

SUB-CONTRACT SELF ASSESSMENT REPORT YEAR

Sub-contractor;
Owner (person completing);

SECTION 1 – Overview

1.1 Context statement

1.2 Intent, Implementation, and Impact

SECTION 2 - Review of last year's Quality Improvement Plan

RED Not met	AMBER Partially met	GREEN Met or exceeded

SECTION 3 – Overall **YEAR** Grades

Aspect	Draft Grade:	Board Grade:	Aspect	Draft Grade:	Board Grade:
Overall Effectiveness					
Quality of Education			Education Programmes for young people		
Behaviour and Attitudes			Adult Learning Programmes		
Personal Development			Apprenticeships		
Leadership and Management			Provision for learners with high needs		

SECTION 4 – SAR Headline

4.1 Analysis

<ul style="list-style-type: none"> ✓ ✓
<ul style="list-style-type: none"> ➤ ➤

4.1 Headline data

SECTION 5 – Self-Assessment

Quality of Education To include the list below as either a strength or area for improvement, each must have a judgement (e.g. Curriculum delivery is good), followed by a supporting statement (which may include data) to justify this judgement. The EIF should be referred to for judgement guidance: <ol style="list-style-type: none"> 1. Curriculum delivery 2. Teaching (pedagogy) 3. Assessment (formative and summative) 4. Outcome for learners 	
Key Strengths Outstanding or Good judgements	Key Areas for Improvement <i>(to be added to QIP)</i> Requires Improvement or Inadequate judgements
✓	➤
Evidence	

Behaviour and Attitudes

To include the list below as either a strength or area for improvement, each must have a judgement (e.g. Behaviour is outstanding), followed by a supporting statement (which may include data) to justify this judgement. The EIF should be referred to for judgement guidance:

1. Attitudes to learning
2. Behaviour
3. Exclusions
4. Attendance
5. Attendance at English and maths
6. Work experience / placement
7. Bullying

Key Strengths Outstanding or Good judgements	Key Areas for Improvement <i>(to be added to QIP)</i> Requires Improvement or Inadequate judgements
✓	➤
Evidence	

Personal Development

To include the list below as either a strength or area for improvement, each must have a judgement (e.g. Preparation for next stage is good), followed by a supporting statement (which may include data) to justify this judgement. The EIF should be referred to for judgement guidance:

1. Spiritual, moral, social and cultural development
2. Fundamental British values
3. Careers guidance
4. Healthy living
5. Citizenship
6. Equality and diversity
7. Tutorial
8. Preparation for next stage

Key Strengths Outstanding or Good judgements	Key Areas for Improvement <i>(to be added to QIP)</i> Requires Improvement or Inadequate judgements
✓	➤
Evidence	

Leadership and Management

To include the list below as either a strength or area for improvement, each must have a judgement (e.g. Vision and ethos requires improvement), followed by a supporting statement (which may include data) to justify this judgement. The EIF should be referred to for judgement guidance:

1. Vision and ethos
2. Staff development
3. Staff workload and well-being
4. Off-rolling (intervention of learners)
5. Governance/oversight
6. Safeguarding and Prevent

Key Strengths Outstanding or Good judgements	Key Areas for Improvement <i>(to be added to QIP)</i> Requires Improvement or Inadequate judgements
✓	➤
Evidence	

SECTION 6 – Data