

WLHS Self Evaluation Form 2023

Behaviour and Attitudes.

- Bullying is rare.
- Staff expectations of behaviour are high. Challenge and management of low-level disruption has improved.
- Positive behaviour is acknowledged with Christian Value tokens and other rewards and celebrated in collective worship.
- Pupils are generally kind to each other and staff.
- Pupils' attitude to learning is generally positive.
- Attendance and punctuality are good (above national average Summer term). Unauthorised are infrequent.

Personal Development.

- Staff are given opportunities to contribute to the strategic and operational management of the school.
- Staff are given opportunities to access relevant CPD to enable them to flourish.
- School uses framework of Christian Values to promote the development of the whole child.
- School provides input from subject specialists in PE and Music to develop a range of skills.
- The curriculum is written taking in to account the skills and interests of the current cohort,
- School provides extra-curricular activities to complement and broaden the curriculum.

Quality of Education.

- Core curriculum is coherently planned and delivered around our vision. Sequenced knowledge and skills are cumulative and prepare pupils for the next stage of learning.
- Assessment and feedback are thorough and effective.
- Foundation curriculum is not yet as effectively planned and delivered as the core. Sequencing, assessment and feedback need to be more consistent.
- Retrieving and practicing prior learning is becoming standard practice.
- Staff are becoming more confident in recognizing and recording 'out of the classroom' learning opportunities.
- EYFS environment and provision is well-developed and recognizes the individual needs of pupils.
- Understanding of progression across the key stages is developing.

Leadership and Management.

- Leaders have effective communication with parents, staff and governors.
- Leaders keep the school vision at the heart of all strategic and operational decisions.
- Leaders involve staff with strategic and operational changes where possible.
- Staff are given access to relevant CPD, plus weekly leadership/planning time.
- Leaders participate in professional dialogue with peers at local and regional level, to maintain awareness of education and leadership issues.
- Governors have clear roles and responsibilities and consistently attend meetings.
- Governors could offer more support and challenge to school leaders through more frequent communication and questioning.

Overall effectiveness.

- Pupils are happy and feel safe at school.
- Staff are happy and feel fulfilled at school.
- Safeguarding is effective and all staff and governors understand their responsibilities.
- There is good provision for SEND pupils.
- Expectations for behaviour and learning across the school are improving.
- Teachers are constantly developing the curriculum and making it more effective.