



Self Evaluation 2020/21 V1

Overall Effectiveness (BCO)

Criteria	Current Position (RAG)
<p>The quality of education is outstanding.</p>	<p>The quality of education is good. The school has a strong curriculum with an academic, knowledge focus that offers opportunities for all young people to succeed regardless of background or ability. The school follows the national curriculum and supports this by offering a wide array of enrichment activities and extra-curricular provision. The school has a strong programme for careers advice and guidance and has also developed a comprehensive personal development programme that covers statutory SRE and PSHE requirements.</p> <p>Teachers are well supported and developed, and staff retention rates are high. The school is fully staffed with subject specialists in all curriculum areas. The consistency of teacher quality has improved, supported by a comprehensive and tailored CPD programme, including links to the local teaching school alliance, Teach First and PIXL. This consistency is borne out by much improved examination results and centre assessed grades since 2018. Outcomes in a range of subjects, including English have continued to improve strongly. Outcomes in Maths and Science are now consistently good. Action has been taken to address past problems with staffing and curriculum coverage and outcomes in both subjects are now stable and improving.</p> <p>Teachers are increasingly using assessment through the school personalised learning checklists ensure curriculum coverage and progression. Each faculty uses common assessed pieces in schemes of work, allowing them to assess and improve learning using a common framework for assessment and curriculum delivery. Assessment at key stage 4 is robust and thorough, and teachers and leaders understand how to intervene to improve student outcomes. This robust assessment was demonstrated by consistent centre assessed grades in 2020. At key stage 3 assessment is strengthening and students are supported by a strong and comprehensive programme of literacy and numeracy interventions. This includes targeted use of governments catch up premium. A reading culture has been established and continues to develop.</p> <p>Since 2018 the school has performed at national progress expectations at key stage 4. Students in receipt of the pupil premium do better than similar students nationally. At sixth form, where provision was judged to be 'outstanding' by Ofsted in 2018 standards continue to be well above national expectations Under the leadership of the new Head of 6th Student numbers are increasing and more students than ever graduate to Russell Group universities, including Oxbridge</p> <p>The school has undergone wide ranging cultural change, teachers feel empowered to do their best for the students, and leaders do all that they can to support them. Inconsistencies in the performance of the most able, disadvantaged students and the rest, observed in the 2018 Ofsted report have been tackled robustly. Both groups of students now progress broadly in line with national averages for all students. Prior to the pandemic the school's internal quality assurance processes show that student progress is improving across all year groups and subject areas.</p>

	<p>The school responded quickly and decisively to the Covid 19 pandemic. Remote learning was in place at the point of March lockdown and all students were given resources, including over 100 Chromebooks, prior to Department for Education intervention. Live on-line lessons were in place during the summer term. The school had a well-developed remote learning strategy in place for the second lockdown, students follow their normal timetabled lessons remotely as series of live lesson with their teachers. The school has continued to deliver its curriculum in line with its carefully developed plans. The school’s long-standing work on high quality curriculum development and resourcing has ensured that remote learning has been a strength.</p>
<p>All other key judgements are likely to be outstanding. In exceptional circumstances, one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area sustainably and securely towards outstanding. Typically, this will mean meeting every one of the good criteria but falling short on the outstanding for that key judgement.</p>	<p>Leadership at all levels is a considerable strength. Leaders are enabled to take pragmatic actions to improve the school. A straightforward, quality first teaching approach has been taken to school improvement. There is a culture of sustainable change and review, that continually improves the school. Staff work harmoniously together in a transparent and respectful school culture. Staff well-being is a priority, and this results in low levels of staff absence.</p> <p>The headteacher has conducted significant training of the school governors, improving and streamlining the information they receive about school performance and ensuring that they are fully involved in the monitoring and evaluation process. Governors are attached to key strategic areas of the school and prior to lockdown visited the school regularly.</p> <p>The school has taken firm action on improving behaviour by focusing on low level disruption. The school’s existing strength in rewarding and celebrating achievement has been supplemented by a consistent focus on classroom routines and behaviour for learning. The school uses same day detentions and restorative approaches to ensure that cases of low-level disruption are dealt with swiftly. Behaviour is consistently good and better. Prior to lockdown attendance and persistent absence were better than national averages. Fixed term exclusions are below national averages, significantly so for disadvantaged and vulnerable groups.</p> <p>School leaders actively promote equality of opportunity and physical well-being. Instances of recorded bullying and prejudicial behaviour are low and when reported are swiftly dealt with.</p> <p>The school’s inclusion team ensures that direct or indirect discriminatory behaviour is not tolerated and quickly prevented. The school greatly increased its enrichment offer and offers a wide range of high-quality opportunities for its students.</p>
<p>Safeguarding is effective.</p>	<p>Safeguarding is highly effective; staff members are fully trained, and students feel safe and are listened to. The safeguarding team works extensively with external partners to ensure that those at risk are fully supported. The school conducts an annual review of its safeguarding procedures and acts swiftly to improve its areas for development. A monthly safeguarding board meets to discuss the schools most vulnerable students and ensures that timely and appropriate actions are taken. The care of the most vulnerable students continued during lockdown and a clear plan was in place to ensure that safeguarding didn’t regress, and students didn’t slip the net. The school has an exceptionally strong safeguarding culture.</p>

	Leaders have trained staff to recognise extremism and they respond swiftly where students are vulnerable to these issues or where concerns have been raised. Staff members feel confident to challenge students' views and encourage debate.
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Quality of Education (LRO)

Criteria: Intent	Current Position (RAG)	Actions
<p>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</p>	<p>All students in both key stages follow the national curriculum in a weekly timetable of 30 hours. Students in Key Stage 4 (Years 10 & 11) also study GCSE Religious Education and either GCSE History or Geography as part of the core curriculum offer. Computing and Creative iMedia are offered as qualifications in the options process; for students not taking either qualification, opportunities allowing I.T development are built in across the curriculum. Personal Development is taught in tutor time, weekly P.D lessons and drop-down sessions.</p> <p>In 2020 86% of students were entered for 8+ GCSEs (increase from 75% in 2018 and 63% 2018 national data) and 95% for 8+ entries of all DFE PT qualifications (96% in 2018 and 81% 2018 national data)</p> <p>The timetable has been designed to allow more students to study a language up to GCSE level; uptake has increased by from 18% (2018 cohort) to 36% (Y10 2020/21).</p> <p>When remote learning has been required (self-isolation, long term illness and national school closure), all students have continued to follow their normal timetabled lessons and the school has continued to deliver its curriculum in line with faculty long term plans.</p>	<p>In light of the pandemic, undertake curriculum and assessment review and reform so that our provision continues to secure successful outcomes for all students.</p>
<p>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</p>	<p>Each faculty has undertaken a curriculum review and has developed long term overviews that explicitly track the acquisition of the knowledge and skills students need to embrace further education, employment and training; there are clear links to CIAG that feed into a whole school tracked framework and overviews draw out links to previous learning. All Frameworks are Quality Assured to ensure the highest quality standards and ensure that all are sequenced to embed key knowledge and skills.</p>	<p>Embed systematic quality assurance process to look at the impact of the curriculum review.</p> <p>Identify gaps in student knowledge and skills as a result of the pandemic. Review curriculum plans & implement a recovery plan to address these gaps.</p>

	<p>PLCs allow reflection of the acquisition of knowledge and skills in each subject. This informs teacher planning and allows students to take responsibility for their own learning and development.</p> <p>A systematic quality assurance process is in place to ensure high quality implementation across the school however the pandemic has prevented this from being fully embedded.</p>	
<p>The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</p>	<p>In KS3 English and Maths the curriculum has been designed to support students with SEND. This includes unique long-term plans and schemes of work and more curriculum time taught by heads of faculty. This work has been rolled out to KS4 Humanities and all remaining faculties now need to implement best practice. Literacy and numeracy co-ordinators work closely with the SEND team and our primary school trained teacher to ensure there is a personalised, strategic approach to developing students' knowledge and skills.</p> <p>Moving into Key Stage 4 all students receive a personalised options interview. Students select options that are appropriate yet challenging. Partnerships with quality external providers have been formed. These include PVC and Access for All.</p> <p>During the January national lockdown all SEND students received invites for regular support in school. Led by the SEND team students received literacy and numeracy support, accessed accelerated reader and were assisted in live lessons. TA in class support continued in live lessons and regular phone calls to the child took place to check progress and provide support.</p>	<p>Review SEND curriculum offer and support in light of the pandemic in order to ensure gaps in knowledge and skills are addressed</p> <p>Examine the impact of the Maths and English curriculum and disseminate best practice.</p> <p>Implement best practice across all faculties and measure impact</p>

<p>Pupils study the full curriculum; it is not narrowed. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition,¹ and good progress has been made towards this ambition.</p>	<p>In KS3 (Years 7-9) a broad range of subjects are studied by all students including computing, food technology, drama, music, DT and art (alongside English, maths, Science, history, geography, PE and RE). At KS4 students study a range of subjects, with English (Lit & Lang), Maths, Science (double or triple), History/Geography and RE all being compulsory. Creative imedia has been introduced to increase the number of students in KS4 accessing an ICT qualification. Spanish is offered across both option blocks meaning EBacc uptake is 42% (Y11 2020/21 cohort) and 36% (Y10 cohort), this is a significant rise on previous years.</p>	<p>Continue to support EBACC foundation subjects to improve EBACC outcomes for an increased cohort.</p>
<p>Criteria: Implementation</p>	<p>Current Position (RAG)</p>	<p>Actions</p>
<p>Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.</p>	<p>Most members of teaching staff body teach within their subject specialism. All teach within a well-structured faculty system where specialist support is readily available. Fortnightly sessions are allocated to faculty development. To support teachers use of MS teams, CPD on remote learning was given before the March national lockdown with further training in June and September. Ongoing training and support have been provided when required.</p> <p>Appraisal targets are linked to curriculum and faculty teaching and learning developments; these are recorded and reviewed throughout the year on the Blue-Sky system.</p> <p>Faculties have had access to a consistently generous CPD budget, and this continued in the 2020/21 academic year.</p> <p>A MPHS CPD offer has been established and colleagues have been afforded fully funded opportunities to complete Masters degrees, National Professional Qualifications (Headship, Senior Leader and Middle Leader courses) and Chartered College Programmes. All new and recent entrants to the profession receive support from a mentor and are provided with support</p>	<p>To formalise the 2020/21 NQT/RQT ECF programme and support those who are in their post NQT year for additional developmental programmes such as those run by the Chartered College.</p> <p>To integrate the external QTLS qualification requirements into the existing MPHS NQT and RQT schedule.</p> <p>To widen opportunities for those in their middle career stage, or within middle leadership roles, in relation to the MPHS CPD menu offer.</p>

	<p>either from the Teach First programme, Lancashire County Council, the ECF programme, the TSA, the faculty leader or a combination of these.</p>	
<p>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.</p> <p>Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</p>	<p>Exercise book evidence from the Q.A process would suggest that improvements made in 2018 regarding improved quality of pupil work has been sustained. This is the result of good quality teacher exposition, a variety of learning opportunities and consistency of content coverage.</p> <p>Training on direct instruction has been delivered in order to ensure subject matter is presented clearly in the classroom with social distancing restraints and when using remote learning. Classroom visits, part of the QA procedure, show that this is effective in the vast majority of classrooms.</p> <p>Faculty handbooks clearly explain the role of PLCs and they are used across all subject areas</p> <p>There is evidence of supportive feedback linked to PLCs and evidence of pupil response and development, in an increasing number of areas, although this is not yet consistent. Regular knowledge/content checks were evident in a number of subject areas and these were often aligned to PLC statements. Drop in information correlates with faculty Q.A findings.</p>	<p>Redesign how assessment works, particularly at KS3. This should include assessment strategies to be used, how these strategies support long term knowledge acquisition, how PLCS are to be used within the process and how feedback should be reported to all stakeholders including next steps to support student improvement.</p> <p>Develop use of ICT to help support assessment and checking pupils' misconceptions both in the classroom and remotely.</p>
<p>Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.</p>	<p>Assessment methods do vary across subjects, but the majority do use the "CAP" system of termly assessment. There is still work to be done in this area to develop a common approach to assessment, in particular at KS3.</p> <p>Data analysis of key groups and years has been enhanced by the use of Sisra to highlight areas of strength and concern.</p> <p>Faculty/subject specific assessment policies are outlined in faculty handbooks.</p>	<p>Development of a new system for assessment at KS3. Recently formed development team will plan/implement a system that better informs stakeholders of progress in KS3 and where/how students can make improvements. This includes helping parents to understand which specific areas within subjects their children need to improve.</p>

<p>Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p>	<p>Student voice, learning walks and book scrutinies show that classwork is demanding and consequently students make progress during the year. The sustained improvement in Progress 8 figure from 2016/17 evidence a focus on individual pupils and their learning. Parental and student voice from March and January national lockdowns each show that teachers consistently set appropriate yet demanding work.</p> <p>Since 2018-19 there has been regular high levels of curriculum investment with a focus on Key Stage 3. All faculties have purchased textbooks or alternative teaching resources to support student learning and the curriculum. In most faculties, students will receive personal copies of the course textbook to use away from the classroom. KS4 curriculum investment has been sustained with all students receiving textbooks and revision guides for all subjects they study. The impact of regular investment in textbooks in all key stages is that teachers have been able to set high quality home learning which has been key to our success in setting challenging, appropriate work during the pandemic; this was echoed in student and parental questionnaire feedback.</p> <p>Investment for 2020-21 will look at how ICT can be built into and support the curriculum. Faculty handbooks, long term plans and a Q.A process were designed for 2019-20 implementation. The process develops triangulation between student work and the aims of the curriculum. Unfortunately, due to the pandemic this triangulation process has not been fully embed.</p> <p>KS3 curriculum and student work is has been externally moderated through a TSA school collaboration project and NPQH placements.</p>	<p>Look at how ICT can be built into the curriculum in order to support its delivery. Embed the faculty handbooks, reviewed curriculum and Q.A process.</p>
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<p>Reading is prioritised to allow pupils to access the full curriculum offer.</p> <p>A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.</p> <p>The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</p>	<p>Accelerated reader is fully embedded and effectively used to identify students requiring in-class intervention or intervention from the SENDCO so gaps can be addressed. Small group phonics support provided by a primary specialist for those pupils requiring this intervention. Sixth form reading mentors have been trained and worked with apathetic readers across KS3. Pupils have access to a wide range of fiction, non-fiction and academic journals. Opportunities to celebrate and enjoy reading are regular, including celebrations for WBD, Roald Dahl Day and Shakespeare's birthday which involve teaching staff across a range of subject areas. Nurture groups created in KS3 and a catch-up curriculum provided tailored to the needs of those pupils. All teaching staff have access to reading ages on SIMS mark sheets so that work is appropriately set. Textbooks are used across several subject areas to improve language comprehension and development of tier-2 and tier-3 vocabulary. Literacy strategy written into school curriculum intent, focusing on key areas of reading, vocabulary development and formal talk. A literacy improvement plan has been created and the literacy development team are working to embed disciplinary literacy across all faculty areas and a literacy co-ordinator has been appointed to support faculty leaders with this process. School closures have meant that the implementation stage of this process has not yet taken place.</p>	<p>Humanities/MFL staff to teach AR lessons, raising the profile of reading across the school and skill set of teachers.</p> <p>Review nurture groups and consider KS4 curriculum offer for SEND/LPA pupils.</p>
<p>Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.</p>	<p>Formal talk is written into curriculum intent, using a research-led approach to address 3 key areas, so staff are: insisting on formal talk in the classroom at all times, explicitly teaching the vocabulary of their subject and using reading lists and textbooks to encourage and support reading, both within and outside the classroom.</p>	<p>Embed the statement and provide CPD so that staff can confidently support with the 3 key areas of the statement.</p> <p>Teachers consistently model expectations and provide opportunities for word consciousness in the classroom, including the use of root words, prefixes and suffixes.</p>

	Work started by the literacy development group to quality assure the literacy work within faculties has not yet been able to take place due to school closures.	Each faculty's approach to literacy need to be quality assured using student voice, exercise books and staff feedback.
Criteria: Impact	Current Position (RAG)	Actions
Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.	<p>Progress 8 figure for 2018/19 was -0.11, showing students on average are meeting government expectations. This is a significant increase from -0.55 in 2016/17 but a decline on 2017/18 results (+0.1). In 2020 no progress 8 data is available however student outcomes did improve. The percentage of students in Year 11 achieving a grade 4 or higher in maths and English rose from 49% in 2016/17 to 60% in 2017 and this has been sustained with 58% in both 2019 & 2020. The number of students achieving 5+ has increased from 30% in 2019 to 39% in 2020.</p> <p>In English language and English literature, the 2019 dip in results for students achieving a 4+ and 5+ has been reversed and the number of students achieving 7+ has continued to improve.</p> <p>In Maths the 2019 dip has been fully reversed with results in line with 2018 results in all indicators. There has also been an increase in grade 9 compared to 2019 & 2018.</p> <p>Within triple science the number of students gaining 4+ and 5+ has significantly improved compared to the previous 2 years whilst sustaining the results at the top end. Science trilogy results have not recovered from the 2019 dip and this is being addressed. Changes to course structure, pathways and class allocation have all been made to support student improvement.</p> <p>The school has been proactive in improving results following the 2019 examinations dip. Full investigations took place following the results and an action plan was put into place. Curriculum reviews were undertaken, regular CPD is now commonplace and improved QA processes are in place to highlight concerns early on.</p>	<p>Upon return from school closure assess students gaps in knowledge across the curriculum. Use this to create a faculty led recovery curriculum that will support students' knowledge and skills and lead to successful results.</p> <p>Support Science trilogy is improving their GCSE examination results and sustaining this improvement over the next 3 years.</p>

	<p>External links with other local schools have been established.</p> <p>The gap between the outcomes for disadvantaged and non-disadvantaged students has been eradicated (gap of 0.8 in P8 in 2016/17 and no gap in 2017/18). No data available for 2020.</p>	
<p>Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study.</p>	<p>The school has embarked on the Gatsby benchmarks and much work has been done, in conjunction with external stakeholders, to ensure the school is making good progress against the benchmarks, including work experience placements for all Y10 and Y12 students, access to HE/FE/employer encounters for all year groups and specific access to STEM CEIAG activities as per the STEM action plan. Alternative provision provided for those pupils not able to access the mainstream curriculum, including functional skills and level 2 and 3 qualifications in maths and English.</p> <p>Last year the school met 7 out of the 8 Gatsby benchmarks (an improvement from 6 out of 8 the previous year). It is likely that we will not meet all 8 benchmarks for the academic year 20/21 due to the limitations on work experience and employer encounters. The school is reviewing its careers strategy to ensure that pupils continue to receive high quality careers provision online.</p>	<p>Review of current CEIAG provision for lower school and sixth form, to provide wider experiences of CEIAG, linking with PSHE curriculum and embedding careers both within subject-specific curriculums and the wider-school curriculum offer, including enrichment. Strengthen and develop greater links between KS5 and lower school. Further opportunities for access to HE institutions to raise aspirations, as well as improving knowledge of LMI and future careers. Use of Compass tool to review progress towards the benchmarks and develop links with other local secondary schools.</p>
<p>Pupils with SEND achieve the best possible outcomes.</p>	<p>SEND provision has improved over the last three years. Working with the charity 'Achievement for All' the school has restructured its provision combining broad</p>	<p>Assess students work upon a return to school and create a recovery plan to</p>

	<p>inclusion with focussed intervention. SEND outcomes have improved however comparison to national averages is different due to the size of the cohort. Exclusion rates are lower than national and attendance is better than national.</p> <p>School closures have meant that many pupils, particularly those with SEND have not made as much progress had they been in school. In school support has been offered to all students with during the 2021 school closure.</p>	<p>ensure students fill their gaps and achieve the best possible outcomes.</p>
<p>Pupils' work across the curriculum is of good quality.</p>	<p>Faculty handbooks layout the curriculum intent and implementation alongside clear expectations. Exercise book evidence would suggest that the quality of pupils' work is currently good across the school and is improving over time. Book scrutiny evidence through the QA cycle would suggest that the both the coherence and structure of work is now solid and has continued to develop, evidence of improved presentation can also be seen. Drop in information correlates with exercise book evidence and also demonstrates a confidence in performance and quality of production within practical subjects.</p>	<p>The faculty QA cycle is to be embedded fully allowing triangulation of QA findings.</p> <p>Q.A. of pupils' work required following school closure with plans to be put in place to support curriculum recovery.</p>
<p>Pupils read widely and often, with fluency and comprehension appropriate to their age. They can apply mathematical knowledge, concepts and procedures appropriately for their age.</p>	<p>Students receive one lesson of Accelerated Reader per week, in which they have the opportunity for support from classroom teachers, to swap books and quiz. There is phonics intervention from a primary specialist to improve fluency and comprehension where needed Pupils have access to a wide range of fiction, non-fiction and academic journal during these lessons. On average, KS3 pupils have made an additional 2 months' progress in their reading across the year. QLA from KS2 SATs issued to ensure that gaps are closed, and misconceptions are addressed, particularly within nurture groups. The maths curriculum has been reviewed to ensure KS2 concepts are developed and not repeated. Where KS2 knowledge is not embedded, gaps</p>	<p>Pupils' reading ages to be assessed on their return to school and a plan to be produced to ensure pupils whose reading ages have been affected are able to make the progress required to access the curriculum.</p> <p>School librarian to lead to celebration events and increased use of reward and recognition for reluctant readers.</p>

	<p>are plugged through revision Friday, one to one sessions with a KS2 teacher, and Y9 students receiving an additional numeracy lesson.</p> <p>School closures have meant that many pupils, particularly those with SEND have not made as much progress with their reading as they would have had they been in school.</p>	
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Behaviour and Attitudes (UIS)

Criteria	Current Position (RAG)	Actions
<p>Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. Pupils actively support the well-being of other pupils.</p>	<p>The school is a diverse and inclusive community where there are high levels of acceptance of all cultures and beliefs, to the extent where difference is the norm. This acceptance of diversity is reflected in the low incidents of all types of bullying. violence is not tolerated, and incidents of fighting are extremely low. the culture of the school is one of acceptance, respect and unconditional positive regard for all.</p> <p>Pupils are confident to report any concerns they have about themselves or other to staff using face to face contact or the SHARP system</p>	<p>More celebration of different cultures and the diversity of the school is needed beyond assembly programme – need to do more community events.</p> <p>Evidence: assembly Rotas, pastoral data on bullying / racism / exclusions SHARP reporting system</p>
<p>Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community</p>	<p>The PASS survey evidences that the vast majority of pupils have high levels of satisfaction with their school experience, they have positive attitudes in all 10 PASS factors. the PASS survey is used to identify pupils who may be need support in building their resilience and confidence in learning and appropriate interventions are put into place. Interventions range from one-to-one support from Learning Mentors to CBT programmes</p>	<p>look at further developing community links Projects to engage local community Community fair</p>

Criteria	Current Position (RAG)	Actions
	<p>delivered by highly trained pastoral staff and a trained psychotherapist.</p> <p>The tutor time programme focuses on building pupil's skill and confidence and this along with the introduction of PLCs across the curriculum have further developed the pupil skills in reflection and identification of their strengths and areas for improvement, along with the resilience and confidence to challenge themselves to improve.</p> <p>Pupils take great pride in the school building and resources, however there is still work to be done within engaging pupils to make further positive contributions to the wider community.</p>	<p>Do we need to get data on the competitions and music performances in old fols homs etc? litter picking?</p> <p>Shall we mention the school is working on a project about reducing anti social behaviour in community?</p>
<p>Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education</p>	<p>The school does not tolerate disruption to learning or lessons. there is a zero tolerance of any type of discriminatory, aggressive or bullying behaviour. The school code of conduct, "the Moor Park Way" embodies and highlights rights and responsibilities of the school community, it exemplifies the high expectations the school has. Pupils and staff worked together to develop the MPW and everyone is very clear and well versed on The Moor Park Way and are very proud to refer to it.</p>	
<p>The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated, and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.</p>	<p>The school has very clear and rigorous behaviour, attendance and anti-bullying policies, which are regularly shared with pupils via planners, assemblies, tutor time and in lessons</p>	
<p>Leaders, staff and pupils create a positive environment in which bullying is not</p>	<p>The school deals with disruptive behaviour in and out of lessons in a clear and simple way. incidents of disruption or poor behaviour are dealt with immediately through a</p>	

Criteria	Current Position (RAG)	Actions
tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.	daily detention and restorative approach that allows teachers to be supported by middle and senior leaders The simplicity of the system allows for high levels of consistency and the restorative approaches used allow for high levels on consistency and ensures relationships between staff and pupils remain positive and effective.	
There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.	Whole school attendance in 95% (2019/20) - if Eid is excluded attendance is 95.2%. All groups are meeting or exceeding national averages for similar groups. (2018/19 data)	
Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.	<p>The school prepares pupils well. we provide textbooks, revision guides and personalised revision plans, these along with the introduction of the PLCS have increased pupil's resilience and helped them to better equipped for learnings.</p> <p>The tutor time programme is based around values and character and has focussed pupils on the importance of learning and being resilient both in academic and personal lives. The vast majority of pupils now find the intrinsic reward of pride in their achievements as the most important thing,</p>	PASS survey to be used to identify lack of engagement in school and action plan to target hard to reach pupils Year 7 – PiXL edge programme
Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.	<p>Attendance continues to remain high. it is rewarded on a weekly and termly basis both for groups of pupils and individuals,</p> <p>There are robust policies and procedures in place to deal with the small number of pupils who are not punctual to school.</p> <p>The introduction of the "lates" detention has reduced the number of pupils arriving late to school</p>	Evidence: POP chart Merit and attendance data Lates detention data Policy
Fixed term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages	Exclusions are used appropriately and for serious incidents. the permanent exclusions have been for serious "one-off" incidents, that reflect national issues	Evidence: Data Case study ZH, HD, LM

Criteria	Current Position (RAG)	Actions
their behaviour effectively. Permanent exclusions are used appropriately ² as a last resort.	revolving around knife crime. All permanent exclusions have been used as a last resort. pupils are supported on their return from exclusion via the behaviour managers and the Base.	
Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe, and they feel safe	The high levels of attendance and low levels of disruption in school show pupils feel safe. The MPW embodies the excellent staff and pupil relationships. the detention data shows a 35% decrease in repeat detentions (2019/20 data).	Evidence: Parental questionnaire data Attendance data Pupil voice

Personal Development (UIS)

Criteria	Current Position (RAG)	Actions
The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.	All year 7 & 8 pupils have an entitlement to learn a musical instrument of their choice, with lessons provided by Lancashire music service. these pupils also have the opportunity to participate in sporting activities either during the school day or after	Can this be green - music and sports offer along with the enrichment programme and super learning week provide the rich experiences

Criteria	Current Position (RAG)	Actions
	<p>school. both these strategies are funded by PP and free to pupils</p> <p>The free annual Summer enrichment week enables all pupils to take an active part in a range of outdoor educational and cultural experiences that celebrate the history, art, diversity of Britain and our position in the world.</p>	
<p>There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.</p>	<p>The school has a very strong take up of opportunities provided by the school. The school's most disadvantaged students benefit particularly from this.</p> <p>The pupil premium strategy has been pivotal in ensuring the most disadvantaged pupils are targeted for and supported in accessing the opportunities to enrich and enhance their experiences in school</p>	
<p>The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.</p>	<p>PDWB (inc all aspects of statutory Citizenship, RSE and health education) is delivered in a specific 50 minute session, which is supported with drop down days to cover key aspects of PSE and Health education in more detail using in school and external support.</p> <p>Some RSE teaching will not take place during curriculum time but during 'collapsed' lessons where students will be taught by a specialist team of teachers using 'Apause' resources.</p> <p>The PDWB programme is fully resourced with PLCs for each topic. it is delivered by an experience and enthusiastic team of from tutors with support from pastoral teams</p> <p>The tutor time values programme along with the PiXL character programme and the assembly</p>	<p>The new tutorial programme needs adopting by tutors. The full resourcing of the programme needs completing. PLC booklets for each student need making and distributing and using in each session.</p> <p>At the end of the academic year the programme will need reviewing and changing in line with any recommendations.</p>

Criteria	Current Position (RAG)	Actions
	<p>programme cover the nonstatutory aspects of PDWB and also the British Values programme</p> <p>There is a plan in place for 2019/20 to deliver a comprehensive personal development programme during morning tutorials and assemblies.</p> <p>There are PLCs to support each element of the programme and it will be delivered by tutors.</p> <p>There is an extensive offer of extra-curricular activities. These are all documented and registers are completed so that student participation can be tracked.</p> <p>The annual summer enrichment week is a meticulously planned three-days of activities at the end of the school year which involves a cultural experience out of school, a cultural experience in-school and an outdoor activity day outside of school.</p> <p>The school offers every year 7 students the opportunity to learn a musical instrument for free.</p>	
<p>The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.</p>	<p>The school uses the PiXL character and a values based tutor time programme during tutorial time. This has enabled pupils to learn about themselves and also to accept and celebrate differences. The character programme is developing pupils' resilience and confidence.</p>	
<p>The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality. The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.</p>	<p>The school tracks enrichment activities.</p> <p>There are free music lessons for year 7 and 8.</p> <p>Super Learning Week allows pupils to have cultural experiences and develop their cultural capital.</p> <p>RE, Humanities and tutor time/assemblies programme allows pupils to develop SMSC.</p> <p>There is a character specific tutor time about character development using PiXL resources.</p>	<p>Review form time to incorporate statutory Citizenship, Health Education and RSE.</p> <p>The rolling PDWB programme delivered on 50 min weekly lesson as long with the drop down days covers all aspects of statutory RSE and health education</p> <p>This can go green?</p>

Criteria	Current Position (RAG)	Actions
<p>The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.</p>	<p>The Health Education component of the new personal development programme has been designed to deliver all of this information in an age-appropriate way with quality assured resources.</p> <p>The school is developing a mental health strategy in collaboration with a trained clinical psychologist. we have trained 2 staff trained in mental health first aid. all staff have had level 1 mental health training delivered by CAMHS. there is a full time school counsellor and we also have monthly visits by our own Ed Psych.</p> <p>The school has a full-time school counsellor on site to whom pupils can self-refer or can be referred by staff.</p> <p>The TA team are trained in ELSA who work with and support emotional vulnerable pupils.</p> <p>The school nurse has fortnightly clinics in school, which focus around physical emotional and mental health. This service signposts pupils and parents to more specialist NHS services.</p> <p>The pastoral team work with a range of external agencies including CFW service</p>	<p>Adoption of the new personal development programme. Review of the programme towards the end of the summer term.</p>
<p>The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.</p>	<p>The school offers every year 7 student the opportunity to learn a musical instrument for free. There is a full range of extra-curricular activities on offer.</p> <p>Students take part in visits and trips linked to the curriculum and are involved in Arts productions.</p> <p>Students participate in both individual and team sporting events/competitions.</p>	<p>Review the current offer</p>

Criteria	Current Position (RAG)	Actions
<p>The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.</p>	<p>The Citizenship component of the new personal development programme has been designed to deliver all of this information in an age-appropriate way with quality assured resources. Citizenship issues are also addressed through History and RE. The British values is covered by the Tutor time values programme, which includes discussion on topics relating to British values. there is a different value of the week and the focus is encouraging pupils to celebrate and accept diversity in all forms</p>	<p>Adoption of the new personal development programme. Review of the programme towards the end of the summer term.</p> <p>I think this can go green, they were more than happy with the tutor time programme in the last visit.</p>
<p>The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.</p>	<p>The school is a diverse and inclusive community where there are high levels of acceptance of all cultures and beliefs, to the extent where difference is the norm. This acceptance of diversity is reflected in the low incidents of all types of bullying. violence is not tolerated, and incidents of fighting are extremely low. the culture of the school is one of acceptance, respect and unconditional positive regard for all.</p>	
<p>Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.</p>		
<p>The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.</p>	<p>The Citizenship component of the new personal development programme has been designed to deliver all of this information in an age-appropriate way with quality assured resources. Citizenship issues and skills are also addressed through History, RE and assemblies.</p>	<p>Do we mention the mock elections and the covering of relevant news items in tutor time?</p>
<p>Secondary schools prepare pupils for future success in education, employment or</p>	<p>Students receive impartial careers advice and run a full programme of work experience. Last year the</p>	

Criteria	Current Position (RAG)	Actions
<p>training. They use the Gatsby Benchmarks³ to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.</p>	<p>school met 7 out of 8 of the Gatsby benchmarks and is on track to do at least as well this year.</p> <p>The school employs an impartial careers adviser who meets with pupils in Years 10-13 and offers a drop-in service for pupils. This has continued during the January lockdown.</p> <p>In addition to the careers policy, the school implements an annual careers strategy, that is altered based on learning from the previous year and the needs of pupils.</p> <p>The school has developed meaningful links with local employers who support the careers programme.</p>	<p>Review the careers strategy so that meaningful activities can still be delivered virtually</p> <p>Develop a programme of communication with parents so that they are fully informed about their child's next steps and local labour market information.</p>

Effectiveness of Leadership and Management (BCO)

Criteria	Current Position (RAG)	Actions
<p>Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.</p>	<p>The school has a strong focus on professional development at all levels and offers a range of accredited programmes through the Chartered College of Teaching, Teach First, PIXL and the local TSA. Professional development connects sharply enough to improvements in whole school curriculum delivery through 'development teams'; The school's appraisal system focuses on curriculum development and has moved away from data led metrics Professional development has had direct impact on the improved quality of the curriculum and its delivery.</p>	<p>To more closely connect faculty self-evaluation and quality assurance to professional development and appraisal target setting.</p>
<p>Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.</p>	<p>The school has engaged with staff on workload issues and has in place a line management and supervision structure that allows issues to be aired and dealt with promptly. School leadership has addressed teacher workload issues by reducing taught time, meetings and assessment load. The adoption of the school's Moor Park Day has allowed greater flexibility in the approval of leave of absence. Staff attendance and attrition rates are significantly better than national average. This is particularly true of teachers in the early stage of career development.</p>	<p>To refine and improve the school's early career provision.</p>
<p>Staff consistently report high levels of support for well-being issues.</p>	<p>Survey needed</p>	
<p>Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.</p>	<p>The school's mission statement is strong, straightforward and explicit to all stakeholders. The mission statement is supported by shared, consistent values across the school community. These values are clarified through regular communication with staff and students and through 'The Moor Park Way'. School culture is consistent and aspirational.</p>	<p>Launch and embed the new Citizenship curriculum.</p>

Criteria	Current Position (RAG)	Actions
Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.	The practice and knowledge of teachers improves through well-structured early career support and regular curriculum and assessment review. The school was an early adopter of the Early Career framework and its development of teachers in the first 5 years of career is excellent. Middle leaders increasingly lead professional development and keep it focussed on curriculum development and assessment.	Development of faculty handbook and quality assurance processes.
Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.	This is an inclusive school. There has been no gaming or off rolling and the school's academic curriculum ensures that all students, regardless of abilities and backgrounds are entitled to a demanding and appropriate programme of study. The school has moved away from using the sorts of accountability measures that incentivise the marginalising of vulnerable groups.	Development of curriculum entitlement for students with profound SEND needs and those who arrive to the school 'unready' for the demands of secondary schooling.
Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive.	The school engages regularly with stakeholders through public events, parents' evenings and a variety of open events through the school year. There is still more to do to provide opportunities for parents and community members to engage with contemporary issues facing young people and to have more a voice in informing school policy and practice.	Development of a community engagement programme.
Leaders protect staff from bullying and harassment.	Leaders have created a culture where staff are protected from bullying and harassment and where there are clear protocols in place for reporting.	
Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.	Governance has improved and school leaders are clear about the school's vision and strategy. Governors make regular, focused school visits and hold leaders to account for the quality of education and the management of resources.	Recruit a secondary trained governor to the staffing and curriculum committee.

Criteria	Current Position (RAG)	Actions
Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding	The school has nominated governors who ensures that it is fulfilling its statutory duties. An annual safeguarding report is published by leaders.	
The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils	The school has a long standing, well established culture of safeguarding. Pastoral teams are well trained as are teaching staff. The school has named DSLs attached to each year group and has a Safeguarding board that meets monthly and ensures that joined up actions are taken to support, refer or intervene where necessary. Safer recruitment and allegations are dealt with expertly by the schools well trained HR team.	

6th Form Provision

Criteria	Current Position (RAG)	Actions
The work that sixth-form students do over time embodies consistently demanding curriculum goals. It matches the aims of the curriculum in being coherently planned and sequenced towards building sufficient knowledge and skills for future learning and destinations.	Long term plans are aligned to lower school, with clear links to prior learning where appropriate. Key Stage 5 provision is part of the faculty review process and QA cycle, but this has not yet been fully embedded. A full curriculum review has been undertaken, so that subjects offered at KS5 now align well to student options at GCSE. The tutorial and enrichment programme has been reviewed, so that there is a clear and meaningful focus on supporting students with their future learning and destinations, via their individual	<p>Ensure that KS5 provision forms part of the faculty review cycle when school reopens and that KS5 teachers are clearly acting on the results of this process.</p> <p>KS5 SSO to work with students most at risk of falling behind as a result of school closures and ensure they have an action plan in place, linked to future destinations</p>

Criteria	Current Position (RAG)	Actions
	learning plans. Tutors have regular 1-1 meetings with their tutees and the KS5 Student Support Officer is now in post to offer extra academic and pastoral support when needed.	Review the KS5 curriculum for 2022, with a view to broadening the STEM and Engineering offer.
The impact of the taught curriculum is strong. Students acquire and develop high-quality skills and produce work of a consistently high standard.	Outcomes for Y13 remain strong, with A Level grades at +0.91 in 2020 (value added based on centre assessed grades). Support is offered via the tutorial programme and SSO when students are not yet producing work that is of a high standard.	
Sixth-form students demonstrate consistently highly positive attitudes and commitment to their education. They have consistently high levels of respect for others.	Attitudes to learning are strong, with the vast majority of students committed to both their education here at sixth form and their next steps. Students consistently show respect to teachers and peers. The reward and recognition systems have been reviewed and aligned with lower school procedures, taking into account student voice, but not yet implemented due to school closures. Attendance and punctuality are robustly tracked by the SSO.	Implement the updated reward and recognition system, so that students can be fully rewarded for their contribution to school life.
The sixth form consistently and extensively promotes learners' personal development. The sixth form goes beyond the expected, so that learners have access to a wide, rich set of experiences that teach learners why it is important to contribute actively to society. This is achieved through activities that strengthen considerably the sixth form's offer.	Personal development is a real strength, with the tutorial and enrichment programmes both offering the opportunity for students to develop their skills and learn more about their own, and others' communities. Students do not yet always have access to a 'rich' set of experiences to develop their cultural capital and this is especially true due to school closure. The enrichment and tutorial programme have been reviewed so that there is a more rigorous focus on both academically and culturally enriching activities. Students who meet the criteria are encouraged to apply to the Social mobility Foundation study programmes.	Develop further links with Oxbridge outreach colleges Encourage greater use of Russell Group access programmes.

Criteria	Current Position (RAG)	Actions
	Applications to Russell Group universities have increased, but there is still further work to be done as part of the tutorial programme to ensure that students feel confident in applying to these institutions.	
Leaders adopt or construct study programmes that are ambitious, appropriately relevant to local and regional employment and training priorities and designed to give sixth-form students, particularly those with high needs and the most disadvantaged, the knowledge and skills they need to succeed in life. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]	<p>The sixth form study programme has been designed to be academic and rigorous and the recent curriculum review means that subject choices are now aligned to the needs of students.</p> <p>As mentioned earlier, the enrichment programme is a real strength of the sixth form and the support provided by pastoral staff is excellent.</p> <p>More consideration needs to be given to ensuring that the move from a small sixth form to university is a successful one, including developing links with and educating parents</p>	<p>Develop parental links through consultation evenings and other communications, to break down barriers for students wishing to apply to prestigious universities.</p> <p>Increase parental offer so that it includes talks from university outreach teams.</p> <p>KS5 SSO to work with students on a 1-1 basis where needed so that they can develop the skills or confidence required to succeed.</p>
Students develop detailed knowledge across the curriculum and, as a result, achieve well in their study programmes. Students make substantial and sustained progress from their identified and recorded starting points in their study programmes. Where appropriate, this is reflected in results in national examinations that meet government expectations, or in the qualifications obtained.	<p>Long term plans are in place and are mapped against KS3/KS4 provision. Students make excellent progress from their starting points, as evidenced in Year 13 outcomes.</p> <p>Subject staff know students well and offer tailored support and additional time where it is needed to ensure students make progress. Sixth form staff meet termly to discuss student progress and put plans in place for students.</p>	<p>Long terms plans to be quality assured by faculties and learning from this process implemented.</p> <p>Academic support plans to be reviewed in light of school closures and to ensure that all students make a smooth transition back to face-to-face teaching.</p>
The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]	Long term plans map out the curriculum in each faulty area and these are aligned to knowledge and skills developed in lower school. Sixth form forms part of the	Quality assurance cycle to assess how well long-term plans have been embedded across all subject areas.

Criteria	Current Position (RAG)	Actions
	<p>faculty review cycle, although this cycle has not yet been fully embedded due to school closures. Regular links to employment and future learning are made both in lesson and via the school careers programme.</p> <p>PLCs are in place for some subjects but are not yet consistent across the sixth form.</p>	<p>PLCs to be in place for all L3 courses, to allow students to identify and articulate the skills and knowledge they have acquired across each of their subjects.</p>
<p>The school is ambitious for all its sixth-form students, including those with SEND and those who have high needs. This is reflected in the curriculum. The curriculum remains ambitious and is tailored, where necessary, to meet individual needs. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</p>	<p>Every student is known and has an assigned personal tutor. Staff take the time to build relationships with students so that they can fully understand students' ambitions and mentor them to meet these. High expectations are instilled from day one and on the occasions where students are not yet aware of their ambitions or do not feel confident in achieving their goals, staff will both formally and informally coach and support students and encourage them to reach their potential.</p> <p>A full curriculum review has been undertaken, meaning that we now offer a smaller suite of rigorous, academic options at both A Level and BTEC. These subjects have been selected due to student choice at success at KS4.</p> <p>Where students have particular needs, the SSO takes the lead on developing a programme of academic or pastoral support as required and will liaise with other members of staff including the school SENDCO if needed.</p> <p>Text books are provided free of charge to all students for all subjects.</p>	<p>A five-year plan to be developed that reflects the ambition that the sixth form has for its students.</p> <p>Further develop links with Russell Group universities and degree level apprenticeship providers, particularly our local STEM partners, so that we can continue to meet the needs and ambitions of all our students.</p>

Criteria	Current Position (RAG)	Actions
Sixth-form students study the intended curriculum. The school ensures this by teaching all components of the full programmes of study.	All students study the intended curriculum and sixth form will provide advice and support for students to ensure their subject choices match their post-KS5 aspirations or intentions.	Ensure Year 9 options choices inform future decisions about curriculum choice.
Teachers have expert knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. When relevant, teachers have extensive and up-to-date vocational expertise.	All subject teachers have expert knowledge and teachers who are new to KS5 are supported within faculties. Teachers are becoming increasingly aware of the links between KS3-KS5 and this will become more secure due to the work of the development teams.	<p>KS5 provision to be QA as part of faculty review processes after school closure.</p> <p>Ensure the work completed within the curriculum development team is used effectively to improve teacher knowledge of the links between KS3-KS5.</p>
Teachers present information and/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught. They check students' understanding systematically, identify misconceptions and provide clear, direct feedback. In doing this, they respond and adapt their teaching as necessary without recourse to unnecessary, time-consuming, individualised approaches to subject matter.	<p>The assessment cycle has now been aligned to lower school, with 3 formal assessment points across each year. Data collection has been simplified and teachers are encouraged to use all assessments as formative to inform future planning. Documents used to track students' progress have been simplified but are not yet fully embedded across all subjects.</p> <p>Small classes mean that teachers are able to give detailed and personalised feedback to students in lesson, as well as written feedback. Adaptive teaching is the norm, with teachers continually and often reflecting on lessons and addressing misconceptions.</p> <p>Students could take greater responsibility for their own learning through the use of PLCs.</p>	<p>PLCs to be in place for all L3 courses, to allow students to identify and articulate the skills and knowledge they have acquired across each of their subjects.</p> <p>Student assessment tracking sheets to be proactively used by all subject teachers so that all students are fully aware of their current working grades and how they can improve.</p>
Teachers encourage students to use subject-specific, professional and technical vocabulary well. Over the course of study, teachers design and use activities to help students to	Much work is being completed in lower school on vocabulary and disciplinary literacy, with teachers considering how best to sequence and reteach information for long-term retention. This work has not yet been specially adapted to sixth form.	Faculty review process to quality assure the implementation of long term plans.

Criteria	Current Position (RAG)	Actions
<p>remember long term the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently.</p>	<p>The impact of the work on disciplinary literacy and vocabulary acquisition in lower school can be seen in sixth form lessons, with teachers pre-teaching vocabulary and considering how best to sequence and re-teach information for long-term retention. Again, this work has not yet been formally quality assured as part of the faculty review process due to school closure.</p> <p>Text books are provided free of charge to all students for all subjects and these are used to develop students' technical knowledge and vocabulary.</p>	<p>The use of PLCs to encourage greater focus on technical and disciplinary literacy for students.</p> <p>Review the use of tutor time to focus on developing students' use of tier-2 vocabulary and use of formal talk.</p>
<p>Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or students.</p>	<p>Sixth form has now aligned its procedures with lower school, so formal data entry takes place 3 times per year. This is sufficient for data analysis and provides teachers with evidence for UCAS predicted grades. Student at risk of falling behind are identified at each assessment point and plans put in place.</p> <p>Mini assessments and recap quizzes are now used much more regularly within lessons as a tool to check for misconceptions.</p> <p>Each faculty area has designed their own assessment policy although these have not yet been fully quality assured for their use in sixth form.</p>	<p>Develop an electronic system for logging concerns about progress or behaviour, so that staff can easily and proactively inform sixth form staff of any concerns.</p> <p>Faculty leaders to review assessment policies and make changes if needed so that they reflect assessment practices at KS5.</p>
<p>Teachers create an environment that allows sixth-form students to focus on learning. The resources and materials that teachers select and produce – in a way that does not create unnecessary workload for staff – reflect the</p>		

Criteria	Current Position (RAG)	Actions
<p>school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning, independent living and employment</p>		
<p>Students have high attendance and are punctual. Their attitudes to their education are positive. Where relevant, attitudes improve over time.</p>	<p>The vast majority of students, particularly in Year 12, have excellent attendance and punctuality. Where this is not the case, plans are put into place to support students. This might include meetings with parents, academic or attendance reports, or support from SSO to remove any potential barriers to learning.</p> <p>A new reward/recognition system has been put in place to reward excellent attendance and punctuality, but this has not yet been introduced to staff or students due to school closures.</p> <p>During school closures, students have on the whole accessed online learning well, but a small number of students have found it difficult to access their learning in this way. Students have been supported by the SSO, but a small number will require support to catch up on work that has been missed.</p>	<p>Launch the new rewards/recognition system, Summer term 2021</p> <p>SSO to continue to track attendance/punctuality and put plans in place for the minority of students who do not yet have excellent attendance</p> <p>Academic catch up plans for the minority of students who have not accessed online learning well.</p>
<p>The sixth form prepares its students for future success in education, employment or training. It does this through providing: unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance, and opportunities for good quality, meaningful encounters with the world of work.</p>	<p>The school met 7 out of 8 Gatsby Benchmarks and the career/enrichment provision is a real strength in the sixth form. Small student numbers mean that we can tailor our programme to meet individual needs and leaders use the support of the school EA to ensure that events and advice is up-to-date and relevant.</p>	<p>Review and amend the careers provision to ensure that students continue to be well-prepared for the next steps and that careers opportunities are shared with students virtually and in a meaningful way.</p> <p>Work experience process to be reviewed as part of the school's response to the Covid-19 pandemic.</p>

Criteria	Current Position (RAG)	Actions
	The work experience provision needs reviewing in light of likely restrictions in place due to Covid-19. It is likely that work experience will be virtual for the next academic year and this will form part of a wider review of the school's career strategy due to the ongoing pandemic.	