

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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| **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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| **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** | | | | | |
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| LEADERSHIP AND MANAGEMENT SELF-EVALUATION JUDEGEMENT | | | | | OUTSTANDING / GOOD / REQUIRES IMPROVEMENT / INADEQUATE (Delete as appropriate and colour code to key) | | | | | |

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| **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** | | | |
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| EARLY YEARS PROVISION SELF-EVALUATION JUDEGEMENT | | | | | | | | | OUTSTANDING / GOOD / REQUIRES IMPROVEMENT / INADEQUATE (Delete as appropriate and colour code to key) | | | |