St Richard's Catholic College

SCHOOL SELF-EVALUATION DOCUMENT DECEMBER 2018

Context

St Richard's Catholic College, a Teaching School and National Support School, is a High Performing Specialist Science college with Leading Edge 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 in science and art, 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 82.9%.

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 15.26%.

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 Rother 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.

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
Impact on outcomes; pupils' progress	The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics. Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.	**1**	▪ Clear shared vision for achievement. ▪ High expectations of all staff and pupils. ▪ Rapid intervention to remove barriers for learning. ▪ Rigorous monitoring at all levels including Governance. ▪ All LMT take responsibility for improvement at all levels. ▪ Analysis of forensic data is undertaken regularly to inform action.	▪ To strengthen Middle Leader led monitoring procedures. ▪ To strengthen monitoring and intervention of SEN, PP pupils and white working class boys. ▪ To strengthen extended writing across the school. ▪ More rapid and focused intervention in Year 7 and Year 8, particularly in literacy and numeracy.
Impact on teaching and learning PM and PD	Leaders and governors use high quality professional development to encourage, challenge and support teachers' improvement. Teaching is highly effective across the school. 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.	**1**	▪ Daily monitoring. ▪ LMT very visible in school. ▪ Focus on T&L in meetings and weekly butterfly inset. ▪ Coherent CPD programme. ▪ Strong performance management procedures in place to identify CPD needs ▪ All staff set challenging targets which impact on T&L and whole-school priorities. ▪ ITT is a strength. ▪ 'Investing in You' schedule is used in recruitment. ▪ Rigorous scrutiny of PM targets to ensure fairness, consistency and progression. ▪ Strong leadership progression at all levels.	▪ Striving to teach all lessons to achieve outstanding outcomes. ▪ Ensure CPD is evaluated for impact on T&L. ▪ Ensure external inset is cascaded and implemented within departments. ▪ Use of 360° reviews to strengthen the Appraisal process. ▪ Implementation of twilight T&L inset into everyday practices.

Curriculum	The broad and balanced curriculum inspires pupils to learn. 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. Pupils' SMSC development and, within this, the promotion of fundamental British values, are at the heart of the school's work.	**1**	▪ Fully inclusive curriculum provides challenge for all pupils. ▪ Range of extra-curricular opportunities. ▪ Curriculum enables pupils to succeed. ▪ Amended timetable for 12.03% of Upper School cohort and 14.02% of the whole school population (10-15% overall). ▪ Sound training is having impact. ▪ High levels of engagement and positive behaviour. ▪ SMSC development is strong across the school and in all subjects. ▪ Progress 8 data outcomes supports curriculum model.	▪ Optimise provision relevant to progress 8 and outcomes. ▪ Monitor impact of alternative curriculum provision and new subjects introduced. ▪ Re-structure KS3 curriculum to allow under-performers to improve literacy and numeracy skills. ▪ To raise the attainment of lower attainers in maths.
Self-evaluation	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.	**1**	▪ Detailed data analysis. ▪ Sustained programme of self-evaluation at subject and pastoral levels. ▪ Governors regularly involved in review of performance including pupil voice interviews. ▪ Surveys used at all Parents' Evenings. ▪ Parental Focus groups' feedback. ▪ Termly pupil voice interviews with Governors.	▪ Regular, systematic self-evaluation at all levels. ▪ Greater consistency in Middle Leader monitoring and quality assurance.
Expectations, culture and Behaviour	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.	**1**	▪ High expectations regularly communicated. ▪ High professional standards. ▪ Staff and Governors ambitious for pupils. ▪ Excellence is core message. ▪ Strong respectful relationships between staff and pupils.	▪ Embed the culture of top 5% targets. ▪ Ensure all staff embrace the culture that every child can make outstanding progress. ▪ Complete consistency in all aspects of school life, including sanctions. ▪ Growth Mindset culture embedded in 2018-19.

Governance	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.	**1**	- Governors evaluate all aspects of school life eg. exams/pupil voice. - Efficiently managed budget. - Governors regularly questioning LMT on impact. - Governors monitor subjects where there is within school variation. - Governor PP champion scrutinises all spending plans and reports. - Governors are committed to their own professional development and learning.	- All Governors fully engaged in the strategic direction of the college and lead new initiatives. - Governors to work collaboratively with St Philip Howard to join Bosco Trust. - Governors to undertake up-to-date training on school self-evaluation and ASP. - Continue to reduce financial costs to ensure value for money. - Governors to work more collaboratively with Subject Leaders.
Promotion of equality of opportunity	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.	**1**	- Inclusive curriculum and environment. - RE covers all World Faiths. - Assemblies. - Celebration of difference. - Pupil Voice. - All staff are valued. - Our Catholic/Christian ethos permeates all we do. - Any prejudicial behaviour is dealt with firmly and swiftly.	- Strengthen understanding of transgender issues during 2018-2019. - Ensure all vulnerable groups reach their potential. - New LGBTQ+ Champion identified and trained.
Protection from radicalisation and extremist views	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.	**1**	- Staff and Governor training on the PREVENT agenda. - British Values are promoted across the curriculum especially in RE/PSHEe. - Pupils study all major world religions. - Designated schemes of work on anti-radicalisation in RE.	- The PREVENT agenda is evident throughout the curriculum. - To embed the teaching of British Values across all subjects.

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Safeguarding and care	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. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. 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	**1**	▪ All staff/Governors trained in Safeguarding and CP issues. ▪ LMT and some Governors trained in Safer Recruitment. ▪ Child Protection and Safeguarding policy in place September 2018. ▪ Surveys which highlight pupils feel safe. ▪ Strong Pastoral Care systems. ▪ Transition at Key Stages. ▪ Designated schemes of work in PSHEe which include FGM and domestic violence. ▪ Designated schemes of work in computing covering: keeping 'e-safe' and exploitation.	▪ Increase pupil awareness of unsafe situations beyond the school gate. ▪ To ensure the Safeguarding audit action plan is implemented annually. ▪ To ensure pupils have an increased awareness of the Prevent agenda and other policies which impact on their well-being eg. CSE, FGM, County Lines. ▪ To regularly review strategies aimed at keeping pupils safe online.
To reach the next grade/to continue to be outstanding we need to:	▪ Maximise outcomes for all groups. ▪ Improve the progress of SEN, PP groups and white working class boys. ▪ Use department reviews to ensure monitoring and evaluation is robust and has impact. ▪ Improve attendance figures and reduce Persistent Absence.			

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Leadership and Management

Strengths

- Effectiveness of Middle and Senior Leaders in pursuing our vision of a first class education for all pupils evidenced in the quality of teaching and learning and academic outcomes.
- Teaching and learning is at the core of all we do with regular review and evaluation.
- The CIP (2018-2021) is used to drive standards and keep all involved in the school focused as all stakeholders have been involved in its creation.
- 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 and are regularly reviewed.
- Professional Development training is available to all staff via our twilight programme, EIP and Teaching School and is closely linked to the CIP and SEF.
- Nine staff have achieved SLE status and the Principal has NLE status which is used for school to school support.
- 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 and departments. They are also responsible for areas such as careers, spiritual life and 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 (am and pm), surveys at Parents Evenings and the PTFA.
- Detailed termly newsletters celebrating school life are produced with all departments contributing and celebrating success.
- Workshops for parents are organised
  e.g. curriculum information evenings for all year groups, drugs awareness and revision strategy evenings which receive positive feedback from parents on ways that they could help their child.
- GCSE results. Generally, within the top 6% of schools nationally: 2017 results placed us in the top 4%; 2018 results look to be in the top 6%. Our Progress 8 and Attainment 8 scores are high.
- Leadership training for pupils including Prefects and School Council Reps which is evaluated and developed annually.

Areas for development

- Persistent absence needs to be improved and we aim to increase attendance to 97%.
- Within school variation needs to be eliminated.
- Hard to reach parents must be encouraged to engage more and have a voice.
- Progress of disadvantaged groups including SEN and white working class boys needs to improve.
- The quality of monitoring and tracking at Key Stage 3 needs strengthening.
- Governors to continue 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
Teaching and Learning	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. Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.	**1**	▪ Vast majority of formal lesson observations are judged to be good or outstanding. ▪ Strong focus on teaching and learning. ▪ Strengthening six features of an outstanding lesson. ▪ Systematic approach by LMT to learning walks, observations, evaluations. ▪ The outcomes of learning walks are a regular LMT agenda item. ▪ Best practice shared weekly in briefing and through the Teaching and Learning Bulletin. ▪ Differentiated outcomes ensure that all pupils are challenged and make excellent and sustained progress. ▪ GCSE results. ▪ Strong levels of pupil engagement and positive pupil voice with regard to lessons. ▪ Prep Club and Prep Club + are well attended and used to consolidate learning. ▪ Pupils ambitious to reach targets and understand how to improve. ▪ Pupils respond to feedback and DIRT is strong in most subjects. ▪ A culture of Growth Mindset is supported by teacher and pupil language and attitudes. ▪ The enrichment programme goes from strength to strength.		▪ Move more staff to consistently outstanding. ▪ Ensure all best practice shared at INSET / meetings is implemented by all staff by referring back and reviewing learning walks. ▪ T&L group to lead development of best practice in identified areas. ▪ Challenge 'fixed-mindset behaviours' from pupils especially vulnerable groups (SEN, PP) and boys. ▪ To ensure all pupils are working towards being independent, autonomous learners. ▪ Challenge passive behaviour. ▪ Embed the consistent use of DIRT in every subject to ensure pupils are given time to reach next steps. ▪ Ensure pupils are clear about how to attain the next target/grade, especially at KS4. ▪ Map extra-curricular involvement of all groups of pupils and, in particular, vulnerable groups.
Teachers' expectations	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.	**1**	▪ Consistently high expectations from all – core purpose is evident. ▪ Pupil targets based on National top 5% ▪ Vast majority of pupils give their best in all aspects of school life. ▪ Staff are coached to support high standards.		▪ Embed a culture where every teacher believes that all pupils can make outstanding progress. ▪ Ensure that every teacher insists on outstanding levels of effort in and outside of the classroom.

Teachers' expertise, planning and strategies	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.	**1**	▪ Highly skilled and specialist team of teaching staff and TAs. ▪ Support staff linked to departments and year groups. ▪ School to school support projects through lead practitioners, SLEs and NLE. ▪ Embedded St Richard's 10 features of an outstanding lesson and termly foci including questioning.	▪ Strengthen differentiation within the lesson. ▪ Embed wait time during questioning. ▪ Strengthen TA support to impact on learning. ▪ Develop use of new six features of outstanding teaching and learning.
	Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well.		▪ Excellent examples of unified planning and schemes of work e.g. science, RE and geography. ▪ Whole school culture of sharing best practice. ▪ The use of Google drive embedded as a system to share resources	▪ More coordinated sharing of lesson resources in some departments. ▪ Further development of emerging technologies within the classroom.
	Teachers manage pupils' behaviour highly effectively with clear rules that are consistently enforced.		▪ Excellent standards of behaviour in all years. ▪ Consistent approach to applying sanctions.	▪ Eliminate rare occasions when lessons are disrupted by silly or immature behaviour.
	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.		▪ A broad and balanced curriculum structure ensures that knowledge and skills are embedded in depth. ▪ Consistent use of DIRT in Ebacc subjects by every pupil. ▪ Pupils respond to feedback and DIRT is stronger across the curriculum. ▪ Teachers use skilful pedagogy to build understanding and increase challenge in lessons.	▪ Embed range of feedback strategies. ▪ Greater teacher understanding of GCSE requirements at 5+ and 7+.
	Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.		▪ Regular data capture points to assess progress. ▪ Extensive intervention by teachers, departments and whole school. ▪ Strong pastoral support e.g. mentoring, pastoral reports to address underachievement.	▪ Tracking of pupil progress, particularly at KS3 enables faster intervention. ▪ Greater tracking of PP/SEN underachievement. ▪ Greater collaboration between English, Maths and Science departments.

Equality and diversity	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.	**1**	▪ All stereotypes e.g. gender are challenged. ▪ Lesson content and resources celebrates diversity within our school, community and the world e.g. 'One World Week', Community Cohesion Day, Water Week. ▪ Assemblies regularly address the issues. ▪ Achievement of International School Status again.	▪ Greater drawing on our pupils experiences e.g. non-Catholic pupils, Kerela Community. ▪ Departments take lead in promoting the college's wider community eg. Geography and global learning.
Teaching of RWCM	Teachers embed RWCM exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress.	**1**	▪ SOUND training ▪ Use of tutor time to develop literacy skills. ▪ Whole school involvement in DEAR. ▪ Eng/Ma results. ▪ Public speaking competitions. ▪ Maths Challenge. ▪ Raised profile of literacy and numeracy use amongst staff and pupils. ▪ Regular involvement in Book Awards. ▪ Strong profile of the library.	▪ Consistent approach to literacy-focussed marking and closing the vocabulary gap. ▪ Increase cross-curricular maths skills. ▪ Improve pupils capacity for extended writing. ▪ Strengthen the development of pupils' academic language
Assessment	Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. 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.	**1**	▪ AfL is embedded across all subjects. ▪ Pupils respond to feedback and DIRT is stronger across the curriculum. ▪ Use of interleaving to prepare pupils for linear exams.	▪ Strengthen teacher assessment and feedback to SEN pupils in lessons. ▪ Strengthening of feedback strategies. ▪ Consistent use of data assessment to prepare pupils for linear examinations. ▪ Embed the consistent use of DIRT in every subject.

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Marking, homework, reports to parents	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. 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.	1	▪ Detailed marking that gives specific advice on how to improve. ▪ Reformed marking policy to support time effective marking. ▪ Good balance of teacher and pupil feedback. ▪ Consistent use of homework to consolidate learning. ▪ Pupil progress reports (profiles) are sent home to parents regularly. ▪ Certificates of Commendation and letters of underachievement are sent home following data capture points. ▪ Edulink – which provides on-going feedback on pupils' achievements. ▪ Embedded reporting cycle. ▪ Range of parental support evenings including positive parenting, curriculum information and revision evenings. ▪ High attendance at parents evenings.	▪ Develop strategies to reduce marking load for staff. ▪ More consistent evidence of pupils revisiting and responding to comments to close the gap in their learning. ▪ Greater focus on skill development for homework. ▪ Refine hard data assessment that accurately reflect likely performance in GCSE exams. ▪ Evaluate the impact of homework on progress.
To continue to be outstanding we need to:	• Move all staff to consistently outstanding and at least good at all times. • Strengthen pupil independence in all lessons especially SEN pupils. • Embed the consistent use of DIRT by every pupil. • Strengthen the impact of homework on progress. • Ensure staff consistently monitor and embed intervention early for all pupils, especially those disadvantaged, who fail to make required progress. • Develop teacher understanding of GCSE requirements at grades 5+ and 7+. • Improve use of TAs within the classroom.			

Teaching, Learning and Assessment

<u>Strengths</u>

- Culture of high expectations that is embraced by pupils, staff, parents and governors.
- Clear vision of what constitutes outstanding teaching and learning (now articulated as the 'St Richard's 6 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 pupil voice shows that they enjoy their learning.
- Specialist teachers in all subject areas.
- Twilight programme that is led by staff from all levels of experience with sharing of best practice through 'show and tell'.
- 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).
- Growth mindset strategies embedded to develop resilience and independence.
- Unified assessments used in all subjects so they accurately assess progress and predict outcomes at KS4.
- Consistent use of DIRT and purple pen use to strengthen the impact of teacher and peer feedback.
- Staff attend County subject hubs to strengthen teaching and learning and moderation practices.
- Staff confidently adopt 6 features of outstanding learning.

<u>Areas for Development</u>

- Pupils are given greater opportunities for stretch and challenge at KS3, especially in the area of independent learning.
- Staff embed marking and feedback strategies that facilitate greater pupil progress and 'close the gap' for disadvantaged groups.
- Pupil voice identifies that the quality of homework has improved and is accessible to all.
- Staff strengthen their use of TAs in lessons and pupils make greater progress.
- T&L is central to all CPD.
- Staff are clear about methods to improve literacy, especially at KS4, to enable greater success in exams.
- To develop use of emerging technologies within all subject areas.

Personal Development, Welfare and Behaviour		Overall 1234 :	1	+ / = / -	
Sub-criterion	**Summary from the Criteria**	**1234**		**Strengths**	**Areas for Development**
Engagement in Learning	Pupils are confident, self-assured learners. Their excellent attitudes to learning and continued development of a growth mindset have a strong, positive impact on their progress. They are proud of their achievements and of their school.	1		▪ Lesson observations indicate pupil engagement is outstanding. ▪ Strong ethos to succeed evident in outcomes and pupil voice. ▪ SIMS report shows few instances of low level disruption and high numbers of achievement points. ▪ '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.	▪ Reduce passivity amongst small groups of pupils with a particular focus on boys' achievement (performance development strategy for three members of staff). ▪ Monitor Cover Supervisor led lessons to ensure consistency in standards. ▪ Personalised approaches adopted for key pupils showing lack of effort.
Citizenship and SMSC	Pupils' SMSC development equips them to be thoughtful, caring and active citizens in school and in wider society.	1		▪ High level of pupil engagement in fundraising/volunteering and justice and peace campaigns. ▪ Designated schemes of work on Citizenship. ▪ SMSC evident throughout the curriculum. ▪ Diocesan Inspection report.	▪ Annually, complete action plan for our work on British Values. ▪ Evaluation of PSHEe to further develop Scheme of Work and ensure we are ready for statutory SRE.
Behaviour Pupils' behaviour and attitudes	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.	1		▪ Trainees and NQTs able to develop their pedagogical practice at a deeper level. ▪ Lesson observations show outstanding behaviour for learning across the board. ▪ Highly personalised relationships. ▪ Low levels of misbehaviour at unstructured times. ▪ Respect for diversity. ▪ Peer review rated behaviour in school outstanding (October 2016). ▪ Support services for vulnerable pupils in house and work with outside agencies. ▪ Successful integration of excluded pupils from other schools. ▪ Regular inset on BfL strategies. ▪ Sanctions and rewards evaluated annually and improved upon. ▪ Rewards system linked to House system. ▪ Diocesan Inspectors stated school's work in pastoral care is outstanding (2018).	▪ Continue to educate pupils in e-safety. ▪ Eliminate low levels of misbehaviour in unstructured time through a review of wet weather arrangements. ▪ Implement anti-bullying action plan. ▪ Hold regular reward celebration assemblies for pupils.

Pupils' attitudes	Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.	**1**	▪ Evidence of high quality debate in lessons. ▪ Public speaking teams perform highly. ▪ Annual 'Big Debate' conference. ▪ Designated units in RE, English, PSHEe, History and Geography that encourage the development of these skills.	▪ Debating opportunities developed with other schools. ▪ The public speaking skills of all pupils are developed across the curriculum.
Safety and mutual support (at school and alternative placements)	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. Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.	**1**	▪ PSHEe/ICT lessons/assemblies ▪ Student Listeners/prefects/Mental Health Ambassadors/ Anti-bullying Ambassadors – mutually supportive. ▪ Low levels of e-safety issues (2017-2018) evident on SIMs. ▪ Strong transition at both Key Stages. ▪ Pupil Voice interviews with Governors. ▪ Safeguarding training, including continuum of need, peer on peer abuse, PREVENT/Criminal Exploitation/FGM. ▪ Annual completion of audit and implementation of Child Protection and Safeguarding action plan. ▪ Designated schemes of work in computing on e-safety which are reviewed annually. ▪ Tracking of accidents and breaches of IT use using Smoothwall systems.	▪ Continue to improve resilience to outside influences such as Social Media. ▪ DSL attends regular DSL cluster training and embeds good practice.
Bullying	Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.	**1**	▪ There is an immediate response to bullying incidents. ▪ Survey comments/parents/pupils/effective intervention and follow up. ▪ Anti-bullying week activities including external speakers/Student Listeners/Anti-Bullying Ambassadors. ▪ PSHEe programme. ▪ On-going focus on anti-bullying strategies.	▪ Engage pupils to be proactive in preventing bullying culture through PSHEe / form / assembly time. ▪ Include anti-bullying strategies in the induction programme for all staff and trainees.
Attendance	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.	**2**	▪ Ownership of attendance by tutors. ▪ Punctuality to lessons is excellent. ▪ Strong intervention. ▪ Strong working relationships with ESBAS/external EWO. ▪ Pastoral TA who visits pupils struggling to attend. ▪ Pastoral Leaders meet weekly with Attendance Officer. ▪ Timely communication with parents.	▪ According to APS 2017-2018 (autumn-spring) PA (absent for more than 10% of sessions) was 14.10%. National was 13.6%. We are very conscious of the importance of improving this and are employing new strategies in 2018-2019. ▪ Address persistent absence in Upper School. ▪ More timely intervention for absence below 96%. ▪ Use of Edulink to regularly remind parents of

			▪ Annual Information evening held for parents that includes a focus on attendance. ▪ Clear understanding that this is an area for improvement and action plan in place.	statutory duties. ▪ AP working on new attendance strategy - focus on PP groups.
Health and well-being	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	1	▪ Designated schemes of work on healthy lifestyles, emotional well-being and relationships in PSHEe/PE/Food Technology. ▪ Good working relationship with county school nurse. ▪ Signposting for external support. ▪ Pastoral staff trained by WISE. ▪ Spectrum (bereavement programme) available to all year groups. ▪ PSHEe schemes of work/learning. ▪ Evaluation of impact of Healthy Schools grant ▪ Anxiety workshop in Year 11 that has greater uptake and impact.	▪ Evaluate the mental/emotional health PSHEe units across PSHEe. ▪ Raise profile of Well-Being Ambassadors. ▪ Utilise new sports hall to increase uptake of pupils in extra-curricular sport.
Guidance	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. 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.	1	▪ Designated teacher as Careers Lead. ▪ Designated schemes of work in PSHEe. ▪ Annual Careers Fayre. ▪ Thriving Alumni. ▪ A wide and varied series of careers workshops occur throughout the year for all years. ▪ Employers link with Rotary for Year 10 mock interview day. ▪ Signposting online and regular guidance in newsletters. ▪ PP pupils given annual interviews by Careers Adviser. ▪ Investors in Careers. ▪ Selected aspirational work experience placements for disadvantaged groups.	▪ Continue to develop the range of speakers across all subjects. ▪ Careers strategy to be in place by 2020 that meets all 8 Gatsby benchmarks. ▪ To continue to increase % of pupils staying in education/training.
To continue to be outstanding we need to:	• Ensure our practices around safeguarding are always outstanding and draw upon latest DfE and County information and advice. • To continually try to reduce the negative impact of Social Media on pupils' lives and be ever vigilant of the new experiences pupils are receiving. • To embed our new attendance procedures and continue to be more rigorous in our approach and to look for new ways to eradicate Persistent Absence. • To embed our work on supporting emotional health and well-being of all pupils. • To focus on ensuring PP pupils hold the highest aspirations for their future and are given every opportunity to do so.			

Personal Development, Behaviour and Welfare

Pupils' behaviour

- Attendance rates (95%, .3% increase on previous year), 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 excellent standards of behaviour are prevalent (peer review, pupil/staff voice, Governor reporting, visitor reports, Diocesan Inspection)
- A variety of personalised in-house programmes (anger management, social use of language, bereavement support, emotional well-being group) support access to the curriculum and result in very low exclusion rates.
- Attendance figures are good and continue to rise due to a whole-school policy of response, alongside targeted work with the school's EWO and ESBAS for 2018-2019 - a determined approach from all staff on improving in this area.
- The incidence of permanent exclusions is very low (only 6 in 11 years with 2 being managed transfers) Thorough monitoring of patterns on Edulink and MyConcerns 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.
- Our rewards system has been re-written after collaboration with pupils, staff and parents and is motivating pupils.
- Excellent communication and partnership with parents/carers both general (Edulink) and personalised.
- Performance Development 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 both support and reward personal development and other contributions to our school community and society.
- Regularly evaluated PSHEe 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 for boys and girls who could be vulnerable.
- Pupil voice is integral to the development of key policies (e.g. Friendship and Anti-Bullying policy/Rewards Policy etc)
- Variety of pupil forums to encourage pupil voice and leadership development.
- Pupils trained in a variety of peer mentoring roles.
- Strong pastoral programme supported by access to high quality advice from the School Counsellor, CAMHS, School Nurse and a variety of outside agencies.
- Signposting to support agencies is given high focus.
- 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 Governors 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/Health Care Plans for individuals are shared at the start of each school year and are updated and added to when necessary.
- Pupil information is always as current as possible.

- Safe practices involving ICT have been enhanced through PSHEe and taught within the Computing 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 and termly updates (newsletters).
- Staff are regularly trained in a variety of safeguarding issues (e.g. PREVENT, CSE, FGM) at every staff meeting by the DSL. They complete online training and inset time is given to ensure full coverage.
- We have a strong safeguarding team of 6 teachers. We attend the termly local forums and DSL supervision groups 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. A number of Governors, the Principal and most of LMT have undergone Safer Recruitment training. The school completes the County safeguarding audit annually.
- 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 Safeguarding Governor meets with the Principal six times a year to review the SCR.
- 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 Anti-Bullying Ambassadors, Student Listeners 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.
- We have a mental health champion who, with the support of the pastoral team, leads in this area. There are designated schemes of work and tutor activity on mental health. The school works hard to break down stigma and raise awareness. We have a Well-Being Champion pupil working party.

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 96.5% (November 2018) (.6 increase on previous year). This is a very good indicator of the pupils' positive attitudes to school life and that our new attendance procedures are having impact.
- The Attendance Officer meets regularly with Pastoral Leaders and then the EWO 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 has been a review of our attendance procedures this year to ensure greater tutor ownership, early intervention and pastoral support where required with parents.
- 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. All have a plan of support including TLP, where appropriate.

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 2017-2018 the following attendance figures were achieved:

Ethnic Groups   95.23%
EAL   95.83%
Pupil Premium   93.12% (up by 2.5%) (FSM 92.25% (up by 2%), CLA 98.24 (up by 3%), Service Children in Education 98.96% (one child))

We have a highly effective attendance policy as well as a rewards system for pupils with high attendance rates. 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.

Areas for development
- To continue to increase pupil awareness of how to react in unsafe situations (including online).
- To tackle and improve our persistent absence rates and to raise attendance overall.
- To closely monitor the attendance of vulnerable groups and their participation in extra-curricular activities alongside academic performance and implement action for change.
- To ensure the whole school is working towards The Be The Best You Can Be / The CREST to acknowledge the full range of pupils' achievements and develop character.
- To further strengthen opportunities for character education and public speaking.
- To embed our work around mental health and emotional well-being across the school.
- To embed our rewards system to ensure all pupil achievement is recognised and celebrated; that all staff share this daily with parents/carers through Edulink 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
Pupils' progress	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**	▪ % of pupils on target at each stage of the year (data capture) is monitored for all groups. ▪ Intervention for pupils not on target is in place. ▪ Targets reflect high expectations (top 5%). ▪ Results for progress and attainment are well above national standards (top 6%, 10% and 8% respectively) ▪ Strong academic transition to add more detail to KS2 starting points. ▪ Success is celebrated. ▪ The English Maths gap has narrowed. ▪ Progress in almost all subjects is significantly above National (green on FFT) ▪ Outstanding progress in all progress 8 measures, Good in Maths.	▪ The accuracy and objectiveness of data capture information is not yet uniform across all subjects. ▪ Agreed formatting used in all departments so there is uniformity in all assessments ▪ Increase the use of google sheets to increase impact on intervention pupils. ▪ Reduce within-school variation in German and continue to close the gap in maths.
Pupil groups and disadvantaged pupils' achievement	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. The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly.	**1/2**	▪ P8 added for 2018 was positive for disadvantaged groups and the gap closed from last year. ▪ PP in English are now positive with a lower gap to the cohort. ▪ 1 Statemented pupil in 2018 achieved 5 in English and Science, 7 in Geography and 4 in maths. ▪ * Attainment for disadvantaged pupils at 45.17 is above national average of 44.26. Apart from SEN, all other groups are significantly above national average for attainment.	▪ SEN progress was significantly lower and needs to be a focus for 2018-2019. ▪ Further reduce the gap for PP pupils to match the whole cohort in all subjects. ▪ There is a PP gap in progress which needs addressing, particularly its link to persistent absence.

Skills – reading, writing, communication and maths across the curriculum	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. Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age.	**1**	▪ 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. ▪ 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. ▪ Staff use the literacy toolkit where reading skills are checked in all lessons. ▪ INSET on literacy including exemplar work from Year 6 specialist. ▪ Maths challenge and Public Speaking.	▪ Numeracy across the curriculum needs to match the progress made with literacy. ▪ Subject SEFs are looking at action points to improve numeracy. ▪ More reading out loud in lessons by pupils and teachers is needed. ▪ Improve autonomy of learning. ▪ Transference of high level skills across all subjects.
National benchmarks: Expected progress Floor standards	From different starting points, the progress in English and maths is high compared with national figures.	**1**	▪ Grades 4 and 5 and above in EM is well above national averages. ▪ PP continues above national in 2018.	▪ Low attainers in Maths to make as much progress as the rest of the cohort. ▪ 5 and above in Maths continues to improve
Progression	Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. 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.	**1**	▪ ALL KS5 providers come in and undertake transition work with Year 11. ▪ Work experience interviews help pupils with planning for their next stages. ▪ Pupils in danger of becoming NEETs have additional careers interviews with an external provider. ▪ PP pupils are given extra CEIAG.	▪ To strengthen the involvement of our Alumni in careers workshops and mentoring. ▪ Improved destination information is needed from KS5 providers. ▪ Pupils staying in education is 97.8%; we would like to ensure 100% of pupils stay in education or training.

To continue to be outstanding we need to:	• We need to aspire to be in the top 5% of schools nationally for progress. • We need to reduce the PP and SEN gaps and eliminate within school variation including reducing the gender gap. • Improve progress levels for PP and Maths. • Achieve A8 score of 6.0 (B+) • Continue to embed the new 1-9 assessment system to improve outcomes for all pupils.

Outcomes for Pupils

How well pupils make progress relative to their starting points

For 2018, Progress 8 was 0.57 (provisionally), Attainment 8 55.24.4. PP scores: Progress 8 was 0.13, Attainment 8 45.2.

Within school variation in 2018 was much improved compared to 2017 results.
One subject underperformed in 2018: German. Governors will monitor progress in this subject in 2018-2019.
All other subjects matched or exceeded overall college performance.

Most recent P8 provisional 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 the college 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 2018 (but still almost half a grade below the cohort).. This is still a major action area for 2018/19

Ethnic Groups and EAL

Overall, they have outperformed the cohort with a P8 measure of +1.02 on average for the ethnic groups and +1.06 for EAL. According to ASP, all ethnic groups had positive progress 8 scores.

SEN

Both statement and support have underperformed compared to the cohort. This was expected as the sample size was low and their needs were significant. These pupils have individual tailored intervention plans.

Gender

Girls have outperformed boys with a 0.72 progress measure vs 0.22 for boys. This is a larger gap than last year so is a priority.

High, Medium and Low Attainers

All have made better than national progress H (0.27), M (0.64) and L (1.15) and 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 identified for use in Pastoral and Subject meetings
- All years 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 **1**2**3**4 :		**1**	**+ / = / -**	

Sub-criterion	Summary from the Criteria	**1**2**3**4	Strengths	Areas for Development
Personal insight and spiritual development	Pupils have strong personal values, think deeply and are open to new ideas.	**1**	▪ Engagement in SMSC activities and community cohesion activities. ▪ High levels of participation in liturgy/ assemblies/fundraising. ▪ Visits from different faith groups and external speakers. ▪ Designated Schemes of Work in RE and PSHEe and assemblies which give time to spiritual development.	▪ Strengthen opportunities for meaningful retreats. ▪ The Spiritual Life development plan to be reviewed termly.
Moral understanding and relationships	Pupils are principled and demonstrate a keen interest in ethical issues.	**1**	▪ Philosophy club. ▪ Engagement in lessons including RE/Philosophy and PSHEe. ▪ Low incidents of poor behaviour (SIMs report). ▪ Extra-curricular activities and experiences.	▪ To support all staff in ensuring the content and experience of assemblies and services are outstanding.
The school's promotion of SMSC tolerance and community cohesion	SMSC is part of the ethos and underpins all areas of school life. Impact is evident in all classrooms and nearly all pupils' attitudes.	**1**	▪ Quality of relationships. ▪ Empathetic to local, national and global community. ▪ Use of Student Listeners, Smile Ambassadors, Interact. ▪ High levels of participation in community activities such as the Lions Peace Poster competition, Love in a Box, Surviving Christmas, Rotary tea party. ▪ Community Cohesion block day. ▪ Visits from different faith groups. ▪ Social skills intervention for some vulnerable pupils. ▪ International School and Fairtrade Achievers status. ▪ Liturgy/assemblies/day to day teaching.	▪ Reduce occasional use of flippant/casual use of language which causes offence. ▪ Strengthen work around LGBQT issues.

To reach the next grade/to continue to be outstanding we need to:	• Improve engagement of all groups in SMSC development with a focus on emotional and mental health. • To continue 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.

Pupils' spiritual, moral, social and cultural development

Strengths

- Daily Prayer / Reflection, prayer before lunch and end of the day, assemblies, services, retreats strengthen the spiritual, moral, social and cultural values of the pupils.
- Liturgy embraces liturgical dance, drama and high quality music as well as the spoken word to engage pupils in active worship.
- Pupils and staff treat each other with respect and value difference and diversity.
- Pupil leadership roles (School Council Rep, Student Listener, Prefect, Liturgy Rep, Peer Mentors, Well-being Ambassadors, 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 - £25,000 is raised for worthy causes by the school community.
- Designated schemes of work on 'emotional health and well-being' are in place and are continuously updated.
- Well-being Lead is in place and has had training.
- Several staff have completed mental health First Aid training.
- Campaigns supported by the pupils include CAFOD's Lenten campaign, Send my Friend to School campaign, Fairtrade Fortnight, Water Aid Appeal, Food Bank Walk/Advent Calendar.
- 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 major World Faiths at both Key Stage 3 and 4.
- 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.
- Rewards system motivates pupils to utilise Gospel values to 'Be St Richard's'.
- 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 and culminates in an Awards Evening supported by a local MP.
- 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.
- New pupils/late starters are effectively inducted into the school.
- Pastoral care of pupils is exceptional - demonstrates a real care for pupils.

- 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 Status (2017-2020) and Fairtrade Achievers status.

Areas for Development

- Continued development of whole school approach to anti-bullying campaigns.
- Anti-bullying strategies need strengthening so there is more effective follow up following an incident.
- Continue to strengthen our work around LGBTQ+ issues and signposting for pupils
- An explanation of transgender issues to be embedded in 2018-2019.

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.
Appoint another full-time member of the RE department.
Close gaps in progress between groups, particularly pupil premium pupils, white working class boys 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 six 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 the use of Emerging Technologies including Google Classroom.
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 collaborative SOLs.
Embed learning walks across all subjects (joint walks with LMT and SL).
Strengthen departmental monitoring.
To continue to provide school to school support via The Teaching School and the Education Improvement Partnership.

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 the rewards system.
To improve Persistent Absence and attendance overall.
To monitor more closely the attendance of specific groups of pupils eg. vulnerable groups
To embed British values across all areas of school life.

Community:
Strengthen the impact of our 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.
Continue to strengthen the impact of the Teaching School Alliance and Education Improvement Partnership.

Improvements since OFSTED 2006

Outcome for Children and Learners
- Maths outcomes demonstrate strong progress (A*-C 89.3% in 2012, 89% in 2013, 83% in 2014, 82% in 2015, 86% in 2016, 83% in 2017 4+), 87% in 2018
- English outcomes demonstrate strong progress (A*-C 78% in 2012, 84% in 2013, 81% in 2014, 80% in 2015, 81% in 2016, 93% in 2017 4+, 91% in 2018)
- 5+ A*-C all subjects (86% in 2012, 92% in 2013, 85% in 2014, 84% in 2015, 87% in 2016, 88% in 2017, 87% in 2018)
- 5+ A*-C EM (76% in 2012, 82% in 2013, 75% in 2014. 74% in 2015, 75% in 2016, 81% in 2017 based on 4+EM, 81% in 2018)
- Progress/Attainment 8 (B) 2014, (B-) 2015, B 2016, B- 2017, B+ 2018
- Actual figures according to DfE:
  Att 8 2016 = 59 (B), 2015 57 (B-), 2016 59.5 (B), 2017 54.4 (B-), 2018 55.4 (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 and collaborative working.
- Consistently outstanding or good teaching across the college.
- Outcome led lessons are standard practice as are the use of 'six 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/challenging behaviours are welcomed and nurtured at St Richard's.
- Embedding of Teaching and Learning termly themes and resources.
- We were awarded Inclusion status at Transforming level.

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, Teaching School alliance, Diocesan Heads, feeder schools
- 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
- 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
- Mission Statement
- 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