

St Richard's Catholic College
School Profile 2014-2015

1. *What have been our successes this year?*

77.4% of pupils achieved 5 or more A*-C grades including English and maths in their GCSEs which was once again the highest in the county. Pupil progress from KS2 to KS4 in Maths and English was also the highest in the county. The Specialist Schools Academies Trust (SSAT) awarded the school certificates for being in the top 20% of schools nationally for progress made by pupils between Key Stage 2 results at primary school and GCSE results at age 16, and for being in the top 11% nationally for high attainment. David Laws, MP, sent a letter congratulating the school on its work to raise the attainment of disadvantaged pupils and in July 2015 OFSTED HMI made a good practice visit to explore the strategies we use to help disadvantaged pupils make good progress. Our Progress 8 shadow data is very high showing our pupils average a B grade on these new measures.

February 2015 saw the school being awarded the accolade of National Support School by the National College of Teaching and Leadership (NCTL) in recognition of its school-to-school support work and the quality of its professional development activities for a range of partner schools, which include our feeder schools. Alliance activities such as the TA development programme, Middle Leaders programme and maths support have been particularly successful. Both the Teaching School and the Maths Hub have had a successful first year with the Teaching School making a number of successful bids for its Alliance and schools in need of support.

Competition successes include: South East winner of the Lions Peace Poster art competition; runners up in the Rotary Public Speaking competition; runners up in a National Dance Competition; Crest and STEM award winners for a range of science projects; first prize in STEM Slots Trucks engineering challenge day; a prize winner in a science communication competition and selected for National Schools Observatory Image of the Month; sporting success with a number of winners and finalist positions; prize winners in a range of creative writing competitions and we have received a number of awards in the UK Maths Challenge.

Pupils have participated in an extensive range of trips / experiences / activities this year and we are particularly proud of those involved in BBC Schools Shakespeare, BBC News Day,

Duke of Edinburgh scheme, Maths Week, public speaking, dance events such as Time to Dance, Rock Challenge and the Great British Dance Off, reading projects, music events including the Prom in Eastbourne, Summer Sing at the De La Warr as well as a trip to see an opera at Glyndebourne, the Laura Wright concert and singing for HCPT: The Pilgrimage Trust at Westminster Cathedral; sporting activities and a vast range of science activities including Science Week, Science Sparkle Day and physics lectures at the university. Trips have included skiing in Austria, a geography trip to Iceland, Christmas markets in Aachen, Ethical Eden and our annual pilgrimage to Lourdes to work with HCPT. In total, 85 educational visits have taken place this academic year.

The quality of talent evident in music and dance this year culminated in the school being invited to perform at the Diocesan Jubilee celebrations and to take a central part in the Jubilee Mass. Term ended with a successful collaboration between drama, music and dance to present memorable performances of 'Back to the Eighties'.

Pupils have remained committed to supporting the vulnerable with over £12,000 being raised and donated to a variety of causes. They have continued to support CAFOD, Fair-trade Fortnight and the Send my Friend to School Campaign. They have also been involved in a number of community activities led by Interact Club which included a record number of boxes (372) being collected for the 'Love in a Box' campaign. Thanks to the local Ambulance Service, all of Year Eight have been trained in emergency first aid.

Maintenance work to the fabric of the building has included: refurbishment of the kitchen area and extension to the dining room and refurbishment of two ICT suites. As the summer holidays begin, the Food Technology room, two science laboratories, the boys' changing rooms, two classrooms and a toilet suite will be refurbished.

We continue to be a happy, calm and thriving school community living out Gospel values to the best of our ability.

2. *What are we trying to improve?*

As an outstanding school, we are never complacent, recognising the need for continuous improvement. We regularly evaluate what we are doing and change direction if need be.

This year our focus has been on improving teaching and learning so that 100% of lessons are judged good or outstanding, using our own ten features of an outstanding lesson to evaluate practice. The introduction of IRIS in the summer term has allowed staff to really evaluate the quality of their day to day lessons.

We are also trying to support our pupils to become more autonomous learners. Literacy has been strengthened and we are working to improve numeracy with the appointment of a new Numeracy Coordinator who has organised a successful Maths Week including international speakers, Masterclasses for Y5/Y6 pupils and a 'Women Into Maths' day for pupils and students across East and West Sussex.

Aspirational targets have been set for all departments and pupils so as to raise attainment and increase levels of progress. We aspire to be in the top 5% of schools for progress and attainment and want to achieve 85% A*-C including English and maths. Our tracking and provision for SEND and Pupil Premium pupils has improved and consequently more effective interventions are in place. This has been strengthened by the appointment of Pastoral Key Stage Coordinators who track disadvantaged groups in particular. Further strategies will be in place for the new academic year. Governors monitor the work of departments where there is within-school variation.

We have also been working on improving the quality of reporting progress information given to parents with a new profile/interim report trialled in July with Year 8. A range of intervention has been put in place for Year 11 pupils, the impact of which will hopefully be evident in the 2015 results. Work with Year 11 parents, to guide them through the revision/exam process, and the use of an external speaker to teach Year 11 revision skills, will also hopefully impact on this year's results.

We have invested more money in ICT so there are more trolleys of laptops/tablets strategically placed around the school. Our Virtual Learning Environment (VLE) and website are in the process of being improved and we have plans to introduce 'Show My Homework' from September to strengthen practice in this area.

With limited funding, we continue to strive to improve the fabric of the building. The Food Technology room, a suite of toilets, the boys' changing room, two science laboratories and two classrooms will be refurbished in the summer holiday. Site security has been strengthened, with the installation of a pupil gate and more CCTV in the grounds.

Leadership skills at all levels have also been a focus, with the strengthening of middle leadership and the development of pupil researchers this year. We are also trying to engage more boys in undertaking leadership activities. This year, Senior Prefects had training from the Literacy Co-ordinator to provide literacy and learning coaching for Year 7 pupils and to support weaker readers.

From September, we will be introducing a passport to Prefect status to strengthen pupils' participation and responsibility in the community.

Last September we introduced THE CREST as a rewards system to strengthen rewards and pupil participation across the community. It is broken into three stages (Bronze, Silver and Gold), so pupils can be rewarded throughout their five years. There have been a few teething problems which have been addressed in time for September.

The Governing Body and its strategic role has been strengthened with LMT-led CPD and a range of INSET offered by the Education Improvement Partnership. We are also trying to improve the impact TAs have on pupils' progress.

3. How much progress do pupils make between 11 and 16?

Year	% 5+ A*-C	%5+A*-C EM	Average points	Capped Av points
2012	85	75	489.4	368.4
2013	92	82	523	379.2
2014	85	77.4	461	363.9*

*This looks low but the national av capped points was 306.9 in 2014 as opposed to 338.3 in 2013 so the difference for 2014 is higher than in previous years.

KS3 2014:

94.% of pupils achieved L5 or above in English and 69% L6 and above.

94.4% achieved L5 or above in maths and 77.7% L6 or above.

89% achieved L5 or above in science and 61% L6 or above.

These results again match the highest in the LA for maths and English.

3 levels of progress for 2014 is high and matches the highest in the LA.

KS4 2014:

Progress from KS2 to KS4:

English: 86% of pupils made 3 levels of progress from KS2 to KS4.

Maths: 81% of pupils made 3 levels of progress from KS2 to KS4.

The value added figures for the same period show our pupils making exceptional progress compared to pupils in similar schools:

Value added from KS2 to KS4 (this puts us within the top 20% of schools nationally in the last 3 years).

2012 1017.7

2013 1015.

2014 1029.9 which places us in the top 11% of all schools in the country.

The shadow data for progress 8 for 2014 is very positive. St Richard's has an average grade of B on the new system and is 0.63 on the VA scale (where 0.5 is significantly high)

4. *How well do our pupils achieve at age 16?*

Our pupils at age 16 (end of KS4) have had the highest attainment in the Local Authority for the last three years for the percentage of pupils gaining 5 or more GCSEs at grades A* to C including English and Maths. This year, St Richard's pupils were at 77.4%. In terms of achievement, the value added scores from KS2 to KS4 over the last 3 years have kept St Richard's within the top 20% of all schools in the country with the 2014 results putting the school in the top 11%. Our pupils make significantly more progress from KS2 to KS4 than expected.

5. *How have our results changed over time?*

KS3

In the last 3 years KS3 results have been consistently high and well above County and National averages. The overall average TA (Teacher Assessment) point score has been consistently high:

2012: 39 (TA)

2013: 39 (TA)

2014: 39 (TA)

KS4:

The school results for the last three years for the percentage of pupils achieving 5 or more GCSEs at A* to C including English and maths have been high: 75% in 2012 and 82% in 2013 and 77.4% in 2014 whereas for the same period National figures have gone from 51% to 58% to 55% in 2014. Our headline figures were again the best in the County.

Year 11 (2013- 2014)

- 77.4 % of pupils achieved 5 or more A*-C grades including English and Maths.
- 85% of pupils achieved 5 or more A*-C grades including all subjects.
- 74% achieved 6 or more A*-C including English and Maths.
- 99.5% achieved 5 A*-G.
- 100% achieved 1 A* to G. The National average is 97.6%.
- The average points score per candidate was 44.3.
- The average GCSE points score was 461.
- The average capped points score was 364.

6. *How are we making sure that every child gets teaching to meet their individual needs?*

Providing outstanding teaching and learning for every pupil remains our number one priority at St Richard's.

INSET provided for staff on outstanding teaching and learning practice ensures that pupils receive high quality teaching. With a strong focus on differentiation at both ends of the ability range, we believe the pupils' learning needs are being met.

Teaching Assistants (TAs) receive regular training and INSET including our own bespoke 'Outstanding TA Programme'. TAs also evaluate their impact when working with SEN pupils.

Meeting the personalised learning needs of every child is at the heart of our Mission Statement.

The SENCO and Special Needs Department work closely with parents and staff to ensure that pupils with special educational needs can access the curriculum and achieve their potential. The SENCo also attends annual reviews of pupils with an EHC Plan in Year 6.

Interviews with pupils and parents reveal that they are happy in their learning and their engagement has been commented on by many a visitor to the school. The introduction of The CREST has highlighted the importance of developing the whole person and pupils will need to have completed much of it to apply for Prefect status.

An outstanding transition programme with the primary schools as well as between year groups identifies the teaching and learning needs of all abilities.

All pupils are set aspirational targets and their progress towards these targets is assessed three times a year and is reported to parents. In the new academic year, this will be extended to five times a year to allow closer tracking of pupil progress. Intervention strategies are implemented where needed, whilst achievement is rewarded with certificates.

Pupil voice and surveys are used to triangulate assessment data and teacher perceptions. Additionally, structured conversations with SEND pupils and their parents ensure that their provision is outstanding.

Our curriculum model, particularly at KS4, is regularly evaluated and updated. Last year, computing was introduced. In September 2015, Classics will be taught as part of the option block while GCSE Latin is being offered as an after-school club. Spanish will be introduced as a third language at Key Stage 3. Our curriculum model has been designed to ensure the best outcomes in both the EBacc and Progress Eight. This was confirmed by Raise Online when we took part in the pilot assessment based on the new Progress Eight measures.

Intervention in the form of reducing the number of GCSEs a pupil takes and seeking alternative provision is available for a minority. In both cases, this has been successful in improving engagement and attendance. In September, Asdan and other vocational qualifications, will be introduced for a non- EBacc cohort and will focus on life skills and promoting self-esteem.

At KS4, pupils who are underachieving attend intervention classes every evening until they are back on target. This year's results will indicate if this has boosted the chances of more

pupils achieving 5 or more A*-C grades including English and maths. If successful, this will be extended to KS3 in the next academic year. Mentoring is provided for a good percentage of Year 11 pupils.

Literacy and numeracy intervention is used for those pupils not at the expected level. To date this intervention has had a marked impact. Year 7 makes use of nurture groups to allow for greater differentiation and TA support.

More able provision (formerly known as Gifted and Talented) remains a strength of the college. Pupils are given opportunities to attend master classes, trips and are given extension activities within lessons. Last year, we successfully introduced AS-Level Philosophy and Ethics for an accelerated group in RE. This group did particularly well with over half of the group achieving an A grade.

Ours is very much an ethos of high expectations for all and we see our curriculum as inclusive. AFL is embedded and our strong pastoral care structure ensures that personal difficulties do not impact on learning

7. How do we make sure all pupils attend their lessons and behave well?

Pupils at St Richard's are highly positive about their learning. Classrooms are safe and welcoming and lessons enjoyable, stimulating and challenging.

Learning walks occur daily and pupils are used to being questioned about their learning.

Our attendance figures are high (95%) with rewards for 100% attendance. Punctuality to school and lessons is a given and any lateness is always followed up. Persistent absence or lateness is addressed in liaison with our Behaviour and Attendance Officer so that strategies are in place to secure a positive outcome. We buy in the support of Education Support, Behaviour and Attendance Service (ESBAS) to attempt to reduce the persistent absence of key pupils.

Each pupil has a comprehensive, holistic profile formulated before entry which follows them throughout their school journey. SIMS is used to record misdemeanours so that pupils appreciate that disruption of any kind will not be tolerated as it is dealt with swiftly. In collaboration with the School Council we have composed ten features of an outstanding

learner which ensures high standards of BFL and a quality learning experience for all pupils. Rewards are used to motivate pupils with postcards home being particularly popular.

Figures for fixed term exclusions and close supervision remain low. Annually, we review our sanctions and rewards systems. The CREST was launched this academic year and momentum is building as pupils begin to achieve and be rewarded for certain stages.

INSET on Behaviour for Learning (BfL) is provided for all staff and, in particular, for those new to the profession or to the college. We have a Sanctions List and Community Expectations which all in the community are expected to apply fairly and consistently.

We also support behaviour by identifying issues our young people are facing and organise help/guidance through: the Lay Chaplain, SAS groups, exam stress – buster workshops, designated mentoring sessions for identified pupils, substance misuse workshops, Rainbows / Spectrum programme and our in-house anger management programme. Workshops for parents/carers such as Positive Parenting enable them to play their part in building up their child's resilience. The school enjoys strong relationships with and utilises the support of external agencies such as Virtual School, FLESS, CAMHS, TYS and ESBAS.

Results and the progress made by pupils are strong evidence of the fact that pupils behave appropriately in their lessons. Our school self-evaluation, rigorous monitoring and our performance management systems indicate that pupils are fully engaged and challenged in their lessons.

8. *What have pupils told us about the school, and what have we done as a result?*

Pupil voice is valued. Pupils are surveyed regularly within subjects using a range of strategies. Year and School Councils and pupil interviews have been carried out with members of the Governing Body in the areas of teaching and learning and safeguarding. The Chair of Governors attends key School Council meetings to hear the news and views of the pupils and report back to the Governing Body.

We have introduced pupil researchers who have received training and who are working on lesson observation, providing feedback to staff volunteers. We have also increased the number of leadership responsibilities available to Upper School pupils with particular successes being those supporting pupils with literacy needs.

Pupils have requested that the stationery shop in the library is expanded and this has occurred. Additionally, revision guides are now available in the library. Pupils were fully involved in deciding the reward system for THE CREST and designed the log book for recording experiences. They have also offered suggestions for improving their journal. Each subject conducts its own survey of pupils to evaluate the teaching and learning and change is then implemented. Key has been the giving of more time in the classroom to complete improvements to 'close the gap' using the purple pen. Selected pupils have also designed the questions to be used in pupil interviews of prospective staff.

Annually, the pupils complete the County Safer Schools Survey which affirms good practice in the school in relation to dealing with bullying. The information has helped produce our Friendship and Anti-Bullying Action Plan to develop our work in this area further. Our main focus is to establish a 'drop-in area', for pupils to meet and receive support from senior peer mentors; to raise the profile of the Smile Ambassadors and Student Listeners and to establish a designated staff group for anti-bullying. During the year, we have brought in theatre companies and a range of speakers to support the children in building up their emotional resilience.

Pupil Voice has also indicated that rewards in the Upper School are not working as effectively as they would like. In the new academic year, more emphasis will be placed on prefect points to secure prefect status and a passport to prefect status and a passport to prom ticket is being developed in Year and School Council meetings.

The School Council remains a strong voice and representative of pupils' views and we have been very impressed with the quality of feedback from pupils used in interviewing prospective staff.

9. *How are we working with parents and the community*

We have two active Parental Focus Groups who meet regularly to discuss, review, evaluate and contribute to a wide variety of school systems. They make a measured contribution to changes within the school and have been extremely useful in reviewing policies, reporting procedures and new initiatives. Our PTFA is also very strong.

The SEND department organise drop in surgeries throughout the year for pupils who are on our SEND/PP register. This allows for a more informal opportunity to raise issues, discuss concerns and widen knowledge about the support offered to SEND pupils at St Richard's. Year Seven parents are also invited to coffee mornings to meet with the Pastoral Leader of Year Seven, the Principal, the Lay Chaplain and SENCo. It allows the parents to raise concerns after the first month. Current parents also go on tours each year to evaluate the teaching and learning whilst the pupils are at work.

We continue to survey parents at every parents' evening. These provide invaluable information about how parents feel their child is progressing in school and is a way of highlighting anything we could do better. Pastoral Leaders always respond to these surveys in a newsletter and an action plan occurs where concerns are raised.

We run workshops for parents such as Positive Parenting, Year 11 Revision workshops, SRE / Risky Behaviour and Curriculum Evenings.

The Lay Chaplain continues to work closely with our families and wider community. The Parish Masses are key in getting out into our communities and meeting extended families to share our life at St Richard's and to deepen our understanding of the different expectations of the Parish. This year's Grandparents' Mass was another great success. We enjoy strong links with local faith groups including Bexhill Muslim Community. In the summer term, pupils have the opportunity to visit a mosque, gurdwara and a Hindu temple.

Our extensive Charity work allows us good interaction with our local communities which helps strengthen our relationships further. Examples can be seen in the success of the 'food bank' sponsored walk, hampers for Surviving Christmas, fundraising for St Michael's Hospice and in the many activities led by Interact in conjunction with the Rotary Club.

Our annual Community Cohesion day includes speakers from the Terence Higgins Trust, the Darvell Community, Refugee Youth Project and the Bexhill Muslim Community. Local speakers such as the Schools Police Liaison Officer, Fire Service, AA and Penny Beale participate in our PSHEe programme, sharing their expertise and experiences to enhance pupil learning. We also invite in a variety of theatre groups to present on issues such as anti-bullying, relationships and work experience preparation.

Our transition work continues to be strong and provides real opportunity to build further on our relationships with both our feeder Catholic Primary schools and the local primary

schools. Our school Sports Coordinator organises sporting events including Sports Days for many of the local primary schools and uses Year 9, 10 and 11 pupils to lead activities. The science department with the support of Year 8 pupils has led interactive science days in primary schools in the Rother and Hastings district.

Our support of other schools has been greatly developed this year through our Specialist Leaders of Education, through our Teaching Schools status, Maths Hub status and, more recently, National Support School status.

Finally, our policy of always making contact with parents/carers within 24 hours of receiving a message from them works well in ensuring that parents/carers know that we are always willing and happy to engage in any communication that will support the happiness and development of their child.

10. *What activities and options are available to pupils?*

As well as supporting the pupils to achieve their best academically, we also encourage them to be active participants in the wider life of the college and community.

Daily, an extensive range of enrichment activities exists to support the pupils' development and talents. We also encourage the pupils to take on leadership and peer mentoring roles whatever their age group. Form Captains, Prefects, Smile Ambassadors, Student Listeners and Careers Ambassadors are just some of the leadership opportunities available. This year, Pupil Researchers have been trained to observe lessons and to evaluate interview candidates' presentation skills. Tracking of extra-curricular involvement indicates that over 80% of pupils participate in at least one activity.

Extra-curricular clubs this year include: Classics, Latin, Mandarin, Philosophy, Radio Club, Prep Club Plus, Programming, Power Frizbee and Tennis. Science provides an extensive range of clubs and activities, including a significant number for the More Able. The Arts Award is being developed with the first cohort of pupils achieving their bronze awards this year.

Eighty five educational trips have taken place this year, with Lourdes, Iceland, Austria, Ethical Eden, Swanage, Space Camp and Berlin being popular highlights.

We encourage pupils to participate in competitions such as the Rotary Public Speaking competition, Crest and STEM Awards, Poetry Slam and the Lions Peace Poster campaign. Our sporting teams compete in all local tournaments and matches. Nationally, a number of our pupils represent Sussex or England in sport such as Biathlon.

Workshops involving theatre companies are used to promote PSHEe topics such as safer driving, anti-bullying and relationships, whilst English invites in theatre companies to deliver interactive workshops related to Shakespeare. Author visits are also a regular feature.

Service to the wider community is expected of all pupils, with an average of £12,000-£15,000 being raised each year. Form sponsored events, Year group activities and whole school events occur termly so that our pupils are focussing on the most needy and vulnerable. They also engage enthusiastically in justice and peace campaigns with a particular focus on the work of CAFOD.

Our options model has been reduced to meet the demands of the EBacc qualification so that the maximum number of pupils have the chance of achieving it. Amended timetables are in place for these pupils who cannot cope with the full academic curriculum. Literacy and numeracy catch-up have been offered to 15% of the pupils in Year 11. An accelerated pathway in RE has allowed the second cohort of Year 11 pupils to take AS-Level Philosophy and Ethics.

The development of the whole person is key to the range of activities on offer to the pupils and we are very pleased with their involvement.

11. How do our absence rates compare with other schools?

Pupils at St Richard's achieve outstanding attendance rates. This is a very good indication of the pupils' positive attitudes to school life.

Attendance rates for the last 3 years have been very good.

Academic Year	Authorised %	Unauthorised %	Present %
2011 - 2012	6.2	0.5	93.2
2012 - 2013	4.9	0.4	94.8

2013 -2014	4.5	0.3	95.2
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Vulnerable groups do not reflect significant differences in attendance to the majority of the college community and for almost all groups attendance is well above national averages.

Last year, the attendance rates for FSM and pupils with a Statement were below the national average and the persistent absentees rate (15%) were higher than the national average. We know the causes and are employing a member of staff to make contact with families where absenteeism is a problem. Reducing persistent absence will be a priority in the new academic year. We make use of external services such as the Behaviour and Attendance Panel or Parent Support Adviser. See the grid below for the latest figures.

2014	% of sessions missed due to Overall Absence		% Persistent absentees - absent for 15% or more sessions		% Persistent absentees- absent for 20% or more sessions	
	School	National average for secondary schools	School	National average for secondary schools	School	National average for secondary schools
All Pupils	4.9	5.1	4.5	5.8	Not shown for 2014	Not shown for 2014

Snap shot from RAISE:

	2012			2013			2014		
	School	National average for secondary schools	Median trendline for school's FSM ⁺ level	School	National average for secondary schools	Median trendline for school's FSM ⁺ level	School	National average for secondary schools	Median trendline for school's FSM ⁺ level
Absence									
% Persistent absentees- absent for 15% or more sessions	5.6	6.9	5.1	4.6	6.6	4.6	4.5	5.8	4.4
% Persistent absentees- absent for 20% or more sessions	-	-	-	-	-	-	-	-	-
% of sessions missed due to Overall Absence	5.1	5.7	5.1	5.4	5.9	5.2	4.9	5.1	4.7

12. How do we make sure our pupils are healthy, safe and well-supported?

This starts with a comprehensive transition programme which gives all staff information on the children who are about to come into our care. The role of the tutor is paramount in both understanding the backgrounds of our young people and, as a result, ensuring they receive tailored care.

Pupils receive a PSHEe programme throughout their time at St Richard's which aims to support them in becoming well rounded, confident citizens who are able to contribute positively to society. It also sets out to raise pupil aspirations, self-esteem and to enable them to see their value in the world. Our PSHEe programme has been further developed and improved in the last two years with SRE and Enhanced Health being key foci.

High aspirations and regard for themselves and other people is key to enabling pupils to make the right decisions when faced with high risk situations and it is from this starting point that the PSHEe programme is written. Pupils also receive lessons, information and guidance on a range of topics through both PSHEe lessons and the wider curriculum to include DATE (Drugs, Alcohol and Tobacco Education) and Sex & Relationships education, healthy eating and exercise, emotional well-being, economic well-being, e-safety and citizenship.

There are a wide range of extra-curricular sports clubs on offer and all pupils take part in PE lessons. The canteen provides healthy meals including a breakfast service and advertises tips and ideas on keeping healthy and making right choices.

Pastoral Leaders, form tutors and teacher mentors work closely with pupils over a targeted period of time if any concern is raised over their emotional well-being. The aim is to address the concern and either put in a plan to enable the pupil to find a resolution or seek more specialised help if needed.

Where a pupil needs extra support the following agencies are available:

- TYS
- Counsellor
- School Nurse
- Behaviour & Attendance
- PSA

- Substance misuse service

Pupils are also signposted to a range of external agencies in their journals and on notice boards throughout the school. We are always on the lookout for other support agencies that can help such as TIME2TALK family mediation group, and the WISE group.

Our designated Governor for Safeguarding visits the Safeguarding Lead regularly and Governors have interviewed pupils on the subject of safeguarding and have been very pleased with the outcomes. Topics such as Child Sexual Exploitation and PREVENT are dealt with sensitively.

Our school ethos ensure everyone is valued and treats one another with respect. Pupils have a range of opportunities to experience, understand and value diversity.

Guidance and support is an entitlement for curricular as well as pastoral issues.

13. *What do our pupils do after year 11?*

All Year 11 pupils receive a presentation from each of the three main FE providers and five PSHEe lessons are dedicated to preparation for post-16 education and training. Additional assemblies and PSHEe time were allocated for those pupils interested in minor FE providers, such as the Rye School of Performing Arts and Gildridge House.

Every Year 11 (2014-2015) completed at least one college application. Key pupils received one-to-one support from the Learning Support Administrator in completing applications and attending interviews and five had taster sessions at the colleges of their choice.

All pupils gained college places.

Induction and transition for Year 11 learners commenced with the year 10 block day in which all pupils experienced a day of typical college life and teaching and learning.

Our contracted service CEIAG providers, YMCA, were deployed to conduct 1:1 interviews with 60 pupils identified as underperforming or at risk of making inappropriate post-16 choices. 1:1 interviews for SEN pupils were provided by ESBAS. An evening careers and

FE fayre, to which parents and pupils from Years 9 to 11 were invited, operated to coincide with the Year 11 consultation evening.

Annually, our statistics for pupils accessing further education are the highest in the County (98%) with few pupils registered as NEET. Generally, such pupils have left the area and therefore their destination remains unrecorded. 100% of the 2014-2015 Year 11 have confirmed places in education or training for September 2015.

Our Alumni has developed further this year. Currently, we have 276 pupils signed up to the Alumni. It consists of 65 Year 11 leavers, and 211 former pupils, with some leaving the school in the 1950s. We will be inviting former pupils to be inspirational speakers to our younger pupils. We are always extremely proud of the number of our pupils who go on to Higher Education and we are always happy to accommodate Work Experience requests from former pupils. To date, eight staff are former pupils of the school

14. How do we provide high quality professional development to ensure all staff are able to contribute to high standards in teaching and learning?

All staff complete an annual audit to review their professional development over the academic year and to help them reflect on and identify their needs for the following academic year, this is carried out alongside the Appraisal process. This information is then compiled into a training plan which is made available for all to see. The plan is tracked and updated over the year by the leader of Professional development. We encourage staff to learn in a variety of ways for instance through organised inset (internal and external), through on-line learning, coaching, undertaking projects, working alongside teachers and staff from other schools and butterfly inset at meetings.

Line managers support their team in applying for meaningful professional development. A programme for second year teachers is now embedded.

During this academic year, we have continued to have a strong focus on strengthening teaching and learning. Meetings across the college are now largely designated for INSET with staff leading on teaching and learning, marking and feedback, literacy, numeracy, and the new VLE. Morning briefing sessions continue to embed skills in literacy, numeracy and teaching tips are led by staff across the college. Our programme of learning 3's has been

replaced with 'Open Door Fortnight' where all staff carry out learning walks in their non-contact time.

Annually, we have five days of closure for INSET. This year, we have used this time for embedding outstanding teaching, moderation, pastoral INSET, PREVENT training and planning for the year ahead. Our November INSET on 'Outstanding Provision for SEN' was led by a leading consultant, Sue Cowley. Sue gave staff lots of simple and practical strategies that they could apply in their classrooms. Our January INSET day focused on pupil progress and the role differentiation plays in securing this. The day began with a key note address by Martin Kaliszewski on the new Progress 8 and what it means for our school. The rest of the day was structured as a series of workshops exploring different aspects of differentiation.

There is an extensive twilight programme of INSET that takes place throughout the year. The themes of our twilight INSET reflected our '10 Outstanding Features' and termly teaching and learning themes. Additionally, a number of other twilights were offered on our new VLE including the use of Google Classrooms.

Appraisal arrangements are now embedded, although the college will discontinue the use of 'Perspectives' to do this. Staff are set challenging targets that reflect their role and ensure maximum impact on pupil progress. Appraisal observations are robust and the monitoring of teaching and learning is rigorous. Where staff need specific support, intervention and an action plan is put in place. Support includes opportunities to observe other staff, training either on-line, in-house or through external providers, formal observations with focused feedback and coaching.

Our support and development of ITT trainees is strong: all of our trainees have passed their placements at good or above and all have made progress whilst training with us. Our School Direct trainees were rated as at least good and subsequently achieved posts in other schools with one being recruited by St Richard's.

Our Induction systems are embedded with all new staff participating in an induction programme.

Developing the quality of leadership and management within the college particularly in Middle Leaders has also been a focus this year. The Subject Leaders meeting, in particular,

has focused on the qualities and behaviours of great leaders and the strategies that departments can use to raise attainment.

We are proud to have completed our first year as a Teaching School and have been involved in a wide range of activities focusing on the 'Big Six' of Continued Professional Development, Leadership Development, Initial Teacher Training, School to School Support and Research and Development. All of these activities involve opportunities for teachers to learn which educational research has proven to be the best way of ensuring that pupils benefit in the classroom. We currently have three members of staff completing Masters: one in Catholic Leadership; two in educational research. We also have one member of staff completing a PHD.

An extensive programme of CPD has been delivered across the Alliance for staff at all stages including newly qualified teachers (NQTs), Teaching Assistants, Middle Leaders, Headteachers and Governors. We have also contributed to the Education Improvement Partnership through the delivery of the Outstanding Teachers Programme, Enhancing Teachers Programme and a Middle Leadership development course.

Staff with real potential have been identified and developed through a range of internal and external leadership programmes including the NPQML (National College Programme of Middle Leadership) and NPQSL (Senior leadership). St Richard's has also secured a licence to deliver the SSAT's Middle Leadership Award which will be offered in the autumn term. Leadership capacity has been developed through a number of school to school support projects. Specialist Leaders of Education (SLEs) and other staff have been working with schools that are in 'Special Measures or 'Requires Improvement'. This has had a significant impact with all of the schools being 'upgraded' in their latest OFSTED Inspections. Other outreach has included subject-specific support in science, history, ICT and Maths.

Finally, through our joint leadership of the Sussex Maths Hub, we are working closely with the University of Sussex and St Paul's Catholic College to ensure outstanding Maths teaching and leadership across Sussex.