

**Marshfields School Self Evaluation Summary (SSE) 16/17** The following areas are expanded on in the main report.

Outcomes	Quality of teaching, learning and assessment	Personal Development, Behaviour and Welfare	Quality of Leadership and Management
<p><b>Key areas of strength</b></p> <ul style="list-style-type: none"> <li>All Year 11 students leaving Marshfields July 15 went onto further education. All post 16 leavers (apart from one whose parents did not support a college space) carried on in full time education [96% ie 23 out of 24]</li> <li>Raiseonline March 2016 - Progress in KS2 to KS4 VA in 2015 was 910.6 compared to 888.9 in 2014. <b>Disadvantaged students had a VA of 916.6 compared to others (902.9)</b></li> <li>All students sitting the exam achieved an A*-G pass in English in 2015/16 (8 out of 8) in comparison to 2014/15 (8 out of 9)</li> <li>More students achieved an A*-G in maths in 2015/16 (9 out of 10) in comparison to 2014/15 (7 out of 9)</li> <li>In Science, achievement is very strong. There was a 100% pass rate at GCSE (20 students (87%) - entries have risen dramatically since 2013). 11 also gained a BTEC level 1.</li> <li>Achievement in art, DT and food technology is strong - (100% pass rate). ICT INGOTS achieved 1B grade and 4C grade GCSE equivalent</li> <li>Access to a broader curriculum and a range of external accreditation since June 2013</li> </ul>	<p><b>Key areas of strength</b></p> <ul style="list-style-type: none"> <li>65% (11 out of 17 lessons) observed during the summer term 2016 were judged to be outstanding</li> <li>51% of teaching was graded as good and 42% as outstanding for 2015/2016</li> <li>94% of lesson observations were graded at least good and increasingly outstanding Autumn Term 16.</li> <li>The SIA and the triad group of headteachers validate the school's judgements for lesson observations, learning walks and work scrutiny</li> <li>Accurate assessment data - used by all staff to ensure accurate planning of lessons for all groups of students, to make at least good progress (through cluster group discussion and special school moderation sessions)</li> <li>High quality written and verbal feedback ensuring students make at least good progress over time</li> <li>TAs liaise with staff to ensure support that has impact</li> <li>High quality learning environments inside and outside, stimulating students</li> <li>Displays that celebrate success</li> </ul>	<p><b>Key areas of strength</b></p> <ul style="list-style-type: none"> <li>Positive ethos and exemplary behaviour as a result of a nurturing environment</li> <li>Pride in the school – respect for facilities</li> <li>High expectations for student conduct</li> <li>Positive comments from external visitors</li> <li>Behaviour policy followed consistently</li> <li>Regular rewards that celebrate success</li> <li>Reduction in fixed term exclusions</li> <li>Robust updated safeguarding policies</li> <li>The school's open culture promotes all aspects of pupil welfare (keeping pupils safe and healthy)</li> <li>Detailed risk assessments</li> <li>Safer recruitment strictly followed</li> <li>DBS upto date. Visitors checked</li> <li>Any type of bullying incident is dealt with swiftly. Evidenced through the incident log, student voice and parental questionnaires.</li> <li>Attendance is at 95.09%, (end June 16), including 6<sup>th</sup> form 94.8%.</li> <li>As of the 6.2.17, since the start of the academic year, the attendance is 94.6%. For free school meals, it is 94.7%</li> </ul>	<p><b>Key areas of strength</b></p> <ul style="list-style-type: none"> <li>Leadership team has the capacity to improve</li> <li>Governing body strong and committed, providing support and challenge – evidenced in governor minutes</li> <li>Robust monitoring procedures involving all of SLT and middle leaders</li> <li>A broad and balanced curriculum and qualifications</li> <li>Performance management linked to key priorities of the school and individual monitoring evidence</li> <li>SCR upto date with mandatory areas complete</li> <li>All staff and non-teaching staff aware of the KCSIE (September 2016). All have received safeguarding and child protection training on the inset day (5<sup>th</sup> September 2016)</li> <li>School website meets all the statutory requirements</li> <li>Parent view questionnaire reflects very positively on the school</li> </ul>
<p><b>Key areas for development</b></p> <ul style="list-style-type: none"> <li>Embedding a new system of monitoring the outcomes of the new EHC plans when the annual reviews have been fully converted.</li> <li>To continue providing individual CPD on phonics skills to staff</li> </ul>	<p><b>Key areas for development</b></p> <ul style="list-style-type: none"> <li>Middle leaders and UPS staff to continue to share best practice about outstanding lessons</li> <li>Embedding life without levels whole school through triangulation</li> </ul>	<p><b>Key areas for development</b></p> <ul style="list-style-type: none"> <li>Enhancing soft skills through the implementation of a structured monitoring approach linked to our shaped vision</li> </ul>	<p><b>Key areas for development</b></p> <ul style="list-style-type: none"> <li>The vast majority of the students make strong progress</li> <li>For senior leaders to continue with their MA and NPQH courses.</li> </ul>
<p><b>Suggested grade: 2-1</b></p>	<p><b>Suggested grade: 2-1</b></p>	<p><b>Suggested grade: 1</b></p>	<p><b>Suggested grade: 2-1</b></p>