

**Marshfields School Self Evaluation Summary (SSE) 2017** The following areas are expanded on in the main report.

Outcomes	Quality of teaching, learning and assessment	Personal Development, Behaviour and Welfare	Quality of Leadership and Management
<p><b>Key areas of strength</b></p> <ul style="list-style-type: none"> <li>All Year 11 students leaving Marshfields July 17 went onto further education. All post 16 leavers carried on in full time education</li> <li>Raiseonline 2016 (March 2017) Disadvantaged students in Year 11 (13) took an average of 4.46 qualifications against the school average of 4.33.</li> <li>10 students sat the new English Level 1 project gaining 8 passes. A-5(d equiv) B-3 (e equiv). 8 students achieved an A*-G pass in English in 2015/16.</li> <li>In 2016/17 9 students passed the new style GCSE Maths. 3- 3's and 6 -1s More students achieved an A*-G in maths in 2015/16 (9 out of 10) than previously.</li> <li>In Science, achievement is strong. In 2016/17 16 students achieved A* to G. In addition, 11 gained the BTec Level 1 Science. In 2015/16 there was a 100% pass rate at GCSE (20 students (87% of cohort)) - entries have risen dramatically since 2013). 11 also gained a BTEC level 1.</li> <li>Achievement in art, DT and food technology is strong - (100% pass rate). 6 students gained the Ingots Computer User Skills award level 2.</li> <li>Diverse accreditation offered with students passing qualifications in Performing Arts, Sport and Duke of Edinburgh Award.</li> </ul>	<p><b>Key areas of strength</b></p> <ul style="list-style-type: none"> <li>97.4%(36 out of 37 lessons) observed during the 2016/17 year were good or outstanding.</li> <li>51% of teaching was graded as outstanding and 46% as good for 2016/2017. 2015/16 42% graded outstanding.</li> <li>The SIA and the triad group of Headteachers validate the school's judgements for lesson observations, learning walks and work scrutiny</li> <li>Accurate assessment data - used by all staff to ensure accurate planning of lessons for all groups of students, to make at least good progress (through cluster group discussion and special school moderation sessions)</li> <li>High quality written and verbal feedback ensuring students make at least good progress over time</li> <li>TAs liaise with staff to ensure support that has impact</li> <li>High quality learning environments inside and outside, stimulating students</li> <li>Displays that celebrate success</li> </ul>	<p><b>Key areas of strength</b></p> <ul style="list-style-type: none"> <li>Positive ethos and exemplary behaviour as a result of a nurturing environment</li> <li>Pride in the school – respect for facilities</li> <li>High expectations for student conduct</li> <li>Positive comments from external visitors</li> <li>Behaviour policy followed consistently</li> <li>Regular rewards that celebrate success</li> <li>Reduction in fixed term exclusions</li> <li>Robust updated safeguarding policies</li> <li>The school's open culture promotes all aspects of pupil welfare (keeping pupils safe and healthy)</li> <li>Detailed risk assessments</li> <li>Safer recruitment strictly followed</li> <li>DBS up to date. Visitors checked</li> <li>Any type of bullying incident is dealt with swiftly. Evidenced through the incident log, student voice and parental questionnaires.</li> <li>Attendance for 2016/17 was 94.4%.</li> <li>Current attendance 7/11/17 95.1%.</li> <li>Students with identified need are given access to the school counsellor, Diverse group and work with NSPCC.</li> <li>Students regularly make a positive contribution to the wider community.</li> </ul>	<p><b>Key areas of strength</b></p> <ul style="list-style-type: none"> <li>Leadership team has the capacity to improve</li> <li>Governing body strong and committed, providing support and challenge – evidenced in governor minutes</li> <li>Robust monitoring procedures involving all of SLT and middle leaders</li> <li>A broad and balanced curriculum and wide range of qualifications to meet the needs of our students.</li> <li>Performance management linked to key priorities of the school and individual monitoring evidence</li> <li>SCR up to date with mandatory areas complete</li> <li>All staff and non-teaching staff aware of the KCSIE (September 2016). All have received regular safeguarding and child protection training and updates.</li> <li>School website meets all the statutory requirements</li> <li>Parent view questionnaire reflects very positively on the school</li> </ul>
<p><b>Key areas for development</b></p> <ul style="list-style-type: none"> <li>Ensure effective use and monitoring of EHC targets.</li> <li>To further develop the link between an increase in phonic awareness and reading ability across the school.</li> </ul>	<p><b>Key areas for development</b></p> <ul style="list-style-type: none"> <li>Embedding life without levels whole school through triangulation with robust monitoring and evaluation.</li> <li>Subject folders to be revamped and audited.</li> </ul>	<p><b>Key areas for development</b></p> <ul style="list-style-type: none"> <li>Enhancing soft skills through the implementation of a structured monitoring approach linked to our shaped vision</li> </ul>	<p><b>Key areas for development</b></p> <ul style="list-style-type: none"> <li>The vast majority of the students make strong progress</li> <li>For all teachers to be fully supported as leaders of subjects by their cluster lead. (ELT).</li> </ul>
<p><b>Suggested grade: 2-1</b></p>	<p><b>Suggested grade: 2-1</b></p>	<p><b>Suggested grade: 1</b></p>	<p><b>Suggested grade: 2-1</b></p>