

Nancealverne Self Evaluation Summary (SES) 2018-2019

	What are we doing?	What is the impact?	What do we do next?
Overall Effectiveness	Curriculum pathways impact on student progress; challenging and relevant accreditation pathways mapped for all pupils from KS3-Post 16. Coherent effective systems underpin all stands of school improvement. Outstanding Outcomes for pupils-pupil progress exceeds SPT benchmark High quality provision; personalised interventions support behaviour and welfare of pupils.	GOOD External feedback from SIP partner recognises the pace of change in improved systems; which has contributed to significant improvements. Performance Management cycle informs CPD requirements across the school. QoTQoL is never less than good. Staff feedback highlights a strong sense of pride, collective purpose and clarity of vision across the school.	SLT/Governors continue to drive standards; pursuing all aspects of school improvement alongside all stakeholders. Continue to meet the needs of pupils and strive to constantly develop the range and quality of provision. Further develop core curriculum securing equality of opportunity across the School/Trust.
Effectiveness of leadership and management	Effectiveness of distributed leadership informs performance management/CPD which sustains high quality teaching. Governors are ambitious for all pupils; alongside SLT they communicate/drive the strategic vision. Leaders set high expectations for staff; staff feel valued/informed. Curriculum is inclusive and promotes learning; learning pathways prepare pupils for their next stage. Safeguarding is effective.	GOOD Curriculum inspires pupils to learn; pupils make at least the expected progress over time. QoTQoL is never less than good. Governance of the school is strong. Distributed Leadership/roles and responsibilities drives school improvement even further. Leaders at all levels are accountable for learner outcomes. Staff knowledge & expertise improves outcomes.	Governors continue to hold the school to account; which secures effectiveness in challenging senior leaders in driving up standards even further. Using self-evaluation processes to continue to develop u their core functions (Competency Framework). Develop core curriculum securing equality of opportunity across the school/partnership.
Quality of teaching, learning and assessment	Teaching is never less than good; high expectations raise standards. Rigour in use of planning/ assessment; clear flight paths to ensure challenge-raising expectations. English/Maths are embedded across the curriculum. Maths mastery strategies informs teaching; pupil progress exceeds SPT benchmarks. A robust teaching and learning monitoring programme is well established.	GOOD Quality of teaching is never less than good; assessment information drives planning securing challenge in all learning presented. Pupil progress exceeds SPT benchmark. Parental feedback demonstrates that they are happy with the progress their child is making.	Develop HLTA standards maintaining high quality teaching/learning/assessment. Following focused observations, identify CPD required. Examine the DFE subject specific standards in English & maths; baseline school population verifying appropriateness of school offer.
Personal development, behaviour and welfare	Behaviour is consistently promoted/well managed and is good across the school. Pupil voice reveals they feel safe. School offer promotes health, safety & wellbeing. SMSC and British values forms the ethos of the school. Bespoke packages are monitored, reviewed and assessed. Attendance meets SPT benchmarks; no pupils are disadvantaged by low attendance.	OUTSTANDING Targeted interventions (TIS) significantly impact upon behaviour through highly skilled practice; behaviour is dealt with effectively. There are no recorded incidents of bullying. Parents feel that their child is safe and happy in school. Pupil views are obtained and acted upon.	To audit/moderate behaviour data; to ensure that outcomes for learners are the best they can be. To continue to audit wellbeing needs of learners; bespoke packages have a direct positive impact on pupil engagement informing future educational placement.
Outcomes for children and learners	Pupils make substantial and sustained progress; including English and maths. The progress of disadvantaged pupils matches that of other pupils with the same starting points. Broad and aspirational curriculum offer provides challenge. Assessment informs strategic planning and interventions.	GOOD pupils consistently make 'expected' or 'exceeding' progress from starting points. QoTQoL never less than good across the school; pupil feedback reveals they are happy in school and feel that they make good progress.	Continue to secure outstanding outcomes for all learners. Continue to focus on developing the skills learners need for the progression to their next steps; reinforcing high expectations across the school.
Effectiveness of Early Years	L&M of EYFS is Outstanding; successful strategies engage parents. QoTQoL remains outstanding; robust assessment informs planning. Pupil progress exceeds SPT benchmarks; all learning is personalised. Safeguarding is effective. EYFS provision fosters a love of learning. Effectiveness of CPD informs provision.	OUTSTANDING Parental engagement impacts upon pupil achievement. Outstanding outcomes informs personalised learning (progress from starting points). Assessments drives planning informing interventions. CPD planned strategically. Effective Safeguarding procedures.	To continue to secure the effectiveness of the EYFS provision/resources; continue to secure outstanding outcomes for all EYFS pupils. Working collaboratively develop/adopt a Trust rationale for the effective delivery of phonics.
Effectiveness of Post 16	Leaders pursue excellence. Highly individualised and challenging learning builds on prior attainment; preparing pupils well for their future. QoTQoL is outstanding. High expectations set; learners make substantial and sustained progress. SPT leads further developing WRL/Careers. Challenging accreditation pathways mapped from KS3.	OUTSTANDING Teaching is judged to be consistently outstanding leading to outcomes for pupils. Revised pathways in place for KS3-5; Destinations data reveals increased/sustained access to further education. Well established and purposeful work experience programmes.	Continue to develop/embed key priorities from the P16 development plan including Careers planning to ensure breadth of provision for all learners/compliance with statutory frameworks for Careers education (Gatsby benchmarks).