

St Richard's Catholic College
School Profile 2015-2016

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

In 2015, 75% of pupils achieved 5 or more A*-C grades including English and Maths in their GCSEs with a value added score of 1036. As a consequence, the SSAT awarded the school certificates for being in the top 6% of schools nationally for progress made by pupils between KS2 and KS4 and for being in the top 10% of schools nationally for high attainment. Our Progress 8 data indicated that pupils achieved an average of a B- grade.

The Teaching School and Maths Hub have had successful second years with the Teaching School expanding its range of professional development opportunities and successfully achieving Bids from the National College of Teaching and Leadership (NCTL) for school to school support. Collaboration and partnership has been extended with the University of Sussex and the other Teaching Schools in County as well as Millais and Inspire of West Sussex. Having acquired the licence for the SSAT Middle Leadership training programme, a number of aspiring middle leaders have benefited from the course. Alliance activities have been strengthened with the bringing together of activities between the Education Improvement Partnership and the Teaching School.

A highlight of the school year was the opportunity for pupils to talk to astronaut, Tim Peake, at the International Space Station. Dr Durkin secured the bid for this space project and led the pupils in the completion of their radio licences as well as setting up space projects in St Richard's and a range of primary schools. The ARISS project, as well as the finale of science week activities, was a community event enthusing young and old.

Competition successes in the past academic year include: South East winner of the Lions Peace Poster art competition; runners up in a National Dance competition; CREST and STEM award winners in a range of science projects; runners up in RIBI Young Writers competition; Crest Award winners in Art; lots of Year 7 achieved the John Muir Award; a strong team achieved the bronze level in DofE; we were one of ten schools selected in the country to make an amateur radio contact with astronaut Tim Peake; a silver Democracy Award; Poetry by Heart finalist and public speaking finalists for the English Speaking Union; finalists in the National Science and Engineering competition; national winner of the Shakespeare monologue competition; our equestrian team were national finalists; significant

sporting success with a number of winner and finalist positions including winners of three out of three trophies in the Hastings and Rother Area Competitions and a number of pupils received bronze, silver and gold awards in the UK Maths Challenge.

Once again, pupils have participated in an extensive range of trips/experiences/activities this year and we are particularly proud of those involved in the John Muir Award, the Duke of Edinburgh scheme, Maths Week, theatre workshops, author and poet visits, library events, careers workshops, public speaking, dance events such as Time to Dance, Holocaust Memorial Event and the Great British Dance Off; reading projects, music events including the Prom in Eastbourne, singing at the induction mass in Worth Abbey for the Director of the Brighton and Arundel Education Service, Marie Ryan; the combined drama, music, dance production of 'Thoroughly Modern Millie' and an even wider range of science activities including science sparkle day, space week, science week and regular physics lectures at the University of Brighton and a summer school at Bolton University. Trips have included: skiing in Austria, a history trip to Berlin, a geography trip to Isle of Wight, a visit to Rome, Ethical Eden, an expedition to Morocco and the annual visit of Year 11 pupils to Lourdes to work with HCPT: the Pilgrimage Trust. In total, 84 educational visits have taken place this academic year.

The whole school community including Governors and parents were involved in the re-writing of the School Mission Statement. This has been made more relevant and aims to embrace all the values of the school. It will be launched in September 2016.

Pupils have remained committed to supporting the vulnerable with £15,000 being raised and donated to a variety of causes including CAFOD, St Michael's Hospice and British Heart Foundation. They have also embraced the Love in a Box campaign again this year with a new record of 422 boxes donated and a donation of £1,366. Thanks to local paramedics all of Year 8 have been trained in emergency aid and Year 7 have received First Aid training from the British Red Cross.

This year, Classics was introduced as an option subject to great success and Spanish has been added to the MFL curriculum diet proving to be a really popular subject. We are also pleased with pupil responses to the reintroduction of ASDAN in the options pathway. The structure of the programme will also allow these pupils to take their bronze DofE.

Maintenance work to the fabric of the building included refurbishment of: two science laboratories and the food technology room; a suite of toilets; the boys' changing rooms and

two general classrooms. During the summer holidays, August 2016, the hall windows were replaced.

We continue to be a calm, happy and flourishing 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.

We continue to focus on improving teaching and learning so that all pupils have a first class educational experience. Staff including TAs have benefited from a range of professional development activities to enhance their practice. Further investment in laptop trolleys around the school has increased the use of IT to deepen learning.

Challenging targets have been set for all pupils who are closely monitored to increase their levels of progress. We aspire to be in the top 5% of schools for progress; to increase our Ebacc score and to reduce within school variation. Pupil profiles are now based on 'hard' data in terms of assessment and intervention is in place for pupils under-achieving. We want to strengthen our assessment practices particularly at KS3 with more rigorous moderation. We have been looking closely at the KS2 curriculum with a particular focus on maths and English so that we can provide a more challenging KS3 curriculum in September 2016 which builds on pupils' achievements. Over the year we have trialled and evaluated various assessment models and are now ready to introduce a flight path model using 1 to 9 from September. Summative reports have been improved and are also more closely linked to the pupil profile. The timing of them has been evaluated to be more effective in 2016/2017.

The progress of vulnerable groups including SEN pupils has not been as strong as we would like. Further intervention is to be introduced at Year Seven, in particular a new reading scheme to ensure these pupils have the skills to cope with higher order reading matter as they progress through the school. Pre-teaching in maths of some key concepts should also help increase progress. A full-time SENCO has been employed from September to help us make further progress in this area.

The quality of homework has been improved with the introduction of 'Show My Homework'. Homework is more meaningful and parents are more closely involved in tracking the completion of homework. During the next academic year, we will strengthen practice across all subjects including the use of flipped learning and more considered differentiation.

In order to meet the challenge of the new KS4 curriculum; the need for most pupils to be taking the Ebacc subjects and to maximise success in Progress 8 and Attainment 8 we introduced a new options pathway reducing the number of options pupils could take. To begin with, this initiative was met with great disappointment by staff, pupils and parents as it not only limited choice but affected Expressive Arts/Product Design subjects. As a result, a new model was introduced allowing more choice for 25% of the pupils who had the option of giving up MFL. The majority of parents and pupils supported the need for pupils to reduce the number of subjects pupils study as a way of maximising their outcomes.

Once again, we have employed an external consultant to support Year 11 and Year 9 pupils and their parents with revision strategies and study skills. Maths and English have also organised workshops for parents so that they can support their children with revision preparation. We hope to strengthen parental involvement in their children's studies by running curriculum information evenings early in September as well as the positive parenting sessions.

Persistent Absence figures are too high so we have been working closely with our Attendance Officer to reduce this figure. A new Pastoral TA who makes home visits has increased the attendance of some pupils and reduced our persistent absence figures. However, there is still more work to be done in this area so it will be a priority in 2016/2017.

Our website is being improved to be more user-friendly for parents / Governors / pupils and staff from September 2016. As well as being informative, we also plan to ensure it is a showcase of pupil experiences and successes. We aim to make it the main vehicle for accessing the newsletter to reduce printing costs.

Our rewards system to increase pupil participation in the community 'The Crest' has been used more effectively this year with Year 10 pupils achieving the most Awards and 20 pupils achieving their gold Award. Younger pupils are not fully engaged in the Award so communication and signposting will be improved for 2016/2017. We also need to ensure that our SIMs behaviour module records positive news about pupils as well as negative.

A new three year College Improvement Plan was introduced in September 2015 with priorities identified for the academic year. Our review of the priorities at the end of the academic year indicates good progress with new priorities identified for 2016/17.

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

Year	% 5+ A*-C	%5+A*-C EM	Average points	Capped Av points
2015	84	75	453	358
2014	85	77	461	363
2013	92	82	523	379

The decreasing trend in headline attainment is due to decreasing national figures and a weaker cohort. VA figures show this (see below)

KS3 2015:

99% of pupils achieved L5 or above in English and 77% L6 and above.

94% achieved L5 or above in Maths and 87% L6 or above.

98% achieved L5 or above in Science and 71% L6 or above.

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

3 levels of progress for 2015 is high and matches the highest in the LA.

KS4 2015:

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).

2013 1015. which places us in the top 20% of all schools in the country.

2014 1030 which places us in the top 11% of all schools in the country.

2015 1036 which places us in the top 6% of all schools in the country.

The shadow data for progress 8 for 2015 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 75%. 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 2015 results putting the school in the top 6%. We are proud that 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:

2015: 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: 82% in 2013 and 77% in 2014 and 75% in 2015 whereas for the same period National figures have gone from 55% to 56% in 2015. Our headline figures were again the best in the County.

Year 11 (2014- 2015)

- 75% of pupils achieved 5 or more A*-C grades including English and Maths.
- 84% of pupils achieved 5 or more A*-C grades including all subjects.
- 74% achieved 6 or more A*-C including English and Maths.

- 100% achieved 5 A*-G.
- 100% achieved 1 A* to G. The National average is 98%.
- The average points score per candidate was 45
- The average GCSE points score was 453.
- The average capped points score was 358.

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. As a college, we understand that outstanding teaching drives outstanding outcomes for the pupils.

Each term has a specific teaching and learning focus. This is reflected in the content of meetings and INSET and provides a focus for departmental and whole school monitoring. This year we introduced three new teaching and learning themes including 'Closing the Gap' and chose to embed three existing themes including 'Differentiation' for a second year.

With a strong focus on differentiation at both ends of the ability range, we believe the pupils' learning needs are being met.

INSET provided for staff on outstanding teaching and learning practice ensures that pupils receive high quality teaching. This year we delivered one of our INSET Days as a series of twilights. Staff evaluation and lesson observations demonstrate that this has had a measurable impact on the quality of teaching and learning.

Teaching Assistants (TAs) receive regular training and INSET including our own bespoke 'Outstanding TA Programme'. There was a separate twilight programme for TAs that ran alongside the teachers' 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 new Mission Statement which states "Our school encourages the wonder and joy of learning in order to ensure that every pupil reaches their full potential." 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 CREST Award has highlighted the importance of developing the whole person and pupils will need to have completed much of it to apply for Prefect status. We are constantly looking at strategies to strengthen character in our young people.

An outstanding transition programme with the primary schools as well as between year groups identifies the teaching and learning needs of all abilities and the support needed for key individuals from the outset.

All pupils are set aspirational targets based on FFT Top 5%. Their progress towards these targets is assessed four times a year (five from September 2016) and is reported to parents. In the new academic year, the school will be introducing its new Assessment without Levels (AWL) system in which pupils in all years will be assessed on the new 1 to 9 system that has been introduced for the new reformed GCSEs. This will strengthen tracking between KS2 and KS4.

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, Classics was introduced and GCSE Latin is being offered as an after-school club. Spanish has also been introduced as a third language at Key Stage 3. Next year (2016-2017), the number of options pupils study at GCSE has been reduced by one subject to allow a sharper focus on those subjects studied. Additionally, we have introduced two different curriculum pathways allowing greater flexibility and choice for our non-EBAC cohort. 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 about 20-25% of the pupils. This has been successful in improving engagement and attendance. Last year, we introduced Asdan and other

vocational qualifications for our non- EBacc cohort with a 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 system was introduced last year and was particularly successful, leading to our best ever value added score of 1036, placing us in the top 6% of schools nationally for progress. Based on this, we extended this programme to KS3. This year, we have changed the focus of KS4 Intervention to focus primarily on English and Maths. The 2016 results will indicate if this has boosted the chances of more pupils achieving 5 or more A*-C grades including English and maths. Mentoring is provided for some of our 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. However, whole school literacy intervention needs to be reviewed to ensure that our literacy provision provides value for money and maximum 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. This year, saw our second cohort of AS-Level Philosophy and Ethics for an accelerated group in RE. Once again, this group did particularly well with around half of the group achieving an A grade. Similarly, in science, more able pupils have the opportunity to study GCSE Triple Science and GCSE Astronomy in Year 9.

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. Pupil Voice is regularly collated to ensure learning is at its best.

Our attendance figures are high (96%) 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 and in partnership with ESBAS 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. A member of support staff mentors pupils with attendance issues and is on hand to collect pupils in the morning, if required.

Each pupil has a comprehensive, holistic profile formulated before entry which follows them throughout their school journey. SIMS (checked daily by the Pastoral Leader) 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 and vouchers being particularly popular.

Figures for fixed term exclusions and close supervision remain low and are analysed termly. Annually, we review our sanctions and rewards systems. The CREST is now more embedded into the culture of the school, and pupils are proud to wear bronze, silver or gold badges in recognition of their achievement.

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, yoga classes, designated mentoring sessions for identified pupils, substance misuse workshops, Rainbows / Spectrum programme, social use of language groups 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, Early Help 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. 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 some key School Council meetings to hear the news and views of the pupils and reports back to the Governing Body.

Our pupil researchers are in their second year of action having received training on lesson observation and providing feedback to staff volunteers. They are having a positive impact. We have also increased the number of leadership responsibilities available to Upper School pupils with particular successes being those supporting pupils with literacy needs.

Following pupil requests we have a designated area in the library for all the prospectuses of the FE colleges. Revision guides are now available for loan. Pupils are fully involved in deciding the reward systems for THE CREST and evaluated its impact in its first year. The School Council reviewed the journal and decided they wanted to continue to use one alongside Show My Homework. They decided on the contents and we have now printed this internally for September 2016. 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 annual 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 Year 10 should link to the prefect application process. Emphasis is now put on pupils to achieve silver CREST in order to apply for prefect status. A passport to prom ticket is being developed in Year 11. Pupil Voice also indicated that the status of prefect needed raising with more training provided and less pupils eligible to be a prefect. Training each term and more opportunities for prefect voice really strengthened the team this year.

Our Mission Statement was rewritten this academic year with pupil voice being the key driver in relation to content and visual representation.

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 contributing to our revised Mission Statement, Assessment Without Levels system, reporting procedures, in-house journal and other new initiatives. Our PTFA is also very strong.

The SEND department organise drop in surgeries for parents of 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 the newsletter and an action plan occurs where concerns are raised.

We run workshops for parents such as Positive Parenting, Year 11 and Year 9 Revision workshops, SRE / Risky Behaviour, e-safety 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 Islamic Community.

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 annual '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 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 have led interactive science and space days in primary schools.

Our support of other schools continues through our Specialist Leaders of Education, through our Teaching Schools status and Maths Hub 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, Liturgy Reps, 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 has been developed with more and more pupils working to achieve their bronze or silver award.

Eighty five educational trips have taken place this year, with Lourdes, Rome, Austria, Ethical Eden, Isle of Wight, Space Camp and Berlin being 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 in sport such as Biathlon.

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

Service to the wider community is expected of all pupils, with an average of £14,000-£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 are not suited to the Ebacc requirement. Literacy and numeracy catch-up have been offered to 25% of the pupils in Year 11. An accelerated pathway in RE has allowed the third cohort of Year 11 pupils to take AS-Level Philosophy and Ethics.

The development of the whole person and the promotion of character education 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 %
2014 - 2015	5.6	0.5	94.5
2012 - 2013	4.9	0.4	94.8
2013 -2014	4.5	0.3	95.2

Vulnerable groups do not reflect significant differences in attendance to the majority of the college community and for almost all groups attendance is similar to national averages. (SEN statement looks much higher but the small sample was affected by 1 pupil)

Last year, the attendance rates for FSM were below the national average and the persistent absentees rate (15%) was higher than the national average (15% for St Richard's to 11% Nationally). We know the causes and have employed a member of staff to make contact with families where absenteeism is a problem. Reducing persistent absence will continue to be a priority in the new academic year. We make use of external services such as the Behaviour and Attendance Officer. See the grid below for the latest figures.

2015	% of sessions missed due to Overall Absence		% Persistent absentees - absent for 15% or more sessions			
	School	National average for secondary schools	School	National average for secondary schools		
All Pupils	5.6	5.2	6.0	5.6		

Extract from RAISE:

St Richard's Catholic College (URN: 114612 DfE No. 8454606)

Absence and exclusions

Table 2.1.2: School Level Absence by pupil groups (Abs_2)

Absence data are published here in December for mainstream schools and in Spring for special schools.

Absence indicators are based on 2 terms of data (autumn and spring) for mainstream schools and 3 terms of data for special schools.

	% of sessions missed due to Overall Absence		% Persistent absentees - absent for 15% or more sessions	
	School	National average for secondary schools	School	National average for secondary schools
All Pupils	5.6	5.2	6.0	5.6
Gender				
Male	5.4	5.1	5.1	5.4
Female	5.8	5.3	6.8	5.8
Free School Meals*				
FSM	9.9	7.5	15.1	10.9
Non FSM	5.0	4.3	4.7	3.3
English as a First Language				
English or believed to be English	5.8	5.4	6.6	5.9
Other than English or believed to be other than English	4.2	4.4	2.6	3.7
Unclassified	-	5.4	-	5.6
Special Educational Needs				
No SEN	5.4	4.8	5.3	4.5
SEN support	6.9	7.4	13.3	11.1
SEN with statement or EHC plan	8.5	7.3	16.1	11.0
Ethnic Group				
White				
British	6.0	5.5	6.9	6.0
Irish	8.6	5.8	0.0	6.4
Traveller of Irish Heritage	-	17.9	-	37.5
Gypsy/Roma	-	14.2	-	28.8
Any Other White Background	6.2	5.4	5.5	5.4
Mixed				
White and Black Caribbean	6.3	6.4	16.7	8.3
White and Black African	7.3	5.1	20.0	5.6
White and Asian	5.4	5.1	3.8	5.4
Any other Mixed Background	6.9	5.2	6.3	5.4
Asian or Asian British				
Indian	1.8	3.4	0.0	1.9
Pakistani	-	4.8	-	4.0
Bangladeshi	9.7	4.2	0.0	2.9
Any other Asian Background	2.8	3.5	1.7	2.1

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. There is a key focus on character and the promotion of British values. It also sets out to raise pupil aspirations, self-esteem and to enable them to see their value in the world.

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. Designated e-safety schemes of work are written into the Key Stage 3 computing curriculum.

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:

- Early Years Help
- Counsellor
- School Nurse
- Behaviour & Attendance

- 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 termly and Governors have interviewed pupils on the subject of safeguarding and have been very pleased with the outcomes. This year, we had a positive County safeguarding audit and have subsequently completed all action points from the report. Topics such as Female Genital Mutilation, Child Sexual Exploitation and PREVENT are dealt with sensitively.

Our school ethos ensures everyone is valued and treats one another with respect. Pupils have a range of opportunities to experience, understand and value diversity, to enrich their own character and make a positive contribution to the learning experience of others.

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 minor FE providers to offer presentations in school.

Every Year 11 (2015-2016) completed at least one college application successfully through the new UCAS profile portal. This was carefully tracked and supported by the form tutor. 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 experience a day of typical college life and teaching and learning.

Our contracted service CEIAG providers, Hastings Works, 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. A 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. Year 9 pupils were allowed to visit during afternoon lessons.

Annually, our statistics for pupils accessing further education are the highest in the County (98.5%) with few pupils registered as NEET. Generally, such pupils have left the area and therefore their destination remains unrecorded. 100% of the 2015-2016 Year 11 have confirmed places in education or training for September 2016.

Our Alumni has developed further this year. Currently, we have 410 former pupils signed up to the Alumni. It consists of 108 Year 11 leavers, and 302 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 or follow a vocational route and we are always happy to accommodate Work Experience requests from former pupils. To date, nine 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, research MAs, working alongside teachers and staff from other schools and butterfly inset at meetings. This year, we introduced a CPD handbook which contains a timetable of INSET, a list of '10 CPD Challenges' and a reflection section about how INSET can be implemented.

Line managers support their team in applying for meaningful professional development. A number of INSET and leadership development opportunities have been delivered through our Teaching School Alliance including the SSAT's Middle Leadership Award. Nine middle or aspiring middle leaders from St Richard's completed this Award as well as staff from other schools in our Alliance.

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.

Annually, we have five days of closure for INSET. This year, we have used this time for a staff retreat, embedding outstanding teaching, moderation, pastoral INSET and planning for the year. Our INSET in January was organised as a staff retreat led by David Beresford and was an opportunity to reflect on our identity and mission as a Catholic school. The afternoon of this day was spent creating the first draft of our new Mission statement.

This year we organised one of our INSET Days as a series of one hour twilights. All staff had to choose a minimum of five twilights out of a possible twenty (there was a choice of two twilights during each of the 10 dates throughout the year). The themes of our twilight INSET reflected our '10 Outstanding Features' and termly teaching and learning themes as well as other aspects of pedagogy including 'Flipped Learning'. Additionally, a number of other twilights were offered including FFT Aspire training for Subject Leaders.

Appraisal arrangements are now embedded although this year we have included a 360 approach which is new to the college and needs time to embed. 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 but one of our trainees have passed their placements at good or above. All trainees have made progress whilst training with us and achieved posts in other schools.

New staff participate in a thorough induction programme. This year we included an additional morning of induction and training at the start of the academic year for new staff.

Developing the quality of leadership and management within the college particularly in Middle Leaders has been a continued 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 second 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 four members of staff completing Masters: one in Catholic Leadership, one in poetry and two in educational research. We also have one member of staff completing a PHD.

An extensive programme of CPD has been delivered across the Education Improvement Partnership and the Alliance for staff including newly qualified teachers (NQTs), Teaching Assistants, Middle Leaders, Head teachers and Governors. Our staff have also delivered a number of sessions as part of the East Sussex NQT Network.

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 was delivered both as three full days and as five twilights.

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. The science department, in particular, has led a number of primary projects including 'The Tim Peak Contact' in which a number of primary schools, alongside our own pupils, made contact with Tim Peak in space.

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.