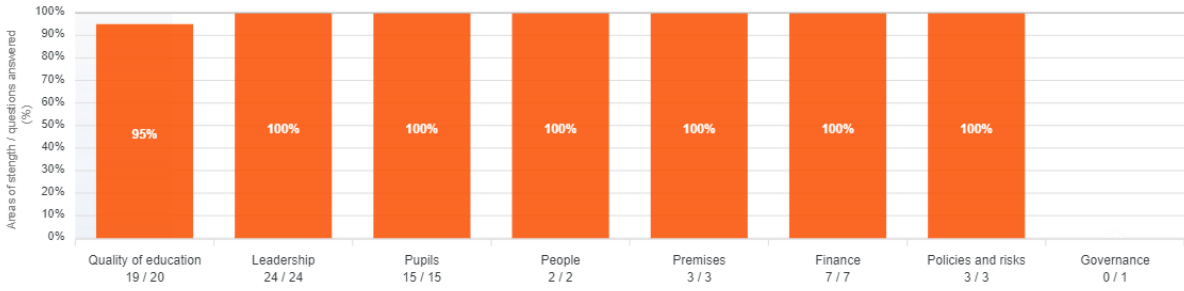


# Axis

Evaluate-Ed SEF Lite



**Compare your areas of strength against possible areas for development**



Section breakdown  
(Areas of strength in relation to total questions answered)

**Quality of education****Outstanding (9.9)****Intent****Outstanding (10.9)**

Areas of excellence	
EQ222	Leaders ensure that across our school, the skills, knowledge and understanding of all forms of prejudice (including racism) and the effect on victims and our society, are at the centre of our curriculum, ensuring both the obvious and more subtle examples of prejudice are addressed by staff and pupils.
EQ226	Our curriculum ensures that reading is a key element of English provision and other subject areas, so that the discrete skills and knowledge necessary for reading a variety of texts with confidence and understanding can be developed in a variety of contexts.
EQ266	Our planning and provision for PSHE, fully encompasses the wide variety of topics and themes around relationships, including RSE and the age-appropriate teaching of the different types of relationships at home and in society.
EQ272	Our curriculum provision and educational environment gives pupils and groups the chance to develop and support our school practices, systems and activities, as well as ensuring pupil involvement in their own and others' assessments, learning and behaviour.
EQ276	Our planning and provision for developing the skills of reading for all our pupils ensures that they have appropriate opportunities, because assessment of their reading, phonic and vocabulary skills by adults is ongoing and able to be matched to the progress of individual pupils or groups.
EQ288	Our broad, high quality curriculum, particularly SMSC and PSHE, is founded on the development of pupils' secure, knowledge understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
EQ292	Our study programmes are relevant to the needs of pupils and groups, so that they are able to find undertake study programmes that suit them and give support for their academic and other expectations.
EQ295	Policies and practices are in place to monitor and ensure that the vast majority of our pupils receive appropriate alternative or off site provision and that it meets the academic, vocational, technical and pastoral needs of all.
EQ296	Our approach to Disciplinary Literacy provides learners with the specialist vocabulary to understand and communicate in specific-subject areas, whilst helping learners develop critical thinking and expertise in each subject, supporting their meta-cognition.

**Implementation****Outstanding (9.6)**

Areas of excellence	
EQ304	A wide variety of ongoing assessment strategies used by our teaching staff, enable resilience for our pupils, when tackling new skills, knowledge or activities, through positive use and reference to their previous achievements.
EQ322	Leaders ensure that all our pupils receive appropriate, impartial and high quality careers guidance, support and advice, that successfully uses the Gatesby benchmarks, which ensures they make well-informed decisions about their future plans.
EQ346	The clear and shared school criteria for lesson observations, agreed by leaders and staff, learning walks, discussions with pupils and work scrutinies, ensure our teachers and classroom staff have ownership of the methods, types and purposes surrounding whenever the monitoring of teaching and learning takes place.
EQ386	Our school appropriately raises awareness and understanding for pupils of the different effects, aspects and types of extremist behaviour, with staff and pupils able to discuss and address any such issues, whether happening in school or the wider community.
Areas of strength	
EQ302	Across our school teachers' use of assessment has influence and effect on levels of challenge during lessons, enabling good and better support for the needs and abilities of pupils and groups.
EQ310	Our teachers have the subject knowledge and expertise that provides good and positive support for pupils that enables consolidation of their skills and greater depth learning and understanding over time.

**Areas of strength**

EQ324 Teachers use a variety of interventions, visual, verbal and written, during learning, to assess the knowledge and understanding by pupils and groups of their current learning objectives, identifying misconceptions by using good and better monitoring of pupil reactions, followed by relevant interactions with both pupils and groups.

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**Impact (learning)**

**Outstanding (9.3)**

**Areas of excellence**

EQ416 Our Pupil Premium pupils make similar or better progress than other pupils, supported by ongoing monitoring, assessment and appropriate interventions over time.

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**Areas of strength**

EQ402 Our pupils can work independently, are appropriately challenged showing independence and confidence for extended periods of time appropriate to their age.

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**Impact (data)**

**Good (6.6)**

**Areas of excellence**

EQ532 There is an upward trajectory of performance patterns in relation to Progress 8 for our pupils.

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**Areas for development**

EQ501e There is a need for more consistency from their starting points, in the attainment and progress performance patterns of our children in their EYFSP.

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**Leadership**

**Outstanding (10.9)**

**Leadership and management**

**Outstanding (10.9)**

Areas of excellence	
LM101	The school's vision is a collective approach which is produced collaboratively with a high level of ambition because the communication of the vision is such that it has become a shared language for staff across the school with tangible, related behaviours evident.
LM102	Pupils and groups within our school are very clear about the vision for the school, understanding it is ambitious, while consistently showing age or stage appropriately, the necessary commitment to achieve it.
LM105	We have clear curriculum and subject plans in place, with content and coverage secure that are clear, ambitious, with content and coverage secure and the necessary elements to support excellent sequential learning.
LM106	Our curriculum ensures preparation of pupils for tomorrow, which is evident through a pioneering and sustained record of pupil achievement demonstrated by their ongoing academic, personal and social success through each transition their education.
LM108	Leaders are forensic in their analysis of the quality of teaching in relation to evidence based practice, with prompt and appropriate feedback to individual teachers, curriculum and subject leaders that ensures our plans are implemented in a highly effective manner.
LM110	The learning environment for pupils is exceptionally safe and secure, where pupils report feeling safe via regular pupil voice opportunities, evidencing our application of effective safeguarding and child protection procedures and practice.
LM113	School leaders are relentless in their actions and attitudes to ensure that all pupils have the understanding and confidence to utilise school procedures for disclosure and child protection, ensuring that all our vulnerable pupils are exceptionally safe in school.
LM118	Our school has systems which are thorough and detailed in the analysis and intervention of low and persistent absence and these systems show evidence of impact and evaluation of all strategies aimed at addressing attendance issues.
LM121	All our age and key groups have at least above or well above current national attendance data, with persistent absence below or well below national figures.
LM123	During the last 3 years suspensions have been used on average for less than 1% of pupils and there have been no exclusions.
LM126	Our systems and structures ensure inclusive practices have the highest priority in all situations around absence, attendance and timetabling, while also and always precluding gaming and off-rolling
LM130	Our leaders ensure clear and consistent guidance from well trained staff, who assess, plan and deliver appropriately when meeting the diverse needs of our SEND, Pupil Premium, ethnic and vulnerable pupils.
LM133	Leaders ensure that all staff involved in addressing and supporting pupils at all stages with the skills, knowledge and understanding underpinning the development of reading, have the appropriate training and experience, including the particular needs of SEND, Pupil Premium, ethnic and vulnerable pupils.
LM138	Our excellent curriculum intent and implementation during KS3, gives pupils opportunities and experiences to develop the necessary skills, knowledge and understanding in the specific and discrete elements of each different subject, with a positive impact for pupils when making their KS4 choices.
LM145	Our pupils are supported by a variety of excellent transition programmes and opportunities, created jointly by KS1 and KS2 staff, to ensure high quality support, when EYFS staff share the skills, knowledge and understanding of their pupils and pupil groups, as both people and learners, with Y3 staff.
LM146	Leaders in our primary environment support and lead an excellent variety of transition programmes and opportunities, led by KS2 staff, to ensure the skills, knowledge and understanding of pupils and groups, as both people and learners are understood, recorded and shared with KS3 staff in their new schools, during our Y6/Y7 transition process.
LM147	Pupils entering our secondary environment at Y7 are supported by a variety of excellent transition programmes and opportunities over time, for new pupils, led by KS3 leaders, to ensure the skills, knowledge and understanding of these pupils and pupil groups, as both people and learners, are understood, shared and recorded for use by our Y7 and KS3 staff.

#### Areas of excellence

- LM148 Our specific structures, staffing and resources have been successfully developed and organised to give excellent support for the academic needs, choices, personal development and wellbeing of our KS3 pupils, throughout KS3 and particularly during the transition to their KS4 curriculum.
- LM149 Our pupils throughout KS4 are supported by excellent structures, staffing and resources that have been successfully developed and organised jointly by KS4 and KS5 staff, to address their academic needs, choices, personal development and wellbeing throughout KS4, particularly during the transition to KS5 and the wide variety of other post 16 options.
- LM151 Leaders have consulted and created policies and procedures that show awareness of the professional and workload issues of staff, so that staff consider that leaders are fully aware of their wellbeing, give them appropriate support through having realistic expectations of them, that enhance the performance of pupils and themselves.
- LM152 Our leaders consistently liaise with each other and all staff to ensure both individual training needs and school improvement needs are effective and appropriately integrated and prioritised, through both our appraisal and all school improvement processes.
- LM154 Leaders have a clear and ambitious vision for providing high-quality education to all pupils, which is reflected in a curriculum that prepares them to take advantage of all the positive opportunities, responsibilities and experiences in life

#### Areas of strength

- LM119 A substantial majority of teachers have expertise in the subjects they teach which is supported by good or better knowledge and understanding of the variety of ways in which pupils learn, which ensures they have opportunities, activities and tasks that enable their resilience, understanding and confidence.

**School improvement and Ofsted**

**Outstanding (10.9)**

#### Areas of excellence

- LM506 Our SEF/SDP determines the school's current overall priorities and strategies through the active involvement of all staff, pupils, governors and parents.

**Pupils****Outstanding (10.8)****Behaviour and attitudes****Outstanding (10.9)**

Areas of excellence	
PU603	Our school has currently agreed policies that detail our philosophy, practice and strategies in relation to all aspects and areas of pupil behaviour and are successfully being used by pupils and staff.
PU606	Accountability for policies and practices around all the processes for those pupils in danger of suspension or exclusion are fully developed, to ensure that all appropriate strategies are always employed before any type of action is initiated.
PU609	Pupil groups, including our SEND, ethnic and Pupil Premium, who have particular behavioural requirements, receive the appropriate support, through systems, practices, processes and interventions in our school, which address any behaviour requirements, because they and their families have targeted and monitored support with both their objectives and ongoing outcomes.
PU615	All our staff model, support and practice every aspect and area of behaviour that we expect from pupils as outlined in all our behaviour related policies.
PU621	Our pupils are fully aware of different forms of bullying (including online) and how to address them, both for themselves and when supporting others, because they understand how important peer influence is when bullying occurs.
PU624	Our pupils are fully aware of the different forms and nature of bullying (including online) and how to address them, both for themselves and when supporting others, because our consistent monitoring supports our understanding of any new requirements or needs.
PU636	A wide variety of messages and updates are given to pupils, parents and staff, in a variety of mediums, including our web site, that successfully support the communication of our school expectations around behaviour and relationships.
PU651	A senior leader is always accountable for all interventions and actions following discrimination to ensure there is a response at the highest level and ensure the authority to review issues and enable any necessary focus on our vision and values.
PU663	Our environments have an excellent, appropriate and successful balance between rewards and sanctions in all environments across our school that enable pupils to develop resilience and gain confidence, because the philosophy has been agreed and developed over time.
PU678	Our pupil behaviour across all situations, including during entry and exit and in all classroom and non-classroom environments, ensures an ethos of safety and calm throughout the school.

**Personal development****Outstanding (10.3)**

Areas of excellence	
PU702	Our pupils have deep confidence and resilience when facing new challenges, as a result of understanding and using their prior learning and targets creatively and having teachers who know their skills and abilities.
PU704	All our pupils show age or stage appropriate knowledge and understanding of the many different impacts of all forms of discrimination on victims, observers and perpetrators, appropriately using these skills and abilities when racism, homophobia and other forms of discrimination occur throughout our environment.
PU708	Our pupils experience a curriculum which prioritises and develops their personal, social, health and economic understanding, so they are able to consistently demonstrate their skills, in a variety of situations and environments, enhancing our learning environment.
PU744	Our pupils can age-appropriately think critically about their learning, specifying current objectives and previous progress with confidence, articulating their strengths and goals showing deep understanding of their skills and knowledge.
Areas of strength	
PU754	Our school ensures our pupils and groups gain skills and knowledge age-appropriately around 'fake news', the misuse of data and access to their personal information, who consider these issues with interest, showing good and better understanding of them across the curriculum.

**Governance**

**Good (7.7)**

**Governance - Academy**

**Good (7.7)**

Areas for development

GV511 We need to ensure a robust system to provide annual safeguarding training and refreshers for trustees and members.

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