <li>Teaching and learning policy reviewed to focus on visible learning and new curriculum provision</li> <li>Marking and feedback policy reviewed to focus on more effective feedback based on clear learning intentions and success criteria use.</li> </ul>			
3. Improve pupils' learning skills to develop independence and learning dispositions that enable pupils to have control over their own learning	<p>To secure a good/outstanding judgement, an identification and removing of barriers to learning will be needed. This will be done through a range of strategies:</p> <ul style="list-style-type: none"> <li>Introduction of learning powers</li> <li>Introduction of rewards linked to learning powers</li> <li>Learning powers introduced to parents</li> <li>Learning powers displays in class</li> <li>Learning powers discussed in CW</li> <li>Pupil conferencing</li> <li>Pupil voice used to plan curriculum</li> <li>Teachers and governors to attend VL training</li> <li>Introduction of visible learning to pupils</li> <li>Impact coaches to monitor</li> <li>Visits to schools on VL programme to see best practice</li> <li>Introduction of targets/pupil self and peer assessment</li> <li>Changes to marking and feedback policy</li> <li>Diamond behaviour programme introduced</li> </ul>	<p>HoS</p> <p>AHoS, KS and Subject Leaders</p> <p>All teachers</p> <p>VL Impact Coaches</p>	<p>Half-termly</p> <p>VL – end of Spring term</p>	<ul style="list-style-type: none"> <li>Effective use of success criteria in feedback shows pupils able to understand next steps and act on them</li> <li>Pupil conferencing demonstrates pupils able articulate their learning needs and what they have to do to improve</li> <li>Pupils' progress is rapid as they develop effective learning dispositions – pupil outcomes in each class are in-line with national expectations</li> </ul> <p>Thrive and other intervention used to support pupils struggling to develop effective learning dispositions/Parent support advisors used to provide support to families</p>
4. Develop a curriculum that is led by pupil interest, objective-based and inspires pupils in a context and cross-curricular way whilst ensuring coverage is broad and deep.	<p>To address areas of concern in current curriculum provision and to incorporate greater pupil voice and therefore engagement in their own learning, leaders will:</p> <ul style="list-style-type: none"> <li>Pupil conference</li> <li>Use pupil voice used to plan curriculum themes</li> <li>Carry out a curriculum review</li> <li>Develop new planning formats to incorporate clear questioning, opportunities for mastery, challenge and cross-curricular opportunities to apply skills</li> <li>Set up new curriculum monitoring</li> <li>Develop the of use of outside to improve opportunities to apply skills learnt in real-life contexts</li> <li>Enable changes to room use to maximise learning potential</li> <li>Develop library/role-play and learning room areas</li> <li>Ensure Forest school sessions booked in</li> <li>Plan theatre trips/group and Shakespeare project</li> </ul>	<p>HoS</p> <p>AHoS – curriculum development lead</p> <p>KS and Subject Leaders</p> <p>All teachers</p>	<p>By end of term</p> <p>Reviewed termly</p>	<ul style="list-style-type: none"> <li>Curriculum is inspiring and engages pupils in challenging learning that prepared them for life and work.</li> <li>Curriculum provides significant opportunities to apply learning in context driven/real-life activity</li> <li>Use of outdoor learning environment promotes active, engaged learners who apply their learning effectively and independently</li> <li>Learning environments promote independent effective learning</li> </ul>

	<p>involvement</p> <ul style="list-style-type: none"> <li>• Plan Yr5 and 6 residentials set up</li> <li>• Organise and enable classes to attend ADMAT Trust events</li> <li>• Create new outdoor learning, Science and DT leads</li> <li>• Ensure Curriculum Development Leader has resources and training needed to set-up and monitor new curriculum provision</li> <li>• Ensure Collective Worship Committee set up</li> <li>• Organise visits to schools with excellent practice in curriculum delivery</li> <li>• Organise cross ADMAT support for subject leaders</li> <li>• Ensure JRSOs set up and effectively running project</li> <li>• Ensure PE and outdoor learning curriculum developed</li> </ul>			
<p>5. Develop distributed leadership across the school that promotes and inspires teachers' proactive engagement in their own professional development, focused on improving outcomes for all pupils</p>	<p>The Head of School will ensure that:</p> <ul style="list-style-type: none"> <li>• New PM process/format in place</li> <li>• Targets linked to AIP</li> <li>• NPQML training set up with projects linked to whole school improvement priorities</li> <li>• New leadership roles assigned and monitored</li> <li>• Regular meetings for SLT/phase leads take place</li> <li>• Cross-ADMAT support to develop roles including AIO visits/reports</li> <li>• Prepare and share information with team re. SIP visit</li> <li>• Meetings are arranged with Diocesan Mentor</li> <li>• Staff meetings focus on professional development linked to AIP targets</li> <li>• Introduction of Visible learning programme and training for leadership and impact coaches</li> <li>• Half-termly feedback on targets for all teachers – progress towards improving outcomes for all pupils through pupil progress meetings</li> <li>• Visits to others school with excellent practice are organised</li> <li>• Teacher professional development standards shared with staff</li> </ul>	<p>HoS</p> <p>AIO</p> <p>AHoS, KS and Subject leaders</p> <p>All teachers</p>	<p>Half-termly reviews</p>	<ul style="list-style-type: none"> <li>• Performance management is effective in raising standards in school</li> <li>• Leadership capacity across the school is improved and leaders are effective in improving outcomes across the school within their teams</li> </ul>
<p>6. Develop effectiveness of governors in challenging progress towards AIP targets and in driving forward school effectiveness</p>	<p>The leadership and governing body will work closely on improving capacity of the governing body to impact of school improvement targets and therefore secure a good/outstanding judgement in this area through:</p> <ul style="list-style-type: none"> <li>• Fortnightly meeting – HoS and CoG</li> <li>• Format for Head's report changed and developed based on information required and impact on governor knowledge</li> <li>• Ensuring CPD in place for governors</li> <li>• Governor link teams set up focusing on AIP targets – with regular visits to school</li> </ul>	<p>HoS</p> <p>Chair of Governors</p> <p>Governors</p>	<p>Termly</p>	<ul style="list-style-type: none"> <li>• Governors are effective in holding leaders to account for raising standards and improving outcomes for pupils across the school</li> <li>• Link governor teams are effective in supporting and challenging leaders in the school in improving outcomes for pupils in their areas</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Diocesan support for governors used effectively</li><li>• Change of focus to impact on pupil outcomes in meetings</li></ul> |  |  |  |
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