



Moor Park

HIGH SCHOOL • SIXTH FORM

Excellence in All

# Self Evaluation 2022/23 Final

## Overall Effectiveness (BCO)

Criteria	Current Position (RAG)
The quality of education is outstanding.	<p>The Quality of Education at Moor Park High School and Sixth Form is good. Leaders have outstanding intent for the school’s curriculum and have developed an ambitious, broad and balanced curriculum over time; this has ensured better than average progress for its students and key improvements in Mathematics and Science. Leaders have methodically implemented research-based approaches to planning, assessment and teaching and this has ensured consistently positive impact of the curriculum on the progress of its pupils.</p> <p>For the school to secure an outstanding judgement the progress of disadvantaged students and students on the SEND K register needs to improve. This gap in performance between these groups and the rest has widened significantly since 2019 and is a key focus for the school as it recovers from the lengthy Covid 19 lockdowns. Leaders are focused on improving outcomes for these vulnerable groups.</p> <p>At 6th form the quality of education is good and swift action is being taken to address the underperformance in some subject areas from the 2022 A level examinations.</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>Behaviour and attitudes are good. Leaders have taken decisive action to address challenging behaviours that emerged following the Covid 19 extended school lockdowns. Behaviour is now normalised and the improvements noted by Ofsted in 2021 have embedded and strengthened. Leaders are now taking action to reduce exclusion and permanent exclusion which spiked in the 2021/22 academic year. Leaders are also taking action to improve attendance, which although at national average is significantly down on 2019 figures.</p> <p>Personal development is a strength of the school and leaders have ensured that all statutory aspects of PSHE, RSE and CIAG are in place. The school continues to offer its comprehensive extra-curricular offer and its Music and Sports programmes.</p> <p>Leadership and management remains stable at the school with leadership at all levels effective and responsive to the needs of staff and students. Leaders do not allow complacency at any level and Governors offer leaders effective challenge.</p>
Safeguarding is effective.	<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 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.

### Quality of Education (LRO)

Criteria	Current Position (RAG)	Actions
The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.	Curriculum lies at the heart of the school and is part of the school's mission statement. The intent is understood by all staff across the school; it is evident in school policies and documents then reflected in faculty created long term plans, schemes of work and handbooks. Faculty documents allow all teachers and associate staff to understand how the intent is implemented in their faculty and the lessons being delivered.	ECT and new staff support and QA to ensure curriculum intent and implementation are embedded securely.
The work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.	An annual review of long term plans take place to ensure all subjects achieve the aims of the curriculum. Plans explicitly track the acquisition of knowledge and skills that students need to embrace further education, employment and training. The annual review process is informed by National documentation, the needs of our students and data that shows the success and impact of the curriculum. Quality assurance processes triangulates long term plans to schemes and work and lesson delivery. Evidence (curriculum planning, book looks, lesson dips and student voice) show that the work given to pupils supports them to achieve the aims of the curriculum. Teaching is designed to help pupils consolidate knowledge in their long term memory and to integrate new knowledge into larger ideas.	Faculties to look at individual lessons within the curriculum and develop how each lessons is sequenced, delivered achieves the aims of the curriculum.

	PLCs identify the aims of the curriculum in detail. They allow all stakeholders to track the work given over time and student progress towards these aims.	
Pupils' work across the curriculum is consistently of a high quality	<p>Q.A processes showed there was a dip in the quality and presentation of student work when students returned to school full time following the pandemic. There was a drive to address these concerns and subsequent QA has shown that the presentation and quality of work did improve by the end of the academic year for the vast majority of pupils.</p> <p>Moderation of work is now built into faculty QA so that standards are looked at regularly.</p> <p>All students access an academic curriculum that goes beyond the national curriculum in order to stretch students thinking and skills.</p>	<p>January 2022:QA of SEND students work as part of INSET</p> <p>Moderation of work through faculty meetings and who school QA cycle.</p> <p>External QA for pupils work planned in Maths. To be rolled out across the school.</p>
Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.	<p>In 2022 results show an improvement from 2019 (pre pandemic) outcomes. 2022 progress 8 figure was 0.16, the best figure that school has achieved since the introduction of the measure (2019 -0.13).</p> <p>Results show consistency in outcomes across all faculties. Faculties with outcomes previously a concern are now in line with other faculties; Maths improved progress from -0.15 in 2019 to +0.42 in 2022.</p> <p>The percentage of students achieving 5-9 including English and Maths has increased 5.5% since 2019 with 60.7% of students now achieving a positive overall progress 8 score.</p> <p>The average progress 8 figure for the disadvantage student cohort was -0.46; mainly white British disadvantaged students heavily impacted by covid 19.</p>	<p>Improve progress of student with SEND and disadvantaged students;</p> <p>QA of SEND faculty</p> <p>Introduction of Intervention Manager (new role)</p> <p>One Page Profiles for all students</p> <p>Teaching staff to use Rosenshine and look strategies to support students with SEND.</p>

	<p>The average progress 8 score for students with SEND (14 in cohort) was -0.95. Pupils with an EHCP (1) were +0.18.</p>	
<p>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and 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.</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 &amp; 11) also study GCSE Religious Education and either GCSE History or Geography as part of the core curriculum offer. Computer Science 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. All faculties have class sets of chrome books.</p> <p>PDWB is taught in tutor time and in discrete lessons within the timetable.</p> <p>Long Term plans clearly track the knowledge, skills and cultural capital being developed throughout the curriculum.</p>	<p>Review the KS4 curriculum, looking provide all students with:</p> <ul style="list-style-type: none"> <li>• explicit ICT lessons</li> <li>• explicit teaching of the knowledge they need to succeed in life, including financial skills and RSE.</li> </ul>
<p>The curriculum may undergo necessary changes (for example, following a review by senior leaders or to take account of COVID-19) and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils' interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum.</p>	<p>Following covid-19, faculties reviewed the curriculum to ensure that gaps in foundation knowledge within their subject were filled. This negated student misconceptions developing and the need for catch up work.</p> <p>The curriculum offer for students was not redesigned, allowing all pupils access to an appropriately broad and ambitious curriculum. The options process has remained aspirational with all KS4 students continuing to study a humanities subject.</p> <p>Where alternative provision is used for a small number of pupils, there is a clear rationale and clear plan to support students learning. All alternative education students attend Moor Park for KS4 English, Maths and</p>	

	Sports Studies lessons, following the full curriculum in the subjects offered.	
The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.	All faculties have long term plans that explicitly track the acquisition of the knowledge and skills that students need to embrace further education, employment and training. There are also clear links to CIAG that feed into a whole school tracked framework. Long term plans also draw out links to previous learning in KS2, KS3 and KS4.	To ensure that new courses (Engineering, Food Technology and White Rose Maths) are coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. QA to be put in place to monitor implementation and impact of the planning and sequencing in these subjects.
In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition where this applies, and good progress has been made towards this ambition	The school has a 3 year Key Stage 3 and 2 year Key Stage 4. In KS3 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 KS4 students accessing an ICT qualification. 2022 data shows the number of students studying EBACC was in line with the national average. The number of Year 10 & 11 students currently studying Spanish is below that of previous years. Student voice suggests the pandemic was the reason for this reduction in numbers; students were not speaking the language frequently during school closures and periods of self-isolation.	Review the KS4 curriculum, looking provide all students with: <ul style="list-style-type: none"> <li>• explicit ICT lessons</li> <li>• explicit teaching of the knowledge they need to succeed in life, including financial skills and RSE.</li> </ul> Refine the options process to increase the % of students studying the EBACC at KS4. Investigate the impact of NCELP on the KS3 curriculum with regards to engagement, student attitude and outcomes
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.	In KS3 English and Maths the curriculum has been designed to support students with SEND. This work has been rolled out to KS4 Humanities and Creative Imedia. For individual students struggling with the curriculum (KS3 and KS4) a personalised curriculum is devised which maintains their entitlement to the National Curriculum.	To develop teaching staff ability to effectively teach students with SEND in order to improve outcomes for students with SEND. Actions include: <ul style="list-style-type: none"> <li>CPD</li> <li>Sharing best practice</li> <li>Development of one-page profiles</li> <li>QA</li> <li>Introduction of Rosenshines principles</li> </ul>

	Quality Assurance shows that the curriculum being taught is adapted to meet the needs of the pupils with SEND.	Tracking and intervention
The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge.	<p>An annual review of long terms take place to ensure all plans achieve the aims of the curriculum and explicitly track the acquisition of knowledge and skills that students need to embrace further education, employment and training. National documentation, the needs of our students and data that shows the success and impact of the curriculum are all used to inform the annual review process.</p> <p>Quality assurance processes triangulates long term plans to schemes and work and lesson delivery. Evidence (curriculum planning, book looks, lesson dips and student voice) shows that the work given to pupils supports them to achieve the aims of the curriculum. Teaching is designed to help pupils remember long term the content they've been taught, and to integrate new knowledge into larger ideas. PLCs identify the aims of the curriculum in detail and allow all stakeholders to track the work given over time and student progress towards these aims.</p>	Faculties to look at individual lessons within the curriculum and develop how each lessons is sequenced, delivered achieves the aims of the curriculum.
Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise	<p>Most members of teaching staff teach within their subject specialism. All teach within a well-structured faculty system where specialist support is readily available.</p> <p>Regular time is allocated to faculty development throughout the year. This time is set to increase in 2023-24 with the focus on implementing Rosenshine's principles into lesson planning.</p> <p>Appraisal targets are linked to curriculum development, quality of teaching and learning and professional development; 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.</p> <p>A MPHS CPD offer remains available and a number of colleagues have taken up fully funded opportunities to complete post-graduate degrees, National Professional Qualifications (Headship, Senior Leader and Middle Leader courses) and Chartered College Programmes. Some have been recently completed, others are to continue in the 22/23 academic period. All new and recent entrants to the profession receive support from both a subject and professional mentor and are provided with training either from the Teach First programme, Lancashire County Council, the ECF programme, School Direct, 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>Formative assessment is now the golden thread that flows throughout the curriculum; PLCs, lesson key questions, assessment, feedback, therapy and reporting allow student understanding to be checked and clear feedback.</p> <p>ICT funding has enabled some faculties including Spanish and Maths to clearly check understanding during a lesson; this ensures feedback is instant, accurate and allows the class teacher to adapt their teaching.</p> <p>Faculty handbooks and centralised planning has developed the clarity of teaching, marking and feedback so that it is clear, appropriate to the faculty and appropriate for improving student outcomes. Clear assessment points are written into schemes of work, handbooks and the whole school calendar.</p> <p>QA processes including lesson visits and student voice identify there needs to be consistency in teacher practice.</p>	<p>From September 2023 faculties will be embedding Rosenshine's principles of instruction into the curriculum.</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>Long term plans have clear links to previous learning and build upon previous learning allowing students to develop a schemata. Long Term plans draw out the connections to previous learning and these are available for students and parents.</p> <p>Low stakes knowledge recall tasks have been built into the curriculum in all faculties in order to support student knowledge recall.</p> <p>Formative assessment is now the golden thread that flows throughout the curriculum; PLCs, lesson key questions, assessment, feedback, therapy and reporting. This allows students to look at long term content. allow student understanding to be checked and clear feedback.</p> <p>Mock examinations (Year 11)end of year examinations (Years 7-10) and GL assessments give students the opportunity to assess their long term understanding of content plus identify areas for development. They also give teachers the data to assess the success of their curriculum so they can reflect and tweak their curriculum to support students retain key content in their long term memory.</p>	<p>Cognitive theory training to be delivered to staff to support with embedding Rosenshine’s principles of instruction into the curriculum.</p> <p>Training also to be delivered to students.</p>
<p>Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school’s curriculum.</p>	<p>The school is set up for remote education. Clear instructions for all stakeholders, student textbooks, cameras for all teaching staff, Microsoft teams and teacher training on direct instruction are all in place as part of everyday school life. These features allow students to follow the full school curriculum immediately if remote education is required.</p>	
<p>Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the COVID-19 pandemic. Leaders understand the limitations of assessment and</p>	<p>Assessment is embedded into the curriculum, forming an integral part of the learning journey.</p> <p>Data entry has been reduced from once a term to twice in the academic year for 22/23. The data entry is linked to the parents evening so there are different dates for each year group for data entry 1. This reduced data overload for staff throughout the year.</p>	<p>Leaders to use SISRA in a review, plan, do review cycle</p>

<p>do not use it in a way that creates unnecessary burdens on staff or pupils.</p>	<p>Data entry is used by faculties to analyse the impact of the curriculum. This leads to curriculum development or interleaving gaps in learning in subsequent schemes of work for identified classes/groups of students.</p> <p>Data entry is used by students and parents to identify and fill gaps in learning using the revision therapies provided by faculties.</p> <p>Understanding of SISRA has been developed and data is now available for all year groups</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>High funding on curriculum resources has been sustained with faculties purchasing personal copies for textbooks and subject specific materials that support teacher workload. Resources purchased are build into the curriculum schemes of work so that their use is clearly planned and contributes directly to student learning. Impact reports are also written to show value for money.</p> <p>Funds have been used to improve science labs, the drama studio, music facilities and school hall in order to give staff and students excellent facilities that will support student learning and outcomes.</p>	
<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 that pupils are taught when they are learning to read.</p>	<p>Accelerated Reader is fully embedded in Year 7 and 8, and with the Year 9 nurture group and pupils receive one reading lesson a week in addition to their timetabled English lessons. A tiered intervention approach is taken with pupils requiring additional support, focussed on either targeted phonics with a KS2 specialist, comprehension support or automaticity, meaning the vast majority of pupils make excellent progress. On average, pupils have made an additional 4 months’ progress in their reading across the year.</p> <p>Reading ages are shared with teaching staff via SIMS marksheets. LSAs have been trained and supported in the use of Lexonic Leap, to support pupils, as directed by the KS2 and Literacy Leads. The programme allows for age-appropriate phonics drills and reading. Pupils</p>	<p>Train and use sixth former in Lexonic Leap to ensure this offer can continue</p> <p>Further develop the use of e-books and the digital offer in the library space</p> <p>Develop teachers’ understanding of reading ages and how to provide support for pupils in-class</p> <p>Develop parent/carer links so that parents are able to support their child at home and are aware of interventions</p> <p>Expand prize categories for Accelerated Reader, beyond the quantitative e.g. most ambitious reader</p>

	<p>requiring intervention are reviewed regularly, and if progress is not made, pupils will be re-assessed. Each year, Year 8 pupils take part in a reading scheme with Year 6 pupils at Deepdale Primary School, developing their reading skills and confidence in their own abilities. The English curriculum, with its literary focus, allows pupils to read widely and often and access a range of canonical texts, including nurture group pupils. The spiral curriculum allows for reading skills and comprehension to be developed over time. Textbooks are embedded across a wide variety of subjects at both KS3 and KS4, supporting pupils with their academic reading and knowledge and application of tier-2 and tier-3 vocabulary. Pupils reading above benchmark are invited to attend a form time poetry club to further develop their comprehension and love of literature. Reading successes are celebrated in assemblies and at whole-school events and pupils are invited to take part in regional and national competitions, such as Poetry by Heart and the Lancashire Book Awards.</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>The use of formal talk and academic language is now embedded across the curriculum and all subjects use key terms or key word lists so that staff are explicitly teaching the vocabulary of their subjects. Although some progress has been made with how teachers teach the vocabulary of their subject, this is not yet embedded. Voice 21 oracy strategies have been trialled across school with KS3 pupils, to engage pupils with the process of learning to talk and learning through talk, in addition to explicit vocabulary instruction. Staff will correct pupils when informal or incorrect language is used. Sentence stems and discussion guidelines have been developed in some subject areas but these are not yet embedded or used consistently. Staff voice suggests that teachers understand the importance of oracy and speaking skills but have not yet been able to embed within practice.</p>	<p>Undertake the Curriculum Design module with Voice 21, completing a pilot project in Year 7 with 2 or 3 subject areas. Findings to be shared towards the end of the academic year in whole-staff CPD, with a view to rolling out across all subjects for Year 7 pupils in 2023/24</p>

<p>Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce</p> <p>Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact</p>	<p>In 2022 results shows an improvement from 2019 (pre pandemic) outcomes. 2022 progress 8 figure was 0.16, the best figure that school has achieved since the introduction of the measure (2019 -0.12).</p> <p>Results show consistency in outcomes across all faculties. Faculties with outcomes previously a concern are now in line with other faculties; Maths improved progress from -0.15 in 2019 to +0.42 in 2022. The percentage of students achieving 5-9 including English and maths has increased 5.5% since 2019 with 60.7% of students now achieving a positive overall progress 8 score.</p> <p>QA processes triangulate curriculum planning, teaching and student work. Evidence shows that students are developing detailed knowledge across the curriculum and at prepared for the next stage of their learning.</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. Pupils with SEND achieve the best possible outcomes.</p>	<p>Last year, for the first time, the school met all 8 Gatsby Benchmarks. All pupils in Year 10 and Year 12 attend a week of work experience and the processes for this have been simplified, so that pupils are able to self-place and therefore take responsibility for their own placement. The vast majority of pupils (post-16) attend either a school sixth form, FE college or sixth form college. Only 2% of students choose an apprenticeship route. For pupils attending university, destinations show that the majority choose to stay 'local' and live at home. Although this may be the right choice for some pupils, it is important that the careers programme continues to broaden pupils' horizons.</p> <p>L1/L2 qualifications are offered in English and Maths for those who are not able to access the mainstream curriculum, including functional skills and Step Up. An English/Maths/PE provision is provided in sixth form for the small number of pupils who are placed on an alternative provision.</p>	<p>Liaison with Russell Group/prestigious universities, as part of broadening horizons</p> <p>Ensure that students are provided with tailored support for apprenticeship applications post 16 and post 18</p> <p>Ensure pupils at risk of NEET are provided with additional support and guidance from the most appropriate member of staff</p> <p>Action plan to ensure achievement of SEND pupils</p>

	Pupils with SEND do not achieve as highly as other pupils (progress of -0.95)	
Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age	<p>The use of formal talk and academic language is now embedded across the curriculum and all subjects use key terms or key word lists so that staff are explicitly teaching the vocabulary of their subjects. Although some progress has been made with how teachers teach the vocabulary of their subject, this is not yet embedded. Voice 21 oracy strategies have been trialled across school with KS3 pupils, to engage pupils with the process of learning to talk and learning through talk, in addition to explicit vocabulary instruction. Staff will correct pupils when informal or incorrect language is used. Sentence stems and discussion guidelines have been developed in some subject areas, but these are not yet embedded or used consistently. Staff voice suggests that teachers understand the importance of oracy and speaking skills but have not yet been able to embed within practice.</p> <p>Pupils are able to apply mathematical knowledge, concepts and procedures appropriately for their age. White Rose Maths has been introduced in Year 7, enabling students to apply mathematical knowledge, concepts and procedures learnt at KS2 to KS3 level of working</p>	<p>Undertake the Curriculum Design module with Voice 21, completing a pilot project in Year 7 with 2 or 3 subject areas. Findings to be shared towards the end of the academic year in whole-staff CPD, with a view to rolling out across all subjects for Year 7 pupils in 2023/24</p> <p>Develop consistency in numeracy language and procedures following the introduction of White Rose Maths.</p>

**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 environment is small and welcoming of all, regardless of their race, gender or culture. Pupils are happy and safe. They care about each other and treat each other with respect. Parents and carers, teachers and pupils all agree that leaders deal effectively with the rare acts of bullying that take place.</p> <p>The school uses the tutor time and assembly programme to celebrate diversity in all its forms. Pupils are clear that differences are accepted not just tolerated.</p> <p>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>Pride and gratitude need to be embedded across all aspects of school life.</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>PASS survey data shows that overwhelming number of pupils have high levels of satisfaction with their school experience. All 10 PASS factors show positive attitudes.</p> <p>PASS survey is used to identify pupils who do not have a strong sense of satisfaction with self and school and interventions are put in place to developed to build their resilience and confidence in learning. These range from mentoring to CBT programmes delivered by highly experience pastoral staff and external support funded by the PP funding.</p>	<p>PASS survey to be repeated bi-annually for baseline and outcomes</p> <p>New rewards policy and merit system to monitor pupils motivation and positive attitudes</p> <p>School council to agree a community project for each key stage</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,</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.</p>	<p>Use half termly staff voice collected to reshape and improve the policy.</p>

Criteria	Current Position (RAG)	Actions
<p>fair and highly effective action to support them to succeed in their education</p>	<p>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.</p> <p>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 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>In the summer term of 2022, a pastoral restructure was carried out. This resulted in the appointment of additional behaviour Managers, one per year group. The school has also been assigned into zones to ensure there is pastoral support for all classroom throughout the day. This allows for proactive support and intervention to stop low level disruption to learning.</p> <p>The behaviour management system for use in class has been amended to facilitate non-verbal cues and behaviour narration techniques that allow pupils to build self-regulation behaviours. This will be embedded and reshaped throughout the academic year, aiming towards a final review in the summer term</p> <p>The school continues to deal 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 daily detention and restorative approach that allows teachers to be supported by middle and senior leaders</p>	<p>Put new pastoral system on School Council agendas</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>Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.</p>		

Criteria	Current Position (RAG)	Actions
	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.	
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. PP funding is used to provide textbooks, revision guides, personalised revision plans and resources needed, these along with the introduction of the PLCS have increased pupil's resilience and helped them to better equipped for learnings.</p> <p>PP funding is used to provide holiday revision classes for targeted pupils in the spring and summer terms.</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.</p>	The new rewards /badges system needs to show evidence of pupils showing the positive attitudes.
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 for last academic year was 89.6% which was in-line with FFT NA. Prior to pandemic all groups and whole school attendance was above national averages.</p> <p>The school has reshaped pastoral structure to allow for Behaviour Managers to support attendance work with a directed cohort of families to support in improving post-pandemic attendance.</p> <p>This is showing impact as the school is in line with the FFT attendance at the end of the autumn term 1.</p>	<p>Revise BM job descriptions to reflect attendance focus</p> <p>Pastoral staff to undertake additional home visits</p> <p>CTO at key times to focus on attendance only - UIS to cover Years 8&amp;9</p>
There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.	<p>PP and SEND pupils for 2021/2 were both above national averages for attendance. (for exclusions – see below)</p> <p>SEND and PP cohort remain a focus for interventions. A SEND restructure has begun to look at improving outcomes for pupils on the SEND register, especially those at "K" stage,</p>	SEND restructure will allow systems for early identification and support of vulnerable pupils



Criteria	Current Position (RAG)	Actions
<p>Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort (see statutory guidance on school exclusion).</p>	<p>2021/22 FTE were double in comparison to the previous academic year. The rate of Permanent exclusions also doubled All groups within school increased proportionally, however the greatest increase was in FSM male pupils. Most FTE were in responses to persistent disruptive behaviour.</p> <p>Permanent exclusions all follow the statutory guidance</p>	<p>Support strategy for pupils returning from exclusion to be added to behaviour policy.</p>
<p>Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe, and they feel safe</p>	<p>There is a strong level of trust between staff and pupils and this reflects in some very positive relationships across school. The school culture inculcates unconditional positive regard for all students. The calm corridors and classrooms also show that pupils feel safe and know that the school looks after them.</p> <p>Excellent safeguarding practices are used across school and the PDWB curriculum teaches children the importance of safety and an anti-bullying culture</p> <p>There is a dedicated safeguarding board, comprised of all DSLs and the headteacher, who meets half termly to discuss and evaluate the support for vulnerable pupils and those on the CP register.</p>	

## Personal Development (UIS)

Criteria	Current Position (RAG)	Actions
<p>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.</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>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 school developed values-based tutor time programme during tutorial time. This has enabled pupils to learn about themselves and to accept and celebrate differences. The character programme is developing pupils' resilience and confidence.</p> <p>RE, Humanities and tutor time/assemblies programme allows pupils to develop SMSC.</p>	
<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 and of protected characteristics</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>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 mutual respect and tolerance of those with different faiths and beliefs.</p>	<p>RSE is delivered by a specialist team of experienced teachers. The RSE curriculum is well resourced with online and '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>	

Criteria	Current Position (RAG)	Actions
<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 tutor time values programme along with the PiXL character programme and the assembly programme cover the non-statutory aspects of PDWB and also the British Values programme</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 Health Education component of the personal development programme has been designed to deliver all this information in an age-appropriate way with quality assured resources.</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 school has a robust a mental health strategy in collaboration with a trained clinical psychologist. We have trained 2 staff trained in mental health first aid.</p> <p>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 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 and local providers</p> <p>The Citizenship component of the PDWB programme has been designed to deliver all of this information in an age-appropriate way with quality assured resources.</p>	

Criteria	Current Position (RAG)	Actions
	<p>Citizenship issues are also addressed through History and RE.</p> <p>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>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.</p>	<p>All year 7 have an entitlement to learn a musical instrument of their choice, with free lessons provided by Lancashire music service. Pupils who have a talent for their instrument are provided with lessons further up the school.</p>	<p>Provision map the enrichment activities as part of the intervention for PP pupils</p>
<p>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>All pupils take part in visits and trips linked to the curriculum and are involved in Arts productions.</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>Pupils also can participate in sporting activities either during the school day or after school and represent the school in both individual and team sporting events/competitions.</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>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 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 pupil premium strategy has been pivotal in ensuring the most disadvantaged pupils are targeted for and supported in accessing the opportunists to enrich and enhance their experiences in school through a variety of clubs and groups, including sporting activities, self-defence classes, a rock-</p>	

Criteria	Current Position (RAG)	Actions
	<p>climbing course and a very popular Duke of Edinburgh.</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. All extra-curricular activities, trips and visits are free to all pupils.</p> <p>Pupils are also rewarded for their attendance and participation using the merit and badge system introduced in 2022.</p> <p>The free annual Summer enrichment week enables all pupils to have cultural experiences and develop their cultural capital. They 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>Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks, a framework that defines the best careers provision in schools and colleges, 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 meets the requirements of section 42B of the Education Act 1997. The school provides good quality, meaningful opportunities for pupils to encounter the world of work</p>	<p>The Gatsby Benchmarks are now fully embedded across the school, With the school achieving all 8 benchmarks last year. Careers provision is mapped across the school (subjects, PDWB, tutor time and drop-down sessions) so that careers links are made naturally and appropriately.</p> <p>An independent careers advisor meets with pupils at key transition points (Years 11, 12 and 13) and will offer additional support and guidance to pupils at risk of becoming NEET.</p> <p>The school's career strategy is updated annually, using feedback from staff, students and external</p>	<p>Liaison with Russell Group/prestigious universities, as part of broadening horizons</p> <p>Ensure that students are provided with tailored support for apprenticeship applications post 16 and post 18</p> <p>Develop alumni links and embed with the careers provision</p>

Criteria	Current Position (RAG)	Actions
	<p>providers, to ensure that the strategy reflects pupil needs and requirements.</p> <p>All pupils in Year 10 and Year 12 attend a week of work experience and the processes for this have been simplified, so that pupils are able to self-place and therefore take responsibility for their own placement and ensure they are meaningful.</p> <p>The school's careers strategy outlines how it meets the Baker Clause.</p>	

## Effectiveness of Leadership and Management (BCO)

Criteria	Current Position (RAG)	Actions
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.	Professional development is well planned and focused. Leaders offer a full range of opportunities to teachers; this has moved from teachers playing an active role in developing whole school pedagogy and assessment practices to more focused work on curriculum planning. This has led to sustained improvement in the curriculum noted by Ofsted in its 2021 inspection. Focussed work on improving the Maths curriculum through professional development has led to improved outcomes (0.42) and the transition to the White Rose Maths curriculum.	Move towards focused personal development using Rosenshine to refine short term curriculum planning.
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.	Leaders are responsive to and engage with staff at all levels to ensure that issues are identified and dealt with. The school has a workload charter in place that outlines practical actions that leaders take to reduce workload and increase staff wellbeing. Staff absence rates are consistently better than national averages and the school takes practical steps, especially around reporting, assessment and bureaucracy which ensure that workload is reduced.	Workload Charter launched with staff Jan 23.
Staff consistently report high levels of support for well-being issues.	Staff consistently report high levels of support for well-being issues. This was confirmed in Nov 21's Ofsted report and in subsequent surveys. Leaders offer a bespoke well-being service for staff who report well-being issues.	Wellbeing survey to be conducted September 23
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.	Leaders have a very clear and ambitious vision for providing high quality education that is enshrined in its mission statement and realised in all aspects of school life. High aspirations are clearly demonstrated through the school's environment, policies and its practices.	

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 ECTs, build and improve over time.	Leaders offer a graduated approach to professional development, starting with intensive in-house support for ECTs with a specialist senior teacher, through to specialist training for teachers between years 3 and 5 of their careers. The school supports several colleagues completing a suite of NPQs through Teach First and supports colleagues completing post graduate studies.	
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.	The school does not game or off roll. It has an inclusive culture and ensures that all measures are taken to ensure that students complete their studies.	
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 schools pastoral and senior team ensures that pupils, parents and the community are engaged with proactively. The school has an excellent reputation in dealing with local services and through its CIAG programme it engages with employers.	
Leaders protect staff from bullying and harassment.	Safeguards are in place	
Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.	Leaders listen carefully to staff and are realistic about workload, ensuring that pressures on staff are managed constructively. Leaders are responsive to the needs of staff and change and adapt policy and practice to manage workload and reduce pressure.	
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	The Governing Body is experienced and stable, understands its role and carry this out effectively. The governing body has been strengthened and now has a serving headteacher on it. This means that the strength of the Governing Body in holding leaders to	



Criteria	Current Position (RAG)	Actions
leaders are held to account for the quality of education.	account for the effectiveness in which resources are managed is replicated in the quality of education.	
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 Governing Body ensures that the school fulfils its statutory duties.	
The school has a culture of safeguarding that supports effective arrangements to: <b>identify</b> pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; <b>help</b> pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and <b>manage</b> safe recruitment and allegations about adults who may be a risk to pupils	The school has highly effective safeguarding arrangements. The schools Safeguarding Board meets on a termly basis to identify and help students who are at risk and regularly reviews its list of vulnerable students reviewing their cases on an individual basis. Leaders ensure that safer recruitment and HR policies are up to date and published to staff.	

## 6<sup>th</sup> Form Provision

Criteria	Current Position (RAG)	Actions
<p>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.</p>	<p>Curriculum LTPs ensure that teachers give consideration to prior skills and knowledge and consider the sequencing of content. Most KS5 subjects now have PLCs for their subject areas which allow teachers and students to track progress and monitor gaps. These are not yet consistently used or embedded. Some teachers have embedded the principles of the Moor Park lesson, although there is still work to do to ensure that this is consistent and embedded in a way that works for KS5 study. Students continue to have a fixed mindset about their intended destinations, despite a huge amount of input from the sixth form team and HE providers.</p>	<p>Ensure PLCs are in place for all subject areas</p> <p>Utilise staff voice re: the principles of a Moor Park lesson and design a consistent approach for teachers of KS5</p>
<p>The impact of the taught curriculum is strong. Students acquire and develop high-quality skills and produce work of a consistently high standard.</p>	<p>Outcomes for BTEC subjects continue to be strong. A small number of A Level subjects significantly underperformed this year against both targets and predicted grades.</p>	<p>Review of underperforming subjects with FLs – focus on pre-mortem for current Y13 cohort.</p> <p>Develop external links for moderation via the Lancs Sixth Form Network</p> <p>Ensure teachers review and update predicted grades regularly, using in-class and mock exam data</p>
<p>Sixth-form students demonstrate consistently highly positive attitudes and</p>	<p>Students in both Year 12 and Year 13 demonstrate an incredibly positive attitude to their learning. The vast majority of students are committed and where any apathy is seen, this is challenged immediately and</p>	<p>Improve the profile of sixth formers at key whole-school events and widen opportunities for young pupils to access sixth form and experience the environment.</p>

Criteria	Current Position (RAG)	Actions
commitment to their education. They have consistently high levels of respect for others.	effectively. Students have a high level of respect for each other and the sixth form community. Informal feedback from teachers is very positive about the culture and sixth form environment.	
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.	The enrichment and tutorial offer allows students to develop beyond the classroom. In addition to study skills, revision and note taking, students attend a wealth of trips and visits to universities, apprenticeship fairs and subject specific sessions. In addition, students are taught to be active and thoughtful members of society through debate competitions, supporting younger students through the student ambassador scheme, and taking students outside of their conform zone with walks, cave exploring and Trangia cooking competitions. The offer is tailored each year, based on student need and teacher feedback.	One KS5 subject to take part in this year's Voice 21 trial  Sixth formers to take part in Lexonic Leap training and support lower school pupils with phonics
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.	The study programmes are academic and rigorous, but as evidence in this year's A Level results, has not always been appropriate for students. There continues to be a disconnect between student ambition and prior attainment, with students wishing to study the most rigorous subjects, despite not necessarily having the required GCSE results. Teacher assessed grades at GCSE and school closures have further compounded this issue. The sixth form supports disadvantaged students and SEND students well, providing a nurturing and supportive environment for students who might not otherwise achieve well elsewhere.	Ensure school careers programmes makes explicit the GCSE requirements for medicine, dentistry, etc.  Review of sixth form curriculum to ensure courses offered match student prior attainment
The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.	LTPs are in place for all subjects and aligned with LTPs in KS3&4. Faculty leaders do not yet always take responsibility for quality assuring these in line with lower school expectations and procedures. The vast majority of students continue to move on to the destination of their choice.	PLC audit and support faculty areas that have not yet completed/embedded PLCs  Liaise with LRO re: QA processes

Criteria	Current Position (RAG)	Actions
<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.</p>	<p>All students are known and are assigned a named tutor. Relationships are strong and staff take the time to get to know students and provide additional support if needed. 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>The curriculum is academic and rigorous, but as evidence in this year's A Level results, has not always been appropriate for students. Teachers are not always confident in teaching the A Level syllabus.</p>	<p>Review of underperforming subjects with FLs – focus on pre-mortem for current Y13 cohort.</p> <p>Develop external links for moderation via the Lancs Sixth Form Network</p> <p>Ensure teachers review and update predicted grades regularly, using in-class and mock exam data</p>
<p>Sixth-form students study the intended curriculum. The school ensures this by teaching all components of the full programmes of study. Any remote education is integrated into course(s) of study, and is well designed to support the wider implementation of the school's curriculum. Changes may have been made to the intended curriculum to have a short-term specific focus for some or all students. Where this is the case, there is a clear rationale for why it is in those students' best interests, and there is a clear plan for returning all students to studying to their full program</p>	<p>All students study the intended curriculum and the sixth form will address any early concerns about subject choices in the first few weeks of term. All teaching is face-to-face, and the sixth form uses TEAMS for independent work.</p> <p>The school is set up for remote education. Clear instructions for all stakeholders, student textbooks, cameras for all teaching staff, Microsoft teams and teacher training on direct instruction are all in place as part of everyday school life. These features allow students to follow the full school curriculum immediately if remote education is required.</p>	
<p>Teachers have expert knowledge of the subject(s) and courses they teach. Leaders</p>	<p>An issue has been identified with some teachers who are the single teachers of their subjects and the lack of wider</p>	<p>Create links via Lancashire Sixth Form Network where possible</p>

Criteria	Current Position (RAG)	Actions
provide effective support for those teaching outside their main areas of expertise. When relevant, teachers have extensive and up-to-date vocational expertise.	support, networking and moderation/QA that this brings. Teachers in some subjects do not therefore have up-to-date and expert knowledge for the course.	Review of sixth form curriculum Ensure FL QA sixth form provision as part of the cycle
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.	Student feedback suggests that this is an area of improvement for the sixth form. Some area of the sixth form have fully embraced the practices that have been embedded in lower school, but this is not the case for all teachers. Not checking understanding or updating information accordingly had a huge impact on student grades in some areas this year, and meant some students were not identified as underperforming.	QA to focus on lesson design and embedding the Moor Park basics  Create links via Lancashire Sixth Form Network where possible  Ensure FL QA sixth form provision as part of the cycle
The work that teachers give to sixth-form students is demanding. It ensures that students build knowledge and acquire skills, improving and extending what they already know and can do	Work is demanding, but sometimes pupils struggle to access information and in some subject areas, teachers do not always effectively support students to be able to improve on extend on existing knowledge	QA to focus on lesson design and embedding the Moor Park basics  Create links via Lancashire Sixth Form Network where possible  Ensure FL QA sixth form provision as part of the cycle
Teachers encourage students to use subject-specific, professional and technical vocabulary well.	Most teachers have integrated explicit teaching of vocabulary into curriculum plans and PLCs, but this is not yet consistent. Teachers will challenge and support pupils to use subject-specific and technical language, as evidenced by QA.	Develop consistent approaches to the teaching of technical and subject-specific vocabulary
Over the course of study, teachers design and use activities to help students to remember long term the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently.	The school's work on formative assessment, knowledge and recall has been adopted by teachers in sixth form. Most subjects now utilise PLCs, but this is not yet fully consistent.	Ensure PLCs are embedded across all KS5 subject areas  Review of underperforming subjects with FLs – focus on pre-mortem for current Y13 cohort.

Criteria	Current Position (RAG)	Actions
	Assessment is used well within lesson, with knowledge recall and mini tests being used by the vast majority of teachers. A Level outcomes this year suggest that long term retention has not been fully embedded across all subjects.	
Teachers and leaders use assessment well. For example, they use it to help students embed and use knowledge fluently and flexibly, to evaluate the application of skills, or to check understanding and inform teaching or to understand different starting points and gaps as a result of the pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or students	Unnecessary burdens on staff have been reduced, with 3 assessment points across the year. Reporting requirements are the same as lower school to allow for consistency and minimise time spent for teachers. Year 12 students undertake an initial 'baseline' assessment in the first half term to ensure they are on the correct pathways and that any gaps from KS4 are identified. Teachers are encouraged to use in-class, low-stakes testing to inform their planning, but this is not yet consistent across all subject areas.	Early intervention support via SSO  Review reporting system so that teachers can and do flag concerns rapidly
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 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	Sixth form lessons are calm, orderly and purposeful. Students receive free of charge textbooks for each of their subjects, although there are a small number of subjects where teachers over rely on textbooks in lesson, and student feedback suggests that these are sometimes used in place of teacher exposition.	Sixth form improvement plan to focus on lesson design and embedding the Moor Park basics across all subject areas
Students have high attendance and are punctual. Their attitudes to their education are positive. Where relevant, attitudes improve over time.	Y12 attendance is strong, at 95% and no instances of students being late after the register has closed. Y13 attendance, at 87%, has been impacted by 1 student with a long-term absence, who is now back in sixth form. Attitudes to education are on the whole incredibly positive. A small number of students are reluctant to take part in enrichment and tutorial activities.	SSO to support and engage with reluctant students, to ensure they feel part of the sixth form community. Liaise with home if necessary.

Criteria	Current Position (RAG)	Actions
<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 Gatsby Benchmarks are now fully embedded across the school, With the school achieving all 8 benchmarks last year. Careers provision is mapped across the school (subjects, PDWB, tutor time and drop-down sessions) so that careers links are made naturally and appropriately. An independent careers advisor meets with pupils at key transition points (Years 12 and 13) and will offer additional support and guidance to pupils at risk of becoming NEET.</p> <p>The school's career strategy is updated annually, using feedback from staff, students and external providers, to ensure that the strategy reflects pupil needs and requirements.</p> <p>All students in Year 12 attend a week of work experience and the processes for this have been simplified, so that pupils are able to self-place and therefore take responsibility for their own placement and ensure they are meaningful.</p> <p>The school's careers strategy outlines how it meets the Baker Clause.</p>	<p>Ensure that students are up-to-date with degree apprenticeship opportunities and are making a fully informed decision about their post-18 options</p>
<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</p>	<p>A small number of A Level subjects significantly underperformed last year. BTEC subjects performed incredibly well, particularly IT, where the majority of students achieved at least 2 grades above their target grade.</p>	<p>Develop external links for moderation via the Lancs Sixth Form Network</p> <p>Ensure teachers review and update predicted grades regularly, using in-class and mock exam data</p>

Criteria	Current Position (RAG)	Actions
appropriate, this is reflected in results in national examinations that meet government expectations, or in the qualifications obtained	No external GCSE exams has meant that students' starting points have been variable over the last 2 years. Reliance on this data, as well as baseline assessments, has had an impact on KS5 outcomes.	
Students are ready for the next stage of education, employment or training. They have gained qualifications or met the standards that allow them to go on to destinations that meet their interests, aspirations and intended course of study. Students with high needs have greater independence in making decisions about their lives	<p>The Gatsby Benchmarks are now fully embedded across the school, With the school achieving all 8 benchmarks last year. Careers provision is mapped across the school (subjects, PDWB, tutor time and drop-down sessions) so that careers links are made naturally and appropriately. An independent careers advisor meets with pupils at key transition points (Years 12 and 13) and will offer additional support and guidance to pupils at risk of becoming NEET.</p> <p>The school's career strategy is updated annually, using feedback from staff, students and external providers, to ensure that the strategy reflects pupil needs and requirements.</p> <p>All students in Year 12 attend a week of work experience and the processes for this have been simplified, so that pupils are able to self-place and therefore take responsibility for their own placement and ensure they are meaningful.</p> <p>Despite underperformance in some A Level subjects, almost all students moved on to their intended destination, or were placed on a similar course through the clearing process.</p>	Liaison with Russell Group/prestigious universities, as part of broadening horizons
Leaders and staff create an environment in which students feel safe because staff and learners do not accept bullying, harassment or discrimination or peer-on-peer abuse – online or offline. Staff deal with any issues quickly, consistently and effectively.	The sixth form provides a calm, supportive and friendly environment. The sixth form tutorial programme supports pupils to understand their responsibilities towards their peers, and who to speak to if there are any issues or concerns. Bullying is exceptionally rare and any incidents that do happen are dealt with swiftly.	Continue to annually review the tutorial programme, ensuring all statutory areas of personal development are covered



Criteria	Current Position (RAG)	Actions
Students develop an age-appropriate understanding of healthy relationships through appropriate relationship and sex education	As part of the sixth form enrichment programme, all students attend a sexual health talk from a local charity and undertake sessions on toxic masculinity, coercive and controlling behaviour and understanding the dangers of living in a digital world.	Continue to annually review the tutorial programme, ensuring all statutory areas of personal development are covered