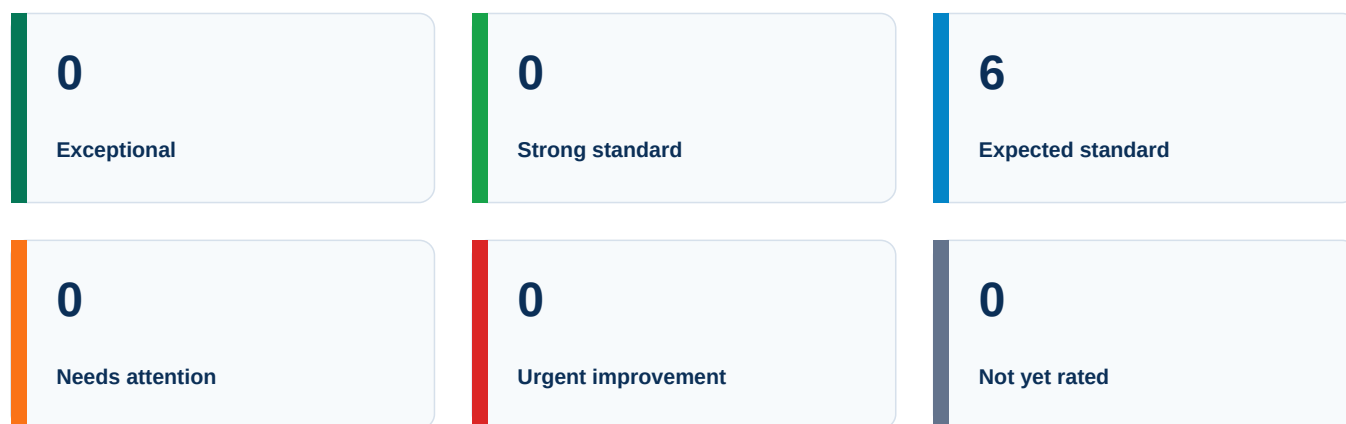


School Self-Evaluation

Review date: 01/12/2026

Evaluation at a glance



Safeguarding: Met



Recorded self-evaluation judgements. No overall effectiveness grade is calculated.

Use the linked contents or PDF bookmarks to find each section.

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Executive Summary

The school provides a broad curriculum and a calm, orderly learning environment. Safeguarding arrangements are established, staff understand how to raise concerns and pupils generally report that trusted adults respond when they need help. Leaders know the school's strengths and the areas where provision is less consistent. Their priorities focus on attendance, pupils' retention of essential knowledge and the impact of support for pupils with SEND.

There are encouraging signs of improvement. Attendance increased from 91.8% in 2024/25 to 93.2% in 2025/26, while persistent absence fell from 22.0% to 18.0%. Persistent absence nevertheless continues to interrupt learning for too many pupils. Leaders are reviewing barriers with families and checking whether agreed support improves attendance over comparable periods. Full autumn-term results are not yet available.

Curriculum leaders have clarified the knowledge pupils should retain and strengthened retrieval practice. November checks confirmed agreed routines in all six sampled subjects. The same 60 pupils, originally sampled in Years 7-9 in September 2025 averaged 68% on an equivalent delayed-recall check, compared with 61% in July 2026. This is positive evidence within the tracked sample; the next step is to test whether retention is sustained and reflected more widely across subjects and pupil groups.

All 20 active SEND interventions now have a baseline, intended outcome and documented review. This provides a firmer basis for evaluating support, but does not yet show that the revised review process has improved pupil outcomes. Leaders must use the next cycle to decide which interventions should continue, change or stop. Enrichment is well established, although participation remains lower for pupils on the SEND register.

The development plan translates these findings into linked actions with named lead roles, review points and success criteria. Leaders and governors will judge success through changes in pupils' attendance, learning and participation, alongside checks that the planned work has been completed.

Overall Evaluation

The school's self-evaluation identifies established practice alongside specific areas requiring further development. Safeguarding is evaluated as Met. Inclusion, curriculum and teaching, achievement, attendance and behaviour, personal development, and leadership and governance are evaluated as Expected standard in this fictional scenario. No single overall effectiveness grade is inferred from these judgements.

The evidence is strongest where leaders have brought together monitoring, pupils' work and comparable outcome information. Recent curriculum and intervention audits show better implementation. Evaluation of sustained pupil outcomes, particularly for disadvantaged pupils and pupils with SEND, is less developed. This distinction underpins the current priorities and the programme of review.

Core Improvement Priorities

1. Improve attendance and reduce persistent absence, with targeted support for pupils whose absence is interrupting learning.
2. Strengthen pupils' retention and application of essential curriculum knowledge, beginning with the tracked cohort originally sampled in Years 7-9 and extending checks across subjects.
3. Evaluate SEND interventions consistently and adapt provision using evidence of individual and group outcomes.

Evidence still to add

The completed autumn-term attendance return, including persistent absence and pupil-group comparisons; intervention outcome reviews and decisions to continue, adapt or stop support; spring and summer delayed-recall checks with changes to the tracked sample documented; the next comparable enrichment participation return; and evidence that governors' agreed actions have been followed through.

Evidence Base

Illustrative evidence register - every entry is fictional.

A1. Annual attendance and persistent-absence summary, 31 August 2026.

C1. Matched 60-pupil curriculum recall reviews, September 2025, July 2026 and 25 November 2026.

C2. Subject implementation audits, 2 October, 16 October and 20 November 2026.

I1. Audit of the same 20 active SEND interventions, July, 9 October and 24 November 2026.

S1. Staff safeguarding training audit, 30 September 2026.

S2. Pupil safety and belonging survey, 15 July 2026.

P1. Annual enrichment participation summary, 20 July 2026.

T1. Year 11 examination outcomes summary, August 2026.

L1. Leadership monitoring and governor committee records, autumn 2026.

Additional classroom, pupil-voice and moderation examples are illustrative qualitative records, without invented numerical results.

School context

School context and rationale

FICTIONAL DEMONSTRATION SCHOOL. All pupils, records, results, evaluations and planned actions in this example are invented. No real school or individual is represented.

Fullscoped Test School is an 11-16 mainstream secondary school with 600 pupils across Years 7-11. There are 120 pupils in each year group. Of the current roll, 210 pupils are eligible for pupil premium, 108 are on the SEND register, including 18 with an education, health and care plan, and 66 use English as an additional language. The school has 80 staff. There is no primary, early years or post-16 provision.

This example review is dated 1 December 2026. Leaders are consolidating curriculum implementation, improving attendance and strengthening evaluation of additional support. Annual comparisons describe different cohorts; the curriculum recall checks follow a specified 60-pupil sample. Neither type of comparison establishes that a particular action caused an improvement.

The tracked 60-pupil sample was established in Years 7-9 in September 2025; these pupils are in Years 8-10 at the November 2026 review. This historical sample is distinct from the current Years 7-9 curriculum cohort.

Headline Evidence Dashboard

Measure	Current / latest evidence
Whole-school attendance	93.2% in 2025/26, compared with 91.8% in 2024/25 (+1.4 percentage points). Annual cohorts differ. Source A1.
Persistent absence	18.0% in 2025/26, compared with 22.0% in 2024/25 (-4.0 percentage points). Annual cohorts differ. Source A1.
Retention of essential knowledge - matched sample	The same 60 pupils averaged 48% in September 2025, 61% in July 2026 and 68% on 25 November 2026. Equivalent delayed-recall checks; sample evidence only. Source C1.
SEND interventions with a complete review record	9/20 in July, 16/20 on 9 October and 20/20 on 24 November 2026. The same 20 interventions; process completion is distinct from pupil outcomes. Source I1.
Pupils reporting that they feel safe	92% of 500 respondents in the July 2026 survey. Leaders are following up the remaining concerns; this is a perception measure. Source S2.
Enrichment participation	468/600 pupils (78%) attended at least one activity in 2025/26. This included 70/108 pupils on the SEND register (65%, rounded). Source P1.
Year 11 English and mathematics at grade 4 or above	70/120 pupils (58%, rounded) in 2026, compared with 64/118 (54%, rounded) in 2025. Different cohorts; this does not describe individual progress. Source T1.

Headline KPIs and targets

Measure / baseline	Target	Lead / target date
Whole-school annual attendance Baseline: 93.2% annual attendance in 2025/26	At least 94.0% annual attendance in 2026/27; analyse pupil groups and persistent absence separately	Attendance Lead 2027-07-31
Delayed recall in the tracked cohort originally sampled in Years 7-9 Baseline: 61% mean in July 2026; interim mean 68% in November 2026 for the same tracked 60 pupils	At least 70% on an equivalent July 2027 delayed-recall check; document any changes to the sample	Deputy Headteacher 2027-07-31
SEND intervention review compliance Baseline: 16/20 complete intervention review records on 9 October 2026	20/20 records by 18 December 2026, then maintain complete records; evaluate pupil outcomes separately	SENDCo 2026-12-18

Strategic priorities

Priority / period / lead	Intended outcome
Improve attendance and reduce persistent absence 2026-2027 Lead: Attendance Lead	More pupils attend regularly and access learning.
Strengthen retention of essential curriculum knowledge 2026-2029 Lead: Deputy Headteacher	Pupils retain and apply essential knowledge across Years 7-9.
Evaluate SEND interventions and respond to their impact 2026-2027 Lead: SENDCo	Support is adjusted using measured pupil outcomes rather than delivery alone.

Safeguarding

Recorded evaluation: Met

Why this rating?

Safeguarding is an established part of the school's daily work. Staff understand reporting routes and leaders maintain oversight of concerns, training and safer recruitment. The latest training audit found all 80 staff in date. The pupil survey indicates that most respondents feel safe, while leaders recognise the need to understand and address the experiences of pupils who do not. Governors require a more joined-up report to test patterns, timeliness and follow-through.

Key strengths

Induction and refresher training set clear expectations for all staff. The designated safeguarding team checks concerns and follows up actions with relevant agencies. Pupils can identify trusted adults and have more than one way to seek help. Leaders check recruitment and visitor arrangements as part of routine assurance.

Impact and evaluation

The July survey suggests that most respondents feel safe and know where to seek help. Survey responses and qualitative follow-up help leaders identify experiences requiring attention. Training completion and records of action are assurance evidence; they do not, on their own, demonstrate that every pupil is safe.

Supporting evidence

S1: staff safeguarding training audit, 30 September 2026 - 80/80 staff in date. S2: pupil safety survey, July 2026 - 92% of 500 respondents reported feeling safe. Illustrative monitoring records include induction checks, safeguarding-team reviews, recruitment assurance and governor questioning. The combined termly assurance report has been designed but not yet presented.

Stakeholder voice

Pupil discussions describe approachable staff and clear reporting routes. Some pupils want adults to explain more clearly what happens after a concern is raised. Staff value access to the safeguarding team and request brief reminders when procedures change.

Gaps / improvement priorities

Bring training, concern themes, response times and outstanding actions into the first combined report. Follow up pupils who report feeling unsafe through appropriate school processes. Show governors how concerns identified through monitoring lead to actions, owners and review dates.

Target 1

Improve safeguarding assurance reporting

Intended impact: Leaders and governors identify patterns, check that concerns are followed up and challenge outstanding actions.

1 linked actions - open full wording for Target 1

Inclusion

Recorded evaluation: Expected standard

Why this rating?

Leaders identify additional needs and organise support through classroom adaptations and targeted interventions. The SENDCo works with teachers and families to review provision. The November audit confirms that all 20 active interventions have the required baseline, intended outcome and review record. This improves accountability, but leaders still need to evaluate outcomes consistently before concluding that the revised process benefits pupils.

Key strengths

Teachers have access to concise support information and agreed classroom strategies. The SENDCo coordinates reviews with staff and families. Intervention records now state the starting point and intended outcome, making the purpose of additional support clearer. Leaders recognise that classroom teaching and participation remain central to inclusion.

Impact and evaluation

More complete review records make it possible to compare starting points and outcomes, but the next outcome cycle is not yet complete. Classroom and family feedback describe examples of better access to tasks and routines. These examples are useful for planning support, but do not yet provide a consistent school-wide measure of impact.

Supporting evidence

I1: the same 20 interventions were audited in July (9 complete records), October (16) and November (20). Illustrative evidence also includes classroom monitoring, support-plan reviews, family feedback and pupil discussions. These qualitative records identify variation in how consistently agreed adaptations are used.

Stakeholder voice

Pupils value having instructions broken into manageable steps and knowing who can help. Families welcome clearer review conversations but want more consistent updates about progress against the outcomes in support plans. Teachers request practical examples of adaptations in different subjects.

Gaps / improvement priorities

Use the next intervention review to record the outcome and a decision to continue, adapt or stop each programme. Check classroom adaptations across subjects rather than relying on the existence of support plans. Review attendance and enrichment access for pupils on the SEND register alongside academic learning.

Target 2

Evaluate SEND interventions consistently

Intended impact: Additional support is continued, adapted or stopped using evidence of pupils' progress towards the intended outcome.

2 linked actions - open full wording for Target 2

Curriculum & Teaching

Recorded evaluation: Expected standard

Why this rating?

The curriculum is broad and identifies the essential knowledge pupils should learn over time. Subject leaders have reviewed sequencing and teachers are strengthening routines that revisit previous learning. Audits show improved consistency in the six sampled subjects. Equivalent checks indicate improved recall in the tracked sample, while leaders recognise that retention and application still need checking over longer periods and across a wider range of subjects.

Key strengths

Subject plans identify important concepts and the links between earlier and later learning. Teachers use models, worked examples and questioning to make new learning accessible. Subject leaders have used peer observation and discussion to address variation in retrieval practice. The school has a defined sample and a repeatable method for checking delayed recall.

Impact and evaluation

The tracked pupils retained more of the sampled knowledge on successive equivalent checks. This is encouraging evidence for those pupils and the content assessed. It does not establish whole-school improvement or show that retrieval routines alone caused the change. Work scrutiny identifies examples of pupils applying prior learning, alongside gaps requiring further teaching.

Supporting evidence

C1: equivalent delayed-recall checks for the same 60 pupils - 48% in September 2025, 61% in July 2026 and 68% on 25 November 2026. C2: agreed retrieval routines evident in 4/6 sampled subjects on 2 October, 5/6 on 16 October and 6/6 on 20 November. Illustrative work scrutiny and lesson visits provide qualitative information about sequencing, explanation and application.

Stakeholder voice

Pupils describe regular opportunities to revisit earlier learning and say that examples help them understand unfamiliar tasks. Some pupils can recall information but find it harder to explain relationships or apply it in a different context. Subject leaders want assessment checks that test understanding as well as recall.

Gaps / improvement priorities

Sustain the agreed routines and extend monitoring beyond the six sampled subjects. Check whether pupils can apply retained knowledge, particularly where work scrutiny identifies misconceptions. Complete the spring and July recall checks, reporting any change to the tracked sample or assessment method.

Target 3

Strengthen retention of essential knowledge

Intended impact: Pupils retain and apply essential knowledge across Years 7-9.

2 linked actions - open full wording for Target 3

Achievement

Recorded evaluation: Expected standard

Why this rating?

Published examination outcomes and internal assessment provide an improving picture, but attainment remains uneven between subjects and pupil groups. Leaders use assessment to identify gaps and plan teaching. They are strengthening moderation so that judgements are dependable and comparisons are meaningful. Curriculum sample results are considered alongside, rather than substituted for, wider attainment evidence.

Key strengths

Subject leaders review external outcomes and identify content that needs greater attention. Teachers use assessment information to revisit misconceptions and plan additional teaching. Moderation provides opportunities to compare pupils' work and discuss standards. Leaders distinguish attainment at a point in time from progress made by individual pupils.

Impact and evaluation

More pupils in the 2026 cohort reached the stated English and mathematics threshold than in the previous cohort. The comparison does not establish individual progress or the impact of a particular intervention. Teachers' assessment and work scrutiny show where pupils have secured learning and where further teaching is needed; leaders are improving the consistency of that evidence.

Supporting evidence

T1: 70/120 pupils achieved grade 4 or above in both English and mathematics in 2026 (58%, rounded), compared with 64/118 in 2025 (54%, rounded). These are different cohorts. C1 provides separate matched-sample recall evidence. Illustrative assessment reviews and moderation records identify subject variation and the need for more dependable checks of application.

Stakeholder voice

Pupils find feedback most helpful when it identifies a precise next step and gives them time to act on it. Teachers value moderation with colleagues and want clearer expectations for recording what pupils can do independently.

Gaps / improvement priorities

Check the reliability of assessments and ensure that moderation informs subsequent teaching. Review the experience and outcomes of disadvantaged pupils and pupils with SEND within subjects. Evaluate additional teaching against its intended outcomes instead of reporting attendance at sessions as success.

Target 4

Strengthen retention of essential knowledge

Intended impact: Pupils retain and apply essential knowledge across Years 7-9.

1 linked actions - open full wording for Target 4

Attendance and behaviour

Recorded evaluation: Expected standard

Why this rating?

The school provides clear routines and a generally calm environment. Annual attendance improved and persistent absence reduced, but absence continues to limit access to learning for a significant group of pupils. Leaders review patterns and work with families to address barriers. Behaviour information is used to identify pupils needing support, although incident categorisation needs greater consistency before trends can be compared confidently.

Key strengths

Expectations for behaviour are taught and reinforced through daily routines. Staff use pastoral information to plan proportionate support. Attendance is reviewed weekly and concerns are discussed with relevant leaders. Family work seeks to understand barriers and agree practical steps, with review dates to check whether support is helping.

Impact and evaluation

Improved annual attendance means the later cohort accessed a greater proportion of available sessions, but persistent absence remains too high. Individual support reviews identify examples of re-engagement as well as cases where barriers remain unresolved. Inconsistent incident coding limits conclusions about changes in behaviour; leaders have not claimed a numerical reduction.

Supporting evidence

A1: annual attendance 91.8% in 2024/25 and 93.2% in 2025/26; persistent absence 22.0% and 18.0% respectively. The annual cohorts differ. Illustrative behaviour monitoring, pastoral meetings and family-support reviews provide qualitative evidence. A full comparable autumn-term attendance return is not yet available.

Stakeholder voice

Pupils describe predictable routines and value adults who help them resolve difficulties. Family feedback highlights communication, anxiety and practical barriers as matters requiring different responses. Staff want clearer definitions for recording incidents and evaluating repeated patterns.

Gaps / improvement priorities

Reduce persistent absence through reviewed support rather than one-off contact. Analyse comparable periods and pupil groups, with changes to the roll stated. Agree consistent behaviour-recording definitions and check that analysis leads to support, review and follow-up.

Development targets

Target 5 | Improve attendance and reduce persistent absence

Intended impact: More pupils attend regularly and access learning.

Target 6 | Make behaviour monitoring consistent and useful

Intended impact: Pupils receive timely, proportionate support when recurring behaviour is interrupting learning.

Target 5: 1 linked action

Target 6: 1 linked action

Personal development and well-being

Recorded evaluation: Expected standard

Why this rating?

Pupils receive a planned programme of personal development, relationships education and careers guidance. Leadership opportunities and enrichment broaden experiences for many pupils. Participation is not yet equitable: the proportion of pupils on the SEND register taking part in enrichment is below the whole-school figure. Leaders are addressing access barriers and strengthening evaluation beyond the number of opportunities offered.

Key strengths

The personal development programme revisits important themes as pupils move through the school. Pupils have opportunities to contribute through representative roles and school activities. Careers education helps pupils consider routes beyond Year 11. Leaders maintain participation information and have identified groups who are not benefiting equally from enrichment.

Impact and evaluation

Participation records show that many pupils access wider experiences, while also identifying an access gap. Pupils describe examples of increased confidence, interests and understanding of future options. These qualitative accounts do not yet establish the impact of the programme for every group; participation and learning from the experience need reviewing together.

Supporting evidence

P1: 468/600 pupils attended at least one enrichment activity in 2025/26 (78%). This included 70/108 pupils on the SEND register (65%, rounded). Illustrative programme plans, careers records and pupil discussions inform evaluation. No new comparable autumn participation return or quantified impact study is yet available.

Stakeholder voice

Pupils value practical activities, leadership opportunities and visits. Some pupils and families describe confidence, transport, accessibility or competing commitments as barriers. Pupils want the school to explain the support available before they decide whether to take part.

Gaps / improvement priorities

Agree and implement access adjustments with pupils and families who are not participating. Compare participation on a like-for-like basis and review the experiences of pupils with SEND and disadvantaged pupils. Evaluate what pupils learn and gain from activities, rather than relying only on take-up figures.

Target 7

Improve equitable enrichment access

Intended impact: Pupils on the SEND register can access suitable enrichment and gain meaningful wider experiences.

1 linked actions - open full wording for Target 7

Leadership and governance

Recorded evaluation: Expected standard

Why this rating?

Leaders identify relevant priorities and link them to a manageable programme of improvement. Responsibilities are clear and monitoring is increasingly focused. Governors receive information about provision and ask appropriate questions, but reporting needs to make the relationship between evidence, action and pupil outcomes clearer. Leaders are strengthening this through a shared review cycle and more consistent evaluation of the main priorities.

Key strengths

The development plan brings targets, intended impact and linked actions together. Lead roles and review dates support accountability. Leaders use subject and pastoral information to identify where implementation varies. Governors are prepared to question the evidence and expect leaders to explain remaining gaps as well as positive findings.

Impact and evaluation

Leadership action has contributed to clearer implementation and evaluation arrangements. The tracked curriculum sample and annual attendance figures provide evidence of change in their stated populations and periods. There is not yet enough evidence to attribute these changes to specific leadership actions or to conclude that the revised intervention process has improved pupil outcomes.

Supporting evidence

L1: illustrative leadership monitoring, development-plan updates and governor committee records from autumn 2026. The review draws on A1, C1-C2, I1, S1-S2, P1 and T1. A first combined report on the three strategic priorities is scheduled for December; it has not yet been presented.

Stakeholder voice

Staff value clear priorities and practical collaboration, and ask leaders to keep monitoring proportionate. Governors want concise reporting that makes the evidence, limitations and decisions visible. Pupil and family feedback is being used to test whether planned support is accessible and helpful.

Gaps / improvement priorities

Provide a concise termly account of progress, concerns and decisions against the main priorities. Check that agreed actions have been followed through. Evaluate workload and implementation capacity before adding new initiatives. Retain evidence and review dates so that comparisons describe genuine changes rather than changes in wording.

Target 8

Improve evaluation for governors

Intended impact: Governors understand progress, remaining concerns and decisions required against the school's chosen priorities.

1 linked actions - open full wording for Target 8

Linked actions: full wording

Safeguarding | Target 1

Action 1.1. Introduce a combined termly safeguarding report using training, pupil voice and action-review information.

Inclusion | Target 2

Action 2.1. Complete review records for all 20 active SEND interventions and evaluate outcomes before adapting support.

Action 2.2. Check agreed classroom adaptations across subjects and support staff where implementation is inconsistent.

Curriculum & Teaching | Target 3

Action 3.1. Sustain retrieval routines in the six sampled subjects and repeat equivalent delayed-recall checks.

Action 3.2. Arrange a peer observation in the remaining sampled subject where retrieval routines were not yet consistent.

Achievement | Target 4

Action 4.1. Moderate assessment checks and pupils' work, then use the findings to address gaps in learning.

Attendance and behaviour | Target 5

Action 5.1. Continue weekly attendance review and targeted family support, evaluating results over comparable periods.

Attendance and behaviour | Target 6

Action 6.1. Agree consistent behaviour-recording definitions and review recurring patterns with pastoral teams.

Personal development and well-being | Target 7

Action 7.1. Agree access adjustments with pupils and families, then review enrichment participation and experience.

Leadership and governance | Target 8

Action 8.1. Present a combined termly report on the three priorities, distinguishing completed work from pupil outcomes.