

# St Richard's Catholic College

## SCHOOL SELF-EVALUATION DOCUMENT DECEMBER 2017



## Context

St Richard's Catholic College, a Teaching School and National Support School, is a High Performing Specialist Science college with Leading Edge status and Maths Hub status. We are also a Gifted and Talented lead school (HPSS LEPP with G&T) and we have Fairtrade Achievers status, Prince's Teaching Institute mark, Kitemark status for the quality of our PSHEe programme, Investors-in-Careers status and International School status. An OFSTED interim assessment in July 2010 indicated that the school had sustained improvement since its last inspection rated it outstanding. In November 2013, the school was graded outstanding in every category following a Diocesan Inspection. In July 2015, OFSTED HMI made a good practice visit to investigate strategies we use to raise the attainment of disadvantaged pupils. In January 2017 an interim Diocesan Inspection report graded the school outstanding and a Peer Review in October 2016 graded the school outstanding.

Our ethos is that we care for one another and work with each other to help fulfil everyone's potential. Our core purpose is the pursuit of excellence for all.

The college entrance criteria is based on faith background (ref Governors Admissions Policy). The percentage of Catholics attending the school is 82.5%.

The academic profile of the college reflects the full ability range. The average KS2 point score on entry for our current year 11 and our other year groups is significantly above the national average. The percentage of Pupil Premium pupils is 16%.

Our pupils come from a variety of socio-economic backgrounds, however, two of our feeder schools are situated in areas of significant social deprivation. This geographical area has been identified as one of the most economically deprived areas in the UK.

St Richard's is an over-subscribed school which has the benefits of strong parental support. This helps to maintain discipline, respect and achievement. On entry, some pupils are placed in small nurture groups to enable them to 'catch up' through more 1:1 teaching. In spite of being a six form entry year group, we operate eight teaching groups per year group to allow for smaller teaching groups and improved quality first teaching. Both setting and mixed-ability teaching are used to deliver our inclusive curriculum.

St Richard's enjoys strong partnership links with a range of schools through the Thrive Teaching School Alliance and the Education Improvement Partnership. The focus for both is improving the teaching and learning in all schools and raising the attainment of all pupils as well as providing leadership training for all staff. We work in partnership with the Sussex Maths Hub and this involves working with some schools/colleges across Sussex.

The college makes a significant effort to promote self and mutual respect as the key to a happy and successful community. This ethos is developed through our transition programme from KS2 to KS3, assemblies, liturgy, charity work/collections, the emphasis given to a strong home-school-parish relationship and the high value placed on achievement and pupils achieving to their potential.

Leadership and Management Overall 1234 :			+ / = / -	
Sub-criterion	Summary from the Criteria	1234	Strengths	Areas for Development
<b>Impact on outcomes; pupils' progress</b>	<p>The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.</p> <p>Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.</p>	1	<ul style="list-style-type: none"> <li>▪ Clear shared vision for achievement.</li> <li>▪ High expectations of all staff and pupils.</li> <li>▪ Rapid intervention to remove barriers for learning.</li> <li>▪ Rigorous monitoring at all levels including Governance.</li> <li>▪ All LMT take responsibility for improvement at all levels.</li> <li>▪ Reading and literacy intervention has had impact.</li> <li>▪ Analysis of forensic data is undertaken on a termly basis.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To strengthen leadership skills of some Middle Leaders.</li> <li>▪ To strengthen Middle Leader led monitoring procedures.</li> <li>▪ To strengthen monitoring and intervention of SEN and PP pupils.</li> <li>▪ To strengthen extended writing across the school.</li> <li>▪ More rapid and focused intervention in Year 7 and Year 8.</li> </ul>
<b>Impact on teaching and learning PM and PD</b>	<p>Leaders and governors use high quality professional development to encourage, challenge and support teachers' improvement. Teaching is highly effective across the school.</p> <p>Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.</p>	1	<ul style="list-style-type: none"> <li>▪ Daily monitoring.</li> <li>▪ LMT very visible in school.</li> <li>▪ Focus on T&amp;L in meetings and weekly butterfly inset.</li> <li>▪ Coherent cpd programme.</li> <li>▪ Strong performance management procedures in place to identify CPD needs</li> <li>▪ All staff set challenging targets which impact on T&amp;L and whole-school priorities.</li> <li>▪ ITT is a strength.</li> <li>▪ 'Investing in You' schedule introduced.</li> <li>▪ Rigorous scrutiny of PM targets to ensure fairness, consistency and progression.</li> <li>▪ Strong leadership progression at all levels.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Striving to teach all lessons to achieve outstanding outcomes.</li> <li>▪ Ensure CPD is evaluated for impact on T&amp;L.</li> <li>▪ Ensure external inset is cascaded and implemented within departments.</li> <li>▪ Use of 360° reviews to strengthen the Appraisal process.</li> <li>▪ Implementation of twilight T&amp;L inset into everyday practices.</li> </ul>

<p><b>Curriculum</b></p>	<p>The broad and balanced curriculum inspires pupils to learn.</p> <p>The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities, linguistic, mathematical, scientific, technical, the humanities, social, physical and artistic learning.</p> <p>Pupils' SMSC development and, within this, the promotion of fundamental British values, are at the heart of the school's work.</p>	<p>1</p>	<ul style="list-style-type: none"> <li>▪ Fully inclusive curriculum provides challenge for all pupils.</li> <li>▪ Range of extra-curricular opportunities.</li> <li>▪ Curriculum enables pupils to succeed.</li> <li>▪ Amended timetable for 7.5% of Upper School cohort and 11.5% of the whole school population.</li> <li>▪ High levels of support.</li> <li>▪ High levels of engagement and positive behaviour.</li> <li>▪ SMSC development is strong across the school and all subjects.</li> <li>▪ Progress 8 data supports curriculum model.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Optimise provision relevant to progress 8 and outcomes.</li> <li>▪ Monitor impact of alternative curriculum provision and new subjects introduced.</li> <li>▪ Remodel KS3 curriculum to allow under-performers to improve literacy and numeracy skills.</li> <li>▪ To raise the attainment of lower attainers in maths.</li> </ul>
<p><b>Self-evaluation</b></p>	<p>Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.</p>	<p>1</p>	<ul style="list-style-type: none"> <li>▪ Detailed data analysis.</li> <li>▪ Sustained programme of self-evaluation at subject and pastoral levels.</li> <li>▪ Governors regularly involved in review of performance including pupil voice interviews.</li> <li>▪ Surveys used at all Parents' Evenings.</li> <li>▪ Parental Focus groups.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Regular, systematic self-evaluation at all levels.</li> <li>▪ Greater consistency in Middle Leader monitoring and quality assurance.</li> <li>▪ Further training for pupils in leading.</li> </ul>
<p><b>Expectations, culture and Behaviour</b></p>	<p>Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.</p>	<p>1</p>	<ul style="list-style-type: none"> <li>▪ High expectations regularly communicated.</li> <li>▪ High professional standards.</li> <li>▪ Staff and Governors ambitious for pupils.</li> <li>▪ Excellence is core message.</li> <li>▪ Strong respectful relationships between staff and pupils.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Embed the culture of Aspire top 5% targets.</li> <li>▪ Ensure all staff embrace the culture that every child can make outstanding progress.</li> <li>▪ Complete consistency in all aspects of school life, including sanctions.</li> <li>▪ Growth Mindset culture strengthened in 2017-18.</li> </ul>

<p><b>Governance</b></p>	<p>Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including PP, Year 7 literacy and numeracy catch up premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils nationally.</p>	<p><b>1</b></p>	<ul style="list-style-type: none"> <li>▪ Governors evaluate all aspects of school life eg. exams/pupil voice.</li> <li>▪ Efficiently managed budget.</li> <li>▪ Governors regularly questioning LMT on impact.</li> <li>▪ Governors monitor subjects where there is within school variation.</li> <li>▪ Governor PP champion scrutinises all spending plans and reports.</li> <li>▪ Governors are committed to their own professional development and learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Governors fully engaged in the strategic direction of the college and lead new initiatives.</li> <li>▪ Governors to work collaboratively with Feeder School Governors to establish a deanery MAT.</li> <li>▪ Governors to undertake up-to-date training on school self-evaluation and ASP.</li> <li>▪ Reduce financial costs to ensure value for money.</li> <li>▪ Governors to work more collaboratively with Subject Leaders.</li> </ul>
<p><b>Promotion of equality of opportunity</b></p>	<p>Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.</p>	<p><b>1</b></p>	<ul style="list-style-type: none"> <li>▪ Inclusive curriculum and environment.</li> <li>▪ RE covers all World Faiths.</li> <li>▪ Assemblies.</li> <li>▪ Celebration of difference.</li> <li>▪ Pupil Voice.</li> <li>▪ All staff are valued.</li> <li>▪ Our Catholic/Christian ethos permeates all we do.</li> <li>▪ LGBT champion trained.</li> <li>▪ Any prejudicial behaviour is dealt with firmly and swiftly.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Strengthen understanding of transgender issues during 2017-2018.</li> <li>▪ Ensure all vulnerable groups reach their potential.</li> </ul>
<p><b>Protection from radicalisation and extremist views</b></p>	<p>Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.</p>	<p><b>1</b></p>	<ul style="list-style-type: none"> <li>▪ Staff and Governor training on the PREVENT agenda.</li> <li>▪ British Values are promoted across the curriculum especially in RE/PSHEe.</li> <li>▪ Pupils study all major world religions.</li> <li>▪ Designated schemes of work on anti-radicalisation in RE.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The PREVENT agenda is evident throughout the curriculum.</li> <li>▪ To embed the teaching of British Values across all subjects.</li> </ul>

<p><b>Safeguarding and care</b></p>	<p>Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe.</p> <p>Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns.</p> <p>Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan</p>	<p><b>1</b></p>	<ul style="list-style-type: none"> <li>▪ All staff/Governors trained in Safeguarding and CP issues.</li> <li>▪ LMT and some Governors trained in Safer Recruitment.</li> <li>▪ Child Protection and Safeguarding policy in place September 2017.</li> <li>▪ Child Sexual Exploitation and other related policies in place September 2017.</li> <li>▪ Surveys which highlight pupils feel safe.</li> <li>▪ Strong Pastoral Care systems.</li> <li>▪ Transition at Key Stages.</li> <li>▪ Designated schemes of work in PSHEe which include FGM and domestic violence.</li> <li>▪ Designated schemes of work in computing covering: keeping 'e-safe' and exploitation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increase pupil awareness of unsafe situations beyond the school gate.</li> <li>▪ To ensure the Safeguarding audit action plan is implemented annually.</li> <li>▪ To ensure pupils have an increased awareness of the Prevent agenda and other policies which impact on their well-being eg. CSE, FGM.</li> <li>▪ To regularly review strategies aimed at keeping pupils safe online.</li> </ul>
<p><b>To reach the next grade/to continue to be outstanding we need to:</b></p>	<ul style="list-style-type: none"> <li>▪ Maximise progress for all groups.</li> <li>▪ Develop curricular provision.</li> <li>▪ Improve the progress of SEN and PP groups.</li> <li>▪ Develop leadership capacity of all staff especially Middle Leaders.</li> <li>▪ Use department reviews to ensure monitoring and evaluation is robust and has impact.</li> </ul>			

# **Leadership and Management**

## **Strengths**

- Effectiveness of Middle and Senior Leaders in pursuing our vision of a first class education for all pupils.
- The CIP (2015-18) is used to drive standards and keep all involved in the school focused.
- Planning and monitoring is strong as evidenced by improving results and progress for most groups of pupils.
- Challenging targets are set for all groups and departments.
- Professional Development training is available to all staff via our twilight programme, EIP and Teaching School.
- Nine staff have achieved SLE status; and the Principal has NLE status.
- The Governing Body strives to maintain the status of the school as outstanding:
  - they monitor subjects where there is within school variation
  - they visit regularly to monitor teaching and learning and conduct pupil voice interviews
  - they work with the Business Manager to secure the SFVS annually and to conduct Health and Safety inspections
  - they regularly analyse and question pupil outcomes
  - they have links to teams, departments and teams. They are also responsible for areas such as safeguarding so they can report back to the Full Governing Body
- The school involves parents in the running of the school through termly Parental Focus Groups, surveys at Parents Evenings and the PTFA
- Detailed termly newsletters celebrating school life are produced with all departments contributing.
- Annual Report to Governors is published June/July
- Workshops for parents are organised  
e.g. curriculum information evenings for all year groups, drugs awareness, and revision strategy evenings.
- GCSE results. Generally, within the top 10% of schools nationally. Our Progress 8 and Attainment 8 scores are high.
- Teaching and learning is at the core of all we do with constant review and evaluation.
- Leadership training for pupils including Pupil Researchers and Prefects.

## **Areas for development**

- Within school variation needs to be eliminated.
- New Acting Subject Leaders need to be inducted fully into their role.
- Hard to reach parents must be encouraged to engage more and have a voice.
- Progress of Disadvantaged groups needs to improve.
- The quality of monitoring and tracking at Key Stage 3 needs strengthening.
- To integrate the activities of the Teaching School and EIP for maximum impact on staff, pupils, Governors and the Local Authority.
- Governors to strengthen their strategic thinking and planning.

Quality of Teaching, Learning and Assessment		Overall 1234 :	+ / = / -	
Sub-criterion	Summary from the Criteria	1234	Strengths	Areas for Development
<b>Teaching Overall</b>	NB – OFSTED no longer have this as a separate area.	<b>1</b>	<ul style="list-style-type: none"> <li>▪ Vast majority of formal lesson observations are judged to be good or outstanding.</li> <li>▪ Strong focus on teaching and learning.</li> <li>▪ Strengthening ten features of an outstanding lesson.</li> <li>▪ Systematic approach by LMT to drop-ins, observations, evaluations.</li> <li>▪ The outcomes of drop-ins are a regular LMT agenda item.</li> <li>▪ Best practice shared regularly in meetings and though the Teaching and Learning Bulletin</li> </ul>	<ul style="list-style-type: none"> <li>▪ Move more staff to consistently outstanding.</li> <li>▪ Ensure all best practice shared at INSET / meetings is implemented by all staff.</li> </ul>
<b>Learning</b>	<p>Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.</p> <p>Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.</p>	<b>1</b>	<ul style="list-style-type: none"> <li>▪ Differentiated outcomes ensure that all pupils are challenged and make excellent and sustained progress.</li> <li>▪ GCSE results.</li> <li>▪ Strong levels of pupil engagement and positive pupil voice.</li> <li>▪ Attendance figures at extra-curricular activities are high.</li> <li>▪ Prep Club and Prep Club + used to consolidate learning.</li> <li>▪ Pupils ambitious to reach aspirational targets and seek advice on how to improve / reach the next grade.</li> <li>▪ Pupils respond to feedback and DIRT is stronger in most subjects.</li> <li>▪ A culture of Growth Mindset is supported by teacher and pupil language and attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Challenge 'fixed-mindset behaviours' from all pupils especially vulnerable groups (SEN, PP) and boys.</li> <li>▪ To ensure all pupils are working towards being independent, autonomous learners.</li> <li>▪ Challenge passive behaviour.</li> <li>▪ Embed the consistent use of DIRT in every subject to ensure pupils are given time to reach next steps.</li> </ul>
<b>Teachers' expectations</b>	Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.	<b>1</b>	<ul style="list-style-type: none"> <li>▪ Consistently high expectations from all – core purpose is evident.</li> <li>▪ Pupil targets based on National Top 5%</li> <li>▪ Vast majority of pupils give their best in all aspects of school life.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Embed a culture where every teacher believes that all pupils can make outstanding progress.</li> <li>▪ Ensure that every teacher insists on outstanding levels of effort in and outside of the classroom.</li> </ul>

<p><b>Teachers' expertise, planning and strategies</b></p>	<p>Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.</p> <p>Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well.</p> <p>Teachers manage pupils' behaviour highly effectively with clear rules that are consistently enforced.</p> <p>Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils.</p> <p>Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.</p>	<p><b>1</b></p>	<ul style="list-style-type: none"> <li>▪ Highly skilled and specialist team of teaching staff and TAs.</li> <li>▪ Support staff linked to departments and year groups.</li> <li>▪ Range of school to school support projects through lead practitioners, SLEs and NLE.</li> <li>▪ Embedded 10 features of an outstanding lesson and termly foci including questioning and AfL.</li>   <li>▪ Excellent examples of unified planning and schemes of work e.g. science and RE</li> <li>▪ Whole school culture of sharing best practice.</li> <li>▪ The use of Google drive embedded as a system to share resources</li>   <li>▪ Excellent standards of behaviour in all years.</li> <li>▪ Consistent approach to applying sanctions.</li>   <li>▪ A broad and balanced curriculum structure ensures that knowledge and skills are embedded in depth.</li> <li>▪ Pupils respond to feedback and DIRT is stronger across the curriculum.</li> <li>▪ Teachers use skilful pedagogy to build understanding and increase challenge in lessons.</li>   <li>▪ Regular data capture points to assess progress.</li> <li>▪ Extensive intervention by teachers, departments and whole school.</li> <li>▪ Strong pastoral support e.g. mentoring, pastoral reports to address underachievement.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Strengthen differentiation within the lesson.</li> <li>▪ Embed wait time during questioning.</li> <li>▪ Strengthen TA support to impact on learning.</li>   <li>▪ More coordinated sharing of lesson resources in some departments.</li>   <li>▪ Eliminate rare occasions when lessons are disrupted by silly or immature behaviour.</li>   <li>▪ Embed the consistent use of DIRT in Ebacc subjects by every pupil.</li>   <li>▪ Strengthen tracking of pupil progress, particularly at KS3.</li> <li>▪ Map intervention access and impact from Year 7.</li> <li>▪ Greater collaboration between English and Maths intervention needed.</li> </ul>
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<p><b>Equality and diversity</b></p>	<p>Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.</p>	<p><b>1</b></p>	<ul style="list-style-type: none"> <li>▪ All stereotypes e.g. gender are challenged.</li> <li>▪ Lesson content and resources celebrates diversity within our school, community and the world e.g. 'One World Week', Community Cohesion Day.</li> <li>▪ Assemblies regularly address the issues.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Greater drawing on our pupils experiences e.g. non-Catholic pupils, Kerela Community.</li> </ul>
<p><b>Teaching of RWCM</b></p>	<p>Teachers embed RWCM exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress.</p>	<p><b>1</b></p>	<ul style="list-style-type: none"> <li>▪ SOUND training</li> <li>▪ Use of tutor time to develop literacy skills.</li> <li>▪ Whole school involvement in DEAR.</li> <li>▪ Eng/Ma results.</li> <li>▪ Public speaking competitions.</li> <li>▪ Maths Challenge.</li> <li>▪ Raised profile of literacy and numeracy use amongst staff and pupils.</li> <li>▪ Regular involvement in Book Awards.</li> <li>▪ Strong profile of the library.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consistent approach to literacy-focussed marking.</li> <li>▪ Increase cross-curricular maths skills.</li> <li>▪ Improve pupils capacity for extended writing.</li> <li>▪ Strengthen the development of pupils' academic language</li> </ul>
<p><b>Assessment</b></p>	<p>Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.</p> <p>Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.</p>	<p><b>1</b></p>	<ul style="list-style-type: none"> <li>▪ AfL is embedded across all subjects.</li> <li>▪ Pupils receive high quality, next-step feedback.</li> <li>▪ Pupils respond to feedback and DIRT is stronger across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Strengthen teacher assessment and feedback to SEN pupils in lessons.</li> <li>▪ Consistent use of data assessment to prepare pupils for linear examinations.</li> <li>▪ Greater use of interleaving to prepare pupils for linear exams.</li> <li>▪ Embed the consistent use of DIRT in every subject.</li> </ul>

<p><b>Marking, homework, reports to parents</b></p>	<p>Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.</p> <p>Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.</p>	<p><b>1</b></p>	<ul style="list-style-type: none"> <li>▪ Detailed marking that gives specific advice on how to improve.</li> <li>▪ Reformed marking policy to support time effective marking.</li> <li>▪ Good balance of teacher and pupil feedback.</li> <li>▪ Consistent use of homework to consolidate learning.</li> <li>▪ Pupil progress reports (profiles) are sent home to parents regularly.</li> <li>▪ Certificates of Commendation and letters of underachievement are sent home following data capture points.</li> <li>▪ Schoolcomms – which provides on-going feedback on pupils' achievements.</li> <li>▪ Embedded reporting cycle.</li> <li>▪ Range of parental support evenings including positive parenting, curriculum information and revision evenings.</li> <li>▪ High attendance at parents evenings.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop strategies to reduce marking load for staff.</li> <li>▪ More consistent evidence of pupils revisiting and responding to comments to close the gap in their learning.</li> <li>▪ Greater focus on skill development for homework.</li> <li>▪ Refine hard data assessment that accurately reflect likely performance in GCSE exams.</li> <li>▪ Evaluate the impact of homework on progress.</li> </ul>
<p><b>To continue to be outstanding we need to:</b></p>	<ul style="list-style-type: none"> <li>• Increase the % of outstanding lessons.</li> <li>• Move all staff to consistently outstanding and at least good at all times.</li> <li>• Ensure all best practice shared at INSET / meetings is implemented by all staff.</li> <li>• Strengthen pupil independence in all lessons especially SEN pupils.</li> <li>• Train more staff in coaching techniques to support others.</li> <li>• Embed the consistent use of DIRT by every pupil.</li> <li>• Continue to strengthen intervention and support offered to all groups, particularly KS3.</li> <li>• Strengthen the impact of homework on progress.</li> </ul>			

# Teaching, Learning and Assessment

## Strengths

- Culture of high expectations that is embraced by pupils, staff, parents and governors.
- Clear vision of what constitutes outstanding teaching and learning (articulated as the 'St Richard's 10 Features of an Outstanding Lesson').
- 1:1 model of an outstanding teacher e.g. outstanding teaching and outstanding outcomes (see T & L policy).
- Outstanding progress that is driven by outstanding teaching and learning.
- Evidence would support a judgement of outstanding for most of our teaching and learning.
- Strong focus on teaching and learning in all meetings (staff, department, and team meetings).
- Termly teaching and learning focus that drives INSET, meetings and monitoring.
- Rigorous monitoring of Teaching & Learning by LMT e.g. LMT review learning every day.
- Strong departmental and year group monitoring by Middle Leaders (see Subject Leader Handbook for termly monitoring schedule).
- Vast majority of pupils are engaged and enjoy their learning.
- Specialist teachers in all subject areas.
- Twilight programme that is led by staff from all levels of experience.
- Culture of sharing best practice e.g. weekly T & L tip in staff briefing.
- Embedded marking policy that is adhered to by vast majority of staff (see below).
- Strong culture of e-learning so that all resources are available to pupils through Google-based VLE.

## Areas for Development

- Implementing best practice and learning from INSET. See 'Show and Tell' sessions.
- Developing resilience and independence through growth mindset strategies.
- Consistent use of DIRT and purple pen use to strengthen the impact of teacher and peer feedback.
- Embed the use of unified assessments in all subjects so they accurately assess progress and predict outcomes at KS4.
- Strengthen the impact of IRIS by getting departments to use it as a means of improving teaching and learning.
- Ensure staff involvement in County subject hubs to strengthen moderation practices.

Personal Development, Welfare and Behaviour		Overall 1234 :	1	+ / = / -	
Sub-criterion	Summary from the Criteria	1234	Strengths	Areas for Development	
<b>Engagement in Learning</b>	Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.	1	<ul style="list-style-type: none"> <li>▪ Lesson observations indicate pupil engagement is outstanding.</li> <li>▪ Strong ethos to succeed evident in results and pupil voice.</li> <li>▪ Ten features of an outstanding learner evident in most lessons.</li> <li>▪ SIMS report shows few instances of low level disruption and high numbers of achievement points.</li> <li>▪ 'Be The Best You Can Be' programme in Years 7 and 8 and the CREST Award in Years 9, 10 and 11 all link to raising engagement both in and out of the classroom..</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reduce passivity amongst small groups of pupils.</li> <li>▪ Embed improved tracking system of cover supervisor lesson to ensure consistency.</li> <li>▪ Pastoral Leaders to review and implement strategies on under-achievement for lack of effort.</li> <li>▪ To embed a growth mindset approach across the school.</li> </ul>	
<b>Citizenship and SMSC</b>	Pupils' SMSC development equips them to be thoughtful, caring and active citizens in school and in wider society.	1	<ul style="list-style-type: none"> <li>▪ High level of pupil engagement in fundraising/volunteering and justice and peace campaigns.</li> <li>▪ Designated schemes of work on Citizenship.</li> <li>▪ SMSC evident throughout the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annually, complete action plan for our work on British Values (annually reviewed)</li> <li>▪ The CREST linked with reports in Years 9, 10 and 11 to encourage greater participation prior to Year 10.</li> </ul>	
<b>Behaviour Pupils' behaviour and attitudes</b>	<p>Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.</p> <p>For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.</p>	1	<ul style="list-style-type: none"> <li>▪ Pupils very supportive of each other.</li> <li>▪ Trainees able to develop their pedagogical practice at a deeper level.</li> <li>▪ Almost no lessons disrupted by poor behaviour.</li> <li>▪ Lesson observations show outstanding behaviour for learning.</li> <li>▪ Highly personalised relationships.</li> <li>▪ Low levels of misbehaviour at unstructured times.</li> <li>▪ Respect for diversity.</li> <li>▪ Peer review rated behaviour in school outstanding (October 2016).</li> <li>▪ Consistent messages, practices, training.</li> <li>▪ Support services for vulnerable pupils.</li> <li>▪ Successful integration of excluded pupils from other schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to educate pupils in use of appropriate communication - inside and outside of school.</li> <li>▪ Eliminate low levels of misbehaviour in unstructured time through a review of duties and staffing.</li> <li>▪ Implement anti-bullying action plan.</li> <li>▪ Strengthen pupil awareness of having an impeccable on-line profile.</li> <li>▪ Strengthen staff consistency through regular inset/training opportunities.</li> <li>▪ Strengthen rewards system linked to House/Form/Year celebrations.</li> </ul>	

<b>Pupils' attitudes</b>	Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.	<b>1</b>	<ul style="list-style-type: none"> <li>▪ Evidence of high quality debate in lessons.</li> <li>▪ Public speaking teams always perform highly at county and national events.</li> <li>▪ Designated units in RE, English, PSHEe and Humanities that encourage the development of these skills.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Debating opportunities developed with other schools.</li> <li>▪ The public speaking skills of all pupils are developed across the curriculum.</li> </ul>
<b>Safety and mutual support (at school and alternative placements)</b>	<p>The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.</p> <p>Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.</p>	<b>1</b>	<ul style="list-style-type: none"> <li>▪ PSHEe/ICT lessons/assemblies</li> <li>▪ Student Listeners/prefects/Smile Ambassadors/ Anti-bullying Ambassadors – mutually supportive.</li> <li>▪ Low levels of e-safety issues (2016-2017) evident on SIMs.</li> <li>▪ Transition at both Key Stages.</li> <li>▪ Pupil Voice interviews with Governors.</li> <li>▪ Training PREVENT/Criminal Exploitation/FGM.</li> <li>▪ Implementing Child Protection and Safeguarding action plan.</li> <li>▪ Designated schemes of work in computing on e-safety which are reviewed annually.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improve resilience to outside influences such as Social Media.</li> <li>▪ Enhance tracking of accidents and breaches of IT use using new Smoothwall systems.</li> <li>▪ DSL attends regular DSL cluster training and embeds good practice.</li> </ul>
<b>Bullying</b>	<p>Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.</p> <p>Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.</p>	<b>1</b>	<ul style="list-style-type: none"> <li>▪ There is an immediate response to bullying incidents.</li> <li>▪ Survey comments/parents/pupils/effective intervention.</li> <li>▪ Anti-bullying week activities including external speakers/Student Listeners/Smile Ambassadors.</li> <li>▪ PSHEe programme.</li> <li>▪ On-going focus on anti-bullying strategies.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engage pupils to be proactive in preventing bullying culture through PSHEe / form / assembly theme</li> <li>▪ Ensure follow-up following incidents of bullying.</li> <li>▪ Include anti-bullying strategies in the induction programme for all staff and trainees.</li> </ul>
<b>Attendance</b>	Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.	<b>2</b>	<ul style="list-style-type: none"> <li>▪ Punctuality to lessons is excellent.</li> <li>▪ Strong intervention.</li> <li>▪ Strong working relationships with ESBAS.</li> <li>▪ Pastoral TA who visits pupils struggling to attend.</li> <li>▪ Pastoral Leaders meet weekly with Attendance Officer.</li> </ul>	<ul style="list-style-type: none"> <li>▪ According to ASP 2015-2016 (latest available) PA (absent for more than 10% of sessions) was 12.70%. National was 12.40%.</li> <li>▪ Address persistent absence in Upper School.</li> <li>▪ Link attendance to prefect application and prom ticket.</li> <li>▪ More timely intervention for absence below 96%.</li> <li>▪ Annual Information evening held for parents that includes a focus on attendance.</li> <li>▪ Use of Schoolscomm to regularly remind</li> </ul>

	NB – to look at are we 1 or 2, If 2, we need to put in criteria for 2.			<p>parents of statutory duties.</p> <ul style="list-style-type: none"> <li>AP working on new attendance strategy - focus on PP groups.</li> </ul>
<b>Health and well-being</b>	Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation	<b>1</b>	<ul style="list-style-type: none"> <li>Designated schemes of work on healthy lifestyles and relationships in PSHEe/PE.</li> <li>Good working relationship with county school nurse.</li> <li>Signposting for extra support in the journal/school display boards.</li> <li>Pastoral staff trained by WISE.</li> <li>Spectrum (bereavement programme) available to all year groups.</li> <li>Schemes of work for Year 10 and 11 PSHEe on 'Healthy Relationships' free from abuse.</li> <li>Evaluation of impact of Healthy Schools grant</li> </ul>	<ul style="list-style-type: none"> <li>Build on the mental health units to support KS3 pupils' resilience.</li> <li>Review and implement anxiety workshop in Year 11 that has greater uptake and impact.</li> <li>Monitor spend of new health grant £7,000 to ensure impact.</li> </ul>
<b>Guidance</b>	<p>In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.</p> <p>Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.</p>	<b>1</b>	<ul style="list-style-type: none"> <li>Designated teacher in charge of careers.</li> <li>Designated schemes of work in PSHEe.</li> <li>Careers Fayre.</li> <li>A wide and varied series of careers workshops occur throughout the year.</li> <li>Employers link with Rotary for Year 10 mock interview day.</li> <li>Signposting in journals and regular guidance in newsletters.</li> <li>Excellent transition post 16.</li> <li>Use of alumni to broaden careers knowledge.</li> <li>PP pupils given annual interviews by Careers Adviser.</li> <li>PP pupils involved in mentoring programmes.</li> <li>Investors in Careers 2016.</li> <li>Staying on rates at 16.5% above national.</li> </ul>	<ul style="list-style-type: none"> <li>Selected aspirational work experience placements for disadvantaged groups.</li> <li>Continue to develop the range of speakers across all subjects.</li> <li>Strengthen the profile of the alumni.</li> <li>Keep improving 'soft skills' expected of all pupils in a rapidly changing world.</li> </ul>
<b>To continue to be outstanding we need to:</b>	<ul style="list-style-type: none"> <li>Ensure our practices around safeguarding are always outstanding and draw upon latest DfE and County information and advice.</li> <li>To reduce the negative impact of Social Media on pupils' lives and be ever vigilant of the new experiences pupils are receiving.</li> <li>To continue to be more rigorous in our approach and to look for new ways to eradicate Persistent Absence.</li> <li>To embed our work around character education.</li> <li>To strengthen our work on supporting emotional health and well-being of all pupils.</li> <li>To focus on ensuring PP pupils hold the highest aspirations for their future.</li> </ul>			

## Personal Development, Behaviour and Welfare

### **Pupils' behaviour**

- Attendance rates (94.7%), enrichment activities, the quality of teaching and learning, an inclusive curriculum and the emotional support given to pupils provide a safe, secure environment in which poor behaviour is not tolerated by anyone. (peer review, pupil/staff voice, Governor reporting, visitor reports)
- We have a variety of personalised in-house programmes (anger management, social use of language and bereavement support) to support access to the curriculum and as a result have a very low exclusion rate.
- Excellent working relationship and support from ESBAS has improved attendance rates in 2016/17.
- The incidence of permanent exclusions is very low (only 5 in 11 years with 2 being managed transfer) Thorough monitoring of patterns on SIMs ensures early identification of support required for individuals – we report termly to Governors on trends and subsequent action and show impact term on term.
- Staff receive behaviour for learning inset or coaching around positive behaviour and have recorded impact in evaluation statements at staff meetings..
- Rewards system - now available daily or live to parents
- Excellent communication and partnership with parents/carers.
- Performance Management and Appraisal records show high levels of outstanding behaviour in lessons, as does the random lesson monitoring records compiled by LMT in collaboration with Subject Leaders and Pastoral Leaders.

### **Personal development**

- We have the 'Be the Best you can be' programme in Years 7 and 8 and The CREST Award system in Years 9, 10 and 11 that rewards personal development and other contributions to our school community and society.
- Highly evaluated PSHE lessons support our work with pupils on unsafe situations. (Regular review of SRE & DATE schemes of work)
- We operate a SAS (Safer Around SEX) series of workshops throughout the year for boys and girls who could be vulnerable.
- Pupil voice integral to the development of key policies (e.g. Friendship and Anti-Bullying policy)
- Variety of pupil forums to encourage pupil voice and leadership development.
- Pupils trained in a variety of peer mentoring roles.
- The college was awarded Inclusive Schools Award at the highest level – 'Transforming and Leading'.
- Strong pastoral programme supported by access to high quality advice from the School Counsellor, Careers Service, Substance Misuse Service and a variety of outside agencies.
- Signposting to support agencies are high focus – constantly looking at ways to improve our work in this area.
- County safer schools survey completed by all pupils indicated that almost all felt safe in school. Whilst this compares with local data, an action plan has been drawn up to address concerns raised by pupils.
- Designated Spectrum school trained to support pupils experiencing loss and separation.
- Pupil Voice interviews by Pastoral Leaders, TA Co-ordinators and the Governor with responsibility for Safeguarding indicate that all groups of pupils feel safe in the community.
- We always support national initiatives such as anti-bullying week, Disability Awareness Week and Holocaust Memorial Day.
- An intensive transition programme focusing on the pupils as individuals ensure that Pupil Profiles outline any concerns about safety and access to a child by other parties.
- Risk assessments for individuals are shared at the start of each school year, and as and when necessary and medical needs influence future training.
- Pupil information is always as current as possible.

- Safe practices involving ICT have been enhanced through PSHEe and taught within the ICT curriculum. Policies such as 'Friendship and Anti-bullying', 'Social Media' and 'Acceptable Use Policy' highlight the importance of safety on the internet and the sanctions to be applied for misuse.. Parents' knowledge has been extended as a result of presentation evenings.
- Staff are regularly trained in a variety of safeguarding issues (e.g. PREVENT, CSE, FGM) at every staff meeting by the DSL and received whole school County safeguarding training (July 2016).
- We have a strong safeguarding team of 5 teachers. We attend the termly local forums to share good practice and strengthen our procedures. We went through the County safeguarding audit in the summer term (2016) and received very positive feedback. We completed an action plan in response to their suggestions. We regularly attend the DSL Cluster meetings to receive, share and embed good practice. A number of Governors, the Principal and most of LMT have undergone Safer Recruitment training.
- All staff are DBS checked as are the range of visitors who work directly with our pupils. All regular visitors to school are expected to read and sign our Child Protection and Safeguarding policy. The Single List is updated regularly to ensure that it includes trainee teachers and college staff for those pupils using alternative provision.
- The Health and Safety Officer meets regularly with the Chair of Governors, caretaking staff and LMT to review procedures and practice. A sub-committee of the Governing Body carry out regular inspections of the college to ensure that it is fit for purpose.
- The use of Smile Ambassadors and prefects on duty in isolated areas helps to maintain a safe environment for all learners. There is a conscientious group of bus and train prefects who look after pupils and report incidents which cause other pupils discomfort. The log of incidents is monitored by LMT and prefects are trained in how to deal with difficult scenarios. Staff also play their part which includes supervising pupils on the platforms until they catch their trains; supervising them onto the buses at the end of the school day; and through break-time and early morning duties. A member of LMT oversees behaviour on buses and trains.

Ours is a safe, inclusive environment where all pupils feel able to reach their potential and leave as confident, well-rounded individuals ready to face the challenges of adult life and eager to make a success of their lives.

### Attendance

- Pupils achieve good attendance rates with the average attendance figure for each year group being 95.9% (November 2017). This is a very good indicator of the pupils' positive attitudes to school life.
- The Attendance Officer meets weekly with Pastoral Leaders to discuss trends and concerns as well as to decide on strategies for improvement in individual areas.
- Our Attendance policy and missing children's procedures allow us to quickly respond to unusual or persistent absence. All staff are emailed daily with the pupil absence list which they monitor.
- There are an identified group of pupils in a number of year groups who have poor attendance related to health issues/ on-going medical treatment. Teaching and Learning provision are in place.
- Alongside our Attendance Support Officer and work from ESBAS we are putting in a range of strategies to improve attendance across the school. This includes weekly meetings between our Pastoral Leaders and Attendance Officer to put in action plans for pupils dropping below 96%; attendance games termly; improved communication with parents over attendance and termly meetings with parents/carers of pupils who are below 96% attendance from term 2.

A member of staff records pupils who are late each day and sanctions when appropriate. An Assistant Principal oversees attendance. Pastoral Leaders monitor all aspects of attendance to ensure that no pupil is being left behind.

With the exception of PP pupils, vulnerable groups do not reflect significant differences in attendance to the majority of the community. For instance, in 2016-2017 the following attendance figures were achieved:

<b>Ethnic Groups</b>	95.23%
<b>EAL</b>	95.4%
<b>Pupil Premium</b>	91.7% (FSM 90.7%, CLA <b>95.3%</b> , Service Children in Education 92.2% (one child))

We have a highly effective attendance policy as well as a rewards system for pupils exhibiting high attendance rates. We work closely with East Sussex Behaviour and Attendance to ensure quick support and intervention when required. Alongside our Attendance Officer we employ an attendance support worker who will visit non-attenders and work closely with the family on an action plan to get them back into school.

Evidence

#### **Areas for development**

- To continue to increase pupil awareness of how to react in unsafe situations (including online) and to implement fully our Anti-Bullying Action Plan.
- To tackle and improve our persistent absence rates and to raise attendance overall.
- To test our Incident Management and Business Continuity Plan.
- To ensure the whole school is working towards The CREST to acknowledge the full range of pupils' achievements.
- To strengthen opportunities for character education and public speaking.
- To closely monitor the attendance of vulnerable groups including attendance and participation in extra-curricular activities alongside academic performance and implement action for change.
- To strengthen our work around mental health and emotional well-being across the school.
- To strengthen our rewards system to ensure all pupil achievement is recognised and celebrated; that all staff share this daily with parents/carers through the School Gateway and to foster a healthy 'house' competition system.
- To review our action plan following our annual safeguarding audit to strengthen practice around keeping pupils safe and embed an understanding of the importance of identifying and combating discrimination across the curriculum and school.

Outcomes for Pupils		Overall 1234 :	1	+ / = / -	
Sub-criterion	Summary from the Criteria	1234	Strengths	Areas for Development	
<b>Pupils' progress</b>	Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.	1	<ul style="list-style-type: none"> <li>▪ % of pupils on target at each stage of the year (data capture) is monitored for all groups.</li> <li>▪ Intervention for pupils not on target is in place.</li> <li>▪ Targets reflect high expectations (top 5%).</li> <li>▪ Results for progress and attainment are well above national standards (top 6% and 10% respectively)</li> <li>▪ Strong academic transition to add more detail to KS2 starting points.</li> <li>▪ Success is celebrated.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The accuracy and objectiveness of data capture information is not yet uniform across all subjects.</li> <li>▪ Agreed formatting used in all departments so there is uniformity in all assessments</li> <li>▪ Increase the use of google sheets to increase impact on intervention pupils.</li> <li>▪ Reduce within-school variation in MFL, PE, Drama, Food and Art &amp; Design and for lower attainers in maths.</li> </ul>	
<b>Pupil groups and disadvantaged pupils' achievement</b>	<p>The progress across the curriculum of disadvantaged pupils, and pupils who have special educational needs (and/or disabilities) currently on roll matches or is improving towards that of other pupils with the same starting points.</p> <p>The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly.</p>	1/2	<ul style="list-style-type: none"> <li>▪ P8 added for 2017 was positive for disadvantaged groups and the gap closed from last year</li> <li>▪ PP in maths were the highest in the school with the lowest gap</li> <li>▪ 2 Statemented pupils in 2017 achieved 5 A*-C/4 including Maths and English</li> <li>▪ * Attainment for disadvantaged pupils at 44 is almost in line with national average of 45. Apart from SEN, all other groups are significantly above national average for attainment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ SEN progress was significantly lower and needs to be a focus for 2017-2018</li> <li>▪ Further reduce the gap for PP pupils to match the whole cohort. (particularly in English and open group subjects)</li> <li>▪ There is a PP gap in progress which needs addressing, particularly its link to persistent absence.</li> </ul>	
<b>Subject Progress</b>	No longer an OFSTED criteria.	1/2	<ul style="list-style-type: none"> <li>▪ Progress in the majority of subjects is significantly above National (green on FFT)</li> <li>▪ Outstanding progress in English and EBACC group (Science and Humanities)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sports studies, MFL and Art and Design are still below cohort progress and need to improve.</li> <li>▪ Maths P8 figure is lower (due to lower attainers) so T&amp;L needs reviewing.</li> </ul>	

<p><b>Skills – reading, writing, communication and maths across the curriculum</b></p>	<p>Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.</p> <p>Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age.</p>	<p><b>1</b></p>	<ul style="list-style-type: none"> <li>▪ Pupil voice demonstrates that pupils are able to articulate their knowledge and understanding and hold thoughtful conversations. OFSTED good practice visits for PP in July 2015 and the recent Diocesan Inspection provide evidence here.</li> <li>▪ On-line Reading tests take place right at the start of Yr 7 so skill here is measured. Where below chronological age, intervention takes place and progress is checked with retakes.</li> <li>▪ Staff use the literacy toolkit where reading skills are checked in all lessons.</li> <li>▪ INSET on literacy including exemplar work from Year 6</li> <li>▪ Maths challenge and Public Speaking.</li> <li>▪ Enrichment activities.</li> <li>▪ The CREST award.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Numeracy across the curriculum needs to match the progress made with literacy.</li> <li>▪ New Subject SEFs are looking at action points to improve numeracy.</li> <li>▪ More reading out loud in lessons by pupils and teachers is needed.</li> <li>▪ Improve autonomy of learning.</li> <li>▪ Transference of high level skills across all subjects.</li> </ul>
<p><b>National benchmarks: Expected progress Floor standards</b></p>	<p>From different starting points, the progress in English and maths is high compared with national figures.</p>	<p><b>1</b></p>	<ul style="list-style-type: none"> <li>▪ 4 and above in EM is well above national averages and above top 5% estimates.</li> <li>▪ PP is now above national in 2017.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Low attainers in Maths to make as much progress as the rest of the cohort.</li> <li>▪ 5 and above in Maths needs to improve</li> </ul>
<p><b>Progression</b></p>	<p>Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.</p>	<p><b>1</b></p>	<ul style="list-style-type: none"> <li>▪ Pupils staying in education is 95% which is 5% higher than the national staying on rate.</li> <li>▪ ALL KS5 providers come in and undertake transition work with Year 11.</li> <li>▪ Work experience interviews help pupils with planning for their next stages.</li> <li>▪ Pupils in danger of becoming NEETs have additional careers interviews with an external provider.</li> <li>▪ PP pupils are given extra CEIAG.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To strengthen the involvement of our Alumni.</li> <li>▪ Improved destination information is needed from KS5 providers.</li> </ul>

<b>To continue to be outstanding we need to:</b>	<ul style="list-style-type: none"><li>• We need to aspire to be in the top 3% of schools nationally for progress.</li><li>• We need to reduce the PP and SEN gaps and eliminate within school variation generally.</li><li>• Improve progress levels for PP in English and low attaining pupils in Maths.</li><li>• Achieve A8 score of 6.0 (B+)</li><li>• Embed the new 1-9 assessment system to improve outcomes for all pupils.</li></ul>
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# Outcomes for Pupils

## How well pupils make progress relative to their starting points

For 2017, Progress 8 was 0.58 (provisionally), Attainment 8 54.4 (B-). PP scores: Progress 8 was 0.1, Attainment 8 46.5 (C-).

Within school variation in 2017 was similar to last year.

Some subjects underperformed in 2017: French and German, Art and Design, Drama, Food, Chemistry and Sports Studies. Governors will monitor progress in these subjects in 2017-2018. All other subjects matched or exceeded top 5% figures.

Most recent P8 data from DfE puts us in the top 6% of Schools nationally for progress. In DfE performance tables, St Richard's is third out of the 55 most statistically similar schools in the country.

Action:

4Matrix is in use by Subject Leaders and is being used to analyse internal assessment data as well as GCSE exam results. This is identifying underperforming individuals and groups more accurately. PP and SEN pupils will be closely monitored by all departments as they are underperforming across most subjects.

## How well gaps are narrowing between the performance of different groups of pupils in the school and compared to all pupils nationally.

### FSM/ Pupil Premium.

The provisional progress 8 measure for this group was positive in 2017 (but still almost half a grade below the cohort).. This is still a major action area for 2017/18

### Ethnic Groups and EAL

Overall they have outperformed the cohort with a P8 measure of +1.0 on average for the ethnic groups and +1.36 for EAL. According to FFT, all ethnic groups had positive progress 8 scores.

### SEN

Both statement and support have underperformed compared to the cohort (and respectively). This was expected as the sample size is low and their needs were very different from last year.

### Gender

Girls have outperformed boys with a 0.57 progress measure vs 0.46 for boys. This equates to a 6% gap at 5A\*-CEM which is half the National figure.

### High, Medium and low attainers.

All have made better than national progress H (0.27), M (0.64) and L (1.15) so low attainers have performed over 1 grade above National comparison. This is an outstanding figure as these pupils are the ones who benefit the most from quality teaching and intervention.

### Pupils: Years 7 to 10

- Internal tracking has been improved to identify under-achievement.
- Raising attainment cohorts are now identified for use in Pastoral and Subject meetings
- All years will now complete terminal examinations.

### **Areas for development:**

- FSM/PP and SEN closely monitored in terms of attendance and progress - the whole school interventions to continue and develop including lower years.
- Continue to close the gender gap.

- Increase challenge for High attainers to increase their progress measures further.

SMSC		Overall 1234 :	1	+ / = / -	
Sub-criterion	Summary from the Criteria	1234	Strengths	Areas for Development	
<b>Personal insight and spiritual development</b>	Pupils have strong personal values, think deeply and are open to new ideas.	1	<ul style="list-style-type: none"> <li>▪ Engagement in SMSC activities and community cohesion activities.</li> <li>▪ RE/AS Philosophy results.</li> <li>▪ High levels of participation in liturgy/ assemblies/fundraising.</li> <li>▪ Visits from different faith groups and external speakers.</li> <li>▪ Designated Schemes of Work in RE and PSHEe and assemblies which give time to spiritual development.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Strengthen the monitoring of spiritual life.</li> <li>▪ Strengthen opportunities for meaningful retreats.</li> </ul>	
<b>Moral understanding and relationships</b>	Pupils are principled and demonstrate a keen interest in ethical issues.	1	<ul style="list-style-type: none"> <li>▪ Philosophy club.</li> <li>▪ Engagement in lessons including RE/Philosophy and PSHEe.</li> <li>▪ Low incidents of poor behaviour (SIMs report).</li> <li>▪ Extra-curricular activities and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To support all staff in ensuring the content and experience of assemblies and services are good to outstanding.</li> <li>▪ To build Schemes of Work into Year 9 RE curriculum following the renewal of ethics units in the new GCSE RE specification.</li> </ul>	
<b>Social development and skills; values; tolerance and respect</b>	Respectful of the beliefs and opinions of others. Resolve conflicts intelligently and seek consensus. Very good insight into their own and others' cultures. Appreciate cultural diversity. Challenge racism.	1	<ul style="list-style-type: none"> <li>▪ Quality of relationships.</li> <li>▪ Empathetic to local, national and global community.</li> <li>▪ Use of Student Listeners, Smile Ambassadors, Interact.</li> <li>▪ High levels of participation in community activities such as the Lions Peace Poster competition.</li> <li>▪ Community Cohesion block day.</li> <li>▪ Cross-curricular themes across the school.</li> <li>▪ Visits from different faith groups.</li> <li>▪ Involvement with local community eg. Interact.</li> <li>▪ Social skills intervention for some vulnerable pupils.</li> <li>▪ Due time given to the study of world religions in RE.</li> <li>▪ LGBTQ ambassador.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reduce occasional use of flippant/casual use of language which causes offence.</li> <li>▪ Strengthen work around LGBTQ issues.</li> </ul>	

<p><b>The school's promotion of SMSC tolerance and community cohesion</b></p>	<p>SMSC is part of the ethos and underpins all areas of school life. Impact is evident in all classrooms and nearly all pupils' attitudes.</p>	<p><b>1</b></p>	<ul style="list-style-type: none"> <li>▪ Pupil engagement in fundraising and campaign work (£15,000-£17,000 annually, Love in a Box)</li> <li>▪ International School and Fairtrade Achievers status.</li> <li>▪ Liturgy/assemblies/day to day teaching.</li> <li>▪ Community Cohesion policy and Action Plan.</li> <li>▪ Community Cohesion block day.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improve website to strengthen community links.</li> </ul>
<p><b>To reach the next grade/to continue to be outstanding we need to:</b></p>	<ul style="list-style-type: none"> <li>• Improve engagement of all groups in SMSC development with a focus on emotional and mental health.</li> <li>• Review impact of Healthy Schools grant and plan carefully for the next £7,000 spend.</li> <li>• To ensure all pupils behave in a respectful manner when unsupervised or on public transport.</li> <li>• To ensure opportunity for all pupils to discuss social and moral issues in a safe, inclusive environment across the curriculum and in doing so be ever mindful to safeguarding issues such as radicalisation, criminalisation etc.</li> </ul>			

# **Pupils' spiritual, moral, social and cultural development**

## **Strengths**

- Daily Prayer / Reflection, assemblies, services, retreats strengthen the spiritual, moral, social and cultural values of the pupils.
- Liturgy embraces dance, drama, music as well as the spoken word to engage pupils in active worship.
- Pupils treat each other with respect and value difference and diversity.
- Pupil leadership roles (School Council Rep, Student Listener, Prefect, Pupil Mentor, Smile Ambassador, Form Captains) allow character skills to be strengthened.
- Pupils are able to ask questions and raise issues in a safe, listening ethos (PREVENT, EQUALITIES etc).
- Pupils regularly respond to the needs and difficulties of others through a programme of fundraising / campaign work.
- All departments contribute to British Values which are also celebrated throughout the school.
- Annually, £15,000 - £16,000 is raised for worthy causes.
- Designated schemes of work on 'emotional health and well-being' are in place.
- Campaigns supported by the pupils include CAFOD's Lenten campaign, Send my Friend to School campaign, Fairtrade Fortnight, Water Aid Appeal, Food Bank Walk.
- The PSHEe programme is reviewed regularly to support spiritual, moral, social and cultural development.
- The RE department and Spiritual Life team support the pupils in engaging in Justice and Peace campaigns.
- RE lessons include the teaching of all World Faiths.
- Pupils are fully involved in college life and the wider community recognising the importance of their contribution to helping others and the importance of our Mission Statement which expects them to look beyond themselves.
- Community links include:
  - Joint projects and science activities with the pupils of St Mary's Special School.
  - Infant Christmas party and Teddy Bears picnic at Glyne Gap Special School
  - Working with disabled children in Lourdes at Easter – HCPT: The Pilgrimage Trust
  - Primary Schools Sports days and Town Sports – Pupils act as Sports Leaders
  - Supporting Rotary with the 'End Polio Now' campaign.
  - Year Seven fundraise to sponsor a Guide Dog annually.
  - Interact pupils act as helpers and entertainers at the annual Rotarian tea party for the elderly.
  - BBC Shakespeare Schools project. National Theatre Connections project. Lions Peace Poster competition, Eastbourne Proms, Time to Dance festival.
- The CREST Award engages pupils in strengthening their spiritual, moral, social and cultural development.
- The DfE Scheme is in its sixth year with increasing numbers achieving a bronze award.
- Year and School Council meetings allow pupil voice to influence school life.
- As a faith school, we enjoy strong links with our local parishes, the Darvell community and the Diocese. For the last seven years, we have worked with the Darvell Community in the planning of our Community Cohesion Block Day. Workshops are organised reflecting local, national and international themes.
- Our pupils have extended their knowledge of community religions with a visit to a mosque, synagogue, Gurdwara and Hindu Temple. Over the past six years we have enjoyed talks from a Buddhist nun and members of the Muslim community. It was wonderful for our pupils to be invited to celebrate the Muslim festival of Eid ul-Fitr and was a chance for them to meet members of the local Islamic community.
- Talking to our pupils, they will demonstrate a very good understanding of the wider world in which they live and their respect for other religions.

- A lunch-time Languages club is very popular, particularly as it also focuses on minority languages and cultures and celebrates events such as Diwali.
- Public Speaking competitions and County projects. Annually, St Richard's hosts a More Able Science Day for over 20 primary and secondary schools in East Sussex.
- We have International School again (2017-2020) and Fairtrade Achievers status.

### **Areas for Development**

- Anti-bullying strategies need strengthening so there is more effective follow up following an incident.
- Further involvement in Parish life is needed across the two deaneries.
- Continue to strengthen our work around LGBT issues.
- A celebration of all faiths is needed to enhance prayer life.
- An explanation of transgender issues to be embedded in 2017-2018.
- Improve engagement of all groups in spiritual, moral, social and cultural development.

## **Important actions for the school**

### **Immediate priority:**

Ensure best practice is implemented.  
Eliminate within-school variation.  
Embed Literacy and numeracy skills across the curriculum and, in particular the development of reading and writing skills.  
Close gaps in progress between groups, particularly pupil premium pupils and SEN pupils.  
Support of departments to achieve 70% 5-9 grades.  
Sustain improvement as an outstanding school.  
Move all staff to outstanding leaders of learning through tailored support.  
Achieve Aspire top 5% targets.

### **Standards, teaching and learning and the curriculum:**

To embed St Richard's ten features of an outstanding lesson.  
Ensure best practice is implemented.  
Improve tracking and intervention at both Key Stages.  
Track SEN and EAL pupil involvement in extra-curricular and leadership activities.  
Ensure all pupils are independent, autonomous learners.  
Enhance T2L for the use of Emerging Technologies including google classroom and IRIS.  
Feasibility study of moving to 1:1 laptop scheme (Google Chromebooks).  
Visit other outstanding schools to learn from their practice.  
Develop leadership skills and capacity in Middle Leaders and aspiring leaders.  
Continue to develop and unify SOWs in light of new National Curriculum requirements.  
Embed learning walks across all subjects.  
Strengthen departmental monitoring.  
To continue to provide school to school support via The Teaching School.

### **Personal Development, Welfare and Behaviour:**

To continue to increase pupil awareness of how to react in unsafe situations.  
To minimise the impact of outside influences including social media.  
To strengthen and develop the rewards system through the use of The CREST to acknowledge the full range of pupils' achievements.  
To improve Persistent Absence and attendance overall.  
To monitor the attendance more closely of specific groups of pupils eg. vulnerable groups  
To embed British values across all areas of school life.

### **Community:**

Strengthen the impact of our new website and social media to improve school links.

### **Governors and Stakeholders:**

Training for more members of the Governing Body on safer recruitment.  
Greater incidence of the Governing Body engaging with parental and staff voice.  
Strengthen the role of the Governors in holding the Principal and LMT to account for college outcomes.  
Strengthen the impact of the Teaching School Alliance and Education Improvement Partnership.

## Improvements since OFSTED 2006

### **Outcome for Children and Learners**

- Maths results since 2003 have moved from 55% A\*-C to 92% A\*-C (89.3% in 2012, 89% in 2013, 83% in 2014, 82% in 2015, 86% in 2016, 83% in 2017 4+)
- English results since 2002 have moved from 71% A\*-C to 92% A\*-C (78% in 2012, 84% in 2013, 81% in 2014, 80% in 2015, 81% in 2016, 93% in 2017 4+)
- 5+ A\*-C all subjects from 82% 2005 to 92% 2011 (86% in 2012, 92% in 2013, 85% in 2014, 84% in 2015, 87% in 2016, 88% in 2017)
- 5+ A\*-C EM 77% in 2006 to 83% 2011 (76% in 2012, 82% in 2013, 75% in 2014. 74% in 2015, 75% in 2016, 81% in 2017 based on 4+EM).
- Progress/Attainment 8 (B) 2014, (B-) 2015, B 2016, B- 2017
- Actual figures according to DfE:  
Att 8 2016 = 59 (B), 2015 57 (B-), 2016 59.5 (B), 2017 54.4 (B-)
- Aspirational target setting based on top 5% progress performance. Trend has been to be in top 10% of schools.
- Summative and Pupil Profile reports now have clearer indication of progress.
- Better tracking/data embedded
- Wide range of interventions to promote progress
- PP good practice visit by HMI
- Good practice visits by SSAT and Leading Edge

### **Quality of Teaching, Learning and Assessment**

- Culture of sharing of good practice amongst all staff
- Consistently outstanding or good teaching across the college.
- Outcome led lessons are standard practice as are the use of 'ten outstanding features'
- AfL embedded
- Amended curriculum provision
- Strong T&L team
- Support staff specialising in departments
- More focused LMT monitoring
- Use of securing outstanding programme to develop our own Enhancing Professional Practice programme
- Focused whole-school CPD in Teaching & Learning and all meetings have a T&L focus
- Percentage increase in staff rated as outstanding or good
- Inclusion - pupils with varying needs, SEND/behaviours are welcomed and nurtured at St Richard's.
- Embedding of Teaching and Learning termly themes and resources

### **Personal Development, Welfare and Behaviour**

- Fixed term exclusions year on year are lowest in the County.
- PSHEe kitemark status
- Improved monitoring and follow-up of bullying issues
- Far better security and clearer checks on people entering college
- Bus and train prefect teams
- Pupil voice and pupil leadership roles strengthened
- Revised sanction system to improve consistency and improved rewards system
- Parental Focus Groups
- Workshops for parents
- Effective in-house support such as Spectrum, Counsellor
- Outstanding achieved in all categories of County Behaviour and Attendance Audit, Interim Diocesan Inspection (2017) and Peer Review (2016).

### **Leadership and Management**

- Relentless drive to raise the bar.
- Stronger succession planning

- Improved buildings and disability access
- Strong LMT presence around the college
- Leadership opportunities for talented staff
- Much greater focus on teaching and learning
- Governors more involved, more challenging and more strategic
- Strong partnerships with Alliance Schools, Inspire Teaching School alliance, Teaching School alliance, Diocesan Heads, feeder schools, Sussex Maths Hub
- Curriculum reflects Progress 8 expectations
- Parental surveys
- Introduction of in-house ASDAN
- Parental Focus Groups
- More collaborative approach to SEF and CIP
- Improved ICT infrastructure
- Teaching School status
- Sussex Maths Hub
- Leading Edge status
- G and T lead school
- International school status (re-designation twice)
- Dyslexia friendly school
- Wider range of CPD
- Much greater employer involvement in WEX preparation
- Increased number of partners we work with in Teacher Training
- SFVS achieved
- More variety and greater participation in extra-curricular clubs and school trips
- Be the Best You Can Be programme
- Science enrichment - much more activity and involvement
- Safeguarding strengthened and specific schemes of work in PSHEe/computing and RE

**Spiritual, moral, social, cultural:**

- A Lay Chaplain
- Mission Week
- New Mission Statement (2016)
- Greater focus on community cohesion
- Greater understanding of other faiths
- Improved curriculum at KS4
- Analysis of behaviour/racist/bullying incidents
- Quality of Form/Year Services
- Be the Best You Can Be programme
- The Crest
- The John Muir Award programme
- Fairtrade status
- Fundraising activities
- Community Cohesion Block Day
- Outstanding Diocesan Inspection Report (Nov 2013) and Interim Inspection (2017)
- Outstanding County Behaviour and Attendance Audit

**Priorities from the Three Year College Improvement Plan (2015-2018)  
Year Three - 2017-2018**

<b>Strategy A: To embed a high expectation and success culture within the college to support and inspire all pupils to achieve</b>	<b>RAG</b>
1. To set and achieve KS4 targets for all pupils and groups in line with top 5% national progress. Attainment 8 to be at 6.0.	
2. To set and achieve KS3 targets for all groups of pupils in line with top 5% national progress.	
3. To close the progress gap between disadvantaged/SEND and rest of cohort and eliminate all within-school variation.	
4. To embed the new assessment system to facilitate timely and accurate data collection, analysis and intervention.	
5. To strengthen intervention at KS3 and KS4 with a focus on improved outcomes for those not reaching the expected standard at KS2 and under-performing pupils.	
6. To strengthen and embed Literacy and numeracy across the curriculum.	
7. To embed departmental reviews so as to strengthen monitoring/self-evaluation and improve standards.	
8. To continue to promote a holistic approach to learning for all pupils with a focus on character building, leadership activities and extra-curricular opportunities.	

<b>Strategy B: To develop the quality of leadership in and management of the college</b>	<b>RAG</b>
1. To enhance the impact of CPD and JPD including leadership training at all levels.	
2. To strengthen the impact of Appraisal through CPD and 360° reviews.	
3. To strengthen the skills of the Governing Body in monitoring standards and supporting the strategic direction of the school.	
4. To strengthen the impact of pupil, parent, staff and governor voice and engagement.	
5. To increase opportunities for pupil leadership training including strengthening public speaking skills and confidence.	
6. To strengthen the impact of the Teaching School, Education Improvement Partnership (EIP) and Maths Hub for maximum impact on staff, pupils, Governors and the Local Authority.	
7. To begin the process of establishing a Deanery Multi-Academy Trust with our four feeder schools.	

<b>Strategy C: To enhance the principles and practices of our Christian community</b>	<b>RAG</b>
1. To continue to deepen spirituality through the medium of music, dance, drama and spoken word and increased opportunities for worship.	
2. To continue to develop the PSHEe programme to enhance the spiritual, moral, social, cultural and character development and emotional resilience of all pupils.	
3. To strengthen our inclusion practices in a cohesive, safe environment.	
4. To embed a growth mindset culture both in and out of the classroom.	
5. To strengthen safeguarding, particularly e-safety, anti-bullying strategies, substance misuse awareness and respect of diversity.	
6. To ensure systems are in place to support strong financial health and efficiency.	

<b>Strategy D: To enhance the quality of teaching and life-long learning</b>	<b>RAG</b>
1. To provide outstanding teaching and learning for all groups of pupils.	
2. To improve the quality of questioning and Afl techniques used across the college.	
3. To strengthen the skills and impact of TAs on Teaching and Learning.	
4. To embed the new assessment system to secure improved outcomes for all.	
5. To embed an engaging programme of twilight INSET and 'show and tell' sessions to improve pedagogy, intervention and exam preparation.	
6. To embed marking strategies that 'close the gap' and facilitate pupil progress.	
7. To further enhance business links and strengthen the impact of St Richard's Alumni.	
8. To strengthen pupil autonomy and learning through the embedding of a flipped learning approach.	
9. To embed the use of the website and Schoolcomms as the main means of communication between school and home.	
10. To enhance the quality of teaching and learning through the creative employment of emerging technologies including IRIS and google apps.	