



Self-Evaluation 2024/25

Final

Overall Effectiveness (BCO)

Criteria	Current Position (RAG)
<p>The quality of education is outstanding.</p>	<p>The quality of education at Moor Park High School and Sixth Form is good. Leaders have outstanding intent for the school’s curriculum and have developed an ambitious, broad and balanced curriculum over time. Leaders have methodically implemented research-based approaches to planning, assessment and teaching. The curriculum is now fully developed and is being implemented highly effectively. The impact of the curriculum is now being seen in improved progress across all year groups and in narrowing gaps for vulnerable students.</p> <p>For the school to secure an outstanding judgement the progress of disadvantaged students and students on the SEND register needs to improve. The gap in performance between these groups and the rest has widened significantly since 2019 when leaders had successfully narrowed the gap in progress. 2024 outcomes confirm that the gap is now narrowing once again, and this will sustain because of the hard work that has been applied to improving the curriculum and developing teaching. Leaders are sharply focused on improving outcomes for these vulnerable groups.</p> <p>The school has worked tirelessly to improve its curriculum and teaching, and this has allowed it to recover strongly and withstand the challenges faced by extended school closures during the Covid 19 pandemic. The school is in year two of its post Covid 19 five-year plan and there are many positive signs that the school is firmly, once again on the journey to outstanding.</p> <p>At 6th form the quality of education is good although the performance of A level subjects continues to be of concern. Leaders are committed to improving A level outcomes and swift action is being taken.</p>
<p>All other key judgements are likely to be outstanding. In exceptional circumstances, one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area sustainably and securely towards outstanding. Typically, this will mean meeting every one of the good criteria but falling short on the outstanding for that key judgement.</p>	<p>Behaviour and attitudes are now solidly good. The improvements noted by Ofsted in 2021 have embedded and strengthened and this is now reflected in improved attendance and reduced suspensions. Improvements seen in the summer term of 2024 have accelerated in the autumn term where attendance and suspension data are better than national averages. This is particularly true for disadvantaged students and those on the SEND register. Leaders have worked with external organisations, other secondary schools and the local authority in order to improve attendance and behaviour. Pride, gratitude and a strong culture of celebration and high expectation has meant that the school is now moving towards sustained</p>

	<p>improvements in attendance and behaviour. School leaders have applied the hard yards of consistency, certainty and routines to the lives of young people and are seeing the benefits.</p> <p>Personal development is a strength of the school and leaders have ensured that all statutory aspects of PSHE, RSE and CEIAG are in place. The school continues to offer its comprehensive extra-curricular offer and its Music and Sports programmes.</p> <p>Leadership and management remain stable at the school with leadership at all levels effective and responsive to the needs of staff and students. There is a relentless focus on improvement that drives school leaders, around a clearly understood and regularly repeated vision. Leaders do all that they can to support staff wellbeing and welfare and this is reflected in high levels of staff attendance and high levels of retention, especially in leadership positions. Leaders do not allow complacency at any level and Governors offer leaders effective challenge.</p>
Safeguarding is effective.	<p>Safeguarding is highly effective; staff members are fully trained, and students feel safe and are listened to. The safeguarding team works extensively with external partners to ensure that those at risk are fully supported. The school conducts an annual review of its safeguarding procedures and acts swiftly to improve its areas for development. A termly safeguarding board meets to discuss the schools most vulnerable students and ensures that timely and appropriate actions are taken. The school has an exceptionally strong safeguarding culture.</p> <p>Leaders have trained staff to recognise extremism and they respond swiftly where students are vulnerable to these issues or where concerns have been raised. Staff members feel confident to challenge students' views and encourage debate.</p>

Quality of Education (LRO)

Criteria	Current Position (RAG)
The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.	Curriculum lies at the heart of the school and is part of the school's mission statement. The intent is understood by all staff across the school; it is evident in school policies and documents then reflected in faculty created long term plans, medium term plans and handbooks. Faculty documents allow all teachers and associate staff to understand how the intent is implemented in their faculty and the lessons being delivered. A substantial amount of calendared meeting time has been given to faculties to support curriculum implementation; staff are focussing on individual lesson planning and delivery using Rosenshine's principles.
The work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.	<p>An annual review of long-term plans take place to ensure all subjects achieve the aims of the curriculum. Plans explicitly track the acquisition of knowledge and skills that students need to embrace further education, employment and training.</p> <p>The annual review process is informed by National documentation, the needs of our students and data that shows the success and impact of the curriculum.</p> <p>Medium term plans for KS3 have been updated in all faculties to ensure all students have access to a coherently planned and sequenced curriculum.</p> <p>Quality assurance processes triangulate long term plans to schemes of work and lesson delivery. Evidence (curriculum planning, book looks, lesson dips and student voice) show that the work given to pupils supports them to achieve the aims of the curriculum. Teaching is designed to help pupils consolidate knowledge in their long-term memory and to integrate new knowledge into larger ideas. PLCs identify the aims of the curriculum in detail. They allow all stakeholders to track the work given over time and student progress towards these aims.</p>
Pupils' work across the curriculum is consistently of a high quality	<p>Triangulated evidence shows students are being challenged across the curriculum. They are working hard, and both knowledge and skills are developing over time.</p> <p>Where student work is not meeting the expectations of the teacher, this is recorded, and interventions are put in place to address is.</p>

	<p>Moderation of work is now built into faculty QA so that standards are looked at regularly. External QA has taken place in Maths and Science with findings showing pupils work is of high quality. This is now being rolled out in English.</p> <p>All students access an academic curriculum that goes beyond the national curriculum in order to stretch students thinking and skills.</p>
<p>Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.</p>	<p>2024 progress 8 was national average at -0.19. There is a gap between PP and non-PP students however this has narrowed compared to 2023 results but is still below pre-pandemic levels;</p> <p>The cohort had 1 child with an EHCP and this student made below expected progress (-3.479). It is important to note this student was a CLA and started the school in April '23 with limited school attendance prior to this date. Upon starting the school attendance and school engagement developed and the young person is now in post 16 education. SEND K outcomes show year upon year improvement for the past 2 years. The cohort (16 students) achieved a progress 8 score in line with the results of the whole Y11 cohort. Work is ongoing to improve outcomes through synergy and the implementation of Rosenshine's principles. Improved school systems for applying for access arrangements and special consideration resulted in improved outcomes for students with barriers to learning.</p> <p>Results show consistency in outcomes across all faculties. BTEC courses underperform compared to other subjects within the school. BTEC courses have been reviewed by the school and where alternative GCSE courses are available, students have been moved to this pathway.</p>
<p>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.</p>	<p>All students in both key stages follow the National Curriculum in a fortnightly timetable of 50 hours. Students in Key Stage 4 (Years 10 & 11) study GCSE Religious Education and either GCSE History, GCSE Geography or GCSE Spanish as part of the core curriculum offer. Computer Science is offered as qualifications in the options process and all students received IT lessons as part of their PDWB time. All faculties have class sets of chrome books to develop students' IT skills.</p> <p>PDWB is taught in tutor time and in discrete lessons within the timetable.</p> <p>Long Term plans clearly track the knowledge, skills and cultural capital being developed throughout the curriculum.</p>
<p>The curriculum may undergo necessary changes (for example, following a review by senior leaders or to take account of COVID-19) and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are</p>	<p>Following covid-19, faculties reviewed the curriculum to ensure that gaps in foundation knowledge within their subject were filled. This negated student misconceptions developing and the need for catch up work and the impact of this work can be seen in improved 2024 examination results</p> <p>The curriculum offer for students was not redesigned following covid, allowing all pupils access to an appropriately broad and ambitious curriculum.</p> <p>The options process has been reviewed and remained aspirational with all KS4 students..</p> <p>Where alternative provision is used for a small number of pupils, there is a clear rationale and clear plan to support students learning.</p>

<p>made for certain pupils, there is a clear rationale for why this is in those pupils' interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum.</p>	
<p>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>	<p>All faculties have long term plans that explicitly track the acquisition of the knowledge and skills that students need to embrace further education, employment and training. There are also clear links to CEIAG that feed into a whole school tracked framework. Long term plans also draw out links to previous learning in KS2, KS3 and KS4.</p>
<p>In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition where this applies, and good progress has been made towards this ambition</p>	<p>The school has a 3-year Key Stage 3- and 2-year Key Stage 4. In KS3 a broad range of subjects are studied by all students including Computing, Food Technology, Music, DT and Art (alongside English, Maths, Science, History, Geography, PE and RE). At KS4 students study a range of subjects, with English (Lit & Lang), Maths, Science (double or triple), History/Geography/Spanish and RE all being compulsory. 2024 examination data shows the number of students studying EBACC was below the national average. The number of Year 10 & 11 students currently studying Spanish is below that of previous years. Student voice suggests the pandemic and recruitment of specialised teachers was the reason for this reduction in numbers; students were not speaking the language frequently. The faculty is now fully staffed with specialist teachers in order to address this issue.</p>
<p>The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.</p>	<p>In KS3 English and Maths the curriculum has been designed to support students with SEND. For individual students struggling with the curriculum (KS3 and KS4) a personalised curriculum is devised which maintains their entitlement to the National Curriculum. Teacher training and support regarding teaching SEND students has taken place and quality Assurance shows that the curriculum being taught is adapted to meet the needs of the pupils with SEND. As a result of this work, results for SEND K students have improved.</p>
<p>The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge.</p>	<p>An annual review of long terms take place to ensure all plans achieve the aims of the curriculum and explicitly track the acquisition of knowledge and skills that students need to embrace further education, employment and training. National documentation, the needs of our students and data that shows the success and impact of the curriculum are all used to inform the annual review process.</p> <p>Quality assurance processes triangulate long term plans to schemes and work and lesson delivery. Evidence (curriculum planning, book looks, lesson dips and student voice) shows that the work given to pupils supports them to achieve the aims of the curriculum. Teaching is designed to help pupils remember long term the content they've been taught, and to integrate new knowledge into larger ideas.</p> <p>PLCs identify the aims of the curriculum in detail and allow all stakeholders to track the work given over time and student progress towards these aims.</p>

<p>Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise</p>	<p>Most members of teaching staff teach within their subject specialism. All teach within a well-structured faculty system where specialist support is readily available.</p> <p>A generous amount of time is allocated to faculty development increased in order to give all faculties time to implement Rosenshine’s principles into lesson planning.</p> <p>Appraisal targets are linked to curriculum development (Rosenshine), quality of teaching and learning and professional development; these are recorded and reviewed throughout the year on the Blue-Sky system.</p> <p>Faculties have had access to a consistently generous CPD budget.</p> <p>A MPHS CPD offer remains available with a number of colleagues who have taken up fully funded opportunities to complete post-graduate degrees, National Professional Qualifications (Headship, Senior Leader and Middle Leader courses) and Chartered College Programmes. All new and recent entrants to the profession receive support from both a subject and professional mentor and are provided with training either from the Teach First programme, Lancashire County Council, the ECF programme, School Direct, the faculty leader or a combination of these.</p>
<p>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches</p>	<p>Formative assessment is now the golden thread that flows throughout the curriculum; PLCs, lesson key questions, assessment, feedback, therapy and reporting allow student understanding to be checked and clear feedback.</p> <p>ICT funding has enabled some faculties including Spanish and Maths to clearly check understanding during a lesson; this ensures feedback is instant, accurate and allows the class teacher to adapt their teaching.</p> <p>Faculty handbooks and centralised planning has developed the clarity of teaching, marking and feedback so that it is clear, appropriate to the faculty and appropriate for improving student outcomes. Clear assessment points are written into schemes of work, handbooks and the whole school calendar.</p> <p>MTPS and individual lesson planning is being developed to ensure teachers present subject matter clearly, check understanding and address misconceptions.</p> <p>QA processes including lesson visits and student voice identify there needs to be consistency in teacher practice.</p>
<p>Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</p>	<p>Long term plans have clear links to previous learning and build upon previous learning allowing students to develop a schema. Long Term plans draw out the connections to previous learning and these are available for students and parents.</p> <p>Low stakes knowledge recall tasks have been built into the curriculum in all faculties in order to support student knowledge recall.</p> <p>Formative assessment is now the golden thread that flows throughout the curriculum; PLCs, lesson key questions, assessment, feedback, therapy and reporting. This allows students to look at long term content. allow student understanding to be checked and clear feedback.</p> <p>Mock examinations (Year 11) end of year examinations (Years 7-10) and GL assessments give students the opportunity to assess their long-term understanding of content plus identify areas for development.</p>

	<p>They also give teachers the data to assess the success of their curriculum, so they can reflect and tweak their curriculum to support students and retain key content in their long-term memory.</p>
<p>Any remote education is well integrated within course(s) of study and is well designed to support the wider implementation of the school's curriculum.</p>	<p>The school is set up for remote education. Clear instructions for all stakeholders, student textbooks, cameras for all teaching staff, Microsoft teams and teacher training on direct instruction are all in place as part of everyday school life. These features allow students to follow the full school curriculum immediately if remote education is required.</p>
<p>Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the COVID-19 pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.</p>	<p>Assessment is embedded into the curriculum, forming an integral part of the learning journey. Data entry was reduced from once a term to twice in the academic year for 22/23. The data entry is linked to the parents evening so there are different dates for each year group for data entry 1. This reduces data overload for staff throughout the year. Staff and parental voice indicate that the data was useful and timely.</p> <p>GL assessments are completed annually, and information is shared with all stakeholders. This data enables external verification of internal data at individual student, year group and curriculum levels. Data entry is used by faculties to analyse the impact of the curriculum. This leads to curriculum development or interleaving gaps in learning in subsequent schemes of work for identified classes/groups of students.</p> <p>Data entry is used by students and parents to identify and fill gaps in learning using the revision therapies provided by faculties.</p> <p>Understanding of SISRA has been developed and data is now available for all year groups</p>
<p>Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>	<p>High funding on curriculum resources has been sustained with faculties purchasing personal copies for textbooks and subject specific materials that support teacher workload. Resources purchased are built into the curriculum schemes of work so that their use is clearly planned and contributes directly to student learning. Impact reports are also written to show value for money.</p> <p>Funds have been used to improve science labs, the computer suite, drama studio, music facilities and school hall in order to give staff and students excellent facilities that will support student learning and outcomes.</p> <p>Increased faculty time has been allocated to promote collaborative planning amongst colleagues and lesson workload. In Maths White Rose Maths and in Science Ark Mastery curriculum has been purchased to support teacher CPD, planning and delivery.</p>

<p>Reading is prioritised to allow pupils to access the full curriculum offer.</p> <p>A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge that pupils are taught when they are learning to read.</p>	<p>Accelerated Reader is fully embedded in Year 7 and 8, and with the Year 9 nurture group and pupils receive one reading lesson a week in addition to their timetabled English lessons. A tiered intervention approach is taken with pupils requiring additional support, focussed on either targeted phonics with a KS2 specialist, comprehension support or automaticity, meaning our pupils make excellent progress. On average, pupils have made an additional 8 months' progress across the year. Reading ages are shared with teaching staff via SIMS marksheets and whole-staff CPD has been delivered to support teachers' understanding and use of this data. Sixth formers continue to support younger readers with their reading. Pupils requiring intervention are reviewed regularly, and if progress is not made, pupils will be re-assessed. There is less need for the intervention programme than in previous years, due to pupils' KS2 SATS data and Accelerated Reader baseline results, meaning the tiered intervention programme will need reviewing moving forward to ensure it continues to meet the needs of pupils. Each year, Year 8 pupils take part in a reading scheme with Year 6 pupils at Deepdale Primary School, developing their reading skills and confidence in their own abilities. The English curriculum, with its literary focus, allows pupils to read widely and often and access a range of canonical texts, including nurture group pupils. The spiral curriculum allows for reading skills and comprehension to be developed over time. Textbooks are embedded across a wide variety of subjects at both KS3 and KS4, supporting pupils with their academic reading and knowledge and application of tier-2 and tier-3 vocabulary. Pupils reading above benchmark are invited to attend a form time poetry club to further develop their comprehension and love of literature. Reading successes are celebrated in assemblies and at whole-school events and pupils are invited to take part in regional and national competitions, such as Poetry by Heart and the Lancashire Book Awards. Pupils have access to eBooks via the Lancashire Library Service.</p>
<p>Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well</p>	<p>The use of formal talk and academic language is now embedded across the curriculum and all subjects use key terms or key word lists so that staff are explicitly teaching the vocabulary of their subjects. Although some progress has been made with how teachers teach the vocabulary of their subject, this is not yet embedded. Voice 21 strategies have been trialled across KS3 in a range of subjects. Voice 21 strategies have been shared across all faculties as part of the CPD process. These are not yet embedded. Internal data suggests that pupils' spelling and grammar does not improve across KS3.</p>
<p>Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce</p> <p>Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact</p>	<p>2024 progress 8 was national average. The gap between PP and non-PP students has narrowed; non-PP students made better than expected progress, however this is not the case for PP students with a -0.83-progress score. Results for SEND K students improved for a second year. Work is still continuing, to improve outcomes in this area, through synergy and Rosenshine.</p> <p>QA processes triangulate curriculum planning, teaching and student work. 2023/4 evidence shows that students are developing detailed knowledge across the curriculum and are prepared for the next stage of their learning.</p>

<p>Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.</p>	<p>The school continues to meet all 8 Gatsby benchmarks. All pupils in Year 10 and Year 12 attend a week of work experience and the processes for this have been simplified, so that pupils are able to self-place and therefore take responsibility for their own placement. The vast majority of our pupils (post-16) attend either a school sixth form, FE college or sixth form college. Only 2% of students choose an apprenticeship route. For pupils attending university, destinations show that the majority choose to stay 'local' and live at home. Although this may be the right choice for some pupils, it is important that the careers programme continues to broaden pupils' horizons. Feedback from pupils and visitors often highlights pupils' low ambitions. This needs to be addressed.</p> <p>L1/L2 qualifications are offered to a very small number of students, these are in addition to the GCSE in English/maths; all students in Yr11 are entered for GCSE including those on alternative provision.</p>
<p>Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age</p>	<p>The use of formal talk and academic language is now embedded across the curriculum and all subjects use key terms or key word lists so that staff are explicitly teaching the vocabulary of their subjects. Vocabulary is now embedded well within LTPS and other curriculum documents, in addition to key word lists. Staff do not yet always explicitly teach these terms. Internal data suggests that pupils' spelling and grammar do not improve across KS3. The English faculty are trialling Sparx Reader to support all pupils with their reading. The programme allows pupils to select their own books and uses AI to develop pupils' comprehension and understanding. Pupils are able to apply mathematical knowledge, concepts and procedures appropriately for their age. White Rose Maths hi, is used in Years 7 and 8, enabling students to apply mathematical knowledge, concepts and procedures learnt at KS2 to KS3 level of working. Sparx Maths has also been introduced to address gaps in knowledge. Feedback from teachers is positive.</p>

Behaviour and Attitudes (UIS)

Criteria	Current Position (RAG)
<p>Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. Pupils actively support the well-being of other pupils.</p>	<p>The school is a small, welcoming and diverse environment where pupils all care about each other and show acceptance and respect for those who are different to them.</p> <p>The school has strong tutor time and assembly programmes based on developing values and character that celebrates our diversity in all its forms. Pupils are clear that differences are accepted and not just tolerated.</p> <p>This acceptance of diversity is reflected in the low incidents of all types of bullying. Violence is not tolerated, and incidents of fighting are extremely low. The culture of the school is one of acceptance, respect and unconditional positive regard for all.</p> <p>There are robust and rigorous policies in school that ensure safeguarding of pupils at all levels. All stakeholders agree that the school deals with rare incidents of bullying swiftly and effectively.</p> <p>Pupils confidently report any concerns they have about themselves or others through face to face discussions with teachers and pastoral staff as well as reporting online via the SHARP system</p>

Criteria	Current Position (RAG)
	<p>Pupils have a strong voice in school, they are consulted on all aspects of school life. The Headteacher leads the School Parliament and meets with them on a half termly basis. All members of this group are linked to an aspect of the SIP and contribute to this.</p>
<p>Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community</p>	<p>The school is in the second year of the “proud to be Moor Park” strategy. There is a school affirmation which is increasingly used across school in lessons, assemblies and events. The School Parliament has been working to embed this sense of Pride, Gratitude and Kindness across all aspects of school life.</p> <p>The rewards policy in school is now linked to a badge system, which links pupil’s behaviour, attendance, achievements and progress into a hierarchy of badges that pupils can accrue through the year. Pupils are expected to wear their badges as a sign of pride in their achievements and gratitude for their experiences.</p> <p>Data is a strong indicator that our pupils are trying hard in all aspects of school life and demonstrating the values of pride and gratitude in their achievements.</p> <p>Whole school – 85% of pupils in school had earned at least 1 bronze badge. In year 7, 92% of pupils achieved one or more badges, and 18 pupils (15%) hit aspirational badges for the year. In year 8, 83% of pupils achieved one or more badges and 1 pupil achieved the aspirational badge for the year.</p> <p>PP – 82% of disadvantaged pupils had earned at least 1 bronze badge which almost is line with that of whole school. 94% of year 7 pupils achieved a least one bronze badge and 13% hit the aspirational badge for the year. In year 8 the picture is a little different in that 80% of pupils earned at least one bronze badge and no pupils hit the aspirational target.</p> <p>SEND – 70% of pupils on the SEND register achieved at least one bronze badge which is significantly lower than that of whole school. The highest earned was 2 Silver by 2 pupils. In year 7, 78% of SEND achieved a least one bronze badge, but no pupils achieved an aspirational badge. In year 8, only 62% of pupils on the SEND register achieved at least one bronze badge.</p> <p>The School works with staff and families to identify pupils who do not have a strong sense of satisfaction with self and school, and interventions are put in place to develop and build their resilience and confidence in learning. These range from mentoring to CBT programmes delivered by highly experience pastoral staff and external support funded by the PP funding</p>
<p>Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education</p>	<p>The school has rigorous behaviour, attendance and anti-bullying policies, which are based around clarity, consistency and certainty. These are regularly shared with all stakeholders via planners, assemblies, tutor time and in lessons.</p> <p>The school does not tolerate disruption to learning or lessons. There is a zero tolerance of any type of discriminatory, aggressive or bullying behaviour.</p> <p>There is strong routinisation of systems across school, which allows pupils to be clear on what expectations are from them</p>

Criteria	Current Position (RAG)
<p>The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated, and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.</p>	<p>The behaviour management system for use in class has been amended to facilitate non-verbal cues that allow pupils to build self-regulation behaviours. This continues to reshape and embed throughout the academic year, aiming towards a final review in the summer term 2024/5</p> <p>The school continues to deal with disruptive behaviour in and out of lessons in a clear and simple way. incidents of disruption or poor behaviour are dealt with immediately through a daily detention and restorative approach that allows teachers to be supported by middle and senior leaders</p> <p>The simplicity of the system allows for high levels of consistency and the restorative approaches used allow for high levels on consistency and ensures relationships between staff and pupils remain positive and effective.</p> <p>Pupils and staff worked together to develop the school code of conduct, "The Moor Park Way", this embodies and highlights the rights and responsibilities of all members of the school community as well as exemplifying our high standards and expectations. Everyone is very clear and well versed on The Moor Park Way and are very proud to refer to it.</p> <p>The full complement of behaviour teams has allowed for the zoning of the school to be embedded, this has provided real time support for teachers and pupils to ensure learning time is not lost. This has had a positive impact in allowing pastoral teams to proactively support and intervene for pupils who need additional behaviour support</p> <p>In Summer of 2023/4 the pastoral team was restructured with the addition of a sixth behaviour Manager from September 2024/5. This is a one-year fixed term contract with focus on reducing suspensions and Persistent Absence.</p>
<p>Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.</p>	<p>The school prepares pupils well. PP funding is used to provide textbooks, revision guides, personalised revision plans and resources as identified by staff or needed by pupils, these along with the introduction of the PLCS have increased pupil's resilience and helped them to be better equipped for learnings.</p> <p>PP funding is used to provide holiday revision classes for targeted pupils in the spring and summer terms. The tutor time programme is based around values and character and has focussed pupils on the importance of learning and being resilient both in academic and personal lives.</p>
<p>Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.</p>	<p>Attendance for 2023/24 was 90.4%, this is in line with National Average (NA). Persistent Absence ended on 21.8% compared to NA of 28%. SEND, FSM, EAL cohorts are all better than the NA. Boys remain in line with NA.</p> <p>Girls remain below national average for attendance – 89% compared to 90%.</p>

Criteria	Current Position (RAG)
<p>There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.</p>	<p>The school has worked with Inclusive Attendance Ltd in the work to improve attendance outcomes across school. This has helped us identify the areas where we need to improve intervention and support as well as how to use pastoral and form tutors in improving attendance.</p> <p>The school has reshaped pastoral structure to allow for Behaviour Managers to support attendance work with a directed cohort of families to support in improving attendance and engagement in school.</p> <p>The school completes home visits for vulnerable pupils with poor attendance as part of the safeguarding protocols</p> <p>A CPD programme identified and prepared for delivery to staff from September 2024 to help all staff understand the importance of their roles in improving attendance.</p> <p>The punctuality to lessons strategy has had an immediate and successful impact in reducing both lateness to lessons and internal truancy.</p> <p>Interventions delivered by pastoral team have had a positive impact on attendance and engagement with school.</p>
<p>Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort (see statutory guidance on school exclusion).</p>	<p>The Fixed Term Suspension rate is 19.64 which is better than the NA rate of 19.80. However, all groups are below NA for gender, FSM and SEND cohorts.</p> <p>Majority of suspensions due to verbal abuse to adult, persistent disruptive behaviour, physical abuse to pupils.</p> <p>56 pupils suspended 142 times</p> <ul style="list-style-type: none"> • 34% are female - 19 girls suspended 45 times • 66% male - 37 boys suspended 97 times • 63% of excluded pupils are White British • 6% are Asian Heritage • 31% mixed or other heritage • 30% on SEND register - all white apart from 1 pupil • 75% FSM • 70% of suspensions are due to 19 pupils (12 boys & 7 girls) & 90% of these are White British <p>Permanent Exclusion rate is 0.52, higher than the NA of 0.22. Boys remain in line with NA but girls are a rate of 0.75 compared to 0.6 nationally. SEN support rate is 3.08 compared to 0.71 Nationally. In summary five pupils, 4 girls and 1 boy were permanently excused in the academic year 2023/4. 80% of the permanent exclusions were for persistent disruptive behaviour.</p> <p>The appointment of a sixth behaviour manager is part of the pastoral support programme to ensure that pupils are supported into changing behaviours that lead to repeat suspensions or isolations</p>

Criteria	Current Position (RAG)
<p>Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe, and they feel safe</p>	<p>There is a strong level of trust between staff and pupils, and this reflects in some very positive relationships across school.</p> <p>The school culture inculcates unconditional positive regard for all students. The calm corridors and classrooms also show that pupils feel safe and know that the school looks after them.</p> <p>Excellent safeguarding practices are used across school and the PDWB curriculum teaches children the importance of safety and an anti-bullying culture</p> <p>There is a dedicated safeguarding board, comprised of all DSLs and the headteacher, who meet half termly to discuss and evaluate the support for vulnerable pupils and those on the CP register.</p>

Personal Development (UIS)

Criteria	Current Position (RAG)
The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.	The tutor time programme focuses on building pupil's skill and confidence and this along with the introduction of PLCs across the curriculum have further developed the pupil skills in reflection and identification of their strengths and areas for improvement, along with the resilience and confidence to challenge themselves to improve. The school uses a school developed values-based tutor time programme during tutorial time. This has enabled pupils to learn about themselves and to accept and celebrate differences. The character programme is developing pupils' resilience and confidence.
The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.	RE, Humanities and tutor time/assemblies programme allows pupils to develop SMSC. As part of the "proud to be Moor Park" strategy the tutor time values programme will be redesigned for 2024/5 by focussing on kindness, respect and living without harm.
The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of protected characteristics	PDWB (inc all aspects of statutory Citizenship, RSE and health education) is delivered in a specific weekly one hour session, which is supported with drop down days to cover key aspects of PSE and Health education in more detail using in school and external support. RSE is delivered by a specialist team of experienced teachers. The RSE curriculum is well resourced with online and 'Apause' resources. The PDWB programme is fully resourced with PLCs for each topic. it is delivered by an experienced and enthusiastic team of from tutors with support from pastoral teams The tutor time values programme along with the character, and the assembly programme cover the non-statutory aspects of PDWB and also the British Values programme
The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and mutual respect and tolerance of those with different faiths and beliefs.	The Health Education component of the personal development programme has been designed to deliver all this information in an age-appropriate way with quality assured resources. The school has a robust mental health strategy in collaboration with a trained clinical psychologist. We have 2 staff trained in mental health first aid.
The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.	All staff have had level 1 mental health training delivered by CAMHS. Over three days a week there is EHWB support in school via 2 days of psychotherapist support and one day of the NHS compass bloom programme for targeted pupils. We also have monthly visits by our own Ed Psych. The school nurse has fortnightly clinics in school, which focus around physical emotional and mental health. This service signposts pupils and parents to more specialist NHS services. The pastoral team, work with a range of external agencies including CFW service and local providers

Criteria	Current Position (RAG)
<p>Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.</p>	<p>The Citizenship component of the PDWB programme has been designed to deliver all of this information in an age-appropriate way with quality assured resources. Citizenship issues are also addressed through History and RE. The British values is covered by the Tutor time values programme, which includes discussion on topics relating to British values. there is a different value of the week, and the focus is encouraging pupils to celebrate and accept diversity in all forms. The assembly programme is dovetailed with the values programme</p>
<p>The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.</p>	
<p>The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.</p>	
<p>The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.</p>	
<p>There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.</p>	
<p>The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.</p>	

Criteria	Current Position (RAG)
<p>The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.</p>	
<p>Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks, a framework that defines the best careers provision in schools and colleges, to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance; the school meets the requirements of section 42B of the Education Act 1997. The school provides good quality, meaningful opportunities for pupils to encounter the world of work</p>	<p>The Gatsby Benchmarks are now fully embedded across the school, With the school achieving all 8 benchmarks last year. Careers provision is mapped across the school (subjects, PDWB, tutor time and drop-down sessions) so that careers links are made naturally and appropriately.</p> <p>The school is the first school in the Northwest to have been awarded Cyber First status through the National Cyber Security Centre. This provides access to resources, events and mentoring from a range of technology companies.</p> <p>An independent careers advisor meets with pupils at key transition points (Years 11, 12 and 13) and will offer additional support and guidance to pupils at risk of becoming NEET. Links have been developed with apprenticeship providers who form a core part of the school's career programme. Pupils also receive targeted support when applying for apprenticeships either at post-16 or post-18 level.</p> <p>The school's career strategy is updated annually, using feedback from staff, students and external providers, to ensure that the strategy reflects pupil needs and requirements.</p> <p>All pupils in Year 10 and Year 12 attend a week of work experience and the processes for this have been simplified, so that pupils are able to self-place and therefore take responsibility for their own placement and ensure they are meaningful.</p> <p>The school's careers strategy outlines how it meets the updated Baker Clause requirements.</p>

Effectiveness of Leadership and Management (BCO)

Criteria	Current Position (RAG)
Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.	Professional development is well planned and focused. Leaders offer a full range of opportunities to teachers; teachers played an active role in developing whole school pedagogy and assessment practices and conduct focused work on curriculum planning. This professional development has led to sustained improvement in the curriculum noted by Ofsted in its 2021 inspection. The school is now in year 2 of its post covid five-year plan and the focus is now firmly on using middle leaders to drive professional development across their teams. Each Faculty leader has an individual professional development plan for their team. This will lead to consistent improvements in the teaching of the curriculum over time.
Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.	Leaders are responsive to and engage with staff at all levels to ensure that issues are identified and dealt with. The school has a workload charter in place that outlines practical actions that leaders take to reduce workload and increase staff wellbeing. Staff absence rates are consistently better than national averages and the school takes practical steps, especially around reporting, assessment and bureaucracy which ensure that workload is reduced. Leaders reflect on workload issues in weekly SLT meetings and respond accordingly.
Staff consistently report high levels of support for well-being issues.	Staff consistently report high levels of support for well-being issues. This was confirmed in Nov 21's Ofsted report and in subsequent surveys. Leaders offer a bespoke well-being service for staff who report well-being issues. The school uses the Local Authority wellbeing resources and also use a private therapist to support staff.
Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.	Leaders have a very clear and ambitious vision for providing high quality education that is enshrined in its mission statement and realised in all aspects of school life. High aspirations are clearly demonstrated through the school's environment, policies and its practices. Increasingly Pride and Gratitude permeates all messaging.
Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time.	Leaders offer a graduated approach to professional development, starting with intensive in-house support for ECTs with a specialist senior teacher, through to specialist training for teachers between years 3 and 5 of their careers. The school supports several colleagues completing a suite of NPQs through Teach First and supports colleagues completing post graduate studies.

Criteria	Current Position (RAG)
Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.	The school does not game or off roll. It has an inclusive culture and ensures that all measures are taken to ensure that students complete their studies. Attendance in year 11 improved consistently in the second half of the last academic year and a vulnerable cohort were supported to complete their studies and successfully move on to their next steps.
Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive.	The school's pastoral and senior team ensures that pupils, parents and the community are engaged with proactively. The school has an excellent reputation in dealing with local services and through its CEIAG programme it engages with employers.
Leaders protect staff from bullying and harassment.	Safeguards are in place and the school has distributed line management systems which ensures that concerns can be addressed quickly. Robust HR policies are in place.
Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.	Leaders listen carefully to staff and are realistic about workload, ensuring that pressures on staff are managed constructively. Leaders are responsive to the needs of staff and change and adapt policy and practice to manage workload and reduce pressure.
Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.	The Governing Body is experienced and stable, understands its role and carry this out effectively. The governing body has been strengthened and now has a serving headteacher on it. This means that the strength of the Governing Body in holding leaders to account for the effectiveness in which resources are managed is replicated in the quality of education.
Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding	The Governing Body ensures that the school fulfils its statutory duties.
The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help	The school has highly effective safeguarding arrangements. The schools Safeguarding Board meets on a monthly basis to identify and help students who are at risk and regularly reviews its list of vulnerable students reviewing their cases on an individual basis. Leaders ensure that safer recruitment and HR policies are up to date and published to staff.

Criteria	Current Position (RAG)
pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils	

6th Form Provision

Criteria	Current Position (RAG)
The work that sixth-form students do over time embodies consistently demanding curriculum goals. It matches the aims of the curriculum in being coherently planned and sequenced towards building sufficient knowledge and skills for future learning and destinations.	Curriculum LTPs ensure that teachers give consideration to prior skills and knowledge and consider the sequencing of content. All KS5 subjects now have PLCs for their subject areas which allow teachers and students to track progress and monitor gaps. The principles of the Moor Park Lesson are embedded within KS5 pedagogical approaches; however, the symbols are not yet always used consistently within lessons. Students move on to appropriate destinations, with a greater proportion of students each year applying for degree apprenticeships.
The impact of the taught curriculum is strong. Students acquire and develop high-quality skills and produce work of a consistently high standard.	Outcomes for BTEC subjects and applied general qualifications continue to be strong. Outcomes for A Levels were poor, with several students gaining U grades and some subjects hugely underperforming.
Sixth-form students demonstrate consistently highly positive attitudes and commitment to their education. They have consistently high levels of respect for others.	Students in both Year 12 and Year 13 demonstrate an incredibly positive attitude to their learning. The vast majority of students are committed and where any apathy is seen, this is challenged immediately and effectively. Students have a high level of respect for each other and the sixth form community. Informal feedback from teachers is very positive about the culture and sixth form environment.

Criteria	Current Position (RAG)
<p>The sixth form consistently and extensively promotes learners' personal development. The sixth form goes beyond the expected, so that learners have access to a wide, rich set of experiences that teach learners because it is important to contribute actively to society. This is achieved through activities that strengthen considerably the sixth form's offer.</p>	<p>The enrichment and tutorial offer allows students to develop beyond the classroom. In addition to study skills, revision and note taking, students attend a wealth of trips and visits to universities, apprenticeship fairs and subject specific sessions. In addition, students are taught to be active and thoughtful members of society through debate competitions, supporting younger students through the student ambassador scheme, and taking students outside of their comfort zone with walks, cave exploring and Trangia cooking competitions. The offer is tailored each year, based on student need and teacher feedback.</p>
<p>Leaders adopt or construct study programmes that are ambitious, appropriately relevant to local and regional employment and training priorities and designed to give sixth-form students, particularly those with high needs and the most disadvantaged, the knowledge and skills they need to succeed in life.</p>	<p>The study programmes are academic and rigorous, but as evidence in this year's A Level results, has not always been appropriate for students. There continues to be a disconnect between student ambition and prior attainment, with students wishing to study the most rigorous subjects, despite not necessarily having the required GCSE results. Teacher assessed grades at GCSE and school closures have further compounded this issue.</p> <p>The sixth form supports disadvantaged students and SEND students well, providing a nurturing and supportive environment for students who might not otherwise achieve well elsewhere. Curriculum has been reviewed in light of these and a proposal put to governors.</p>
<p>The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>	<p>LTPs are in place for all subjects and aligned with LTPs in KS3&4. Faculty leaders ensure that KS5 provision is reviewed as part of the QA process. This year's outcomes were disappointing.</p>
<p>The school is ambitious for all its sixth-form students, including those with SEND and those who have high needs. This is reflected in the curriculum. The curriculum remains ambitious and is tailored, where necessary, to meet individual needs.</p>	<p>All students are known and are assigned a named tutor. Relationships are strong and staff take the time to get to know students and provide additional support if needed. Where students have particular needs, the SSO takes the lead on developing a programme of academic or pastoral support as required and will liaise with other members of staff including the school SENDCO if needed.</p> <p>The curriculum is academic and rigorous but continues to not always be appropriate for a small minority of students. As the KS5 cohort changes (with more external students) the curriculum offer will need to be reviewed. Some teachers are not always confident in teaching the A Level syllabus. Links have been made with other KS5 providers to support teachers.</p>

Criteria	Current Position (RAG)
<p>Sixth-form students study the intended curriculum. The school ensures this by teaching all components of the full programmes of study. Any remote education is integrated into course(s) of study and is well designed to support the wider implementation of the school's curriculum. Changes may have been made to the intended curriculum to have a short-term specific focus for some or all students. Where this is the case, there is a clear rationale for why it is in those students' best interests, and there is a clear plan for returning all students to studying to their full program</p>	<p>All students study the intended curriculum, and the sixth form will address any early concerns about subject choices in the first few weeks of term. All teaching is face-to-face, and the sixth form uses TEAMS for independent work and Synergy is used for parental communication, although teachers do not log homework due to the often extended nature of the work.</p> <p>The school is set up for remote education. Clear instructions for all stakeholders, student textbooks, cameras for all teaching staff, Microsoft teams and teacher training on direct instruction are all in place as part of everyday school life. These features allow students to follow the full school curriculum immediately if remote education is required.</p>
<p>Teachers have expert knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. When relevant, teachers have extensive and up-to-date vocational expertise.</p>	<p>Single teachers in Biology and Chemistry have made links with other KS5 providers are more confident in their delivery of the course. Teachers have also utilised exam board support and CPD. Middle leaders are more confident with the courses offered at KS5.</p>
<p>Teachers present information and/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught. They check students' understanding systematically, identify misconceptions and provide clear, direct feedback. In doing this, they respond and adapt their teaching as necessary without recourse to unnecessary, time-consuming, individualised approaches to subject matter.</p>	<p>KS5 lessons are calm and focussed on learning. Teachers have excellent relationships with students/. Regular, low stakes quizzing takes places across all subjects and teacher use the information to re-teach and consolidate learning. Historically, some student shave been placed on the incorrect courses and therefore teachers have not always been able to support students to make good progress.</p>
<p>The work that teachers give to sixth-form students is demanding. It ensures that students build knowledge and acquire skills, improving and extending what they already know and can do</p>	<p>Work is demanding, but sometimes pupils struggle to access information and in some subject areas, teachers do not always effectively support students to be able to improve or extend on existing knowledge</p>

Criteria	Current Position (RAG)
Teachers encourage students to use subject-specific, professional and technical vocabulary well.	Most teachers have integrated explicit teaching of vocabulary into curriculum plans and PLCs. Teachers will challenge and support pupils to use subject-specific and technical language, as evidenced by QA. QA evidence demonstrates consistent use of questioning within lesson at KS5.
Over the course of study, teachers design and use activities to help students to remember long term the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently.	The school's work on formative assessment, knowledge and recall has been adopted by teachers in sixth form. All subject areas now use PLCs at KS5. Assessment is used well within lesson, with knowledge recall and mini tests being used by the vast majority of teachers. A Level outcome this year suggest that long term retention has not been fully embedded across all subjects.
Teachers and leaders use assessment well. For example, they use it to help students embed and use knowledge fluently and flexibly, to evaluate the application of skills, or to check understanding and inform teaching or to understand different starting points and gaps as a result of the pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or students	Unnecessary burdens on staff have been reduced, with 2 data entry points across the year. Reporting requirements are the same as lower school to allow for consistency and minimise time spent for teachers, with the exception of a UCAS reference at the end of Year 12. Year 12 students also undertake an initial 'baseline' assessment in the first half term to ensure they are on the correct pathways and that any gaps from KS4 are identified. Teachers use in-class, low-stakes testing to inform their planning. Teachers are able to flag concerns quickly via the SSO and data is always used for planning interventions.
Teachers create an environment that allows sixth-form students to focus on learning. The resources and materials that teachers select and produce – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning, independent living and employment	Sixth form lessons are calm, orderly and purposeful. Students receive free of charge textbooks for each of their subjects, although there are a small number of subjects where teachers over rely on textbooks in lesson, and student feedback suggests that these are sometimes used in place of teacher exposition.
Students have high attendance and are punctual. Their attitudes to their education are positive. Where relevant, attitudes improve over time.	Attendance for the outgoing Y13 group was poor. Current Y13 attendance is around 80% (AoC average is 76%) and 97% for Y12.

Criteria	Current Position (RAG)
	A very small number of Y13 students continue to struggle with their course due to a combination of factors, we continue to work with them and support them. Parents are reluctant to engage.
<p>The sixth form prepares its students for future success in education, employment or training. It does this through providing unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance, and opportunities for good quality, meaningful encounters with the world of work.</p>	<p>The Gatsby Benchmarks are now fully embedded across the school, With the school achieving all 8 benchmarks last year. Careers provision is mapped across the school (subjects, PDWB, tutor time and drop-down sessions) so that careers links are made naturally and appropriately.</p> <p>An independent careers advisor meets with pupils at key transition points (Years 12 and 13) and will offer additional support and guidance to pupils at risk of becoming NEET.</p> <p>The school's career strategy is updated annually, using feedback from staff, students and external providers, to ensure that the strategy reflects pupil needs and requirements.</p> <p>All students in Year 12 attend a week of work experience and the processes for this have been simplified, so that pupils are able to self-place and therefore take responsibility for their own placement and ensure they are meaningful.</p> <p>The school's careers strategy outlines how it meets the Baker Clause.</p>
<p>Students develop detailed knowledge across the curriculum and, as a result, achieve well in their study programmes. Students make substantial and sustained progress from their identified and recorded starting points in their study programmes. Where appropriate, this is reflected in results in national examinations that meet government expectations, or in the qualifications obtained</p>	<p>BTEC and applied general qualifications continue to perform well, but A Levels significantly underperformed this year. This year's Y13 cohort lacked exam resilience and independent skills (Covid impact) in addition to some students with personal issues. Mock exam results did not always provide reliable data for assessing student progress and a clear disparity between mock exam results and actual results for some subjects.</p>
<p>Students are ready for the next stage of education, employment or training. They have gained qualifications or met the standards that allow them to go on to destinations that meet</p>	<p>The Gatsby Benchmarks are now fully embedded across the school, With the school achieving all 8 benchmarks last year. Careers provision is mapped across the school (subjects, PDWB, tutor time and drop-down sessions) so that careers links are made naturally and appropriately.</p>

Criteria	Current Position (RAG)
<p>their interests, aspirations and intended course of study. Students with high needs have greater independence in making decisions about their lives</p>	<p>The school is the first school in the Northwest to have been awarded Cyber First status through the National Cyber Security Centre. This provides access to resources, events and mentoring from a range of technology companies.</p> <p>An independent careers advisor meets with pupils at key transition points (Years 12 and 13) and will offer additional support and guidance to pupils at risk of becoming NEET.</p> <p>The school's career strategy is updated annually, using feedback from staff, students and external providers, to ensure that the strategy reflects pupil needs and requirements.</p> <p>All students in Year 12 attend a week of work experience and the processes for this have been simplified, so that pupils are able to self-place and therefore take responsibility for their own placement and ensure they are meaningful.</p> <p>Despite underperformance in a small number of A Level subjects, almost all students moved on to their intended destination, or were placed on a similar course through the clearing process.</p>
<p>Leaders and staff create an environment in which students feel safe because staff and learners do not accept bullying, harassment or discrimination or peer-on-peer abuse – online or offline. Staff deal with any issues quickly, consistently and effectively.</p>	<p>The sixth form provides a calm, supportive and friendly environment. The sixth form tutorial programme supports pupils to understand their responsibilities towards their peers, and who to speak to if there are any issues or concerns. Bullying is exceptionally rare and any incidents that do happen are dealt with swiftly.</p>
<p>Students develop an age-appropriate understanding of healthy relationships through appropriate relationship and sex education</p>	<p>As part of the sixth form enrichment programme, all students attend a sexual health talk from a local charity and undertake sessions on toxic masculinity, coercive and controlling behaviour and understanding the dangers of living in a digital world.</p>