

# Ulverston Victoria High School

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Self-Assessment 2017 to 2018

Current Assessment	School Evaluation
Overall effectiveness	1
Quality of leadership in and management of the school	1
Quality of teaching, learning and assessment	1
Personal development, behaviour and welfare	1
Outcomes for Students	1/2
Inspecting the effectiveness of the 16 to 19 study programmes	1
Governance	1

## SUMMARY

### UVHS: Self Assessments: Summary of Judgements

Overall Effectiveness: Outstanding		MET?
1	The quality of teaching, learning and assessment is outstanding.	✓
2	All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.	✓
3	The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.	✓
4	Safeguarding is effective.	✓
		GRADE
Overall effectiveness		1

<b>Quality of leadership in and management of the school: Outstanding</b>		<b>MET?</b>
<b>1</b>	Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.	✓
<b>2</b>	Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.	✓
<b>3</b>	The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.	✓
<b>4</b>	Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.	✓
<b>5</b>	Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.	✓
<b>6</b>	Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.	✓
<b>7</b>	Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.	✓
<b>8</b>	The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning.	✓
<b>9</b>	Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.	✓
<b>10</b>	Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.	✓
<b>11</b>	Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.	✓
<b>12</b>	Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.	✓
		<b>GRADE</b>
<b>Quality of leadership in and management of the school</b>		<b>1</b>

Quality of teaching, learning and assessment: Outstanding		MET?
1	Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.	✓
2	Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.	✓
3	Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.	✓
4	Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.	✓
5	Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.	✓
6	Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.	✓
7	Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. (For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.)	✓
8	Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.	✓
9	Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.	✓
10	Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.	✓
11	Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.	✓
12	Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Pupils love the challenge of learning.	✓

	GRADE
Quality of teaching in the school	1

Personal development, behaviour and welfare: Outstanding		MET?
1	Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.	✓
2	Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.	✓
3	High quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.	✓
4	Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.	✓
6	Pupils value their education and rarely miss a day at school. <b>No groups of pupils are disadvantaged by low attendance.</b> The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.	X
7	Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.	✓
8	For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.	✓
9	Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.	✓
10	Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.	✓
11	The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.	✓
12	Pupils can explain accurately and confidently how to keep themselves healthy. <b>They make informed choices about healthy eating, fitness</b> and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.	X
13	Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.	✓
14	Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.	✓

15	Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.	✓
16	Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.	✓
		GRADE
<b>Personal development, behaviour and welfare</b>		<b>1</b>

Outcomes for Students: Good		MET?
1	Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points.	✓
2	The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points.	✓
3	Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.	✓
4	Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age.	✓
5	For pupils generally, and specifically for disadvantaged pupils and those who have special educational needs, progress is above average across nearly all subject areas.	✓
6	From each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally.	X
7	The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly.	✓
8	Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.	✓
		GRADE
<b>Outcomes for Students</b>		<b>2</b>



Inspecting the effectiveness of the 16 to 19 study programmes		MET?
1	Leaders pursue excellence. They improve provision and outcomes rapidly and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment as well as learners' retention, progress and skill development.	✓
2	Leaders plan, manage and evaluate study programmes so that learners undertake highly individualised and challenging learning that builds on their prior attainment, meets all the requirements of 16 to 19 provision and prepares them very well for future employment.	✓
3	Learners without GCSE grades A* to C in either English or mathematics follow appropriately tailored courses in English and/or mathematics. The considerable majority make substantial and sustained progress towards grade C or above.	✓
4	High-quality impartial careers guidance ensures that learners follow study programmes that build on their prior attainment and enable them to develop clear, ambitious and realistic plans for their future. Learners understand the options available and are informed about local and national skills needs.	✓
5	Teaching, learning and assessment support and challenge learners to make sustained and substantial progress in all aspects of their study programme. Teaching enables learners who fall behind to catch up swiftly and the most able to excel.	✓
6	Learners are confident and conduct themselves well. They are punctual. They have excellent personal, social and employability skills and undertake high quality non-qualification activities and work experience that matches their needs. Attendance rates are high.	✓
7	Learners are safe and feel safe. They are thoughtful, caring and respectful citizens. They take responsibility for keeping themselves safe and healthy and contribute to wider society and life in Britain.	✓
8	Throughout the time spent on their study programmes, learners and groups of learners make substantial and sustained progress from their starting points. Rates of retention are high for almost all groups of learners. Any gaps in the progress or retention of groups with similar starting points are closing.	✓
9	Almost all learners progress swiftly to higher levels during their study programme. Almost all learners complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship.	✓
10	Progress on level 3 qualifications in terms of value added is above average across nearly all subjects.	✓
		GRADE
Inspecting the effectiveness of the 16 to 19 study programmes		1

## School Evaluation: Detail

1: Overall Effectiveness		Grade: 1
<b>Headlines</b>	<p>The quality of teaching, learning and assessment is generally effective and often exceptional. Most teachers good or excellent outcomes are not only developing their practice through supportive CPD, but often take part in the sharing of good practice within the school or subject areas. Attainment is excellent in all key areas, with English, Maths, Science, Humanities and technology subjects; outcomes being strong when compared with the local and national context. In the Sixth Form outcomes are exceptional, in absolute terms, value added and destination. Where outcomes are not outstanding i.e. with specific targeted groups there is significant work being done to improve these and the effectiveness of this can be seen by rapid and sustained improvement. The school's thoughtful and wide-ranging promotion of students' spiritual, moral, social and cultural development; coupled with the exceptional ethos which radiates from the school enables students to thrive. Support mechanisms, to support students with challenges emanating from social, economic and psychological disadvantage are refined. Safeguarding is exemplary and there is a strong emphasis on the physical wellbeing of children. Significant work has been done into further securing the site and registration processes for the Sixth Form has been brought into line with the rest of the school. There is an unrivalled extra-curricular diet available for all students and is accessed by all students. Improvement planning and the continual quest for the school development is firmly rooted in the analysis of data, national initiatives, analysis of stakeholder voices and the best outcomes for UVHS students. Governors are firmly established in the school evaluation and development process. Behaviour is exceptional and exclusion rates, both fixed term and permanent are well below national averages. Where there are gaps between the behaviour of different groups and the whole school population, strategies are being developed to positively change trends. The pastoral system is exceptionally strategic, based on data analysis and trends, yet responsive and effective on a day to day basis.</p>	
<b>Impact and evidence</b>	<p>See <a href="#">Appendix A: Historic Data</a>            See <a href="#">Appendix B: Current Data Analysis</a>            See <a href="#">Appendix C: Teaching and Learning</a>            See <a href="#">Appendix D: Organisation</a>            See <a href="#">Appendix E: Groups Matrices.</a>            See <a href="#">Appendix F: Attendance and Wellbeing report.</a>            See <a href="#">Appendix G Behaviour record analysis.</a>            See <a href="#">Appendix H: Context</a>            See <a href="#">Appendix I: Stakeholder Voice</a>            See <a href="#">Appendix J: SEN</a>            See <a href="#">Appendix K: The Sixth Form</a></p> <p>See <a href="#">Appendix L: Employability</a>            See <a href="#">Appendix M: Intervention</a>            See <a href="#">Appendix N: Engagement Centre</a>            See <a href="#">Appendix O: Curriculum</a>            See <a href="#">Appendix P: External Support</a>            See <a href="#">Appendix Q: Governors</a>            See <a href="#">Appendix R: Appraisal</a>            See <a href="#">Appendix S: Extra Curricular</a>            See <a href="#">Appendix T: Subject Green Cards</a></p>	

## Challenges

- To close the gap in the rate of progress remaining between disadvantaged students and other students, (From OFSTED) and release the potential of all and improve the consistency of attainment of disadvantaged students where data analysis shows they are achieving less well than “All Students” when compared to national averages.
- To raise the achievement of Middle Achieving students, as identified by RASISEonline (Now ASP) and school data analysis and continue to develop academic and pastoral intervention strategies to motivate, engage and ensure achievement of Middle Achieving students. (From OFSTED)
- To move teaching to outstanding. To ensure that in all lessons teachers do move students on to the next task quickly enough and give them sufficient opportunities to work independently, share their ideas and assess their own and each other’s work. (From OFSTED)
- To ensure that students make or exceed national progress and attainment figures, measured using RASISEonline (Now ASP) analysis and achieve a high Progress 8 score.
- To develop the curriculum in such a way as to ensure that our students are best suited for the next stage of their lives whilst ensuring that the vast majority have 8 GCSEs which match requirements of Progress and Attainment 8 and qualifications which are relevant locally and nationally.
- Further develop the school assessment system at KS3 and 4 to increase consistency, validity and the quality of formative assessment.
- Further develop the school assessment system at KS5 to increase consistency, validity and the quality of formative assessment.
- To review and develop the KS4 curriculum in response to the change in qualifications.
- To improve the consistency of achievement of disadvantaged students where data analysis shows they are achieving less well than “All Students” when compared to national averages.
- Further develop the Key Stage 3 provision so that it creates a seamless flow into the KS4 curriculum and further develop the Year 8 into 9 option system.
- Further develop provision, facilities, support and curriculum in the sixth form to improve out comes for all students at all levels.
- To further develop the effectiveness and monitoring, of this effectiveness of the strategies developed and employed to secure the necessary progress of “Groups” where data analysis shows they are achieving less well than “All Students” when compared to national averages: Disadvantaged Students, Students who underachieved at KS2 and More Able.
- To review and further develop the organisation, monitoring and effectiveness of the pastoral system in response to changing personnel and priorities.
- To review and redevelop the school monitoring of teaching and learning and appraisal systems so that they are firmly embedded in professionalism and professional standards, changing the emphasis from top down to collegiate responsibility.
- To carry out a detailed and rigorous review of the Post 16 Curriculum.
- To develop the methodology and ideology to appoint a new Head Teacher.
- To investigate and develop strategies to improve the achievement of students who are targeted to achieve in the 5 to 7 band.
- To investigate and develop strategies to improve the achievement of students who are targeted to achieve in the 8 to 9 band.
- To investigate the possibility of becoming a teaching school.

2: Leadership and Management	Grade: 1
<b>Headlines</b>	<p>Leaders and governors have created a culture that enables students and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of students and staff, who are encouraged to model high quality professional behaviour. . The sophisticated relationships between staff and students are exemplary. Mutual respect and genuine consultation between Leaders and governors focus on consistently improving outcomes for all students, but especially for disadvantaged students; closing the gap between disadvantaged students and all students is a key focus and progress in achieving this is rapid and substantial improvement already</p> <p>The Governors and Senior Leadership Team are uncompromising in our ambition to make Ulverston Victoria High School a world class institution. Attainment for students across the curriculum is high and is improving rapidly. For example English and Mathematics, where attainment in both subjects is exceptional in the local and national context. However, this has not been achieved at the expense of a broad and balanced curriculum inspires students to want to learn. We have maintained a balanced curriculum despite pressures demanding a particular range of outcomes The range of subjects and courses helps students acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning. This is set within the imperative of the local context. At Key Stage 5 the curriculum has been adapted to meet the requirements of the new A levels, giving more time to all subjects, with additional non-A level subjects. The outcomes validate the wisdom of the decision making. At Key Stage 4, some tailoring of subjects to meet individual needs. The Governors and Senior Leadership team have developed the curriculum, not only to maximise outcomes in Performance Tables, but to meet progression entry requirements and also subject knowledge at the next level. Thus tiers of entry are carefully monitored. Students’ spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school’s work.</p> <p>Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the student premium and SEN funding, secures excellent outcomes for students. Governors do not shy away from challenging leaders about variations in outcomes for student groups, especially between disadvantaged and other students. Leaders and governors have a deep, accurate understanding of the school’s effectiveness informed by the views of students, parents and staff.</p> <p>The Senior Leadership maintains the pace and efficiency of school improvement by focusing on the impact of their actions in key areas. Leaders and governors use incisive appraisal systems linking this to outcomes and the quality of teaching and learning and then to professional development that encourages, challenges and supports teachers’ improvement. Teaching is highly effective across the school. Staff reflect on and debate the way they teach and lead and contribute to CPD.. Teachers feel deeply involved in their own professional development.</p> <p>Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their students We promote equality of opportunity and diversity exceptionally well, for students and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Consequently newly developed monitoring and appraisal systems exemplify the professional accountability of all staff.</p> <p>Leaders, staff and students do not tolerate prejudiced behaviour. Safeguarding is effective. Leaders and managers have created a culture of vigilance where students’ welfare is actively promoted. Students are listened to and feel safe. Staff are trained to identify when a student may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support students who are at risk or who are the subject of a multi-agency plan. Leaders’ work to protect students from radicalisation and extremism is exemplary. Leaders respond swiftly where students are vulnerable to these issues. High quality training develops staff’s vigilance, confidence and competency to challenge students’ views and encourage debate..</p>
<b>Impact and evidence</b>	<p>See <a href="#">Appendix A: Historic Date</a></p> <p>See <a href="#">Appendix B: Current Data Analysis</a></p> <p>See <a href="#">Appendix C: Teaching and Learning</a></p> <p>See <a href="#">Appendix D: Organisation</a></p> <p>See <a href="#">Appendix L: Employability</a></p> <p>See <a href="#">Appendix M: Intervention</a></p> <p>See <a href="#">Appendix N: Engagement Centre</a></p> <p>See <a href="#">Appendix O: Curriculum</a></p>

	<p>See <a href="#">Appendix G Behaviour record analysis.</a>  See <a href="#">Appendix H: Context</a>  See <a href="#">Appendix I: Stakeholder Voice</a>  See <a href="#">Appendix J: SEN</a>  See <a href="#">Appendix K: The Sixth Form</a></p>	<p>See <a href="#">Appendix P: External Support</a>  See <a href="#">Appendix Q: Governors</a>  See <a href="#">Appendix R: Appraisal</a></p>
<p><b>Challenges</b></p>	<ul style="list-style-type: none"> <li>• To further demonstrate in all areas of Ulverston Victoria High School outstanding Leadership by cultivating talent within the current staff and when making new appointments</li> <li>• Continue to develop the School Curriculum to empower the UVHS learner to have the best possible life chances whilst returning value for money with particular reference to changes to the National Curriculum, relevant qualifications and the changes to the assessment systems.</li> <li>• To maintain the financial security of the school and investigate different management models to ensure this.</li> <li>• To build on and further develop policy and practice of systems leadership enabling school support activities to be effective.</li> <li>• To have embedded the good practice of our Governing Body to enable it to be outstanding.</li> <li>• To continue to develop a clear vision for more able students, this is articulated with objectives, task, milestones and success criteria and which identifies, develops the raising of aspiration, challenges, and supports gifted and talented students within and outside the classroom.</li> <li>• To continue to develop a clear vision for disadvantaged students, that is articulated with objectives, task, milestones and success criteria and which develops the raising of aspiration, challenges, and supports disadvantaged students within and outside the classroom and to close the gap in the rate of progress remaining between disadvantaged students and other students, (From OFSTED) and release the potential of all.</li> <li>• Further develop the effectiveness of the Senior Leaders’ meetings to sharply monitor and review School Improvement activities.</li> <li>• Further develop staff welfare through staff voice; staff absence and back to work welfare meetings.</li> <li>• Further develop the induction programmes for new staff, newly qualified staff and middle leaders.</li> <li>• Develop the role of Coordinator of School and Community voice to produce a 360 understanding of the school by the leadership team and the valid and effective contribution of all stake holders.</li> <li>• To carry out a detailed and rigorous review of the Post 16 Curriculum.</li> <li>• To further develop the Key Stage 3 and Key Stage 3 into 4 option systems to be both fit for purpose and cost effective.</li> <li>• To review and redevelop the school monitoring of teaching and learning and appraisal systems so that they are firmly embedded in professionalism and professional standards, changing the emphasis from top down to collegiate responsibility.</li> <li>• To review and further develop the role position and role of Outstanding Subject Leader and Outstanding Subject Teachers and develop the new role of Outstanding Pastoral Leader.</li> <li>• Further develop the role of leadership of Year 7 by developing the “Wolverine Award”</li> <li>• To develop the effectiveness of the school reporting system, yet reducing the labour intensive nature of the old system to improve quality and have a positive impact on teacher workload.</li> </ul>	

3: Quality of teaching, learning and assessment	Grade: 1
<b>Headlines</b>	<p>A great deal of effort is put into the recruitment and development of staff to ensure that teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways students think about subject content. They identify students' common misconceptions and act to ensure they are corrected.</p> <p>Teachers plan lessons very effectively, linking lessons to programmes of study and the whole school assessment systems. Teachers ensure that they are making maximum use of lesson time and coordinating lesson resources well. They manage students' behaviour highly effectively with clear rules that are consistently enforced.</p> <p>Teachers provide adequate time for practice to embed the students' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of students. Teachers identify and support any student who is falling behind, and enable almost all to catch up. The school has sophisticated systems to ensure that students, particularly, but not exclusively, disadvantaged, have the opportunity to make up missing work, knowledge or understanding through "Catch-up", homework club and the intervention system which supports strategically and tactically.</p> <p>The school's "Yellow Sticker" formative assessment system and the rigorous summative assessment and reporting systems ensure that teachers check students' understanding systematically and effectively in lessons, offering clearly directed and timely support. Progress can then be strategically monitored and intervention used when necessary. There is a strong link between the academic and pastoral system with data and expertise being used inside and outside the classroom. Teachers provide students with incisive feedback, in line with the school's assessment policy, about what students can do to improve their knowledge, understanding and skills. The students use this feedback effectively. Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of students, that consolidates learning, deepens understanding and prepares students very well for work to come.</p> <p>Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all students with the necessary skills to make progress. The whole school literacy and numeracy policies are developing and being embedded. Teachers are determined that students achieve well. They encourage students to try hard, recognise their efforts and ensure that students take pride in all aspects of their work. Teachers have consistently high expectations of all students' attitudes to learning. Students love the challenge of learning at UVHS and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities. Students are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve. Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.</p> <p>Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of students' experiences and provide students with a comprehensive understanding of people and communities beyond their immediate experience. Students love the challenge of learning.</p> <p>The school's reporting system has been streamlined to reduce workload for teaching staff and improve the effectiveness and quality of information flow to parents. The school monitoring and appraisal system has also been improved to increase professional accountability, collaborative responsibility and its effectiveness; whilst streamlining the process and reducing stress and workload.</p>
<b>Impact and evidence</b>	<p>See <a href="#">Appendix A: Historic Data</a></p> <p>See <a href="#">Appendix B: Current Data Analysis</a></p> <p>See <a href="#">Appendix C: Teaching and Learning</a></p> <p>See <a href="#">Appendix L: Employability</a></p> <p>See <a href="#">Appendix M: Intervention</a></p> <p>See <a href="#">Appendix Q: Governors</a></p>

	<p>See <a href="#">Appendix D: Organisation</a>  See <a href="#">Appendix E: Groups Matrices.</a>  See <a href="#">Appendix J: SEN</a>  See <a href="#">Appendix K: The Sixth Form</a></p>	<p>See <a href="#">Appendix R: Appraisal</a>  See <a href="#">Appendix T: Subject Green Cards</a></p>
<p><b>Challenges</b></p>	<ul style="list-style-type: none"> <li>• To move teaching to outstanding. To ensure that in all lessons teachers do move students on to the next task quickly enough and give them sufficient opportunities to work independently, share their ideas and assess their own and each other's work. (From OFSTED) To continue to develop and enhance Teaching and Learning by embedding 'outstanding' practice to ensure Student achievement continues the upward trend.</li> <li>• To further embed and invigorate literacy and numeracy across the curriculum.</li> <li>• Further develop the Key Stage 3 provision so that it creates a seamless flow into the KS4 curriculum and further develop the Year 8 into 9 option system.</li> <li>• Further develop the school assessment system at KS3, 4 and 5 to increase consistency, validity and the quality of formative assessment.</li> <li>• To review and redevelop the school monitoring of teaching and learning and appraisal systems so that they are firmly embedded in professionalism and professional standards, changing the emphasis from top down to collegiate responsibility.</li> <li>• To review and develop the classroom experience in terms of teaching and learning for More Able students.</li> <li>• To investigate the possibility of becoming a teaching school.</li> </ul>	

4 Personal development, behaviour and welfare	Grade: 1	
<b>Headlines</b>	<p>Students are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school. Students discuss and debate issues in a considered way, showing respect for others' ideas and points of view.</p> <p>High quality, impartial careers guidance helps students to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training through high level Independent Advice and Guidance. Students understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life. Students value their education and rarely miss a day at school; with attendance well above national averages.</p> <p>Absence and persistent absence is rigorously challenged and the impact of this on groups is minimised, with initiatives such as the Attendance Action Plans. Intervention via the "Engagement Centre", learning mentor team and catch-up. The attendance of students who have previously had exceptionally high rates of absence is rising quickly towards the national average. Students' impeccable conduct reflects the school's effective strategies and ethos to promote high standards of behaviour. Students are self-disciplined. Incidences of low-level disruption are extremely rare. For individuals or groups with particular needs, there is sustained improvement in students' behaviour, from an already high level and a constant drive to improve attendance.</p> <p>Students work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. The carefully planned assembly programme and form time are used to inform and educate in these areas and outside providers are used when relevant and evidence shows that they are effective. Staff and students deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language. The school's open culture actively promotes all aspects of students' welfare. Students are safe and feel safe at all times.</p> <p>Senior Leaders know from surveys and incident/behaviour records that students understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have. The school is working hard to enable students can explain accurately and confidently how to keep themselves healthy. They have the opportunity to make informed choices about healthy eating and strategies are being developed to improve this, fitness and their emotional and mental well-being. They have an age appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation. Students have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites. Students' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society. The school is developing ways to enable students to be confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.</p> <p>Students discuss and debate issues in a considered way, showing respect for others' ideas and points of view.</p>	
<b>Impact and evidence</b>	<p>See <a href="#">Appendix D: Organisation</a>  See <a href="#">Appendix E: Groups Matrices</a>.  See <a href="#">Appendix F: Attendance and Wellbeing report</a>.  See <a href="#">Appendix G Behaviour record analysis</a>.  See <a href="#">Appendix H: Context</a>  See <a href="#">Appendix I: Stakeholder Voice</a>  See <a href="#">Appendix J: SEN</a></p>	<p>See <a href="#">Appendix K: The Sixth Form</a>  See <a href="#">Appendix L: Employability</a>  See <a href="#">Appendix M: Intervention</a>  See <a href="#">Appendix N: Engagement Centre</a>  See <a href="#">Appendix O: Curriculum</a></p>



## Challenges

- To further develop the intervention system within the school to ensure that the barriers to achievement are minimised and the achievement and aspirations of all groups of students including those identified as disadvantaged and more able is maximised.
- Where feasible to remove or to minimise the impact of socio economic factors to achievement
- To further reduce the gap between the percentage of students excluded from school who are disadvantaged and those who aren't.
- To further reduce the gap between the percentage of students with persistent absence from school who are disadvantaged and those who aren't.
- To further develop the school's assembly system to increase the participation of different stakeholders within school and develop the British Values and Spiritual, Moral, Social and Cultural Education of the School and further develop and embed Spiritual, Moral, Social, and Cultural Education within the curriculum and in the extra-curricular life of the school and use form periods and assembly system to include themes based on world/national events, historical anniversaries, "day of", the protect agenda and British values.
- To review and further develop the organisation, monitoring and effectiveness of the pastoral system in response to changing personnel and priorities.
- To review and develop the breadth and capacity of the ancillary pastoral support services.
- To develop and integrate the new pastoral leaders into the pastoral system.
- To develop the concept of the new Year 7s into "Lead Learners"; which will increase their capacity to work independently and also increase their resilience.
- To further develop "healthy eating" so that it becomes normal practice by the students at UVHS.

5 Outcomes for students	Grade: 2
<p><b>Headlines</b></p>	<p>Attainment is excellent in all key areas, with English, Maths, Science, Humanities and technology subjects; outcomes being strong when compared with the local and national context. From each different starting point, the proportions of students making and exceeding expected progress in English and in mathematics is strong. In the Sixth Form outcomes are exceptional, in absolute terms, value added and destination. Where outcomes are not outstanding i.e. with specific targeted groups there is significant work being done to improve these and the effectiveness of this can be seen by rapid and sustained improvement. Progress 8 scores are approximately average at KS4, but lag behind attainment of students at both KS4 and 5. The curriculum has been designed to maximise the acquisition of qualifications useful in the real world rather than for Performance Tables.</p> <p>Open group GCSE subjects are all relevant and have appropriate progression paths. Tiers of entry are chosen for the best overall outcome for the student and the acquisition of subject knowledge for level 3 courses. There is significant work done to maximise the outcomes for disadvantaged students and their outcomes are improving relative to their peers. This includes strategic and tactical intervention, catch-up, individual plans and pastoral support. The curriculum is tailored to meet the needs of all students, but all students have equal opportunity to access the subjects that interest them. The attainment of almost all groups of students is better than national averages or is improving rapidly. Students are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all students, higher proportions of students and of disadvantaged students, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.</p> <p>Students are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults. Large numbers of Students read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. For students generally progress is above average across nearly all subject areas and is improving rapidly and substantially for those students who are disadvantaged and/or have special educational needs.</p>
<p><b>Impact and evidence</b></p>	<p>See <a href="#">Appendix A: Historic Data</a>  See <a href="#">Appendix B: Current Data Analysis</a>  See <a href="#">Appendix E: Groups Matrices.</a></p> <p>See <a href="#">Appendix K: The Sixth Form</a>  See <a href="#">Appendix T: Subject Green Cards</a></p>
<p><b>Challenges</b></p>	<ul style="list-style-type: none"> <li>• To close the gap in the rate of progress remaining between disadvantaged students and other students, (From OFSTED) and release the potential of all and improve the consistency of attainment of disadvantaged students where data analysis shows they are achieving less well than “All Students” when compared to national averages.</li> <li>• To raise the achievement of Middle Achieving students, as identified by RASISEonline and school data analysis and continue to develop academic and pastoral intervention strategies to motivate, engage and ensure achievement of Middle Achieving students. (From OFSTED)</li> <li>• To ensure that students make or exceed national progress and attainment figures, measured using RASISEonline analysis and achieve a high Progress 8 score.</li> <li>• To have further developed systems of intervention for a wide range of students across Key Stages 3 and 4 through the use of specialist staff to increase the academic progress and attainment made by all students.</li> <li>• To develop the integrity, clarity and use of data in school to provide information for intervention and to give informative overviews to teaching staff, SLT and Governors and further develop the high level tracking system for groups and individual students.</li> <li>• To have further developed systems of intervention for a wide range of students across Key Stage 5 through the use of specialist staff to increase the academic progress and attainment made by all students.</li> <li>• Further develop the school assessment system at KS3 and 4 to increase consistency, validity and the quality of formative assessment.</li> </ul>

- Further develop the school assessment system at KS5 to increase consistency, validity and the quality of formative assessment.
- To further develop the effectiveness and monitoring, of this effectiveness of the strategies developed and employed to secure the necessary progress of “Groups” where data analysis shows they are achieving less well than “Non-disadvantaged students” when compared to national averages: Disadvantaged Students, Students who underachieved at KS2 and More Able.
- To investigate and develop strategies to improve the achievement of students who are targeted to achieve in the 6 to 7 band.
- To investigate and develop strategies to improve the achievement of students who are targeted to achieve in the 8 to 9 band.
- To investigate the difference in achievement between students with an EHCP and those without and develop strategies to improve the achievement of current students.
- To investigate the difference in achievement between boys and girls develop strategies to improve the achievement of current students.
- Investigate the match between students achieving 4s and 5s in both English and maths and develop support strategies to maximise the outcomes for those students.
- To investigate the underachievement in GCSE ICT and develop strategies to improve the achievement of current students.
- To investigate the underachievement in GCSE Law and develop strategies to improve the achievement of current students.

6 Inspecting the effectiveness of the 16 to 19 study programmes	Grade: 1	
<b>Headlines</b>	<p>The Head of Sixth Form, with the support of the newly developed Sixth form Leadership Team, pursues excellence. The School's Leadership team and Sixth Form Leadership teams improve provision and outcomes rapidly and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment as well as learners' retention, progress and skill development. New strategies, developed over the last two years have both increased the consistency, quality of assessment and assessment monitoring systems. Data is now analysed to the same forensic level as in the main school. This now drives the improvements in teaching and learning, in the classroom, and intervention outside it. The Head of Sixth Form, in consultation with the SLT, manages and evaluates study programmes so that learners undertake highly individualised and challenging learning that builds on their prior attainment, meets all the requirements of 16 to 19 provision and prepares them very well for future employment. The curriculum offer is continually being reviewed in response to national and local needs and changes to qualifications. The Sixth Form has an academic slant, maintaining traditional facilitating subjects, lost elsewhere in the area. Teaching, learning and assessment support and challenge learners to make sustained and substantial progress in all aspects of their study programme. Teaching enables students who fall behind to catch up swiftly and the most able to excel. The support for students who fall behind, need additional support or organisation is exceptional, with a proven track record of its effectiveness. Outcomes for all students are excellent, in 2017: the pass rate in 2017 for all A-level subjects was 100% and on average scored well above what was expected. Throughout the time spent on their study programmes, learners and groups of learners make substantial and sustained progress, evidenced by forensic tracking systems, from their starting points. Rates of retention are high for almost all groups of learners. Any gaps in the progress or retention of groups with similar starting points are closing. Progress Targets on level 3 qualifications in terms of value added have been reached in 2013, 2014, 2015 but not 2016. However in 2017 the L3VA qualifications met and exceeded targets with the schools best ever outcomes for A-Level.</p> <p>High quality impartial careers guidance ensures that learners follow study programmes that build on their prior attainment and enable them to develop clear, ambitious and realistic plans for their future. The School Leadership Team understands the options available and is informed about local and national skills needs. Students regularly achieve their preferred destinations, with large numbers of students going to Russell Group universities and achieving advanced apprenticeships.</p> <p>Learners are confident and conduct themselves well, genuine students, making good use of the available support and facilities. They are punctual, which is regarded as a basic requirement and valued. They have excellent personal, social and employability skills and undertake high quality non-qualification activities and work experience that matches their needs, such as EPQ. Attendance rates are high.</p> <p>Learners are safe and feel safe. They are thoughtful, caring and respectful citizens, taking opportunities to support local and national charities. They take responsibility for keeping themselves safe and healthy and contribute to wider society and life in Britain. Leadership is valued and developed in the Sixth Form, with the Sixth Form Head Boy and Girl team taking a key role in Sixth Form development.</p>	
<b>Impact and evidence</b>	<p>See <a href="#">Appendix A: Historic Data</a>  See <a href="#">Appendix B: Current Data Analysis</a>  See <a href="#">Appendix C: Teaching and Learning</a>  See <a href="#">Appendix D: Organisation</a>  See <a href="#">Appendix F: Attendance and Wellbeing report</a>.  See <a href="#">Appendix G Behaviour record analysis</a>.</p>	<p>See <a href="#">Appendix K: The Sixth Form</a>  See <a href="#">Appendix L: Employability</a>  See <a href="#">Appendix O: Curriculum</a>  See <a href="#">Appendix T: Subject Green Cards</a></p>
<b>Challenges</b>	<ul style="list-style-type: none"> <li>• Further develop quality and appropriateness of provision and hence the progress and achievement of learners and groups of learners in 16 to 19 classrooms.</li> <li>• To continue to develop and enhance Teaching and Learning by embedding 'outstanding' practice to ensure Student achievement continues the upward trend with particular reference to assessment for learning.</li> </ul>	

- Students continue to develop personal, social, employability and independent learning skills with the continued contribution of non-qualification or enrichment activities and/or work experience.
- Continue to develop procedures to develop attendance ,punctuality and further strengthen safeguarding processes within the sixth form and consequently support employability and life skills.
- To continue to develop a clear vision for more able students in the sixth form, that is articulated with objectives, task, milestones and success criteria which identifies and develops the raising of aspiration, challenges, and supports more able students within and outside the classroom.
- To continue to develop a clear vision for disadvantaged students in the sixth form, that is articulated with objectives, milestones and success criteria and which develops the raising of aspiration, challenges, and supports disadvantaged students within and outside the classroom and embed the system to track the progress of disadvantaged students.
- To continue to develop a clear vision for students with Special Educational Needs in the Sixth Form, that is articulated with objectives, milestones and success criteria and which develops the raising of aspiration, challenges, and supports students with Special Educational Needs within and outside the classroom.
- Further develop the school assessment system at KS5 to increase consistency, validity and the quality of formative assessment.
- To carry out a detailed and rigorous review of the Post 16 Curriculum.

7 Inspecting the effectiveness of the Governing Body	Grade: 1
<b>Headlines</b>	<p>There are positive relationships between governors and school leaders, based on trust, openness and transparency. The Governors systematically monitor the school's progress towards meeting agreed development targets. Information about what is going well and why, and what is not going well and why, is shared. Governors consistently ask for more information, explanation or clarification. This makes a strong contribution to robust planning for improvement. This is most apparent through the Governors' Working Group.</p> <p>The governors are well informed and knowledgeable because they are given high- quality, accurate information that is concise and focused on pupil achievement. This information is made accessible by being presented in a wide variety of formats, including charts and graphs. They regularly presented to by key members of the school academic and pastoral leadership.</p> <p>The governors are able to take and support hard decisions in the interests of pupils: to back the head teacher when they need to change staff when necessary. The governors support honest, insightful self-evaluation by the school, recognising problems and supporting the steps needed to address them. The Governors have absolute clarity about the different roles and responsibilities of the headteacher and governors underpinning the most effective governance.</p> <p>Protocols, specific duties and terms of reference are made explicit in written documents. The Governing Body is driven by a core of key governors including the chair, the chairs of committees and the Governor's working group. They see themselves as part of a team and build strong relationships with the headteacher, senior leaders and other governors. The governors visit departments in link visits and visit lessons in a systemised programme and gather information about the school. All governors visit the school regularly and talk with staff, pupils and parents. Clear protocols for visits ensure that the purpose is understood by school staff and governors alike. Alongside the information they are given about the school, these protocols help them to make informed decisions, ask searching questions and provide meaningful support.</p> <p>School leaders and governors behave with integrity and are mutually supportive. School leaders recognise that governors provide them with a different perspective which contributes to strengthening leadership. The questions they ask challenge assumptions and support effective decision-making. Governors have a significant input in the vision making process and the direction of, and the imperatives for, the direction the school takes. Governors use the skills they bring, and the information they have about the school, to ask challenging questions, which are focused on improvement, and hold leaders to account for pupils' outcomes. Time is used efficiently by governors because there are clear procedures for delegating tasks, for example to well organised committees. These committees have clear terms of reference, provide high levels of challenge and use governors' expertise to best effect. Systems are in place for sharing information and reporting back to the full governing body. This does not merely reiterate what has already been discussed in detail by the committee but focuses on the key points and decisions.</p> <p>The role of the clerk to the governors is pivotal to ensuring that statutory duties are met, meetings are well organised and governors receive the information they need in good time. Consequently, governors come to meetings well prepared and with pertinent questions ready so that they are able to provide constructive challenge. A detailed timeline of activities, maintained by the clerk and linked to the school development plan, provides a clear structure for the work of governors and ensures that their time is used appropriately. The governors in the schools use their external networks and professional contacts to fill any identified gaps in the collective skills of the governing body. The governing body constantly reflect on their own effectiveness and readily make changes to improve. They consider their own training needs, as well as how they organise their work.</p>
<b>Impact and evidence</b>	<p>See <a href="#">Appendix A: Historic Data</a>  See <a href="#">Appendix B: Current Data Analysis</a>  See <a href="#">Appendix Q: Governors</a></p>
<b>Impact and evidence</b>	<ul style="list-style-type: none"> <li>• Develop a system to challenge the performance of the governing body in addition to that of the schools.</li> <li>• Develop a system to improve on any incomplete knowledge and understanding in the governing body and bring in external expertise if necessary.</li> </ul>

- To develop clear induction procedures for new governors which help them to understand their roles and responsibilities and ensure that best use is made of their varied skills and expertise
- To develop the methodology and ideology to appoint a new Head Teacher.