

Add school logo

**XXXXXXXX RC PRIMARY / HIGH SCHOOL**

**SELF-EVALUATION SUMMARY**

**Academic Year: 2024/25**

**Headteacher:**

**Executive Headteacher:**

**School Context** – including changes since last inspection

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| PREVIOUS OFSTED INSPECTION JUDGEMENT: | DATE: |
| SUMMARY OF WHAT SCHOOL DOES WELL | SUMMARY OF WHAT SCHOOL NEEDS TO DO TO IMPROVE |
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**WHEN COMPLETING THIS DOCUMENT, LEADERS SHOULD REFER TO THE OFSTED SCHOOLS INSPECTION HANDBOOK.**

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| Date of last review:  | KEY:  | OUTSTANDING | GOOD | REQUIRES IMPROVEMENT | INADEQUATE |
| **SECTION 1: QUALITY OF EDUCATION** |
| Curriculum Intent: Vision and Ambition for all pupils | Curriculum Intent:Design, Breadth and Depth | Curriculum Intent:Sequencing and Structure | Curriculum Implementation:Teaching, Learning and Assessment | Curriculum Implementation:Staff expertise in subject & pedagogical knowledge | Curriculum Implementation:Phonics, Reading and Literacy | Curriculum Impact:Outcomes and quality of work across the curriculum for all pupils | Curriculum Impact:English and Mathematics  | Curriculum Impact:Preparation for next stages of education, learning or employment |
| *Colour code each box from key above* |  |  |  |  |  |  |  |  |
| **STRENGTHS (EVIDENCE)** | **AREAS FOR DEVELOPMENT** |
| 1. |  |
| QUALITY OF EDUCATION SELF-EVALUATION JUDEGEMENT | OUTSTANDING / GOOD / REQUIRES IMPROVEMENT / INADEQUATE (Delete as appropriate and colour code to key) |

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| Date of last review:  | KEY:  | OUTSTANDING | GOOD | REQUIRES IMPROVEMENT | INADEQUATE |
| **SECTION 2: BEHAVIOUR AND ATTITUDES** |
| Positive and respectful culture | Calm and orderly environment in and out of the classroom | Support for staff by leaders to manage behaviour to ensure lessons are not disrupted | Pupil motivation, resilience and attitudes to learning | Attendance and Punctuality | Attendance and behaviour of pupils with particular needs | Use of permanent and fixed term exclusion and support for those pupils | Use of alternative provision and alternatives to exclusion, including internal provision | Bullying, abuse or discrimination dealt with effectively  | Pupils are safe and feel safe |
| *Colour code each box from key above* |  |  |  |  |  |  |  |  |  |
| **STRENGTHS (EVIDENCE)** | **AREAS FOR DEVELOPMENT** |
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| BEHAVIOUR AND ATTITUDES SELF-EVALUATION JUDEGEMENT | OUTSTANDING / GOOD / REQUIRES IMPROVEMENT / INADEQUATE (Delete as appropriate and colour code to key) |

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| Date of last review:  | KEY:  | OUTSTANDING | GOOD | REQUIRES IMPROVEMENT | INADEQUATE |
| **SECTION 3: PERSONAL DEVELOPMENT** |
| Extended curriculum enhances pupil development | Pupils know how to keep themselves safe and healthy | Fundamental British Values and preparation for life in Modern Britain | SMSC | Development of respectful relationships | Equality of opportunity and diversity | Careers and the world of work (secondary) |
| *Colour code each box from key above* |  |  |  |  |  |  |
| **STRENGTHS (EVIDENCE)** | **AREAS FOR DEVELOPMENT** |
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| PERSONAL DEVELOPMENT SELF-EVALUATION JUDEGEMENT | OUTSTANDING / GOOD / REQUIRES IMPROVEMENT / INADEQUATE (Delete as appropriate and colour code to key) |

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| Date of last review:  | KEY:  | OUTSTANDING | GOOD | REQUIRES IMPROVEMENT | INADEQUATE |
| **SECTION 4: LEADERSHIP AND MANAGEMENT** |
| Clear and ambitious vision for the school with shared values, policies and practices | Leaders have the capacity to improve the school | Professional development of staff | Safeguarding | Governance | Staff workload and well-being | Community engagement |
| *Colour code each box from key above* |  |  |  |  |  |  |
| **STRENGTHS (EVIDENCE)** | **AREAS FOR DEVELOPMENT** |
|  |  |
| LEADERSHIP AND MANAGEMENT SELF-EVALUATION JUDEGEMENT | OUTSTANDING / GOOD / REQUIRES IMPROVEMENT / INADEQUATE (Delete as appropriate and colour code to key) |

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| Date of last review:  | KEY:  | OUTSTANDING | GOOD | REQUIRES IMPROVEMENT | INADEQUATE |
| **SECTION 4: EARLY YEARS PROVISION** |
| Vision and ambition for all EYFS pupils | Coherently planned and sequenced curriculum | Development of communication and language | Early reading and phonics | Staff expertise in curriculum and pedagogy | Early Mathematics | Environment and resources | Care and welfare practices | Preparation for next stage of education |
| *Colour code each box from key above* |  |  |  |  |  |  |  |  |
| **STRENGTHS (EVIDENCE)** | **AREAS FOR DEVELOPMENT** |
|  |  |
| EARLY YEARS PROVISION SELF-EVALUATION JUDEGEMENT | OUTSTANDING / GOOD / REQUIRES IMPROVEMENT / INADEQUATE (Delete as appropriate and colour code to key) |