

Self evaluation summary

March 2013

This is a summary of our judgement of the School using Ofsted categories.

Categories	How are we doing?
<p>Achievement</p> <p>We want to do better</p>	<p>Attainment was above national average for 2012 and we want to build on this. Progress in English is above national average while mathematics is in line. We want to improve on this. Some subjects, especially science perform really well but other subjects need to improve to match their high standards. We need to make sure all groups of students perform as well as the best. Students with special needs tend to do well in the courses they enter.</p>
<p>Quality of teaching</p> <p>We want to do better</p>	<p>There is some good and outstanding teaching across the school but not as much as we want. We need all teachers to use data to inform their planning for student learning. We want all teachers to challenge students to achieve their best through the use of deep questioning and a range of active learning strategies so they enjoy lessons too. We have recently begun to use Learning Diaries to help the learning conversation between teachers and students so that marking and feedback are more effective.</p> <p>Literacy is a strength of the school. Students take reading as a normal part of their school life which is supported in several ways. We want to build on this to help students improve their spelling. We need to support students more to improve their numeracy.</p> <p>We have begun more rigorous monitoring of the quality of teaching and are putting in place support where there is a need. A lot of professional development work is being done to improve the quality of teaching.</p>
<p>Behaviour and safety (including SMSC)</p> <p>We want to be outstanding</p>	<p>Behaviour and safety are good as identified by Ofsted (April 2012) and S48 (April 2012). Student attitudes to learning are positive and low level disruption is uncommon. A positive ethos based on the Catholic faith leads to good behaviour where respect and care for others is the norm. Attendance is improving and punctuality is good. Student safety is a priority, students know how to keep safe and work is done on the rare occasion that bullying occurs.</p> <p>As a Catholic School our spiritual ethos is at the heart of everything that we do. Consequently SMSC is reflected in all aspects of school life and is given a high priority.</p>
<p>Leadership and management</p> <p>We want to do better</p>	<p>There has been a lot of change in personnel and roles within leadership and management over the last couple of years, leading to a lack of experience at senior levels. We are moving to a new leadership structure which is focused on teaching and learning and training, especially on monitoring and evaluation has taken place. We need to improve our systems of accountability to support everyone to improve.</p>

St Augustine's RC School, Scarborough  
School Development Plan summary  
 March 2013

This is a summary of the work we are doing to improve the school.

<b>CATHOLICITY</b>	
"I have come in order that you might have life – life in all its fullness" John 10:10	
<p>Aims:            That our School is a caring Catholic community.            That our students become knowledgeable and confident about their Faith.</p>	
Action	Expected impact
Revise the provision of and schemes of work for RE at KS3.	10% of curriculum time for KS3 with new schemes in place. Increased student engagement and progress in RE.
Develop monitoring and evaluation of RE and the Catholic life of the School at all levels.	Governors' sub-committee in place. RE contribution to SEF and new SED revised. RE tracking systems in place. Regular meetings between the Headteacher and Head of RE. Improved tracking, monitoring and evaluation informing improvement.
Review Chaplaincy provision and its monitoring and evaluation systems.	Chaplaincy development plan in place. Improved monitoring and evaluation informing improvement.
<b>TEACHING AND LEARNING</b>	
"May my teaching fall like the rain, may my word drop down like the dew, like showers on fresh grass and light rain on the turf." Deuteronomy 32:2	
<p>Aims:            That our School is a learning focused community.            That our students develop a joy of learning which will remain throughout their lives.            That our students become effective learners such that they achieve their full academic potential.</p>	
Action	Expected impact
Training and support to continue to improve progress in mathematics.	Increased performance in maths (2013 A*-C 68%, 3 levels progress 69%, 4 levels progress 33%; 2014 A*-C 75%, 3 levels progress 73%, 4 levels progress 35%). Ongoing tracking data to show progress as above. Increased student engagement in maths lessons.

<p>Training and support to improve teaching in areas identified as weaker than others. This will include monitoring of the quality of assessment.</p> <p>Training to increase active learning (eg more group work, thinking skills), diagnostic marking and focus on progress in lessons. Share good practice. Develop planning focused on progress with a range of activities address student needs. Make sure Performance Management has a teaching and learning focus. Improve monitoring of teaching, planning and marking.</p>	<p>In every subject, at least 80% of students achieve their targets. Ongoing tracking data to show progress as above. Increased student engagement in lessons.</p> <p>All groups at least meet their target (FFTD). Increased performance at KS4 (2013 5A*CEM = 66%+, English 3 levels 84%, maths 3 levels 69%, CPS = 357; 2014 5A*CEM = 73%, English 3 levels 84%, maths 3 levels 73%, CPS = 364). Quality of teaching at least 85% 'Good' or better. Evidence of effective marking. Increased student engagement. Performance Management supports improved teaching and learning. Students know their level and how to improve.</p>
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**LEADERSHIP AND MANAGEMENT**

"Be the shepherds of the flock of God that is entrusted to you: watch over it, not simply as a duty but gladly, because God wants it; not for sordid money, but because you are eager to do it." 1 Peter 5:3

<p>Aims: That our School is a community of leaders. That systems within School enable all to challenge themselves to be their best.</p>	
<p>Action</p>	<p>Expected impact</p>
<p>Revise and redefine the leadership structure, including increasing time for leaders to carry out their duties.</p> <p>Increase training for leaders, including in the use of the new Ofsted criteria. Establish a systematic cycle of observations, work scrutinies and surveys.</p> <p>Use accurate data to identify the School's strengths and areas for development and complete a new SEF. Headteacher to update Governors' on the SEF. Evaluate the impact of changes to monitoring and evaluation.</p> <p>Support staff through more staff voice and respond to it.</p>	<p>New structure established and leadership more effective.</p> <p>Systematic cycle of monitoring and evaluation in place. Greater awareness of what constitutes 'Outstanding' and the importance of pupil progress in lessons. Improved monitoring and evaluation leading to increased confidence and accuracy of judgements on the quality of teaching and learning.</p> <p>Accurate SEF complete and shared. Leadership is able to put appropriate support in place as required.</p> <p>Improved staff morale such that students feel more supported. More effective training in response to identified need.</p>