SEF May 2022		
Learn (Grade 2) Ofsted Quality of Education	**Aspire (Grade 2) Ofsted Leadership**	**Exceed (Grade 2) Ofsted Personal Development/Behaviour**

How do we **develop staff**? (EB)
• 81% (April 2022) of teaching reaches our expectations - We know this because: (Progress 8 score of 'other' students is +0 2)
• Performance management process focused upon staff development/contributes to the whole school e.g. all teaching staff will have an action research target
• Due to the Triangulation development for all staff have been identified. This is then addressed through bespoke CPD e.g. Triads / breakfast CPD / subject specific knowledge enhancement.
• A range of opportunities are available for staff at all levels e.g. ECT 2/3, Middle leaders, Senior leaders.
• Internal quality assurance team of middle leaders created to e.g. support departmental peer reviews/Student experience activities.
• Teaching that does not reach our expectations is challenged by the Improving Teacher Support programme (ITSP) conjunction with the performance management policy.
• The UPS staff/best practitioners are delivering CPD/disseminating examples of effective practice.
• Coaching for Success programme is available for teaching staff. All new staff are assigned a coach as part of their induction.
• A CPD plan (linked to SIP/TIPs/PM) has been developed offering up to four training sessions per week e.g. Triads, Teaching and Learning briefing, Trust delivered.
 	
Is our **curriculum suitable**? (EB)
▪ Extended writing is a focus. All formal assessments now require extended written answers. Extended oral answers are required from all students when questioned. This is monitored during learning walks / student voice / marking scrutiny.
▪ Action is taken to ensure all students catch up and then make accelerated progress in Literacy and Numeracy. E.g. a primary teacher is employed focusing on Year 7 catch up/specific training given to identified staff
▪ Reading standards are rapidly improving despite being very low on entry e.g. year 11 - 9.5 years on entry
▪ The curriculum from year 7 – 11 is broad and balanced leading to significantly more students (currently 96% year 11 students) following 8 courses counting towards Progress 8
▪ The curriculum at Post 16 meets the needs of students allowing them to access HE and apprenticeships.
▪ All students who come into the sixth form without GCSE Maths / English, resit.
▪ SMSC /PD (Personal Development) programme being enhanced (taught lessons/collapsed lessons) to address local needs (Years 7-13)
▪ RE (Religious Education) activities being broadened (Years 7-13)
▪ Nurture curriculum to support students who are not secondary ready
▪ THRIVE/STRIVE (internal Alternative Provision) supports students who might otherwise be permanently excluded
▪ Broadening range of extra curricular activities e.g. Learn Aspie Exceed Year 7/ Learning outside of the classroom, HPA
	What is the impact of our **leadership**? (CB)
	• 92% leadership meets our expectations
	• Balanced budget delivered in 2019/20 due to strong budgetary accountability at all levels
	• Fully staffed
	• Increased student numbers (+100 in one year)
	• Actively seek links both within and beyond the Trust e.g. peer reviews
	• Roles and responsibilities of all leaders are clearly defined with clear accountability including budgetary responsibility/student progress
	• Governors through regular professional development hold senior leaders to account for all aspects of the school's performance as evidenced in minutes/visit reports with an emphasis on safeguarding
	• The performance management process is rigorous.
	• Specific job descriptions/targets for TLR/UPS holders.
	• Development of the senior and middle leadership team is a growing strength. Middle leaders conduct regular walks/ work scrutiny to identify effective practice/ areas of development. Staff are developed through to NPQ ML/SL/H, with roles as SLEs developed
	• A risk register that includes the current and future financial positions is regularly updated by senior leaders/governors.
	
	Are our students **safeguarded**? (AM)
	• 773 students 64% (92% of Disadvantaged) (May 2022) have a safeguarding file
	• Students say they feel safe. Regular student surveys say that school teaches students how to be safe online and in the community and they have confidence in staff to support them.
	• Regular audits (records available) internally and externally of the safeguarding arrangements, Child Protection files, SCR
	• All staff have received training to identify extremist behaviour with the training being part of our new staff induction process.
	• Monthly whole staff safeguarding briefings including annul retraining e.g. KCSIE updates
	• All students have been trained in E Safety through the personal development programme and Computer Science lessons with parents receiving updates on current e safety issues.
	• Students have a strong sense of right and wrong e.g. bullying
	• Students at Post 16 participate in activities designed to help keep them safe e.g. Breck Foundation / CASUS / DriveIQ
	
	We have **achieved** this by:
	• Proactively using internal data to:
	  • Pastoral – employ additional staff who support underperforming students - Year 6/7 transition/Disadvantaged/Post 16/Family Worker
	  • Attendance – employment of an EWO across the Trust who will work with identified families
	  • Academic – interventions within/beyond the classroom e.g. Year 7 Literacy, Year 8 English/Maths, Year 11/13 subject specific
	• Quality Assurance cycle lead by trained middle leaders
	• Clear accountability for the expenditure of delegated budgets e.g. PP, SEND etc.
		How are our **students developed**? (AM/JEB)
		• Student leadership is becoming stronger, led by an Assistant Headteacher e.g. leading Student Council/Charity events with a wider range of opportunities to develop their leadership skills including D of E, CCF and NCS
		• Student leaders are being trained in Mental Health First Aid to support younger students with low level mental health concerns.
		• SMSC, promoting British values and preparing students for life in modern Britain is led by a senior leader mapped across all year groups and externally reviewed.
		• Post 16 students participate in a comprehensive series of PD/RE activities.
		
		How positive are students' **attitudes to learning**? (MG)
		• Fixed term/more than one exclusion below national averages (IDSR 2018)
		• 0% permanent exclusions (2014-20)
		• Rewards to sanctions given in the ratio 8:1 February 2021
		• 0% against 25% nationally students enter our Alternative provision with an EHCP
		• Disadvantaged students received a fixed term exclusion compared to their 3.3: 1 compared to national ratio of 4:1
		• Attendance (90.3 March 2021). There are clear, rigorous and robust attendance systems in place.
		
		What is our impact on **students' progression** beyond St Peter's School? (AM)
		• A clear Career Strategy enables the careers team to ensure that the needs of all students are being met (No Year 13 students NEET Oct 2021) <4% National 13% FSR June 2020)
		  - Included with Schemes of Work
		  - Calendar of events
		• Year 11 2021 NEET <1.3% (<5% disadvantaged)
		• All but 1 year 13 leavers had a progression route (2021) – 64% went onto HE and the rest secured apprenticeships and employment. Those that left at the end of year 12 went onto apprenticeships or other FE colleges.
		• Close work with external agencies and the LA to ensure that those students at risk of being NEET have extra support.

Are we narrowing the **progress** gaps between disadvantaged/other students? (AD)

- Pupil Premium is overseen by a designated Governor and led by a dedicated Assistant Head Teacher.
- Profiles written for 'K'/Disadvantaged students incorporating aspirations (Ofsted target)

Outcomes

	E/M (%) 4+	E/M (%) 5+	EBacc (%)	A8	NEET (%)
2022 projection	51	26	11	4.3	0.0
18/19	57	40	12	4.2	3

Year 13 Average points	2019	2022 projection
A level	21.0	25.0
Applied	25.5	36.0

Subjects		
Strong	In transition	Concerns (actions are being taken)
English	Maths	History (KS4/5)
Art (KS4/5)	Science	Geography (KS4/5)
	PE (KS4/5)	Music
		Business Studies

How will we improve the **quality of students' education**? (CB)

KEY AREAS FOR DEVELOPMENT	KEY AREAS FOR DEVELOPMENT	KEY AREAS FOR DEVELOPMENT

1. Literacy for learning – students to reach their chronological reading age by using assessment outcomes to inform intervention strategies (L6)
2. To further improve the quality of teaching and learning across all departments (ensure that teaching and learning is a focus in line management meetings, during CPD sessions and in meetings with HoDs, and that structured and rigorous intervention is built into timetables) to be at least 90% good and outstanding (L5) (EB) (SIP priority)
3. Students school experience is broadened through additional activities in PD / RE / SMSC / CEIAG/ extra-curricular e.g. Duke of Edinburgh/ National Citizen Service (A6/L3 AD/JEB)
	1. High prior attaining (especially disadvantaged) students to be consistently challenged to make greater than national expected (>+0.1)levels of progress from Year 7 (L1) (AD)
	2. Using the 2019 examination outcomes to enhance the accuracy of our renewed assessment procedures to ensure they are within +/-2% of the actual outcomes (A3) (EB)
	3. 80% of middle leadership to be externally recognised as outstanding (A2) (EB)
	4. Intervention strategies to support students to make greater progress within two weeks of the assessment point focused upon these groups of students : (EB overall)
	• Disadvantaged - especially boys (AD)
	• Higher prior attaining (especially disadvantaged) (AD) especially in the following subjects:
	  Year 11 DT/ Drama/ Sports Studies
	  Year 13 History/ Psychology/ Sociology/ Geography
	5. To increase the post 16 VA to be A Level >-0.3 Vo c >0.0 (A2) (AM)
		1. Develop a stronger series of rewards/ extra-curricular activities in conjunction with the Student Council (E7) (AD) (supporting behaviour for learning SIP priority)
		2. Parental engagement to be recognised as a strength of the school (E2) (JEB) (SIP priority)