

**Marshfields School Self Evaluation Summary (SSE) 2018** 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 18 went onto further education. All post 16 leavers carried on in full time education</li> <li>Inspection Data Summary Report 17 (February 2018) Students identified in low category at KS2 (all of our students) achieved a school average points of 4 at YR 11, equal to low KS2 nationally.</li> <li>Achievement is strong and often outstanding in all subjects at KS4.</li> <li>97% of Year 11 students gained at least 1 GCSE equivalent.</li> <li>90% gained 2, 77% gained 3, 60% gained 4, 37% gained 5, 16% gained 6.</li> <li>2 students gained 7 GCSE equivalents.</li> <li>Achievement in Post 16 is strong across academic, vocational and personal aspects. Post 16 there were</li> <li>See full SEF document for outcomes across individual subjects for 2017/18.</li> <li>Reading AR / phonics outcomes.</li> <li>Soft skill base line assessment has been completed, students collating achievements in personal soft skill folders.</li> </ul>	<p><b>Key areas of strength</b></p> <ul style="list-style-type: none"> <li>100% (41 lessons) observed during the 2017/18 year were good or outstanding</li> <li>80.5% (33/41) lessons were strong good and outstanding.</li> <li>The triad group of Headteacher's 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>Diverse curriculum and accreditation at KS4 and 5.</li> <li>Balance of Post 16 programme prepares students well for adulthood. Strong emphasis on vocational and employability.</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>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 2017/18 was 94.57%.</li> <li>Students with identified need are given access to the school counsellor, Diverse group and work with NSPCC as well as referrals to other agencies.</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 are aware of the KCSIE (September 2018). 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 monitoring and evaluation of EHC targets incorporating PFA outcomes.</li> <li>Ensure whole staff training in Dyslexia to ensure effective strategies are used to support students with Dyslexia / SPLD.</li> </ul>	<p><b>Key areas for development</b></p> <ul style="list-style-type: none"> <li>Common assessment policy across subjects.</li> <li>Ensure students are able to articulate what they have learned and how to progress across all subjects.</li> </ul>	<p><b>Key areas for development</b></p> <ul style="list-style-type: none"> <li>Continue to embed soft skills through structured monitoring and evaluation of students' progress.</li> <li>Develop skills to support resilience and emotional health of students</li> </ul>	<p><b>Key areas for development</b></p> <ul style="list-style-type: none"> <li>Continue to ensure the vast majority of the students make strong progress</li> <li>Emotional Wellbeing of staff and students.</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>