

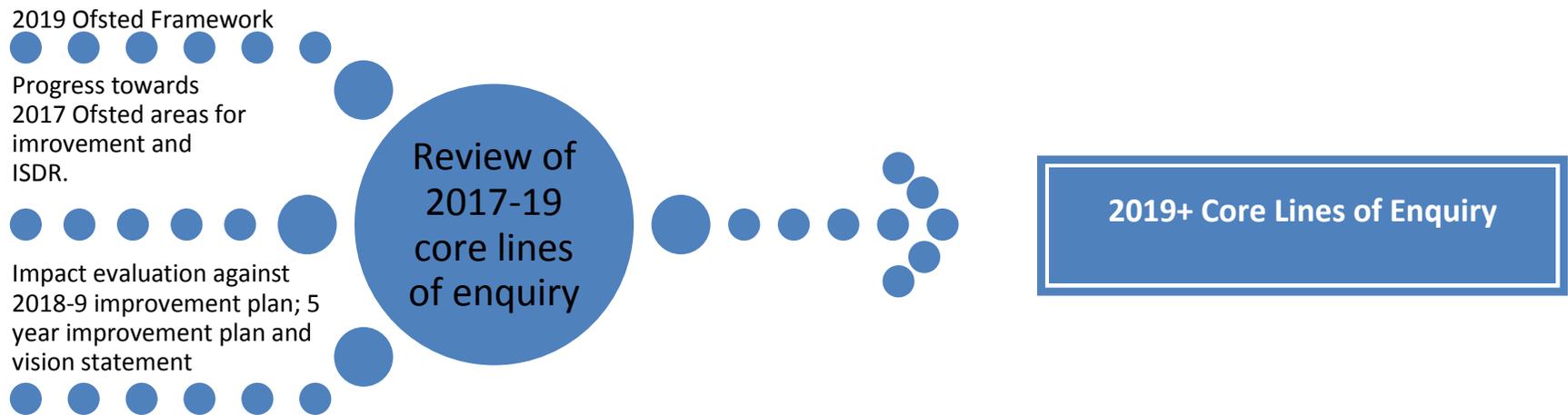


# The McAuley Catholic High School

September 2019 - August 2020

## Whole School Self-evaluation and Improvement Plan

Draft 2 – September 4<sup>th</sup>



### Rationale:

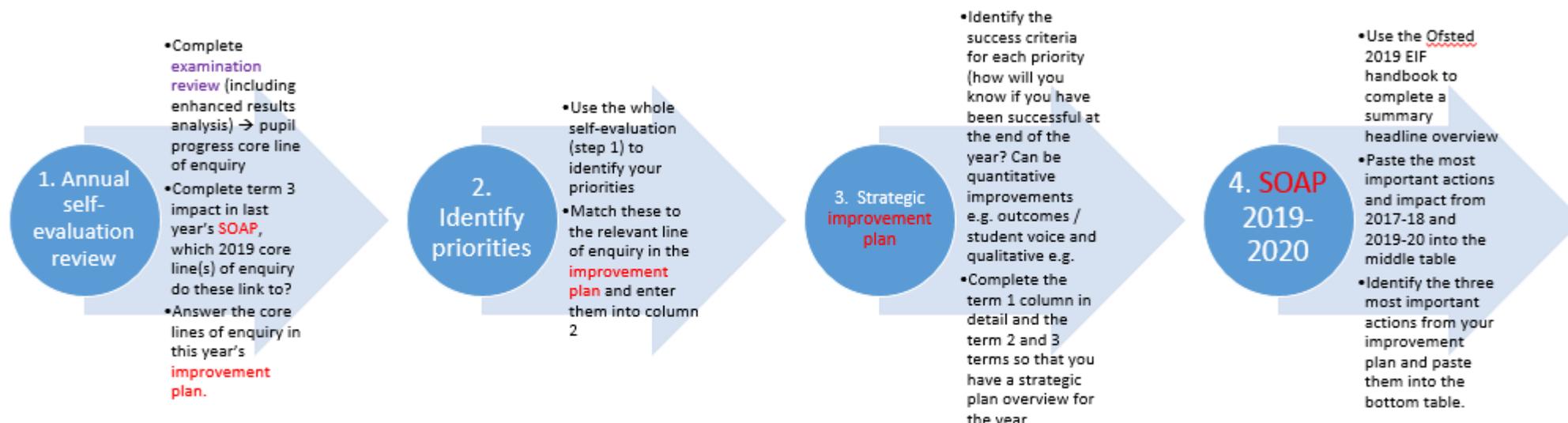
A one year development plan linked to the 5 year plan and vision statement and based around self-evaluation against reviewed 2019+ core lines of enquiry. Strategically the SLT is split into core groups based around the lines of enquiry that ensure clear strategic direction and accountability. Curriculum Leaders and Key Stage Managers/Progress Leaders also undertake self-evaluation and plan for development against the lines of enquiry relevant to them in order to create a consistent approach to development planning across all levels of leadership. Monitoring, impact evaluation and planning adaptation occurs termly to enable a responsive approach to school improvement.

## 2019+ Core Groups and Lines of Enquiry

<b>Core group 1:</b> Quality of Education	<b>Core group 2:</b> Behaviour and attitudes & Personal development		<b>Core group 3:</b> Leadership and management
<b>Link Governors:</b> <u>TBC</u> Paul Vanessa Alex, Pat, Michaela	<b>Link Governors:</b> Chris, Andy, David, Victor Nyi		<b>Link Governors:</b> Rhiannon, Alex, Pat
<b>SLT:</b> G Long (DH); R Shenton (AH); E Shakeseare (AH); A Driver, J Tucker, N Jeffries, M Howse, K Ratcliffe, N Henderson (AHTPs)	<b>SLT:</b> P Cleary (DH), M Allison (AH), J Allport (AH)		<b>SLT:</b> J Rooney (HT); E Shakespeare (AH)
<ul style="list-style-type: none"> <li>- Does everyone including Governors know our curriculum intent (<i>what</i> we are aiming to achieve as well as <i>why</i>) and how it is being implemented, including their role in that?- GLO/MHO</li> <li>- Are the curriculum endpoints, schemes of work, lessons and assessments sequenced and planned effectively so that pupils know more and can do more regardless of starting points. Is all of this consistent across all teachers in all subjects and in all year groups? MHO/ NHE</li> <li>- Does our development of reading, writing, oracy, visual literacy and numeracy enable all students to access the full curriculum? FMA/MHO</li> <li>- Is leaders' curriculum knowledge and teachers' pedagogical content and subject content knowledge good? NHE</li> <li>- Is the progress pupils' are making through the curriculum, examination outcomes and destinations data good, including for specific groups particularly SEND students and those who are disadvantaged? GLO / RSH / MKE/ MHO / AHTP progress within curriculum</li> <li>- Is all of this consistent across all teachers in all subjects and in all year groups? AHTP</li> </ul>	<p><u>Behaviour and attitudes</u></p> <p>How effective are the School strategies for improving student's rates of attendance and persistent absence, with particular focus on key groups especially disadvantaged? PCL</p> <p>How effective are the Schools strategies in ensuring high levels of punctuality? PCL</p> <p>How effective is the implementation of the behaviour policy in terms of improving student behaviour, conduct and learning? PCL</p> <p>How effective are fixed-term and internal exclusions and how well do we support all students to complete their programme of study? PCL</p>	<p><u>Personal development</u></p> <ul style="list-style-type: none"> <li>- How well do we support learners to develop their character (including their resilience, confidence and independence) and prepare them for life in modern Britain? PCL</li> <li>- How effectively is safeguarding built into the curriculum, including extremism, mental health, relationships and sex education, consent, etc.? PCL/GMA/MAL</li> </ul>	<ul style="list-style-type: none"> <li>- Do leaders have equally high expectations and high ambitions of all students in our school including the harder to reach (<i>including off-rolling and evidence-based use of pupil premium</i>) JRO/MHO</li> <li>- Do we engage parents and our community thoughtfully and positively in a way that supports students' education? JRO</li> <li>- Do we effectively reduce the workload and support and improve the well-being of staff, whilst also developing and strengthening the quality of the workforce? JRO</li> <li>- How much progress is being made towards the OFSTED Areas for Improvement, 5 year strategic plan goals and our vision statement?ESH</li> <li>- How effective are the approaches to the recruitment and retention of students, particularly in the sixth form, in order to ensure a financially viable school?Rob / JTU / KRA</li> <li>- Are arrangements for safeguarding learners effective and up to date? MAL</li> <li>- Do our Governors understand their respective roles and is there evidence that they are impacting on the effectiveness of the school in line with the recommendations of the external review?JRO</li> </ul>

# McAuley School Improvement Document System

**September: Deadline = 27/9/19 Link meeting 1 with SLT line manager by 25/9/19- individual support**



**Term by term: Deadlines: 13/12/19; 03/04/20; 03/07/20 See link meeting agenda overview for link meeting dates**

