



Ulverston Victoria High School



Inspire, Aspire, Excel

Self-Assessment 2022

SUMMARY

UVHS: Self Assessments: Summary of Judgements

| Current Evaluation Summary | | |
|----------------------------|--|---|
| 1 | Overall Effectiveness | 2 |
| 2 | Effectiveness of leadership and management | 1 |
| 3 | Quality of Education | 2 |
| 4 | Behaviour and Attitudes | 2 |
| 5 | Personal development | 2 |
| 6 | Sixth Form Provision | |

Evidence Base

SEF EVIDENCE BOOKLET CONTAINING:

- Assessment Data
- External Performance data
- Curriculum Plan
- Curriculum Statement
- Behaviour Summary

DEPARTMENT IMPROVEMENT PLANS:

- Long Term Plans
- Thematic Plan
- Pupil Learning journeys
- Schemes of work

MONTHLY BEHAVIOUR REVIEW

ASSESSMENT WINDOW PERFORMANCE MATRICES

GOVERNING BODY:

- Full Governors minutes
- Committee meeting minutes
- Department Improvement Plan Review
- Department Review
- Training record
- Monitoring Calendar and outcomes

DEPARTMENT DEFICIT IDENTIFICATION ASSESSMENTS

WHOLE SCHOOL DEFICIT REPORT

SCHOOL IMPROVEMENT PLAN
 INTERVENTION MINUTES
 LESSON OBSERVATION ANALYSIS
 TIMETABLE
 TEACHING AND LEARNING DEVELOPMENT PLAN
 MARKING AND ASSESSMENT POLICY
 LITERACY BASELINE AND ONGOING TESTS
 LITERACY/READING INTERVENTION DEVELOPMENT PLAN
 LESSON OBSERVATION ANALYSIS
 TIMETABLE
 ASSESSMENT CALENDAR
 HEALTH CHECK WEEK ANALYSIS
 DEPARTMENT REVIEW ANALYSIS
 LATEST SAFEGUARDING REPORT TO GOVERNORS
 LATEST HEALTH AND SAFETY REPORT
 POLICIES
 ANNUAL CONTINUOUS PROFESSIONAL DEVELOPMENT REVIEW
 STAFF SURVEYS
 PARENTAL VOICES
 STUDENT VOICES
 ASSEMBLY PROGRAMME
 FORM PERIOD PROGRAMME
 CAREERS PROGRAMME

School Context

| <i>Official DfE Stats in italics</i> | Self Evaluation Form Data | | | | | | |
|--|--------------------------------|----------|---------|---------|---------|---------|---------|
| | Academic Year | 2020-21 | 2018-19 | 2020-21 | 2021-22 | 2021-22 | 2021-22 |
| | Term | National | | | Autumn | Spring | Summer |
| Disadvantage (Y7-13) | Pupil Premium | - | 11.3% | 9.7% | 12.3% | | |
| | Eligible for Free School Meals | 18.2% | 5.4% | 7.1% | 7.4% | | |
| | | | | | | | |
| English as an Additional Language (Y7-13) | Students with EAL | - | 2.5% | 1.8% | 1.6% | | |
| | | | | | | | |

| | | | | | | | |
|--|--|-------|-------|-------|-------|--|--|
| Special Educational Needs (Y7-13) | Students with an EHCP | 2.0% | 2.2% | 3.1% | 2.8% | | |
| | Students with SEN Support | 11.5% | 13.1% | 12.4% | 11.6% | | |
| | Students with exam access arrangements | - | 19.6% | 17.9% | 13.9% | | |
| | Students with a disability | - | N/A | N/A | N/A | | |
| | | | | | | | |
| Ethnicity (Y7-13) | White - British | 64.9% | 94.5% | 94.5% | 94.0% | | |
| | Any other White background | 6.8% | 1.8% | 1.7% | 1.8% | | |
| | Any other mixed background | 2.4% | 0.8% | 1.8% | 1.6% | | |
| | All other ethnicities with fewer than 1% | - | 2.9% | 2.0% | 2.7% | | |
| | | | | | | | |
| Deprivation (Y7-13) | Students in IDACI bands A-F | - | 3.8% | 2.8% | 3.2% | | |
| | | | | | | | |
| Mobility (Y7-11) | Continuously at school from Sept Y7 | - | 95.3% | 96.4% | 97.4% | | |
| | | | | | | | |
| Attendance (Y7-11) | Attendance | - | 95.4% | 91.3% | 90.0% | | |
| | Pupil Premium Attendance | - | 92.9% | 89.6% | 85.5% | | |
| | Persistent Absence | - | 10.0% | 35.8% | 40.8% | | |
| | Pupil Premium Persistent Absence | - | 22.3% | 18.5% | 56.4% | | |
| | | | | | | | |
| Behaviour | Suspensions (Fixed Period Exclusions pre 2021) | - | 88 | 92 | 58 | | |
| | Permanent Exclusions | - | 1 | 1 | 0 | | |

| Progress 8 | | | |
|--------------------------------------|---------|---------|---------------|
| | 2017 | 2018 | 2019 |
| School progress score | -0.16 | 0.14 | 0.22 |
| Progress description | Average | Average | Above average |
| Local authority state-funded schools | -0.13 | -0.11 | -0.16 |
| England state-funded schools | -0.03 | -0.02 | -0.03 |

| Progress 8 (Disadvantaged) | | | |
|---|-----------------|----------------|-----------------|
| | 2017 | 2018 | 2019 |
| School disadvantaged pupils progress score | -0.51 | -0.42 | -0.29 |
| Confidence interval Open help text for Confidence interval opens a popup | (-1.03 to 0.02) | (-1.04 to 0.2) | (-0.84 to 0.26) |
| Local authority state-funded schools other (non-disadvantaged) pupils | -0.03 | 0.02 | -0.03 |
| Please note the confidence intervals. The very small number of students in each cohort mean that statistically these figures are apt to vary considerably and consequently are statistically insignificant. | | | |

| Percentage entered for English Baccalaureate. | | | |
|---|------|------|------|
| | 2017 | 2018 | 2019 |
| School | 35% | 26% | 44% |
| Local authority state-funded schools | 33% | 34% | 31% |
| England state-funded schools | 38% | 38% | 40% |

| This shows the number of pupils who either stayed in education or went into employment after finishing key stage 4 | | | |
|--|------|------|------|
| | 2017 | 2018 | 2019 |
| School | 96% | 97% | 99% |
| Local authority state-funded schools | 95% | 95% | 96% |
| England state-funded schools | 94% | 94% | 94% |

| This tells you the percentage of pupils who achieved Grade 5 or above | | | |
|---|------|------|------|
| | 2017 | 2018 | 2019 |
| School | 53% | 52% | 50% |
| Local authority state-funded schools | 42% | 43% | 41% |
| England state-funded schools | 43% | 43% | 43% |

| This tells you the percentage of pupils who achieved Grade 4 or above | | | |
|---|------|------|------|
| | 2017 | 2018 | 2019 |
| School | 78% | 73% | 74% |
| Local authority state-funded schools | 66% | 65% | 64% |
| England state-funded schools | 64% | 64% | 65% |

| Attainment 8 (All pupils) | | | |
|--------------------------------------|------|------|------|
| | 2017 | 2018 | 2019 |
| School | 50.1 | 52.9 | 52.6 |
| Local authority state-funded schools | 46.3 | 46.7 | 46.1 |
| England state-funded schools | 46.3 | 46.5 | 46.7 |

| Attainment 8 (Disadvantaged) | | | |
|--------------------------------------|------|------|------|
| | 2017 | 2018 | 2019 |
| School | 36.9 | 41.1 | 46.7 |
| Local authority state-funded schools | 48.8 | 49.3 | 48.8 |
| England state-funded schools | 49.8 | 50.1 | 50.3 |

School Context

| School name | Type of school | Number of pupils at end of key stage 4 | Progress 8 | Score & description | Entering EBacc | Staying in education or entering employment (2017 leavers) | Grade 5 or above in English & maths GCSEs | Attainment 8 score | EBacc average point score |
|--|-------------------|--|---------------|-----------------------------|----------------|--|---|--------------------|---------------------------|
| Cartmel Priory CofE School | Academy | 69 | 68 | Well above average 0.5 | 25% | 93% (63 of 68 pupils) | 52% | 57 | 4.37 |
| Remove | | | | | | | | | |
| Ulverston Victoria High School | Maintained school | 228 | 223 | Above average 0.22 | 44% | 99% (201 of 204 pupils) | 50% | 52.6 | 4.73 |
| Remove | | | | | | | | | |
| John Ruskin School | Maintained school | 28 | 28 | Average 0.33 | 11% | 97% (31 of 32 pupils) | 43% | 47.1 | 3.85 |
| Remove | | | | | | | | | |
| Chetwynde School | Academy | 55 | 35 | Average 0.09 | 49% | 100% (55 of 55 pupils) | 42% | 51.9 | 4.71 |
| Remove | | | | | | | | | |
| Dowdales School | Maintained school | 195 | 190 | Average -0.04 | 33% | 96% (198 of 207 pupils) | 39% | 46.4 | 4.06 |
| Remove | | | | | | | | | |
| Millom School | Maintained school | 91 | 89 | Average -0.16 | 3% | 94% (77 of 82 pupils) | 29% | 42.8 | 3.49 |
| Remove | | | | | | | | | |
| Dallam School | Academy | 132 | 114 | Average -0.18 | 32% | 96% (131 of 136 pupils) | 50% | 48.4 | 4.13 |
| Remove | | | | | | | | | |
| St Bernard's Catholic High School | Maintained school | 165 | 164 | Below average -0.27 | 4% | 96% (152 of 158 pupils) | 40% | 43.8 | 3.53 |
| Remove | | | | | | | | | |
| Furness Academy | Academy | 84 | 83 | Below average -0.47 | 0% | 94% (147 of 157 pupils) | 24% | 41 | 2.89 |
| Remove | | | | | | | | | |
| Walney School | Academy | 129 | 127 | Well below average -0.53 | 5% | 95% (121 of 127 pupils) | 29% | 41.2 | 3.49 |
| Remove | | | | | | | | | |
| St Bernards Catholic High School, Barrow | Academy | No data available or applicable for this school or college | | | | | | | |
| Remove | | | | | | | | | |
| England - state-funded schools | | 542621 | 512929 | -0.03 | 40% | 94% (497037 of 528139 pupils) | 43% | 46.7 | 4.07 |

| Progress Against last inspection | |
|----------------------------------|-----|
| 1 | 2 |
| 3 | 4 |
| 5 | 6 |
| 7 | 8 |
| 9 | 10 |
| 11 | 12 |
| 13 | 14 |
| 15 | 16 |
| 17 | 18 |
| 19 | 20 |
| 21 | 22 |
| 23 | 24 |
| 25 | 26 |
| 27 | 28 |
| 29 | 30 |
| 31 | 32 |
| 33 | 34 |
| 35 | 36 |
| 37 | 38 |
| 39 | 40 |
| 41 | 42 |
| 43 | 44 |
| 45 | 46 |
| 47 | 48 |
| 49 | 50 |
| 51 | 52 |
| 53 | 54 |
| 55 | 56 |
| 57 | 58 |
| 59 | 60 |
| 61 | 62 |
| 63 | 64 |
| 65 | 66 |
| 67 | 68 |
| 69 | 70 |
| 71 | 72 |
| 73 | 74 |
| 75 | 76 |
| 77 | 78 |
| 79 | 80 |
| 81 | 82 |
| 83 | 84 |
| 85 | 86 |
| 87 | 88 |
| 89 | 90 |
| 91 | 92 |
| 93 | 94 |
| 95 | 96 |
| 97 | 98 |
| 99 | 100 |

Areas to improve from last OFSTED VIST

| |
|----------|
| Progress |
|----------|

The progress of disadvantaged pupils compared to all pupils nationally needs to improve

As the data shows the gap between the achievement of All students and disadvantaged students and is large. This is narrowing but remains high. There are two mitigating factors:

1. The number of disadvantaged students is very small and consequently, statistically the data is not good enough to draw clear valid conclusions and the impact of the very few children who underachieve in this group has a significant, detrimental effect.
2. The improvement in the progress of All students has been steadily increasing over the last three years of exam results (2017 to 2019), so in actuality, the improvement in the progress of Disadvantaged students in absolute terms is significantly better than the data would suggest at first glance.

The table below shows intervention and outcomes for individual students.

- As the data shows the gap between the achievement of All students and disadvantaged students and is large. This is narrowing but remains high. There are two mitigating factors:
1. The number of disadvantaged students is very small and consequently, statistically the data is not good enough to draw clear valid conclusions and the impact of the very few children who underachieve in this group has a significant, detrimental effect.
 2. The improvement in the progress of All students has been steadily increasing over the last three years of exam results (2017 to 2019), so in actuality, the improvement in the progress of Disadvantaged students in absolute terms is significantly better than the data would suggest at first glance.
- The table below shows intervention and outcomes for individual students.

As the data shows the gap between the achievement of All students and disadvantaged students and is large. This is narrowing but remains high. There are two mitigating factors:

1. The number of disadvantaged students is very small and consequently, statistically the data is not good enough to draw clear valid conclusions and the impact of the very few children who underachieve in this group has a significant, detrimental effect.
2. The improvement in the progress of All students has been steadily increasing over the last three years of exam results (2017 to 2019), so in actuality, the improvement in the progress of Disadvantaged students in absolute terms is significantly better than the data would suggest at first glance.

The table below shows intervention and outcomes for individual students.

| Performance Matrix - Exams 2019 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------|---------------------|-------------------|-----------------|--------------------------------|------------|----------------|------------------|-------------|----------------------|--------------------|----------------|------------|-----------|---------|-------|------------------|-------------------|------------|---------------------|----------|-------------------|----------|-------------------|---------|------------------|-----------------|-------------------|--------------------|----------------------------|-----------------------|-----------------------------|------------|------------|----------------------|----------------------------|--------------------------|-------------------------|
| Disadvantaged | | | | Other PP, HHTS, FSM, Add Backs | | | | | | | | | | | | Other Students | | | | | | | | | | | | | | | | | | | | | |
| % Attendance | % Educated Off Site | KS2 Reading Level | KS2 Maths Level | CAT Mean | CAT Verbal | CAT Non-Verbal | CAT Quantitative | CAT Spatial | Word Reading Ability | Word Reading Score | Spelling Score | SEN Status | More Able | English | Maths | Progress 8 Score | P8 Score Estimate | P8 English | P8 English Estimate | P8 Maths | P8 Maths Estimate | P8 EBacc | P8 EBacc Estimate | P8 Open | P8 Open Estimate | P8 Slots Filled | EBacc Strong Pass | Intervention Level | Behaviour Incident Current | Behaviour Pts Current | Behaviour Incident Previous | Exclusions | Isolations | Detentions [2 Years] | Catchup Sessions [2 Years] | Num Initiatives [2 Year] | Achievement Pts Current |
| 94.38 | 0.33 | 5c | 4b | 81 | 88 | 72 | 75 | 90 | 100 | 99 | 108 | K | | U | 1 | -2.64 | -2.35 | -4.85 | -3.9 | -3.23 | -1.32 | -2.8 | -2.22 | -0.6 | -2.13 | 8 | Amber | 10 | 27 | 9 | 0 | 0 | 0 | 2 | 18 | 70 | |
| 80.63 | 0 | 5c | 4a | 101 | 102 | 99 | 103 | | | | 88 | L | Y | 4 | 4 | -0.83 | -0.09 | -1.31 | -0.36 | -0.76 | 0.16 | -1.04 | -0.77 | -0.34 | 0.63 | 10 | Red | 5 | 34 | 7 | 1 | 0 | 0 | 0 | 15 | 150 | |
| 73.75 | 98.31 | 4b | 4c | 88 | 99 | 94 | 75 | 83 | 88 | 100 | 113 | | | 3 | 1 | -1.49 | -3.39 | -0.75 | -3.87 | -1.93 | -3.06 | -0.89 | -2.97 | -2.3 | -3.69 | 8 | Amber | 1 | 1 | 7 | 0 | 0 | 0 | 2 | 28 | 5 | |
| 98.75 | 0.32 | 5c | 5b | 116 | 108 | 113 | 115 | 127 | 99 | | 108 | | Y | 8 | 6 | 0.23 | 0.72 | 1.68 | 0.75 | -0.23 | 0.87 | 0.5 | 0.78 | -0.72 | 0.54 | 10 | Yellow | 5 | 9 | 1 | 0 | 0 | 2 | 0 | 17 | 120 | |
| 94.38 | 0 | 4b | 4a | 93 | 97 | 85 | 92 | 99 | 103 | 100 | 90 | K | | 3 | 4 | -0.6 | -0.79 | -1.63 | -1.72 | 0.02 | -1.09 | 0.13 | 0.02 | -1.05 | -0.79 | 10 | Amber | 62 | 145 | 48 | 0 | 4 | 7 | 0 | 8 | 25 | |
| 93.75 | 0 | 4a | 4a | 104 | 100 | 98 | 107 | 111 | 109 | | 111 | | | 6 | 4 | 0.34 | 0.9 | 0.94 | 1.87 | -0.48 | 0.42 | 0.59 | 0.5 | 0.22 | 0.99 | 10 | Amber | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 30 | |
| 94.69 | 0 | 5c | 4a | 94 | 82 | 93 | 96 | 103 | 100 | 94 | 112 | K | | 4 | 4 | -1.37 | -1.75 | -1.07 | -2.13 | -0.48 | -0.59 | -2.41 | -3.16 | -1.11 | -0.84 | 9 | Red | 32 | 170 | 74 | 2 | 5 | 7 | 29 | 86 | 30 | |
| 97.5 | 0.32 | 5b | 4a | 107 | 108 | 110 | 102 | 109 | 105 | | 120 | | Y | 6 | 5 | 0.88 | 1.4 | 0.45 | 1.41 | -0.09 | 0.86 | 1.28 | 1.09 | 1.41 | 2.06 | 10 | Amber | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 130 | |
| 97.5 | 0 | 4a | 4a | 96 | 94 | 100 | 98 | 90 | 94 | | 96 | | | 4 | 4 | 0 | -0.14 | -0.63 | -0.72 | 0.02 | -0.09 | -0.2 | 0.02 | 0.62 | 0.04 | 10 | Amber | 4 | 8 | 6 | 0 | 0 | 1 | 0 | 1 | 56 | |
| 97.19 | 0 | | | 109 | 113 | 96 | 93 | 134 | 109 | | 100 | | | 6 | 7 | n/a | | | | | | | | | | 10 | Amber | | | | | | | | | | |
| 70.94 | 0.88 | 4b | 3c | 79 | 72 | 75 | 85 | 84 | 83 | 98 | 70 | K | | 2 | 1 | -1.38 | -1.65 | -1.21 | -2.39 | -1.26 | -1.49 | -1.33 | -1.15 | -1.64 | -1.75 | 10 | Red | 43 | 305 | 34 | 1 | 9 | 9 | 16 | 58 | 35 | |
| 100 | 0 | 5b | 5b | 116 | 119 | 125 | 106 | 112 | 104 | 122 | 81 | K | Y | 7 | 8 | 0 | | | | | | | | | | | | | | | | | | | | | |

"The curriculum for middle-ability pupils allows them to make even stronger progress" (2018 outcomes).

In terms of outcomes this is no longer an issue. See table below. In terms of developing an ambitious curriculum for all see analysis and school priority objectives in the Quality of education section below.

| Group | Student No | KS2 Prior | 9-5 E/M % | 9-4 E/M % | 9-5 EBacc % | 9-4 EBacc % | Attain 8 | English A8 | Maths A8 | English P8 | Maths P8 | EBacc P8 | Open P8 | Progress 8 |
|--------------|------------|-----------|-----------|-----------|-------------|-------------|----------|------------|----------|------------|----------|----------|---------|------------|
| All Students | 229 | 4.96 | 50.2% | 73.8% | 25.8% | 35.4% | 52.3 | 10.42 | 9.92 | -0.096 | 0.055 | 0.494 | 0.242 | 0.225 |

| | | | | | | | | | | | | | | |
|-------------------|-----|------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|--------|
| Disadvantaged | 26 | 4.86 | 34.6% | 65.4% | 19.2% | 26.9% | 42.42 | 8.77 | 8.15 | -0.710 | -0.620 | -0.434 | -0.638 | -0.469 |
| FSM | 14 | 4.9 | 21.4% | 64.3% | 21.4% | 21.4% | 38.25 | 7.86 | 7.29 | -1.212 | -1.120 | -1.026 | -0.958 | -0.948 |
| FSM Ever 6 | 23 | 4.83 | 34.8% | 69.6% | 17.4% | 26.1% | 43.96 | 8.87 | 8.52 | -0.603 | -0.360 | -0.191 | -0.391 | -0.305 |
| Non Disadvantaged | 203 | 4.97 | 52.2% | 74.9% | 26.6% | 36.5% | 53.56 | 10.63 | 10.15 | -0.026 | 0.132 | 0.601 | 0.343 | 0.305 |

| | | | | | | | | | | | | | | |
|-------|-----|------|-------|-------|-------|-------|-------|-------|------|--------|-------|-------|--------|-------|
| Boys | 110 | 4.92 | 43.6% | 67.3% | 17.3% | 27.3% | 49.92 | 9.65 | 9.95 | -0.461 | 0.109 | 0.296 | -0.056 | 0.013 |
| Girls | 119 | 5 | 56.3% | 79.8% | 33.6% | 42.9% | 54.5 | 11.13 | 9.9 | 0.246 | 0.003 | 0.680 | 0.522 | 0.423 |

| | | | | | | | | | | | | | | |
|------------|-----|------|-------|-------|-------|-------|-------|-------|-------|--------|--------|-------|-------|-------|
| Lower | 15 | 3.66 | 20.0% | 33.3% | 0.0% | 0.0% | 36.9 | 7.87 | 6 | 0.817 | 0.816 | 1.208 | 1.173 | 1.041 |
| Middle | 92 | 4.66 | 20.7% | 56.5% | 5.4% | 14.1% | 43.31 | 9.13 | 7.83 | -0.009 | -0.001 | 0.398 | 0.214 | 0.182 |
| Upper/High | 116 | 5.37 | 79.3% | 94.0% | 45.7% | 57.8% | 62.45 | 11.98 | 12.29 | -0.284 | 0.000 | 0.478 | 0.144 | 0.153 |

| | | | | | | | | | | | | | | |
|-------------|-----|------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|--------|
| EHCP | 7 | 4.19 | 28.6% | 42.9% | 0.0% | 0.0% | 32.71 | 7.71 | 6.29 | -0.101 | -0.070 | -0.253 | -0.512 | -0.053 |
| SEN Support | 36 | 4.52 | 19.4% | 44.4% | 0.0% | 5.6% | 40.56 | 7.61 | 7.5 | -0.714 | -0.108 | 0.247 | 0.029 | -0.082 |
| All SEN | 43 | 4.46 | 20.9% | 44.2% | 0.0% | 4.7% | 39.28 | 7.63 | 7.3 | -0.612 | -0.101 | 0.164 | -0.061 | -0.077 |
| No SEN | 186 | 5.08 | 57.0% | 80.6% | 31.7% | 42.5% | 55.31 | 11.06 | 10.53 | 0.023 | 0.091 | 0.571 | 0.312 | 0.295 |

| | | | | | | | | | | | | | | |
|-----|---|-----|--------|--------|--------|--------|----|----|----|-------|--------|-------|--------|-------|
| CLA | 1 | 5.4 | 100.0% | 100.0% | 100.0% | 100.0% | 64 | 16 | 12 | 1.680 | -0.225 | 0.503 | -0.720 | 0.226 |
|-----|---|-----|--------|--------|--------|--------|----|----|----|-------|--------|-------|--------|-------|

| | | | | | | | | | | | | | | |
|-----|---|------|-------|--------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|
| EAL | 3 | 5.23 | 66.7% | 100.0% | 66.7% | 66.7% | 61.67 | 10.67 | 12.67 | -0.583 | 0.633 | 0.940 | 0.562 | 0.461 |
|-----|---|------|-------|--------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|

School Improvement Priorities

| Area | Objective |
|---------------------------|---|
| Overall Effectiveness | To develop a culture of high level communication in school improvement planning. |
| Overall Effectiveness | To put staff and student welfare at heart of school improvement. |
| Leadership and Management | To develop the Governing body in terms of membership, skill set, routines and procedures to ensure the effective strategic leadership of the school. |
| Leadership and Management | To further empower and equip Leaders at all levels within school, through CPD, experience and the modelling of good practice to drive whole school improvement with greater confidence and develop the potential for leadership within the school. |
| Leadership and Management | To review and further develop the school wide monitoring of teaching and learning and appraisal systems so that they are firmly embedded in professionalism and professional standards. This will be clearly scheduled throughout the year and is based on clear, consistent methodologies. |
| Leadership and Management | Develop the sporting facilities on UVHS site for student and community use. |
| Leadership and Management | Develop the parking and access to site to increase the safety for students and staff and improve the quality of life for local residents who are affected by parking issues. |
| Leadership and Management | Further develop staff involvement in strategic decision making in order to improve: the effectiveness of these decisions, the relationships between the staff and the leadership and governing body and to improve wellbeing of staff. |
| Quality of Education | Further develop the school curriculum to be ambitious and meet the needs of pupils including those with SEND, by developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence with all pupils having access to the full breadth of the curriculum. Intent, implementation and impact is clear through the whole school and subject curricula. |
| Quality of Education | To develop the literacy of all students at UVHS, with particular reference to reading, not only as a goal in itself, but also in order to improve the access to examination papers for all students and improve attainment. |
| Quality of Education | To Further develop the school assessment system, embedded in the new schemes of work at KS3, KS4 and KS5 to increase consistency, validity and the quality of formative assessment. |
| Quality of Education | To review and develop the school marking policy with a view to enhancing its effectiveness and ensuring student progress whilst reducing workload and improving wellbeing of classroom teachers. |
| Quality of Education | To develop and embed systems to monitor the efficacy, cost effectiveness and equity of provision made, both strategically and tactically, used to intervene and break down barriers to achievement for disadvantaged students. |
| Behaviour and Attitudes | Develop the role of Student Bodies such as The School Parliament, Sixth Form Council, Head Boy and Girl Team and Senior students to contribute to school medium and long term strategic development. |
| Personal Development | Create and develop the concept of a UVHS Learner and develop strategies to develop this in Year 7 to look at behaviour for learning, mindfulness and engagement to strengthen transition to secondary school. |
| Personal Development | Further develop the anti-racist culture at UVHS to promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. |

| | |
|-----------------------------|--|
| Personal Development | Further develop positive attitude to gender (Gender equality, sexism and LGBTQ+ issues at UVHS to promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people. There is a culture of support and acceptance at UVHS. |
| Personal Development | To audit and further develop the PSHE curriculum to ensure that all students at UVHS receive all the necessary knowledge and skills to be rounded and informed young people ready to take their place in the real world and develop cultural capital. |

| 1 Overall Effectiveness | | | | Grade | 2 |
|--|--|---------------------------|---|-------|---|
| Strengths | | | Evidence | | |
| <ul style="list-style-type: none">• The quality of education is at least good.• All other key judgements are likely to be good or outstanding. In exceptional circumstances,• One of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving this area sustainably and securely towards good.• Safeguarding is effective. | | | GCSE AND A LEVEL EXTERNAL OUTCOME DATA BEHAVIOUR DATE SINGLE CENTRAL RECORD SCHOOL STRATEGIC IMPROVEMENT PLAN (Current and past) | | |
| Whole School Strategic Objectives | | | | | |
| Areas for development | To develop a culture of high-level communication in school improvement planning. | | | | |
| Next steps | Develop a working group: “The Headteachers Discussion Group” with representatives of from all Teaching departments. | | | | |
| | Return to the policy of developing school improvement initiatives with all staff. | | | | |
| | Investigate, develop and trial a communication process between the SLT and middle management. | | | | |
| | Further develop staff, student “voices” to inform school improvement planning. | | | | |
| | Embed the developmental nature of Subject Leaders meetings. | | | | |
| | Develop clear communication protocols with staff, students and parents. | | | | |
| | Further develop the school calendar so that all aspects of the school year including: | Meetings | | | |
| | | Formal Assessment windows | | | |
| | | Parents’ Evenings | | | |
| Teaching and Learning Monitoring | | | | | |
| Key Deadlines for school improvement | | | | | |
| Data Deadlines | | | | | |
| Areas for development | To put staff and student welfare at heart of school improvement. | | | | |
| Next steps | Develop a working group: “Staff Wellbeing” with representatives of from all areas of the school to tackle the causes of work-based anxiety and develop a positive working environment for all. | | | | |
| | Institute regular, calendared staff surveys | | | | |
| | Calendar union meetings with Headteacher | | | | |
| | Calendar Wellbeing twilight and social events | | | | |

| | |
|--|---|
| | Make on site counselling available to all staff |
| | Re-establish one to one meetings with the Headteacher |

| EVIDENCE TO SUPPORT SUMMARY EVALUATION | | |
|--|---|---|
| Ofsted inspection report: | | |
| Quality of education: | <p>SEF EVIDENCE BOOKLET CONTAINING:</p> <ul style="list-style-type: none"> • Assessment Data • External Performance data • Curriculum Plan • Curriculum Statement <p>DEPARTMENT IMPROVEMENT PLANS:</p> <ul style="list-style-type: none"> • Long Term Plans • Thematic Plan • Pupil Learning journeys • Schemes of work <p>ASSESSMENT WINDOW PERFORMANCE MATRICES</p> <p>GOVERNING BODY:</p> <ul style="list-style-type: none"> • Department Improvement Plan Review • Department Review <p>DEPARTMENT DEFICIT IDENTIFICATION ASSESSMENTS</p> <p>WHOLE SCHOOL DEFICIT REPORT</p> <p>SCHOOL IMPROVEMENT PLAN</p> <p>INTERVENTION MINUTES</p> | <p>LESSON OBSERVATION ANALYSIS</p> <p>TIMETABLE</p> <p>TEACHING AND LEARNING DEVELOPMENT PLAN</p> <p>MARKING AND ASSESSMENT POLICY</p> <p>LITERACY BASELINE AND ONGOING TESTS</p> <p>LITERACY/READING INTERVENTION DEVELOPMENT PLAN</p> <p>LESSON OBSERVATION ANALYSIS</p> <p>TIMETABLE</p> <p>ASSESSMENT CALENDAR</p> <p>HEALTH CHECK WEEK ANALYSIS</p> <p>DEPARTMENT REVIEW ANALYSIS</p> <p>LATEST SAFEGUARDING REPORT TO GOVERNORS</p> <p>LATEST HEALTH AND SAFETY REPORT</p> <p>POLICIES</p> <p>ANNUAL CONTINUOUS PROFESSIONAL DEVELOPMENT REVIEW</p> <p>STAFF SURVEYS</p> <p>PARENTAL VOICES</p> <p>STUDENT VOICES</p> <p>ASSEMBLY PROGRAMME</p> <p>FORM PERIOD PROGRAMME</p> <p>CAREERS PROGRAMME</p> |

| | | |
|---------------------------------|--|---|
| Behaviour and attitudes: | <p>SEF EVIDENCE BOOKLET CONTAINING:</p> <ul style="list-style-type: none"> • Behaviour Summary <p>DEPARTMENT IMPROVEMENT PLANS:</p> <ul style="list-style-type: none"> • Long Term Plans • Thematic Plan • Pupil Learning journeys • Schemes of work <p>GOVERNING BODY:</p> <ul style="list-style-type: none"> • Full Governors minutes • Committee meeting minutes • Department Improvement Plan Review • Department Review • Training record • Monitoring Calendar and outcomes | <p>SCHOOL IMPROVEMENT PLAN INTERVENTION MINUTES TEACHING AND LEARNING DEVELOPMENT PLAN LESSON OBSERVATION ANALYSIS HEALTH CHECK WEEK ANALYSIS DEPARTMENT REVIEW ANALYSIS LATEST SAFEGUARDING REPORT TO GOVERNORS LATEST HEALTH AND SAFETY REPORT POLICIES STAFF SURVEYS PARENTAL VOICES STUDENT VOICES MONTHLY BEHAVIOUR REVIEW ASSESSMENT WINDOW PERFORMANCE MATRICES ASSEMBLY PROGRAMME FORM PERIOD PROGRAMME CAREERS PROGRAMME</p> |
| Personal development: | <p>SEF EVIDENCE BOOKLET CONTAINING:</p> <ul style="list-style-type: none"> • Curriculum Plan • Curriculum Statement • Behaviour Summary <p>DEPARTMENT IMPROVEMENT PLANS:</p> <ul style="list-style-type: none"> • Long Term Plans • Thematic Plan • Pupil Learning journeys • Schemes of work <p>GOVERNING BODY:</p> <ul style="list-style-type: none"> • Full Governors minutes • Committee meeting minutes • Department Improvement Plan Review • Department Review • Training record • Monitoring Calendar and outcomes <p>DEPARTMENT DEFICIT IDENTIFICATION ASSESSMENTS WHOLE SCHOOL DEFICIT REPORT</p> | <p>SCHOOL IMPROVEMENT PLAN INTERVENTION MINUTES LESSON OBSERVATION ANALYSIS TIMETABLE TEACHING AND LEARNING DEVELOPMENT PLAN HEALTH CHECK WEEK ANALYSIS DEPARTMENT REVIEW ANALYSIS POLICIES STAFF SURVEYS PARENTAL VOICES STUDENT VOICES ASSEMBLY PROGRAMME FORM PERIOD PROGRAMME CAREERS PROGRAMME</p> |

| | | |
|--|---|--|
| <p>Leadership and management:</p> | <p>SEF EVIDENCE BOOKLET CONTAINING:</p> <ul style="list-style-type: none"> • Assessment Data • External Performance data • Curriculum Plan • Curriculum Statement • Behaviour Summary <p>DEPARTMENT IMPROVEMENT PLANS:</p> <ul style="list-style-type: none"> • Long Term Plans • Thematic Plan • Pupil Learning journeys • Schemes of work <p>MONTHLY BEHAVIOUR REVIEW</p> <p>ASSESSMENT WINDOW PERFORMANCE MATRICES</p> <p>GOVERNING BODY:</p> <ul style="list-style-type: none"> • Full Governors minutes • Committee meeting minutes • Department Improvement Plan Review • Department Review • Training record • Monitoring Calendar and outcomes <p>DEPARTMENT DEFICIT IDENTIFICATION ASSESSMENTS</p> <p>WHOLE SCHOOL DEFICIT REPORT</p> | <p>SCHOOL IMPROVEMENT PLAN</p> <p>INTERVENTION MINUTES</p> <p>LESSON OBSERVATION ANALYSIS</p> <p>TIMETABLE</p> <p>TEACHING AND LEARNING DEVELOPMENT PLAN</p> <p>MARKING AND ASSESSMENT POLICY</p> <p>LITERACY BASELINE AND ONGOING TESTS</p> <p>LITERACY/READING INTERVENTION DEVELOPMENT PLAN</p> <p>LESSON OBSERVATION ANALYSIS</p> <p>TIMETABLE</p> <p>ASSESSMENT CALENDAR</p> <p>HEALTH CHECK WEEK ANALYSIS</p> <p>DEPARTMENT REVIEW ANALYSIS</p> <p>LATEST SAFEGUARDING REPORT TO GOVERNORS</p> <p>LATEST HEALTH AND SAFETY REPORT</p> <p>POLICIES</p> <p>ANNUAL CONTINUOUS PROFESSIONAL DEVELOPMENT REVIEW</p> <p>STAFF SURVEYS</p> <p>PARENTAL VOICES</p> <p>STUDENT VOICES</p> <p>ASSEMBLY PROGRAMME</p> <p>FORM PERIOD PROGRAMME</p> <p>CAREERS PROGRAMME</p> |
|--|---|--|

| | | |
|---|--|--|
| Quality of sixth-form provision (if applicable): | <p>SEF EVIDENCE BOOKLET CONTAINING:</p> <ul style="list-style-type: none"> • Assessment Data • External Performance data • Curriculum Plan • Curriculum Statement • Behaviour Summary <p>DEPARTMENT IMPROVEMENT PLANS:</p> <ul style="list-style-type: none"> • Long Term Plans • Thematic Plan • Pupil Learning journeys • Schemes of work <p>MONTHLY BEHAVIOUR REVIEW ASSESSMENT WINDOW PERFORMANCE MATRICES GOVERNING BODY:</p> <ul style="list-style-type: none"> • Full Governors minutes • Committee meeting minutes • Department Improvement Plan Review • Department Review • Training record • Monitoring Calendar and outcomes <p>DEPARTMENT DEFICIT IDENTIFICATION ASSESSMENTS WHOLE SCHOOL DEFICIT REPORT</p> | <p>SCHOOL IMPROVEMENT PLAN INTERVENTION MINUTES LESSON OBSERVATION ANALYSIS TIMETABLE TEACHING AND LEARNING DEVELOPMENT PLAN MARKING AND ASSESSMENT POLICY LITERACY BASELINE AND ONGOING TESTS LITERACY/READING INTERVENTION DEVELOPMENT PLAN LESSON OBSERVATION ANALYSIS TIMETABLE ASSESSMENT CALENDAR HEALTH CHECK WEEK ANALYSIS DEPARTMENT REVIEW ANALYSIS LATEST SAFEGUARDING REPORT TO GOVERNORS LATEST HEALTH AND SAFETY REPORT POLICIES ANNUAL CONTINUOUS PROFESSIONAL DEVELOPMENT REVIEW STAFF SURVEYS PARENTAL VOICES STUDENT VOICES ASSEMBLY PROGRAMME FORM PERIOD PROGRAMME CAREERS PROGRAMME</p> |
| Overall effectiveness: | <p>SEF EVIDENCE BOOKLET CONTAINING:</p> <ul style="list-style-type: none"> • Assessment Data • External Performance data • Curriculum Plan • Curriculum Statement <p>DEPARTMENT IMPROVEMENT PLANS:</p> <ul style="list-style-type: none"> • Long Term Plans • Thematic Plan • Pupil Learning journeys • Schemes of work <p>ASSESSMENT WINDOW MATRICES DEPARTMENT DEFICIT IDENTIFICATION ASSESSMENTS</p> | <p>WHOLE SCHOOL DEFICIT REPORT SCHOOL IMPROVEMENT PLAN INTERVENTION MINUTES LESSON OBSERVATION ANALYSIS TIMETABLE TEACHING AND LEARNING DEVELOPMENT PLAN MARKING AND ASSESSMENT POLICY LITERACY BASELINE AND ONGOING TESTS LITERACY/READING INTERVENTION DEVELOPMENT PLAN LESSON OBSERVATION ANALYSIS TIMETABLE ASSESSMENT CALENDAR HEALTH CHECK WEEK ANALYSIS DEPARTMENT REVIEW ANALYSIS</p> |

| 2 Leadership and Management | | Grade | 2 |
|-----------------------------|---|-------|---|
| Strengths | Evidence | | |
| | <p>The Leadership Team at UVHS has a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. This vision has been maintained throughout the pandemic and beyond/during the transitional period.</p> <p>The Leadership Team at UVHS is developing an ambitious curriculum for all students. There is a strategic focus on improving, through a rigorous programme of training, teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. By force, this has involved much in house training over the passed two years and external training is now becoming more common.</p> <p>The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote education. As a school UVHS was fortunate to have developed a level of expertise in the IT system required for remote education, prior to the pandemic. Teams was already embedded as a Homework delivery tool and a VLE prior to COVID and consequently the delivery of first distance learning and then virtual learning was able to be delivered at a high level early in the pandemic.</p> <p>UVHS has an inclusive culture of achievement and subsequent progression routes. It is against the school ethos, in which is embedded the old maxim that every child matters, that to manipulate students' outcomes to enhance league tables at the expense of useful qualifications and a coherent knowledge of the world and their place in it. It is very rare for a student not to complete the full five years at UVHS unless they move geographically this is due to lots of support mechanisms, tuned for individual students.</p> <p>AT UVHS the aim is to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. There are several very effective support systems at UVHS which are deployed, dependent on need. These include Learning Mentors who manage one to one and one to small group support, a school nurse, a school counsellor and a family liaison officer who works closely with the pastoral team and our anxiety and mental health reengagement manager to support students struggling to attend school due to anxiety. Consequently all students on roll at the end of Year 11 are successful in achieving positive academic outcomes. Where students are attending offsite provision this is carefully monitored and meets need. This together with flexible timetables has increased dramatically following the pandemic and these are carefully developed and monitored.</p> <p>Where students struggle to attend school due to mental health issues</p> <p>UVHS is a community school with informal and informal links enabling the school to engage effectively with pupils and others in the school and local community, including, when relevant, parents, employers and local services. There is a very effective programme to prepare pupils for the world of work and further study, with curricular and extracurricular content.</p> <p>Leadership and management of staff is well thought out and structured. Staff are usually involved with school improvement, when significant developments are brought in over time, such as changes to the school behaviour policy, homework policy and development of teaching and learning pedagogy. The SLT engage with staff and are aware and take account of the main pressures on them. There is a need for rapid school improvement but this is balanced by the need reduce pressure on staff given the additional pressures put onto them by the pandemic.</p> | | |

Realistic and constructive in the way they manage staff, including their workload are being discussed and developed.

There is careful thought given at the planning stage to managing staff workloads, with systems designed to reduce teacher workload. Staff have additional PPA time to allow for high quality preparation and assessment. Necessary actions to meet the challenges presented by the pandemic have been carefully planned and implemented, with the impact on the pupils and teachers considered and where necessary mitigated. No form of harassment is tolerated and there is a culture of disclosure, though cases are almost zero.

An improvement plan, for the development of Governors, is being written to ensure a level of expertise understanding of their role and carry this out effectively, developing further knowledge and skills each year.

Governors are developing their role in school to develop a clear vision and strategy. They ensure resources are managed well and that leaders are held to account for the quality of education, including the Intent, Implementation and Impact of the curriculum, both academic and for personal development.

Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.

Ulverston Victoria High School has a culture of safeguarding that supports effective arrangements: to identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

| | | |
|------------------------------|--|---|
| Areas for development | To develop the Governing body in terms of membership, skill set, routines and procedures to ensure the effective strategic leadership of the school. | |
| Next steps | | |
| | | |
| | | |
| | | |
| | | |
| Areas for development | To further empower and equip Leaders at all levels within school, through CPD, experience and the modelling of good practice to drive whole school improvement with greater confidence and develop the potential for leadership within the school. | |
| Next steps | Develop the concept of a "Career Development plan" | As a section of the Personal Profile of the Appraisal Process develop a CPD training record with completed training and aspirations |
| | | Develop shadowing opportunities for aspirational middle leaders. |
| | | Revisit short middle leader conferences as CPD development. |
| | | Develop the concept of overnight middle leader conferences as CPD development. |

| | | |
|------------------------------|---|--|
| Areas for development | To review and further develop the school wide monitoring of teaching and learning and appraisal systems so that they are firmly embedded in professionalism and professional standards. This will be clearly scheduled throughout the year and is based on clear, consistent methodologies. | |
| Next steps | To develop a clear monitoring policy, system and paperwork for summer 2022. | |
| | To monitor Teaching and Learning in departments ensuring transparency with subject leaders. | |
| | Further develop the concept of an individual "Teacher's Profile" as a record of career development for all staff. | |
| Areas for development | Develop the sporting facilities on UVHS site for student and community use. | |
| Next steps | To develop the tennis courts as all-weather pitches for the use of the school and community. | Secure funding |
| | | Develop service level agreement and memorandum of understanding with X Soccer |
| | | Manage construction work and installation of power. |
| | To liaise with the scouts to develop a shared building as an additional PE/ space during the day and a community resource in the evening. | Develop service level agreement and memorandum of understanding with the scouts. |
| | | Raise matched funding. |
| | | Carryout planning architectural planning |
| | | Build |
| | | Put into operation |
| | To develop the "middle pitch" as a full size all-weather pitch for the use of the school and community. | Secure funding from the FA |
| | | Develop service level agreement and memorandum of understanding with the FA |
| | | Manage construction work and installation of power. |
| | To develop a carpark and <i>cordon sanitaire</i> area to allow primary schools and community to use facilities when the school is in sessions. | Secure funding |
| | | Attain planning permission |
| | | Manage construction work and installation of power. |
| Areas for development | Develop the parking and access to site to increase the safety for students and staff and improve the quality of life for local residents who are affected by parking issues. | |
| Next steps | Develop the bus turn around and carpark | Secure funding from the LA |
| | | Attain planning permission |
| | | Manage the design and construction work. |
| Areas for development | Further develop staff involvement in strategic decision making in order to improve: the effectiveness of these decisions, the relationships between the staff and the leadership and governing body and to improve wellbeing of staff. | |
| Next steps | Develop a regular, twice a year, staff survey to look at staff Wellbeing and views on school development. | |
| | Develop a "Headteachers Discussion Group" with representatives of each department to discuss School Improvement Priorities. | |
| | Develop a "Staff Wellbeing Group" with representatives from across the school to manage wellbeing activities. | |
| | Lines of communication, with all members of staff are streamlined and made effective. | |
| | School Improvement Schedule is clearly calendared, with review windows and School Improvement priorities clearly identified. | |
| | Revert to the usual 1 to 1 meetings for all staff with the Headteacher with an open agenda. | |

| 3 Quality of Education | | Grade | 2 |
|---|--|----------|---|
| Strengths | | Evidence | |
| Intent | The Curriculum at UVHS is being developed to be ambitious so as to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. The National Curriculum is followed: KS3 is three years (Years 7, 8 and 9) and is designed to be broad and balanced. There is some choice in Year 9: this allows students, for example, to increase curriculum time in areas such as Computer Science at the expense of a second modern foreign language or performing arts. The drive at UVHS is to continue to develop the curriculum to be coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. The intention is for there to be a “spiral” curriculum in each subject that takes all learners through each Key Stage. Inherent in this is the EBacc. Although not complete in all subject areas, there is a strong drive to bring this about and then continually review and develop further. There is a drive to review the languages offer at all key stages with a view to increasing the take up at KS4 Choices at Key Stage 4 reflect the need to put the EBacc at the heart of the curriculum in line with the DFE’s ambition. | | |
| | The curriculum is being designed and developed to be ambitious and meet the needs of all pupils including those with SEND. This involves developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. All students have access to the full breadth of the curriculum and there is scaffolding and support to enable all students to gain the requisite knowledge and understanding. The breadth of the curriculum reflects the local context, with much employment being focussed in the engineering and hospitality sectors. | | |
| | Subject Leaders are identifying gaps in knowledge and understanding resulting from the pandemic using diagnostic tools. These are most acute amongst disadvantaged students who were least able to access the school curriculum whilst not in school. Impact on students in general was less significant for a number of reasons: | | |
| | <ul style="list-style-type: none">• Loss of contact time was less than the national average.• The Key Stage 4 curriculum was adapted to allow more time for Option subjects in Year 10 and more time for core subjects in Year 11.• Live lessons, excepting staff absence, were universal, so there was little teaching lost in terms of time (though not of the normal nature).• Disadvantaged children were affected more and the number that could be considered disadvantaged by the government’s definition or socio-economic deficit increased.• Everything that could be done to support these children (such things as IT support, was done. | | |
| More intervention is now being integrated into the curriculum in response to this. | | | |
| Implementation: | Quality of teaching and learning | | |
| | Teachers have excellent knowledge of the subject(s) and courses they teach; the majority of teaching staff teach to A level, which has had a very positive impact as the new specifications have increased the level of content over the past few years. Teachers are well supported by Subject Leaders and there is a collegiate approach to lesson planning. | | |
| Very few teachers teach out of subject, and almost never out of faculty, but where this occurs leaders provide effective support for those teaching outside their main areas of expertise. Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. | | | |

| | | | |
|--|---|--|---|
| | <p>They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. The school's assessment and marking system is based on written formative assessment. Opportunities for verbal feedback, self-assessment and peer assessment are taken where appropriate. There is a constant drive to develop pedagogy so that teachers respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. Differentiation is being developed to ensure that it is built into the structure of lessons as scaffolding and support, with ambitious outcomes for all students, including those who are disadvantaged or who have SEND.</p> <p>Over the course of study, teaching methodologies are being developed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. Programmes of study are being developed to facilitate constant revisiting of knowledge and understanding as students progress through the years. Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum. Materials from lessons are accessible to all students through TEAMS, whether in or outside school.</p> <p>Assessment</p> <p>At UVHS we are developing the effective use of assessment, inside the classroom and strategically to plan the curriculum and appropriate interventions. At present this is sound, but there are further developments necessary in terms of consistency. For example, the school's marking policy emphasises formative assessment it is used to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. However, it is standardisation and moderation of summative assessment, which fuels intervention in and outside the classroom where development is vital.</p> <p>Different assessment methodologies are being developed, such as question level analysis to understand different starting points and gaps as a result of the pandemic. Leaders understand the limitations of assessment: so that it is used formatively to improve progress and summative to inform strategic interventions without putting unnecessary burdens on staff or pupils. Consequently there is a clear focus in School Improvement Planning to further develop the validity of assessment data. Teachers create an environment that focuses on pupils. Teaching is collaboratively planned to ensure a well resourced high level experience which is consistent for all students but does not create unnecessary workload for staff.</p> <p>Planning and delivery reflect the school's ambitious intentions for the course of study. Materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulative acquisition of knowledge.</p> <p>Reading is a significant priority for school improvement. Reading is the key to accessing the school curriculum and terminal exams. Two areas require intervention to allow pupils to access the full curriculum offer. Firstly gaps that were brought to KS3 by students from KS2 and the increase of these gaps and the creation of new ones from the pandemic. A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. Methodologies to assess reading attainment are being developed to enable gaps to be identified are addressed quickly and effectively for all pupils with intervention within the timetable and in form periods.</p> <p>The school is looking to use CPD to that teachers have sufficient confidence in their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.</p> | | |
| Impact: | <table border="1"> <tr> <td data-bbox="360 1334 1283 1414">Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce.</td><td data-bbox="1283 1334 2074 1414"> School Outcomes 2019 (last external data) All Pupils </td></tr> </table> | Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce. | School Outcomes 2019 (last external data) All Pupils |
| Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce. | School Outcomes 2019 (last external data) All Pupils | | |

| | | |
|--|--|--|
| | <p>Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.</p> <p>Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study.</p> <p>Pupils with SEND achieve the best possible outcomes, with progress measures demonstrating this.</p> <p>The majority of pupils read widely and often, with fluency and comprehension appropriate to their age. Where this is not the case appropriate strategic interventions are put into place to close gaps and encourage reading and develop skill.</p> <p>Pupils are able to apply mathematical knowledge, concepts and procedures appropriately for their age.</p> <p>However, there is a gap between the progress made by disadvantaged students and other students at GCSE. Although the low numbers of disadvantaged students mean that there are statistical issues with drawing significant conclusions, it is clear that this is an area for development.</p> | <ul style="list-style-type: none"> • Progress 8 is our highest ever score +0.225 despite Attainment 8 decreasing slightly from 2018. • Progress in English and maths were both around 0.00, in line with the national average. • Progress in the EBacc subjects was particularly high at +0.494, almost half a grade above the national average, and also strong in the Open subjects at +0.242, almost a quarter of a grade. • The E&M pass rate at 9-4 is 73.8%, similar to last year, but at 9-5 it has fallen by 2% to 50.2%. • The EBacc pass rate has increased considerably to 35.4% in 2019 compared to 23.7% in the previous year. <p>Disadvantaged Pupils</p> <ul style="list-style-type: none"> • The disadvantaged Progress 8 gap has increased from 0.660 in 2018 to 0.774 in 2019. Both scores are worse than the national average gap of 0.50. • If non-attending pupils (HHTS) are removed from the calculation the gap shrinks to 0.431, better than the national result. • The E&M pass rate at 9-4 is much higher than in previous years at 65.4%. Almost 66% disadvantaged students achieved the crucial grades compared to 37.5% in 2018. • The EBacc pass rate for disadvantaged pupils has more than trebled from 8.3% in 2018 to 26.9% this year. <p>Gender</p> <ul style="list-style-type: none"> • The gender gap for Progress 8 has shrunk slightly from 0.486 in 2018 to 0.410 in 2019. • The progress gap remains particularly high in English and the Open subjects, with girls outperforming boys. • The E&M pass rates show a significant difference of 12.5% for 9-4 and 12.7% for 9-5. This is similar to 2018 at 9-4 and slightly higher at 9-5. • The EBacc pass rate has improved by 11% for boys and by 12.6% for girls since 2018 but there remains a significant gap. <p>Ability</p> |
|--|--|--|

| | | |
|------------------------------|---|--|
| | | <ul style="list-style-type: none"> • A small number (3) Lower ability students did exceptionally well and this raises the overall Progress 8 to more than one GCSE grade +1.041. • Middle ability students have achieved stronger Progress 8 scores than Upper ability with the gap changing from -0.377 in 2018 to +0.029 in 2019. • The E&M pass rate at 9-4 has increased by 8.2% for Middle ability students to 56.5%. • The EBacc pass rate for Middle ability students has more than doubled from 6.9% in 2018 to 14.1% in 2019. <p>SEND</p> <ul style="list-style-type: none"> • The Progress 8 score for EHCP pupils has improved from -0.333 in 2018 to -0.053 in 2019. • For SEN Support pupils it has decreased very slightly from +0.010 to -0.082, less than 1/10th of a grade. • The E&M 9-4 pass rate has improved by almost 10% for EHCP pupils and by 3.7% for SEN support. • EBacc pass rates remain low. <p>Notes</p> <ul style="list-style-type: none"> • The results do not include remarks and grades changed after appeals. They will not show up in the national results until the final data release in January. |
| Areas for development | Further develop the school curriculum to be ambitious and meet the needs of pupils including those with SEND, by developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence with all pupils having access to the full breadth of the curriculum. Intent, implementation and impact is clear through the whole school and subject curricula. | |
| Next steps | The whole School offer is reviewed and amended and a "Curriculum Statement" is written and published. | |
| | Each Subject area will develop an ambitious "Spiral Curriculum" that will include the following: Long Term Plan. Lesson by lesson scheme of work which will include a medium term plan. Student Learning journey. | |
| | Formal Assessment opportunities identified in line with whole school protocol. | |
| | Homework opportunities identified. | |

| | |
|------------------------------|--|
| | Curriculum is taught, reviewed and changes made. |
| Areas for development | To develop the literacy of all students at UVHS, with particular reference to reading, not only as a goal in itself, but also in order to improve the access to examination papers for all students and improve attainment. |
| Next steps | Develop a clear development plan. |
| | Develop a baseline testing system for literacy that will enable students to be tested on entry and thence annually to track progress and allow precise targeting of intervention. |
| | Develop interventions focussed on small groups of students such as literacy groups focussing on basic reading and comprehension. |
| | Development of schemes of work for form periods aimed at raising the amount and level of reading of individuals. |
| | Development of schemes of work for form periods aimed at raising the general literacy of all students. |
| | Develop schemes of work across the school to increase the focus on literacy and to identify opportunities for reading and writing to be developed as part of the acquisition of knowledge, understanding and skill in all subject areas. |
| | Revisit and strengthen the whole school literacy marking policy and monitor to ensure compliance and consistency. |
| | Continue to develop pedagogy in the classroom to support literacy. |
| Areas for development | To Further develop the school assessment system, embedded in the new schemes of work at KS3, KS4 and KS5 to increase consistency, validity and the quality of formative assessment. |
| Next steps | Embed the assessment calendar for each subject with clear formal assessment windows. |
| | Develop assessments in each subject and schedule on schemes of work. |
| | Develop a clear moderation and standardisation policy in each subject to ensure validity of data based on the percentage of UVHS students expected to achieve each grade. |
| | To develop monitoring systems to ensure consistency and rigour in all aspects of summative assessment at UVHS. |
| Areas for development | To review and develop the school marking policy with a view to enhancing its effectiveness and ensuring student progress whilst reducing workload and improving wellbeing of classroom teachers. |
| Next steps | Develop a consultation programme with all stakeholders. |
| | Research current educational thinking. |
| | Develop a policy in Whole School Twilight |
| | Roll out new policy |
| | Review, adapt and embed. |
| Areas for development | To develop and embed systems to monitor the efficacy, cost effectiveness and equity of provision made strategically and tactically used to intervene and break down barriers to achievement for disadvantaged students. |
| Next steps | To develop a methodology and technology to track provision and impact of strategic and tactical intervention, for ALL children at UVHS. |
| | To review Key Stage 4 intervention in the context of (i) Efficacy, (ii) Methodology and (iii) Cost effectiveness evidenced by the Disadvantaged Matrix and the Disadvantaged Strategic analysis. |
| | To review Key Stage 3 embryonic strategic Intervention with the view to expanding as a medium term development. |
| | To have a robust system to identify cost of disadvantaged methodology (i) Per student, (ii) Per intervention and consequential impact per pound of investment |

| | |
|------------------------------|---|
| | To review strategic intervention and develop the curriculum and timetable as appropriate. |
| | Where feasible to minimise the impact of socio-economic factors to achievement |
| Areas for development | To review and further develop the school wide monitoring of teaching and learning and appraisal systems so that they are firmly embedded in professionalism and professional standards. This will be clearly scheduled throughout the year and is based on clear, consistent methodologies. |
| Next steps | To develop a clear monitoring policy, system and paperwork for summer 2022. |
| | To monitor Teaching and Learning in departments ensuring transparency with subject leaders. |
| | Further develop the concept of an individual “Teacher’s Profile” as a record of career development for all staff. |

| 4: Behaviour and Attitudes | | Grade | 2 |
|--|--|----------|---|
| Strengths | | Evidence | |
| <ul style="list-style-type: none">• Pupils play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.• Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community for example in leisure activities and charities. Pupils actively support the well-being of other pupils.• Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.• UVHS has high expectations for pupils’ behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils ‘positive behaviour and conduct. Low-level disruption is not tolerated and pupils’ behaviour does not disrupt lessons or the day-to-day life of the school. Senior Leaders and Pastoral Staff support all staff well in managing pupils’ behaviour.• Staff make sure that pupils follow appropriate routines.• Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.• Individual students receive extensive support in order to develop positive behaviours. There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs as a result of this. Very few pupils who start at UVHS in Year 7 do not complete their education UVHS and this is almost never due to poor behaviour.• Pupils’ attitudes to their education are generally positive. They are committed to their learning, know how to study effectively and do so. The school has initiatives in place to build resilience to setbacks and develop a positive behaviour for learning culture at UVHS.• Pupils take pride in their achievements which are celebrated through the school’s inclusive achievement system.• Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.• Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively.• Permanent exclusions are used appropriately as a last resort. <p>Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.</p> | | | |
| Areas for development | Develop the role of Student Bodies such as The School Parliament, Sixth Form Council, Head Boy and Girl Team and Senior students to contribute to school medium and long term strategic development. | | |
| Next steps | Develop a new constitution with recruitment/election and remit for the school parliament. | | |
| | Develop a new constitution with recruitment/election and remit for the Sixth Form Council. | | |
| | Develop a protocol for each year to enable these bodies to bring student issues and concerns to discuss as part of school strategic improvement. | | |
| Areas for development | <p>To determine the extent of and develop strategic responses to the deficits in UVHS students in terms of:</p> <ul style="list-style-type: none">• Literacy• Behaviour for Learning• Curriculum deficit | | |

| | |
|------------|---|
| | <ul style="list-style-type: none"> • Behaviour <p>And develop a hierarchy of need in terms of Year group and groups within that year group</p> |
| Next steps | Develop an action to tackle the low-level disruption being exhibited by students in and outside lessons, with particular reference to those Year Groups most affected by COVID. |
| | Develop Mindfulness and Behaviour for Learning programmes during the early years at UVHS. |
| | Develop exam preparation workshops to skill students in Years 11 and 13 for the final exams |
| | Improve reading skills of all pupils with reading age below chronological age prioritising those years with the greatest deficit following COVID |
| | Improve literacy skills of all pupils, prioritising those years with the greatest deficit following COVID |
| | Reduce Curriculum deficit in all subjects |
| | Close Curriculum Deficit in English Maths and Science for Year 8 disadvantaged students caused by lack of engagement during period of Covid |
| | Develop Learning skills to enable effective access of the curriculum. |

| 5: Personal Development | | Grade | 2 |
|-------------------------|---|-------|---|
| Strengths | Evidence | | |
| | <p>UVHS consistently promotes the extensive personal development of pupils. At UVHS we believe that all pupils should have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents academically, in sport, in the performing arts, and through the pupil’s passions and interests in and out of school are of exceptional quality and are well supported.</p> <p>There is strong take-up by pupils of the opportunities provided by the school. There is a gap between all pupils and disadvantaged pupils in the take up of this offer, therefore the school strives to ensure that the most disadvantaged pupils consistently benefit from this excellent work by offering a wide range of opportunities and supporting these children , financially and systemically. The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and year on year consistently strengthen the school’s offer.</p> <p>The inherent ethos of UVHS, the pastoral system, underpinned by a high level of aspiration mean that the school’s work developing pupils’ character is exemplary. However the enforced break due to COVID has interrupted the work which has proven to be effective. Therefore more overt developments are needed to create a more formal embedded and robust programme. The curriculum extends beyond the academic, vocational or technical and provides for pupils’ broader development. The school’s work to enhance pupils’ spiritual, moral, social and cultural development through form time and assemblies is key component of the school’s ethos.</p> <p>The academic curriculum is effective, and continues to be developed further when combined with wider work supports pupils to be confident, resilient and independent, and to develop strength of character. However thee is a need for a more explicit PSHE taught curriculum developed which needs to include a programme that prepares all pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.. The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age appropriate understanding of healthy relationships.</p> <p>UVHS is constantly developing and improving a programme that promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.</p> <p>Pupils engage with views, beliefs and opinions that are different from their own in considered ways. The majority respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated. UVHS is developing programmes to ensure that this becomes universal.</p> <p>At UVHS pupils taught to understand how to be responsible, respectful, active citizens who contribute positively to society. There need to be more opportunities to demonstrate this universally beyond the school gates. Throughout the curriculum pupils know how to discuss and debate issues and ideas in a considered way.</p> <p>At UVHS pupils are prepared for future success in education, employment or training. Gatsby Benchmarks (https://www.gatsby.org.uk/education/focus-areas/good-careerguidance) are used, a framework that defines the best careers provision in schools and colleges, to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance; the school meets the requirements of the Baker Clause. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.</p> | | |

| | | |
|------------------------------|--|---|
| Areas for development | Further develop the anti-racist culture at UVHS to promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. | |
| | Engage with the “Anti-Racist School Award” with Leeds Becket University. | Complete and submit Application Form. |
| | | Carry out an audit of the current position in school. Supported by Leeds Becket University develop an action plan to gain competency in the following areas: 1. Governance, Leadership and Management 2. School Environment 3. Professional Learning and Development 4. The Curriculum 5. Parents / Carers and Community Partnerships |
| | | Development of working group |
| | | Modification of the curriculum as part of the ongoing Curriculum Development |
| | | CPD for staff in twilight |
| | | Development of input for the students in form time, through assemblies |
| | | Engagement with other schools. |
| | | Carry out an audit of the school after a year. |
| | | Gather evidence and apply for the award. |
| Areas for development | Further develop positive attitude to gender (Gender equality, sexism and LGBTQ+ issues at UVHS to promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people. There is a culture of support and acceptance at UVHS. | |
| Next steps | Develop and embed in the School Improvement Plan as a three-year plan. | |
| | Establish a working group to: | Gather data on attainment, participation, and progression by gender, identify substantial differences between girls and boys identified and whether they are treated as gender issues or should be. |
| | | Monitor how homophobic language filters into the classroom. Treat homophobic language in the same way as racist language. |
| | | Monitor how sexist language filters into the classroom. Treat sexist language in the same way as racist language. |
| | | Communicate with families in the broad issues around gender stereotypes and specifically around subject and career choices. |
| | | Monitor gender balance in teaching sets. Reducing imbalances can help reduce the issue of a minority group feeling like they do not belong. |
| | | Develop a PSHE scheme of work to tackle gender inequality, misogyny and homophobia; supported by assemblies and drop down activities. |

| | | |
|------------------------------|--|--|
| | | Invest in CPD for teaching and support staff, to raise awareness of the existing situation and challenge gender stereotypes, overt or unthinking discriminatory language |
| | | Provide training and support for staff and students to help them challenge inappropriate behaviour or unfortunate choices of language in a constructive manner. |
| | | Investigate the possibility of a LGBTQ+ student group. |
| Areas for development | To audit and further develop the PSHE curriculum to ensure that all students at UVHS receive all the necessary knowledge and skills to be rounded and informed young people ready to take their place in the real world. | |
| Next steps | Carry out a comprehensive PSHE curriculum audit of all subjects, form time and assembly programmes. | |
| | Identify gaps and develop solutions. | |
| | Produce a "PSHE Curriculum" overview Curriculum plan. | |
| | Produce a new PSHE policy. | |
| | Review through survey. | |
| Areas for development | Create and develop the concept of a UVHS Learner and develop strategies to develop this in Year 7 to look at behaviour for learning, mindfulness and engagement to strengthen transition to secondary school. | |
| Next steps | Develop a "UVHS Learner" Curriculum plan. | |
| | Develop and deliver a programme of Behaviour for Learning sessions | |
| | Develop and deliver a programme of Behaviour for Learning sessions | |
| | Develop and deliver a programme of Behaviour for Learning sessions | |
| | Review through survey. | |
| Areas for development | Develop a "Life skills" programme for financial management to ensure UVHS are financially literate. | |
| Next steps | Use Student Voice to ascertain need and Year Group starting point | |
| | Carry out an audit of subjects to determine what is taught now as part of the curriculum | |
| | Develop a programme of study for Form Periods | |
| | Develop a programme of study for Maths Lessons | |
| | Roll out | |
| | Review | |
| | Develop further and embed | |

| Sixth Form Provision | | Grade | |
|---|--|--------------------|--|
| Strengths | | | |
| Curriculum: <ul style="list-style-type: none">• Intent• Implementation: include teaching and learning, assessment, SEN and/or disabilities• Impact: include year 13 assessment and progress data• Attitudes to learning Personal development: include preparation for future education, employment or training | | | |
| Actions from previous year: | | Impact of actions: | |
| | | | |
| Areas for development | Develop the post Sixth Form offer to broaden the opportunities available for Furness Learners | | |
| Next steps | Develop Media studies and Business studies as part of the KS5 offer. | | |
| | Recruit to the course. | | |
| | Identify teaching staff and carryout appropriate CPD. | | |
| | Produce and resource schemes of work. | | |
| Area for development applicable from the whole School improvement plan | Further develop the anti-racist culture at UVHS to promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. | | |
| | Further develop positive attitude to gender (Gender equality, sexism and LGBTQ+ issues at UVHS to promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people. There is a culture of support and acceptance at UVHS. | | |
| | Develop the role of Student Bodies such as The School Parliament, Sixth Form Council, Head Boy and Girl Team and Senior students to contribute to school medium and long term strategic development. | | |
| | To Further develop the school assessment system, embedded in the new schemes of work at KS3, KS4 and KS5 to increase consistency, validity and the quality of formative assessment. | | |