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| **St Michael’s Catholic Grammar School**  **SLT Self-Evaluation Summary**  **and School Development Plan**  **Version 8th September 2021** | |  |
| **Overall Effectiveness – grade 1**  The quality of education provided is considered by the leadership of the school to be outstanding – nevertheless, the school leadership are eager for greater strength in some areas: aspects of leadership connected with self-evaluation (line management) and assessment (use of internal data). These areas are being addressed this academic year. | | |
| **Quality of Education – grade 1** | | |
|  | **Intent – grade 1**   * Leaders are united in the ambition that the curriculum on offer enables all students (particularly PP and SEN) to attain the highest levels and to make good use of their gifts to thrive, achieve their ambitions and to make this world a better place – entry to school altered to reflect PP focus (for Sep 2019). * **Focus for Action: Continue to incorporate Mary Ward and LET into shared vision for school.** * **Focus for Action: Promote BLM Agenda as intrinsic to Catholic Mission.** * Curriculum leaders are experts and specialists who are focused upon student achievement and are ambitious for them and eager for them to progress in their own subject (DDP and GCSE/A Level results) * **Focus for Action: Further Evidence Departmental SOW to demonstrate that the departmental curricula are “coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment”. To be supported through effective departmental line management.** * Students actively encouraged to retain a wide array of subjects to GCSE (no Ebacc decision, 2019). Students permitted to do 4 A Levels if it is in their best interest. | |
|  | **Implementation – grade 1**   * Subject teachers are specialists (almost without exception). Subject leaders provide high quality support to beginning teachers and non-specialists. * Lesson observations (2019-20) reveal high quality delivery, assessment and adaption of materials to suit learners. New material is integrated into old in such a way as to enable learning and success in summative assessment (public exam results). * **Focus for Action: T&L development (incorporating student views, promoting academic curiosity, enabling active learning)** * **Focus for Action: Assessment – Use of Internal Data** | |
|  | **Impact – grade 1**   * Excellent exam success at GCSE in 2019 (Progress-8, +0.92) and A Level (VA 0.0) * At GCSE and A Level, students have choice and most progress to the university of their Choice (Sixth Form Report to Gov Nov 2019) | |
| **Behaviour and Attitudes – grade 1**   * Excellent behaviour and attitudes (Section 48 Inspection, Nov 2018, v low rates of detentions, isolations and exclusions) * Students are eager to progress and achieve well – focused and participate actively in class and complete homework. * Attendance and punctuality are excellent (need statistics) * Pastoral support is a strength – parent questionnaires very positive. * **Focus for Action: Further work on wellbeing (award achieved in Sept 2020).** | | |
| **Personal Development – grade 1**   * Incredible number of day and residential trips and extra-curricular activities at lunch and after school. Also retreats, visitors and guest speakers (before Covid 19) * Investment in PE (Sep 2019) has improved students’ access to healthy lifestyles and the work towards achieving the Wellbeing Award (JSH) has improved mental health. * Retreats, Work Experience (Y10), WRL (Y9), Sixth Form Work Experience all contribute towards next steps * Focus on Recovery Curriculum last year has been highly effective. | | |
| **Leadership and Management – grade 1**   * Leaders effectively communicate vision of school through assemblies, meetings and parents meetings (Section 48 Nov 2018; assembly notes) * Positive relations with parents (questionnaires), parishes, other schools (LET) * Wellbeing of staff priority – shorter day (Sep 2019), reduced marking (Sep 2018), counselling (June 2019) * Staff Code of Conduct updated to protect staff from bullying (Sep 2018) * Governors Committed to develop – Review 2018. * Ethos Committee established 2018 to focus on safeguarding – maintains thorough safeguarding audit (Feb 2020). * **Focus for Action: T&L development** * **Focus for Action: Strengthening line management and Self-Evaluation** * **Focus for Action: Improving further wellbeing for staff** | | |
| **Sixth Form – grade 2**   * The same focus upon academic success, quality of teaching, full use of gifts, pastoral support and close monitoring from the main school continues into the sixth form. * Culture of Sixth Form on Achievement – vast majority gaining places at chosen institution (Sixth Form Report to Governors, Nov 2019). * **Focus for Action: Excellent raw results (80% B+, 15% A\*) – but ambitious for greater A\* and better VA (0.0) - links to whole school T&L development, Assessment and Line Management.** * Sixth form provides a wealth of leadership and work-related experiences for students through assemblies, student groups, work experience, the year of service. They are ambassadors of the school and are looked up to by younger students. | | |

**N.B. “Focus for Action” feature as aspects of The School Development Plan (see below).**

**St Michael’s Catholic Grammar School – 3 Year Development Plan**

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| **Area for development:** | **2021-22** | **2022-23** | **2023-24** | **Success looks like:** |
| 1. **Promote Catholic Ethos**   **(SE 1.1, 3.4).** | 1. Induct new chaplain into school (JSH, £0) 2. School Chaplain attend Diocesan Induction training (FrJ, £200) 3. Evaluate current provision of lunchtime RE clubs (JSH, £20) 4. Re-establish whole-school in-person liturgies (FrJ, £100) 5. Incorporate Mary Ward into Year 7 RE curriculum (RW, £50) 6. Establish MW birthday into school annual calendar with appropriate events (JSH, RW, £150) | 1. Develop whole-school liturgies to incorporate a wide range of subjects and students (FrJ, £100) 2. Respond to RE clubs evaluation and provide more/different clubs to increase attendance (FrJ, £100) 3. Expand collaboration with LET to allow face-to-face meetings for students on issues such as JIP (FrJ, £300) 4. Establish MW week into school annual calendar with appropriate events (JSH, RW, £150) | 1. Teachers from a range of subjects collaborate with other LET schools to enhance T&L (MS, £600) 2. The LET undertakes a peer evaluation of St Michael’s (MS, £600) 3. Multiple events within Black History Month celebrate BAME contribution to culture and society (JSH, £500) | The Catholic mission of the school remains centre-stage. Students volunteer to attend RE clubs and contribute to liturgies. All students feel valued and supported by the school community irrespective of ethnic background. Students value their spiritual nature, respect the Catholic Church and retain an active faith life beyond their days at school. |
| 1. **Improve wellbeing of students and staff**   **(SE 2.7 and 4.3).** | 1. Student support is enhanced by the permanent appointment of additional personnel (JSH, £20,000) 2. Focus on sexism and sexual harassment: staff training, focus groups, student guidance in assemblies and tutorials (JSH, £500) 3. Regular questionnaire of Staff introduced to track wellbeing from year to year (MS, £50) 4. Continue Catch-up programme for students (RW, £3000) 5. Promote the Arts and Creative subjects for their own sake and enhancing wellbeing (KH, £250) | 1. A ‘wellbeing day’ is established (JSH, £400) 2. Further training is provided for staff in Mental Health issues (JSH, £600) 3. Continue Catch-up programme for students (RW, £3000) 4. Introduce a ‘peer buddy’ scheme whereby Sixth Form support younger students with work or personal issues (NH, £100) | 1. Review of Homework, Marking and Assessment Policy to reduce teacher workload (JSH, £20) 2. Further opportunities for staff to celebrate implemented (on top of breakfast etc) (SLT, £300) 3. Each year group has one celebration activity established towards the end of the academic year (JSH, £1000) | Students and staff see their wellbeing as a priority, levels of wellbeing are tracked annually. Students feel supported and wellbeing improves for all members of the community. |
| 1. **Curriculum development**   **(SE 1.1, 1.2, 1.3, 2.2)** | 1. Clarify vision of Academic Curiosity in September Teacher INSET (MS, £0) 2. Teacher INSET on Curriculum ‘basics’: sequencing, maps, PP, SEND, Cultural Capital (MS, CG, £300) 3. Use of website and social media to promote curriculum – competitions and trips (JSH, £250) 4. Ideas from the BLM agenda are implemented into the curriculum (JSH, £100) 5. Re-run Y12 lecture series and create a series for Y10 (CG, £1000) 6. Teacher INSET: Identify links between departments and establish common projects (CG, £200) 7. Re-establish all one-day trips stopped during lockdown (JSH, £100) | 1. Introduce a programme to raise ambition and encourage Oxbridge interest in KS3 and KS4 (CG, £1000) 2. Introduce a lecture series into KS3 (CG, £400) 3. Promotion of cross-subject competitions, events and trips (CG, £200) 4. Further opportunities to enhance the curriculum through BLM initiatives are established (JSH, £100) 5. Re-establish all residential and international trips stopped during lockdown (JSH, £300) 6. Teacher INSET: Further identify links between departments, introduce a themed week (CG, £200) 7. Re-model Speech Night to promote further the pursuit of Academic Curiosity (MS, £500) | 1. Establish a programme of external speakers on cross-curricular themes (CG, £500) 2. Map provision of trips to ensure all subjects involved post-lockdown, establish trips where there are none (JSH, £300) 3. Establish a rota of recent SMOGS to speak to students to raise aspirations (NH, £250) 4. Form links with universities and tap into their outreach activities to inspire students (CG, £400) | The already rich curriculum is fully articulated, students know and understand links between topics and different subjects; they speak with enthusiasm about their studies. The rich tapestry of trips is re-established post-lockdown and learning is enhanced through activities beyond the classroom; providing experiences which build Cultural Capital for all students irrespective of socio-economic status or ethnic background. The school actively raises the aspirations of its students. |
| 1. **The development of Teaching and Learning**   **(SE 1.10 + 4.1)** | 1. A revised CPD Plan is established and shared with staff on Sep INSET (MS, £0) 2. Funds identified for significant investment into T&L CPD (MS, £15k) 3. Continue focus on use of technology to enhance the classroom experience (CG, £100) 4. Promotion of three areas of development: Student Feedback, Academic Curiosity and Active Learning in Sept INSET (MS, £0) 5. T&L Objective: Student Feedback – modelled by CG, template shared, HODs encourage (GC, £100) 6. Small-group working parties established to develop T&L (CG, £200) 7. T&L Objectives: Academic Curiosity and Active Learning – see Curriculum Development 8. The Leadership of T&L at Departmental level is enhanced through the involvement in HODs with whole-school decision making (MS, £0) | 1. T&L initiatives from 2021-22 are evaluated and will inform both a revised CPD plan and the three focal areas for T&L development. 2. Promotion of peer observation and support across school (CG, £300) 3. Forming links with LET schools for T&L development at departmental level (MS, £400) 4. Exploring links with universities and Teaching Schools to promote catering for the more able student (NH, £250) 5. Encourage teaching staff to become involved in pedagogical research to enhance further their and their colleagues’ understanding and capabilities (MS, £200) | 1. T&L initiatives from 2022-23 are evaluated and will inform both a revised CPD plan and the three focal areas for T&L development. 2. Explore the possibility of becoming a Teaching School and running INSET activities for teachers in other schools (CG, £1000) | Teachers feel that the school prioritises their CPD and they actively develop their own skills – irrespective of subject or current level of expertise. A culture of sharing ideas and peer evaluation is established whereby teachers learn from one another and value the opportunities provided. The experience of students in the classroom is enhanced as a result of the development of T&L. |
| 1. **The use of assessment and evaluation**   **(SE 1.12, 1.13, 1.2 + 4.2).** | 1. Embed further the use of Google Sheets for analysing performance data (KH, £150) 2. Ensure all HODs are able to process the data to identify groups (PP, SEND, Racial) (CG, £100) 3. Line management used to challenge HODs on data and initiatives to raise performance of groups (MS, £0) 4. Students encouraged to give curriculum feedback to teachers (see T&L) 5. Regular questionnaire of Staff introduced to track wellbeing from year to year (MS, £50) 6. The Pastoral programme is evaluated – and opportunities for improvement followed (RW, £200) 7. Respond to the annual survey of students to identify areas to improve (CG, £50) 8. HODs will present their curriculum to SLT once per year (MS, £0) | 1. Promotion of peer observation and support across school (CG, £300) 2. Respond to the annual survey of students to identify areas to improve (CG, £50) 3. Continue to work with the Local Authority to provide and receive peer support and evaluation from other schools (MS, £200) | 1. The LET undertakes a peer evaluation of St Michael’s (MS, £600) | The use of assessment to identify students and groups who are underachieving is maintained and enhanced. HODs share strategies with peers and all are open to challenge and feedback from stakeholders – such as Governors, SLT or students. All aspects of school life become open to evaluation and the school is enriched by it. |
| 1. **Improve the Buildings and Infrastructure** | 1. SSEF New Build will commence with the demolition of the entrance to the Hall and commencement of building/renovation works. (MS, £4.5million) 2. The Science Block will be refurbished (DA, £50,000) 3. We will enhance outside spaces to maximise their use. (DA, £5,000) 4. Continue to provide a Canteen service without access to the current kitchen (DA, £10,000) 5. Improve the access to student toilets in the Junior Building (DA, £25,000) 6. Whole-school WiFi rollout (DA, £10,000) 7. New interactive whiteboards for 6 classrooms (DA, £5,000) | 1. To rise to the challenge posed by the building project in terms of coping with a restriction in the number of rooms and specialist accommodation available. (MS, £20,000) 2. Take delivery of the SSEF New Build. 3. The school will seek sponsorship and support for refurbishment and renovation from a variety of external sources (DA, £100). 4. The Junior Building will be refurbished (DA, £60,000) 5. Replacement of desktop computers (20,000) | 1. The school takes possession of an enhanced entrance way on the street and replacement classrooms for OC1, OC2 and OC3 (MS, Gabriel Fund) 2. The school has an expanded hall able to accommodate all of its growing numbers of students (MS, £500,000) 3. Improve lighting across site and reduce carbon emissions (LED lights) (DA, £10,000) | St Michael’s has buildings and facilities equal to the best, it is able to accommodate all its students in appropriate classrooms and makes maximum use of outside spaces. All classrooms are large enough and refurbished to a high standard so that learning is enhanced and the school is able to continue the tradition of a whole-school weekly assembly and whole-school liturgies. |

**St Michael’s Catholic Grammar School – One-Year Action Plan 2021-22**

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| **Focus** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **1. Promote Catholic Ethos** | Induction of new Chaplain (SE+JSH)  Re-establish whole-school in-person liturgies (FrJ) | Half Leadership attend LET General Meeting (SLT).  Evaluate lunchtime RE clubs (FrJ) | Mary Ward Assembly (birthday) RW. | Collaborative initiatives with LET schools involving new School Chaplain. | Other half of leadership attend LET General Meeting (SLT). | Incorporate Mary Ward into Year 7 Curriculum for RE (RW) |
| **2. Improve wellbeing of students and staff** | Appoint permanent additional student support.  Focus group on Sexism (JSH)  Tutorial programme adjusted -more wellbeing (KH, RW, NH) | INSET day and T&L strategy reflects focus on wellbeing (CG)  Catch-up programme continues (RW)  Implement changes w.r.t. Sexism from focus group (JSH) | Staff questionnaire established with wellbeing focus. Opportunities to enhance staff wellbeing (MS) | Wellbeing issues feature on school website (JSH). Student Questionnaires ask about wellbeing (JSH)  Evaluate student perceptions of sexism (JSH) | Training for staff on mental health issues (JSH) | School identifies ways to work in partnership with other schools on wellbeing issues (JSH) |
| **3. Curriculum Development** | Curriculum Vision: Promotion of subject – enthusing students, Cultural Capital (MS)  Restart trips (JSH) | Curriculum Basics:  Sequencing, learning maps, PP, SEND, enrichment (MS+CG)  Y12 Lectures (GC) | INSET: Explore links within and between subject areas and incorporate into subject maps. (CG) | Incorporate messages from BLM initiative into curriculum.  Y10 Lectures (CG) | Curriculum Marketing: Website, noticeboards, newsletters, social media. (JSH) | Beyond the Classroom: Speakers, lectures, competitions |
| **4. T&L Development** | 3 Focal areas: SDP, DDP, PM Targets - at staff meetings. (MS, CG). Revised CPD Plan and funding. | INSET: Student Feedback (CG)  Working parties for T&L (CG) | INSET: Active Learning and sharing good practice. (CG+MS) | Maintain focus on use of technology to enhance learning (CG) | Staff share good practice in three areas (MS, CG) | Evaluation of student curricular feedback (CG) |
| **5. The use of Assessment and Evaluation** | SLT SE: Audit of subject learning maps, PP and SEND in SOW; and HOD Vision. | SLT SE: Monitoring of student articulation of curriculum | SLT SE: Student Groups – opinions of students feedback on curriculum and subjects. | SLT SE: Monitoring of use of active learning in lessons. | Continue internal data analysis with HOD/Line Manager. Further feedback to Curriculum Group | Internal data used with subsequent data drops – progress analysis for HODs/Line managers. |
| **6. Improve the Buildings and Infrastructure** | Refurbish Science Block (DA) | SSEF Building work commences (DA) | Enable continued access to Canteen service during works. | Reconfigure toilets in junior building (DA) | Maximise use of outside spaces (DA) | Plan for temporary classrooms if required. |