|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **<NAME > Catholic Primary/ Secondary School** | | | | | |
| **Principal:** |  | | | | |
| **Date of report:** |  | | | | |
|  | | | | | |
| **Key:**  **1: Outstanding**  **2: Good**  **3: Requiring Improvement 4: Inadequate** | | **Last OFSTED** | **School Self Evaluation 2019 / 2020** | | |
| **Autumn term 2019** | **Spring term 2020** | **Summer term 2020** |
|  | | | | | |
| 1. **Overall Effectiveness** | |  |  |  |  |
| 1. **Quality of Education** | |  |  |  |  |
| 1. **Behaviour and attitudes** | |  |  |  |  |
| 1. **Personal Development** | |  |  |  |  |
| 1. **Leadership and Management** | |  |  |  |  |
| 1. **Effectiveness of the Early Years Provision or Sixth form provision** | |  |  |  |  |
| **Next inspection or monitoring visit due:** | | **(Date)** |  |  |  |
| **Section 48 Evaluation overall** | |  |  |  |  |
| **Catholic life** | |  |  |  |  |
| **RE** | |  |  |  |  |
| **Collective Worship** | |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Health Check indicators – BDES** | **Outstanding** | **Good** | **Requires improvement** | **Inadequate** |
|  | ***All is compliant and secure*** | ***Most is compliant and secure*** | ***Support is needed*** | ***Significant issues identified*** |
| ***Includes six Ofsted judgements above*** |  |  |  |  |
|  |  |  |  |  |
| **Security of staffing** |  |  |  |  |
| **Security of governance** |  |  |  |  |
| **Stability of pupil recruitment into main year (R or 7) for 2018** |  |  |  |  |
| **Current financial position** |  |  |  |  |
| **Condition of school buildings** |  |  |  |  |
| **External monitoring by School Improvement Partner** | **NA** |  |  |  |
|  |  |  |  |  |
| **Safeguarding compliance identified; supported; managed** |  |  |  |  |
| **Safeguarding culture** |  |  |  |  |
|  | | | | |
| **Comments regarding any of the above Health Check indicators (optional)** | | | | |
|  | | | | |

|  |
| --- |
| **Catholic Life (including Values and Virtues, SMSC & British Values)** |
| Catholic life |
|  |
| RE (please note Principals must include Data Outcomes when reporting from PiXL/ Sisra on other subjects) |
|  |
| Collective Worship |
|  |
| **Key Significant Contextual Changes (during the last term)** |
|  |
| **Key Achievements, Events and Successes for the Review Period** |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School Profile** | | | | | | | | | | | |
|  | **Total** | **Catholicity** | **M** | **F** | **Disadv** | **CLA** | **EAL** | **SEN** | **EHCP** | **Social Care/**  **CAF** | **Comments** |
| Reception |  |  |  |  |  |  |  |  |  |  |  |
| Year 1 |  |  |  |  |  |  |  |  |  |  |  |
| Year 2 |  |  |  |  |  |  |  |  |  |  |  |
| Year 3 |  |  |  |  |  |  |  |  |  |  |  |
| Year 4 |  |  |  |  |  |  |  |  |  |  |  |
| Year 5 |  |  |  |  |  |  |  |  |  |  |  |
| Year 6 |  |  |  |  |  |  |  |  |  |  |  |
| All |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| 1. **Quality of Education**  * **Teaching; Teachers’ expectations** * **Assessment and feedback** * **Curriculum implementation** * **English and Mathematics development** * **Use of physical resources and additional learning support** | * **Outcomes:**   + **Progress**   + **Attainment**   + **Reading and phonics**   + **Preparedness for education, employment and training** | |
| **The school evaluates this to be: Outstanding Good Requires Improvement or Inadequate** | | |
| **Evidence** | | **Next steps to secure good/ outstanding** |
|  | |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1a) Leadership and Management of Teaching and Learning**  **Teaching Profile** | | | | | | | | | | | | | | | | |
| **UQT** |  | **NQTs** | |  | **Recently Qualified Teacher**  **(2nd 3rd year)** | |  | **Experienced Qualified Teacher**  **(4th year +)** |  | | **UPS** |  | | **Leadership scale** |  | |
| Number of teachers working **at or above** the professional skills level descriptors for their current pay point: | | | | | | | | | | | | | | | |  |
| Number of teachers working **below** the professional skills level descriptors for their current pay point: | | | | | | | | | | | | | | | |  |
| **1b) Quality of Teaching, Learning and Assessment over time (Current evaluation)** | | | | | | | | | | | | | | | | |
|  | | | **Outstanding** | | | **Good** | | | | **Requiring Improvement** | | | **Inadequate** | | | |
| *As a no of total teaching staff* | | |  | | |  | | | |  | | |  | | | |
| *As a percentage of total teaching staff* | | |  | | |  | | | |  | | |  | | | |
| **Progress update on Unqualified or newly qualified teacher** | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1c) Performance Reviews 2018/19** | | | | | | | | | | | | | | | | |
| **Performance management set 2019/20** | | | | | **Date Undertaken** | | | | **Complete** | | | | **Outstanding** | | | |
| September 2019 | | | |  | | | |  | | | |
| **Mid year Reviews 2019/20** | | | | | **Date Undertaken** | | | | **Pass** | | **Fail** | | | | **Incomplete** | |
|  | | | |  | |  | | | |  | |
| **1d) Report on teachers identified as working below the expectations for their current pay point (e.g. RI IA)**  ***This should be a separate row for each teacher identified by a letter not their name with a cross identified in relevant part.*** | | | | | | | | | | | | | | | | |
| **National Standard**  **(Anonymised)** | **Preamble** | **Part 1**  **1** | **Part 1**  **2** | **Part 1**  **3** | | **Part 1**  **4** | **Part 1**  **5** | **Part 1**  **6** | | **Part 1**  **7** | | **Part 1**  **8** | | **Part 2** | | **Rolling Action Report** |
| Staff 1 |  |  |  |  | |  |  |  | |  | |  | |  | |  |
| Staff 2 |  |  |  |  | |  |  |  | |  | |  | |  | |  |

|  |  |  |
| --- | --- | --- |
| 1. **Behaviour and Attitudes**  * **Attendance and punctuality** * **Exclusions** * **Conduct and behaviour** | * **Attitudes to education** * **Relationships** | |
| **The school evaluates this to be: Outstanding Good Requires Improvement or Inadequate** | | |
| **Evidence** | | **Next steps to secure good/ outstanding** |
|  | |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Safeguarding Information** | | | |
| **Safeguarding** | **Autumn** | **Spring** | **Summer** |
| **Date SCR last checked and**  **signed off** |  |  |  |
| **Child Protection & Safeguarding** | **Number of Families** | **Number of Children** | **Comments** |
| **MASH Notifications** |  |  |  |
| **Child Protection Plan** |  |  |
| **Children in Need Plan** |  |  |
| **Early Help Assessment** |  |  |
| **Looked After Children** |  |  |
| **Operation Encompass** |  |  |
| **Operation Perdita** |  |  |
| **FGM Concern** |  |  |
| **Early Help**  **School Referrals** |  |  |
| **E-safety** |  |  |
| **Case closed** |  |  |
|  |  |  |
| Cases historically known to Social Care (not included in the figures above) |  |  |  |

|  |  |
| --- | --- |
| **Pupil Movement**  *Comment on any movement up to half term*  *This is included on the Attendance Report 2019 2020 and may be removed.* | |
| **Pupils arriving** |  |
| **Pupils leaving** |  |

|  |  |  |
| --- | --- | --- |
| 1. **Personal Development**  * **SMSC** * **Character education** * **Relationships, Sex and Health Education** * **Curriculum extending beyond** * **Pastoral** * **Talents and interests** | * **Modern life, British Values** * **Equality of opportunity and diversity** * **Citizenship** * [**Gatsby**](https://www.gatsby.org.uk/education/focus-areas/good-career-guidance) **benchmark (Secondary)** * **Vocations (all); preparation for next stage** | |
| **The school evaluates this to be: Outstanding Good Requires Improvement or Inadequate** | | |
| **Evidence** | | **Next steps to secure good/ outstanding** |
|  | |  |

|  |  |  |
| --- | --- | --- |
| **4. Leadership and management**   * **Impact of leadership and management; Capacity to improve** * **Vision, ethos, ethics and integrity** * **Impact of MAT leadership and management** * **Staff training and development; workload** * **Quality improvement** * **Additional funding** | * **Curriculum intent** * **SMSC; equality and diversity** * **Stakeholder engagement** * **Governance** * **Safeguarding** | |
| **The school evaluates this to be: Outstanding Good Requires Improvement or Inadequate** | | |
| **Evidence** | | **Next steps to secure good/ outstanding** | |
|  | |  | |

|  |
| --- |
| **4a) Stakeholder engagement (including external partners)**  *What support has the school received?*  *Has the school delivered any outward provision?*  *Key engagements in Romero or other partnerships (e.g. other providers)* |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **4b) Compliance** | **Autumn** | **Spring** | **Summer** | **Any comments** |
| E-safety *(e.g. number of incidents on Impero / working party developments training or visitors)* |  |  |  |  |
| GDPR breaches |  |  |  |  |
| Subject access requests (e.g. Pupil record CPOMs or CCTV) |  |  |  |  |
| Freedom of information requests |  |  |  |  |
| **4c) Parent Information** |  |  |  |  |
| Written Parental **Complaints** (number) |  |  |  |  |
| Written Parental **Compliments** (number) |  |  |  |  |
| **4d) Pupil Premium Statement** |  |  |  |  |
| Confirmation this is up to date and on the website |  |  |  |  |
| **4e) PE and Sport Premium funding** |  |  |  |  |
| Confirmation this is up to date and on the website |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **EYFS Provision Commentary:** | | | | | | | |
| **Evidence (shade appropriate box)** | | | | | | **Next steps to secure good/ outstanding** | |
| **Nursery baseline on entry**  **(where appropriate)** | Well below | Below | In line | Above | |  | |
| **Reception baseline on entry** | Well below | Below | In line | Above | |  | |
| **The school evaluates this to be: Outstanding Good Requires Improvement or Inadequate** | | | | | | |
| **Evidence** | | | | | **Next steps to secure good/ outstanding** | | |
|  | | | | |  | | |

|  |  |  |
| --- | --- | --- |
| **Safeguarding Annual Report** | | |
| **Report compiled and presented by:** |  | |
| **Date of report:** |  | |
| **Period of time covered in the report:** |  | |
| **Names of Designated Safeguarding Lead(s)** |  | |
| **Training Record (of staff at all levels), and the effectiveness of training** |  | |
| **Audit of relevant policies and review dates** | See Policy calendar from Romero | |
| **Number of incidents to date this year** | Physical abuse |  |
| Emotional abuse |  |
| Sexual abuse |  |
| Neglect |  |
| Child sexual exploitation; |  |
| Any Prevent/Channel referrals; |  |
| FGM referrals |  |
| Children missing education |  |
| **Number of Meetings Attended by type:** | Initial Child Protection Conference |  |
| Professionals’ Strategy meeting |  |
| Child Protection Review Conference |  |
| Core Group Meeting |  |
| Common Assessment Framework – CAF |  |
| **Number of pupils subject to a Child Protection Plan** |  | |
| **Number of Children in Public Care (‘Looked After Children’)** |  | |
| **Number of allegations made against staff** |  | |
| **Single Central Record is compliant and up-to-date** |  | |
| **Other comments on safeguarding issues or concerns** |  | |
| **Trends and impact of any new legislation or guidance** |  | |
| **Any deficiencies in the safeguarding procedures and actions required to rectify them** |  | |

The safeguarding report is often a standing item on many full Academy Committee agendas and sometimes governors may have a specific sub-committee where this is discussed.