

# St Richard's Catholic College

## SCHOOL SELF-EVALUATION DOCUMENT NOVEMBER 2020



## 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 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 2006. In July 2015, OFSTED HMI made a good practice visit to investigate strategies we use to raise the attainment of disadvantaged pupils. A Peer Review carried out by LA Consultant Headteachers and a West Sussex Headteacher in October 2016 graded the school outstanding. In November 2018, the school was graded outstanding in every category following a Diocesan Inspection. During the academic year 2018-19, the SSAT awarded the school three Exceptional Education Awards at transforming level in Climate for Learning, Engagement with Stakeholders and Leadership through Moral Purpose. At the end of the academic year 2019-20, we submitted and were peer-reviewed for two further Exceptional Educational Awards at Transforming level: Variety of Teaching Approaches and Professional Learning.

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, ensuring all pupils are happy and successful.

The school entrance criteria is based on faith background. The percentage of Catholics attending the school is 87.6%.

The academic profile of the school 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 15.5%. The percentage of SEN pupils is 8.9%, and EAL pupils is 11.9%.

From September to March of the academic year 2019-20, the whole school attendance figure was 95.36%. There were no permanent exclusions but 28 fixed term exclusions in the same time period.

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 benefit 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, Alliance of Teaching Schools in East Sussex, Area Group Three partnership and the Education Improvement Partnership. The focus 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 school 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, fundraising activities, PSHEe, work on British Values, 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

OFSTED Criteria	Strengths	Areas for Development
<p>Leaders have a clear and ambitious vision for providing high-quality education to all pupils.</p>	<ul style="list-style-type: none"> <li>• Excellence is core message</li> <li>• Mission Statement is acted out in daily practice (Diocesan Report)</li> <li>• High expectation culture and ethos is evident across the school</li> <li>• Monitoring involves a cycle of continual improvement</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure outcomes for SEN, disadvantaged and boys are stronger in 2021.</li> <li>• Ensure all staff embrace the culture that every child can make outstanding progress.</li> </ul>
<p>Leaders focus on improving teachers' subject, pedagogy and pedagogical content knowledge.</p>	<ul style="list-style-type: none"> <li>• Twilight programme of inset, Teaching and Learning booklet and the cascading of exam training supports teacher development (SSAT Award)</li> <li>• Strong Professional Development procedures in place to identify CPD needs (SSAT Award)</li> <li>• Rigorous scrutiny of Professional Development targets to ensure fairness, consistency and progression</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all staff are able to teach to grade 9 and have an understanding of A level practice in their subject.</li> <li>• Ensure all staff are familiar with the KS1 and KS2 curriculum in their subject.</li> <li>• St Richard's 6 is daily practice for all staff.</li> </ul>
<p>The practice and subject knowledge of staff build and improve over time.</p> <p>Leaders ensure that teachers receive focused and highly effective professional development.</p>	<ul style="list-style-type: none"> <li>• Regular CPD offered to all staff, including national speakers</li> <li>• Audit of staff training needs identifies priorities and responds to training needs</li> </ul>	<ul style="list-style-type: none"> <li>• More subject staff train as Examiners</li> <li>• Stretch and challenge evident in every classroom</li> <li>• Research is part of 'our learning 3' observations</li> </ul>
<p>Leaders aim to ensure that all pupils successfully complete their programmes of study, creating an inclusive culture.</p>	<ul style="list-style-type: none"> <li>• 98% of pupils complete their GCSE studies</li> <li>• 98% of pupils access Attainment 8 subjects</li> <li>• Consistent trend of few, if any, PEX</li> </ul>	<ul style="list-style-type: none"> <li>• To reduce Persistent Absence in Upper School</li> <li>• Develop more success at BTEC so the majority of pupils achieve at least a merit grade</li> </ul>

OFSTED Criteria	Strengths	Areas for Development
<p>Leaders engage effectively with pupils and others in their community.</p>	<ul style="list-style-type: none"> <li>• Pupil, staff and parent voice is strong influencing school practices</li> <li>• Strong pastoral care systems in place to support well-being and resilience</li> <li>• Subject surveys and parental surveys are used to evaluate school life</li> <li>• Diarised workshops for parents well-attended (now online)</li> <li>• Pupil voice interviews with Governors to QA school life</li> </ul>	<ul style="list-style-type: none"> <li>• Hard to reach parents engage with relevant workshops / PFGs</li> </ul>
<p>Leaders engage with their staff and are aware and take account of the main pressures on them, including their workload.</p>	<ul style="list-style-type: none"> <li>• DfE Workload toolkit has influenced daily practice</li> <li>• Well-being activities are organised</li> <li>• Line Managers regularly meet with Subject Leaders to support them</li> </ul>	<ul style="list-style-type: none"> <li>• Line management conversations include opportunities for staff to express workload concerns</li> <li>• Develop coaching programme for some staff</li> </ul>
<p>Leaders protect staff from bullying and harassment.</p> <p>Staff consistently report high levels of support for well-being issues.</p>	<ul style="list-style-type: none"> <li>• A culture of respect for all is evident across the school</li> <li>• Mission integrity is modelled by staff.</li> <li>• High professional standards are expected by all</li> <li>• Reports of bullying and harassment are responded to</li> </ul>	<ul style="list-style-type: none"> <li>• Governors and Senior Leaders to carry out annual surveys amongst staff with an action plan to follow, where needed.</li> </ul>
<p>Governors ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.</p>	<ul style="list-style-type: none"> <li>• Governors evaluate all aspects of school life in their meetings</li> <li>• Efficiently managed resources and budget</li> <li>• Clear monitoring of underperforming subjects creating within school variation</li> <li>• Governors are committed to their own Professional Development and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Governors to continue to work more collaboratively with Subject Leaders online for the time being</li> </ul>

OFSTED Criteria	Strengths	Areas for Development
Those with responsibility for governance ensure that the school fulfils its statutory duties.	<ul style="list-style-type: none"> <li>• Well planned FGB and SOC meetings</li> <li>• Regular Governor Link meeting and visits by Chair to ensure statutory duties are fulfilled</li> </ul>	<ul style="list-style-type: none"> <li>• All Governors to access County training as well as NGA courses</li> </ul>
The school has a culture of safeguarding that supports effective arrangements to: <b>identify</b> pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; <b>help</b> pupils reduce their risk of harm; and <b>manage</b> safe recruitment and allegations about adults who may be a risk to pupils	<ul style="list-style-type: none"> <li>• Strong safeguarding practices evident across the school.</li> <li>• All statutory duties are met.</li> <li>• Safeguarding training delivered regularly to all stakeholders.</li> <li>• No child is left behind.</li> <li>• Annual County audit completed and action plan in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to respond to school and county trends as well as national initiatives.</li> <li>• Regular review of safeguarding in light of Covid-19 and its impact on school life</li> </ul>

# **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. (CAGs)
- Teaching and learning is at the core of all we do with regular innovation, 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 little within-school variation in 2019 and 2020 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.
- Ten staff have achieved SLE status and the Principal has NLE status.
- Training in Safeguarding is strong.
- The Governing Body strives to maintain the status of the school as outstanding:
  - they meet regularly with the DSL to monitor safeguarding practices and procedures
  - they monitor subjects where there is within-school variation or concerns about performance
  - 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 linked to areas such as careers, spiritual life and safeguarding and they 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. Moved online successfully from term five of 2019-20.
- Detailed termly newsletters celebrating school life are produced with all departments contributing and celebrating success.
- Workshops for parents are organised and have now moved online.  
e.g. curriculum information evenings for all year groups, supporting your child to learn through an understanding of neuroscience, revision strategy evenings, well-being and mental health awareness support evenings which receive positive feedback from parents on ways that they could help their child.
- GCSE results. Generally, within the top 20% of schools nationally as confirmed by SSAT. Our Progress 8 and Attainment 8 scores are always positive.
- Leadership training for pupils including Prefects and School Council Reps which is evaluated and developed annually.
- SSAT Exceptional Education Awards – three Awards achieved in 2018-19 at transforming level: Climate for Learning, Leadership through Moral Purpose and Engagement with Stakeholders. Two Awards were applied for and reviewed successfully in July 2020; November 2020 – notification of success in achieving the Awards.
- Investors in Careers – re-designation July 2019 at its highest level.
- Preparation for Health and Safety audit was complete by May 2020. Due to Covid-19, assessment did not occur until October 2020. 96% was achieved with strong progress identified in all areas.
- LMT worked successfully with staff to maintain normality during lockdown and to reach out to all families.
- Strong sense of well-being evident amongst staff on return to school in June.

## **Areas for development**

- Persistent absence needs to be improved and we aim to increase attendance for the whole school to 97%.
- The BASICs measure needs to improve as does the number of 5+/7+ grades.
- Hard to reach parents must be encouraged to engage more and use their voice. There has been some success since lockdown.
- Progress of disadvantaged groups including PP and white working class boys needs to improve.
- The response to monitoring and tracking at Key Stage 3 needs strengthening.
- Governors to continue to strengthen their strategic thinking and planning.

## The Quality of Education

OFSTED Criteria	Strengths	Areas for Development
<p>The school's curriculum intent and implementation are embedded securely and consistently across the school.</p>	<ul style="list-style-type: none"> <li>• Staff understand the ethos behind the school's curriculum to provide broad and balanced opportunities for all.</li> <li>• St Richard's 6 Features of an outstanding lesson embedded and observed in Learning Walks/observations.</li> <li>• Remote learning during lockdown was of high quality and followed curriculum ethos.</li> <li>• All subjects consistently deliver a curriculum which matches school's ethos for intent and implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to extend the range of provision available.</li> <li>• Recovery curriculum is embedded and supports the progress of all pupils following lockdown.</li> </ul>
<p>The work given to pupils, over time and across the school, consistently matches the aims of the curriculum.</p>	<ul style="list-style-type: none"> <li>• Consistently high expectations from all – core purpose is evident.</li> <li>• Pupil targets are based on top 5% (National).</li> <li>• A broad, ambitious, challenging, engaging and motivating curriculum is evident.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that <u>all</u> pupils give of their best in all aspects of school life.</li> <li>• Regular reviews of curriculum delivery.</li> <li>• Staff delivering consistently aspirational and engaging lessons.</li> </ul>
<p>Pupils' work across the curriculum is consistently of a high quality</p>	<ul style="list-style-type: none"> <li>• Strong focus on T&amp;L with most pupils being highly effective and producing high quality work.</li> <li>• Pupils are ambitious to reach targets and are supported to understand how to improve.</li> <li>• Staff worked hard during lockdown to provide a blended approach to learning so pupils could continue to receive a high quality provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Review homework provision to strengthen its impact on pupil progress.</li> <li>• Staff to challenge passive behaviour consistently.</li> <li>• Ensure remote learning curriculum is of a high quality across all departments and is a broad and balanced curriculum.</li> <li>• Pupil oracy skills are developed.</li> <li>• Staff deliver lessons to promote resilience and independence.</li> </ul>

OFSTED Criteria	Strengths	Areas for Development
<p>Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.</p>	<ul style="list-style-type: none"> <li>• Differentiated support in lessons challenge and sustain progress.</li> <li>• Teachers identify and support any pupil who is falling behind.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff consistently monitor and embed intervention early for pupils in need.</li> <li>• Consistent use of scaffolded homework.</li> <li>• SEND pupils are spotlighted to make progress consistently through GCSE years, especially.</li> </ul>
<p>Leaders construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need</p>	<ul style="list-style-type: none"> <li>• Resources and teaching strategies reflect and value pupils' experiences and provide pupils with an understanding of people and communities beyond their immediate experience.</li> <li>• Our curriculum is inclusive and goes beyond the classroom to provide enriching experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement teaching strategies to engage identified groups e.g. boys in their learning and improve progress.</li> <li>• Staff strengthen the impact of TAs in lessons to promote greater pupil progress.</li> <li>• Staff to focus on boys' achievement to narrow the gap at GCSE.</li> </ul>
<p>The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND. Pupils study the full curriculum including the EBacc.</p>	<ul style="list-style-type: none"> <li>• Teachers plan lessons to make maximum use of lesson time with unified planning and schemes of work in many cases.</li> <li>• Regular use of pupil voice and departmental review to identify areas of curriculum for development.</li> <li>• SEN pupils supported by the Learning Support department and subject teachers to enable learning during lockdown.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore internal alternative provision for some pupils.</li> <li>• Support SEND pupils to access the EBacc qualification.</li> <li>• SEND provision for pupils during possible lockdown is well planned and meets needs.</li> </ul>
<p>Teachers have good knowledge of the subject(s) they teach. Leaders provide effective support for those teaching outside their main areas of expertise</p>	<ul style="list-style-type: none"> <li>• Strong focus on T&amp;L with majority of learning being highly effective.</li> <li>• Specialist teachers and skilled staff demonstrate deep knowledge / understanding of their subject.</li> <li>• Whole school culture of sharing best practice and observation.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff consistently delivering the highest quality lessons on all occasions.</li> <li>• Ensure a culture of learning where every teacher strives to provide outstanding teaching regardless of specialism.</li> <li>• Coaching developed for non-specialists and less experienced staff.</li> </ul>

OFSTED Criteria	Strengths	Areas for Development
<p>Teachers present subject matter clearly. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.</p>	<ul style="list-style-type: none"> <li>• Regular opportunities provided for pupils to improve learning through feedback – written or oral.</li> <li>• DIRT is strong in most subjects.</li> <li>• Strong remote learning through a blended approach and this enabled pupils to learn during lockdown.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback and assessment policy is consistently used across all departments and supports pupil progress in varying forms due to pandemic restrictions.</li> <li>• Pupils develop greater ownership of checking, marking, correcting work.</li> </ul>
<p>Teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</p>	<ul style="list-style-type: none"> <li>• Highly effective techniques used to promote ways pupils think about and embed subject content.</li> <li>• Use of interleaving to prepare pupils for linear exams.</li> <li>• Retrieval techniques are delivered in all subjects regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are supported following lockdown to embed and retrieve learning.</li> </ul>
<p>Teachers and leaders use assessment well to help pupils embed and use knowledge fluently, or to check understanding and inform teaching</p>	<ul style="list-style-type: none"> <li>• Staff are determined that pupils achieve well through encouragement, praise and feedback.</li> <li>• AfL is embedded across all subjects.</li> <li>• Teachers provide pupils with incisive feedback in line with school's Feedback and Assessment policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue pursuit of higher exam literacy by pupils in <u>all</u> phases.</li> <li>• To support pupils from Year 7 in developing stronger revision skills.</li> <li>• Pupils understand next steps to make greater progress.</li> </ul>
<p>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p>	<ul style="list-style-type: none"> <li>• Consistently high expectations from all with ambitious targets.</li> <li>• Teachers use skilful pedagogy to build understanding and raise challenge in lessons.</li> <li>• St Richard's 3 enhances pupil learning as a result of the educational research carried out.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff build on KS2 and KS5 knowledge and understanding to ensure the highest standards.</li> <li>• Embedding of the use of educational research to continually develop staff professional development.</li> </ul>

OFSTED Criteria	Strengths	Areas for Development
<p>A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading.</p> <p>They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.</p>	<ul style="list-style-type: none"> <li>• Library lessons/reading is part of weekly activities in English lessons and tutor time.</li> <li>• All departments use literacy techniques to promote reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Termly CPD focus on reading enables a greater range of techniques used in lessons and observed in learning walks.</li> <li>• All staff utilise numeracy activities in form time effectively.</li> <li>• A Numeracy Co-ordinator promotes numeracy across the curriculum.</li> </ul>
<p>Teachers ensure that their own speaking, listening, writing and reading support pupils in developing their language and vocabulary well.</p>	<ul style="list-style-type: none"> <li>• Literacy is a whole school initiative using Bedrock, DEAR.</li> <li>• High profile literacy development across the curriculum and bespoke to need as required e.g. SOUND.</li> <li>• Termly CPD for literacy.</li> <li>• Academic vocabulary is embedded across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Oracy is a key feature of all lessons.</li> <li>• Pupils become more fluent and writing skills improve as a result</li> </ul>
<p>Pupils develop detailed knowledge and skills across the curriculum.</p>	<ul style="list-style-type: none"> <li>• Pupils are curious learners who seek out opportunities to develop, consolidate and deepen knowledge and skills.</li> <li>• Pupils regularly take up opportunities to learn through extra-curricular / enrichment activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil independence is strengthened in all lessons, especially SEN pupils.</li> <li>• Support pupils to develop cross-curricular knowledge, skills and application (transferable skills).</li> </ul>
<p>Pupils are ready for the next stage of education, employment or training</p>	<ul style="list-style-type: none"> <li>• Strong GCSE results.</li> <li>• Pre-lockdown, strong enrichment programme which provided a wealth of cultural capital.</li> <li>• Strong transition programme / work experience and careers programme even during lockdown.</li> <li>• Investors in Careers achieved at highest level.</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge 'fixed-minded' behaviours from pupils to create independent, autonomous learners.</li> </ul>

## **Quality of Education (Curriculum, Teaching, Learning and Assessment)**

### Strengths

- Focus upon high standards and an ethos where our pupils aim to achieve their full potential whilst encouraging the wonder and joy of learning, which continued during lockdown through use of Google Classroom.
- Fostering of greater independent skills, especially at KS3.
- Pursuit of higher exam literacy by pupils in all phases
- Specialist teachers in all subject areas.
- Clear understanding of what constitutes outstanding teaching and learning with the 'St Richard's 6 Features of an Outstanding Lesson' demonstrated in planning and delivery.
- Monitoring and learning walks support a judgement of outstanding for most teaching and learning.
- Review of daily learning walks in LMT meetings monitors the Teaching & Learning across the school with action taken where appropriate.
- Expectation of a focus on teaching and learning in all meetings (staff, department and team meetings) with department and cross-department working to improve practice
- Termly departmental monitoring focuses on termly theme for Teaching and Learning.
- Approach to Teaching and Learning group which embeds research into learning and develops personal practice and pedagogy
- Teaching and learning booklet demonstrates embedding of learning from research and continued by T&L Lead during lockdown.
- Weekly Teaching and Learning tip demonstrated by staff as part of the daily staff briefing.
- Staff attend County subject hubs to strengthen teaching and learning and moderation practices.
- Development of scaffolded homeworks in many departments
- Vast majority of pupils are engaged and pupil voice shows that they enjoy their learning.
- Unified assessments used in all subjects so they accurately assess progress and more accurately predict outcomes at KS4.
- Blended learning approach enabled pupils to continue to learn during lockdown.
- Staff used a variety of approaches to assess pupil progress during lockdown.
- Intensive prompt support given to pupils who failed to engage with learning during lockdown.

### Areas for Development

- Teaching and learning is outstanding in all lessons and progress by all pupils demonstrates this.
- Consistent feedback and 'live' modelling strengthen the impact of teacher feedback to improve pupil progress.
- Recovery curriculum meets the needs of all pupils.
- Pupils are given greater opportunities for stretch and challenge, especially in fostering independence, resilience skills, as well as improving their ability to retrieve knowledge and build up memory.
- Pupil voice identifies high quality teaching and learning experiences
- Quality of homework is appropriate, is accessible to all and enables pupils to make progress.
- Staff strengthen the impact of TAs in lessons and pupils make greater progress.
- Staff are clear about methods to improve literacy and numeracy, to enable greater success in exams.
- All pupils are confident in utilising retrieval skills to strengthen their outcomes.
- Emerging technologies are further developed in teaching to enhance pupil learning.
- Contingency curriculum plan is fully ready to be delivered by all staff as required.

## Personal Development

OFSTED Criteria	Strengths	Areas for Development
<p>The school consistently promotes the extensive personal development of pupils. Opportunities for pupils to develop their talents and interests are of exceptional quality.</p> <p>The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.</p>	<ul style="list-style-type: none"> <li>• Extensive extra-curricular enrichment programme and high participation rates including trips.</li> <li>• Creative arts offer enables increased pupil engagement and development of talents and interests. Gold Award for Performing Arts / DFE School in Focus</li> <li>• Strong contribution to local, national and global community events.</li> <li>• All pupils are expected to engage in enrichment, fundraising and leadership activities.</li> <li>• Year 7 homework includes attendance at an extra-curricular activity.</li> <li>• Crest Award promotes cultural capital.</li> <li>• SMSC evident throughout the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual review of the enrichment offer in conjunction with pupil voice to increase engagement further.</li> </ul>
<p>There is strong take-up by pupils of the opportunities provided by the school. The most vulnerable pupils consistently benefit from this excellent work.</p>	<ul style="list-style-type: none"> <li>• Large number of trips/excursions with enrichment focus – good take up by disadvantaged pupils who are supported through PP funding.</li> <li>• Lunch-time clubs organised for vulnerable pupils.</li> <li>• Monitoring of vulnerable pupils' contributions to leadership activities and support given to pupils by TAs with prefect applications etc</li> </ul>	<ul style="list-style-type: none"> <li>• To closely monitor the attendance of disadvantaged groups and their participation in extra-curricular activities alongside academic performance and implement action for change.</li> <li>• To ensure the whole school is working towards the 'Be The Best You Can Be' or The CREST to acknowledge the full range of pupils' achievements and strengthen character.</li> </ul>

OFSTED Criteria	Strengths	Areas for Development
<p>The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.</p>	<ul style="list-style-type: none"> <li>• Strong designated schemes of learning on healthy lifestyles, emotional well-being and relationships in PSHEe/PE/Food Technology delivered by all staff.</li> <li>• Termly clubs and activities list published.</li> <li>• Curriculum re-designed to include John Muir, greater Performing Arts opportunities, emergency aid and an extensive enrichment offer.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop further vocational opportunities at Key Stage 4.</li> </ul>
<p>The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.</p>	<ul style="list-style-type: none"> <li>• Character education planned throughout PSHEe, RE and other subjects including The Crest.</li> <li>• Fundraising programme is exemplary.</li> <li>• Parent, pupil and staff workshops on neuroscience support pupils to be more resilient, with the ability to self-regulate and self care.</li> <li>• Tutor programme in place for 2020-21 with a focus on a recovery curriculum and well-being support.</li> <li>• The CREST Award reviewed in 2019-20: now online and seeing more engagement.</li> <li>• Greater understanding of neuro-science by all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Review of the House system in providing further opportunities for character development.</li> </ul>
<p>The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.</p>	<ul style="list-style-type: none"> <li>• Diocesan report (2018) shows SMSC as a strength across the school.</li> <li>• Many opportunities provided to contribute to social justice and peace campaigns in the school.</li> <li>• Fundraising, empathy and compassion for others are part of the school ethos.</li> <li>• Annual fundraising activities and awareness of justice and peace</li> </ul>	<ul style="list-style-type: none"> <li>• Review RSE programme 2020-21.</li> </ul>

OFSTED Criteria	Strengths	Areas for Development
	<p>campaigns planned and delivered through the year.</p> <ul style="list-style-type: none"> <li>• School was an early adopter of statutory RSE.</li> </ul>	
<p>The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.</p>	<ul style="list-style-type: none"> <li>• PSHEe/pastoral programme / assemblies</li> <li>• Small group interventions to meet the varied needs of pupils, regularly reviewed</li> <li>• Wide number of staff trained in a variety of well-being areas to support pupils.</li> <li>• Staff trained in RSE 2019-20.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop staff training to RSE programmes of study.</li> <li>• Pastoral team offer further interventions following AYP neuroscience CPD.</li> </ul>
<p>The school provides high-quality pastoral support.</p>	<ul style="list-style-type: none"> <li>• Strong pastoral care team which includes staff trained as Mental Health First Aiders (increased in number 2020)</li> <li>• Cornerstone of the school 'No child is left behind' (Diocesan Report 2018).</li> <li>• Pupil voice is integral to the development of key policies.</li> <li>• Pupils trained in a variety of peer mentoring roles.</li> <li>• Strong pastoral programme supported by access to high quality advice.</li> <li>• We operate a SAS (Safe Around Sex) series of workshops for vulnerable pupils.</li> <li>• Designated Spectrum School, trained to support pupils experiencing loss and separation.</li> <li>• Menu of interventions shared with teachers/pupils/parents/carers (link on website).</li> <li>• Strong signposting of support.</li> </ul>	<ul style="list-style-type: none"> <li>• Succession planning to develop future Pastoral Leaders.</li> <li>• Therapeutic training for all staff.</li> <li>• Support work of trainee Mental Health Worker in school.</li> <li>• Review of new email referral system for pupils.</li> <li>• A Healthy Schools website audit to be carried out.</li> </ul>

OFSTED Criteria	Strengths	Areas for Development
The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.	<ul style="list-style-type: none"> <li>• Annual audit of all departments/areas show all are contributing to work in this area.</li> <li>• ‘Attitude’ is central to all of the school’s work – British Values embedded.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly review the British Values action plan to ensure best practice across all areas.</li> </ul>
The school promotes equality of opportunity and diversity effectively.	<ul style="list-style-type: none"> <li>• Equalities Policy which is lived out in the school.</li> <li>• PP Strategy.</li> <li>• SEN Offer.</li> <li>• Annual review of Accessibility Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Review of PP strategy for impact.</li> </ul>
Pupils engage with views, beliefs and opinions that are different from their own in considered ways	<ul style="list-style-type: none"> <li>• PSHEe/Citizenship/RSE/RE curriculum provides rich opportunity for this.</li> <li>• Full celebration of different beliefs and cultures throughout the year.</li> <li>• Range of pupil councils to support pupil viewpoints and voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Debating opportunities developed with other schools.</li> <li>• RE department to continue to offer visits to places of worship.</li> <li>• Embed work on BLM across the curriculum (including Pupil Councils).</li> </ul>
The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society	<ul style="list-style-type: none"> <li>• Wide number of groups organised so that pupils can demonstrate active citizenship, particularly in the local community e.g. Interact.</li> <li>• Geography Club has grown in strength.</li> <li>• PSHEe/RE/assemblies focus on pupils’ role in society.</li> <li>• Whole-school support of local charities including Surviving Christmas and Food Banks.</li> <li>• Active Eco-Club which achieved Bronze Award – November 2020.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to improve resilience to outside influences such as Social Media.</li> <li>• Engage pupils to be proactive in preventing bullying culture through PSHEe / form / assembly time.</li> </ul>

OFSTED Criteria	Strengths	Areas for Development
<p>Secondary schools prepare pupils for future success in education, employment or training. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.</p>	<ul style="list-style-type: none"> <li>• Designated teacher as Careers Lead.</li> <li>• Investors In Careers Status achieved again at highest level July 2019.</li> <li>• Designated schemes of work in PSHEe.</li> <li>• Annual Careers Fayre.</li> <li>• Thriving Alumni involved in school life.</li> <li>• A wide and varied series of careers workshops occur throughout the year for all years including Year 10 mock interview day organised by Rotary.</li> <li>• Careers Strategy meeting all 8 Gatsby benchmarks is in place</li> <li>• PP pupils and other vulnerable pupils given regular interviews by Careers Adviser.</li> <li>• Selected aspirational work experience placements for disadvantaged groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop the range of speakers across all subjects.</li> <li>• To continue to increase % of pupils staying in education/training.</li> <li>• Continue to increase opportunities for pupils to visit universities.</li> </ul>

## Personal Development

### Strengths

- 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.
- Strong programme of staff training on safeguarding and pastoral issues.
- Regularly evaluated PSHE lessons support our work with pupils on unsafe situations. A full review takes place annually.
- We operate a SAS (Safe 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)
- 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, School Nurse and a variety of outside agencies.
- Signposting to support agencies is given high focus and used as an example by County Mental Health team.
- 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.
- Early adopter of RSE - being reviewed 2020-21 - surveys completed by all pupils and being used to evaluate programme.
- 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 Mental Health Week, 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 PSHE and taught within the Computing curriculum. Policies such as 'Friendship and Anti-bullying', 'Social Media' and 'Acceptable Use' highlight the importance of safety on the internet and the consequences to be applied for misuse.. Parents' knowledge has been extended as a result of presentation evenings and termly updates in newsletters.
- Staff are regularly trained in a variety of safeguarding issues 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 7 teachers. We attend the termly local forums and DSL supervision groups to share good practice and strengthen our procedures. A number of Governors, the Principal and some of LMT have undergone Safer Recruitment training. The school completes the County safeguarding audit annually and is always looking at ways to strengthen practice in this area.
- 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 Central Record 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 DSL to review safeguarding work and with the Principal six times a year to review the SCR. A revised Volunteers Policy is in place.
- The Health and Safety Officer meets regularly with the Vice Chair of Governors, caretaking staff and LMT to review procedures and practice. A sub-committee of the Governing Body carries out regular inspections of the college to ensure that it is fit for purpose and safe.
- The use of Anti-Bullying Ambassadors, Mental Health Ambassadors, Student Listeners and prefects on duty 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 school bus 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.
- Mental Health and well-being programmes across PSHEe and supported by AYP for parents/carers.
- Recovery work completed in PSHEe and RE.
- Recent Health and Safety inspection (October 2020) - 96% success.

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.

### **Areas for development**

- To continue to increase pupil awareness of how to react in unsafe situations (including online).
- 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 strengthen further our work around mental health and emotional well-being across the school in response to the Covid-19 pandemic, particularly in light of a recovery curriculum.
- To review our action plan following our annual safeguarding audit and KCSIE September 2020 to strengthen practice around keeping pupils safe and embed an understanding of the importance of identifying and combating discrimination across the curriculum and school.
- Continue to respond to societal issues.
- To begin Healthy Schools County Audit and action plan.
- To embed well-being and resilience work in tutor time to support the school recovery programme.

## Behaviour and Attitudes

OFSTED Criteria	Strengths	Areas for Development
<p>Pupils behave with consistently high levels of respect for others in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated</p> <p>Leaders, staff and pupils create a positive environment in which bullying is not tolerated.</p>	<ul style="list-style-type: none"> <li>• Bullying/racist incidents and hate crime are logged / responded to and monitored. The school continually reviews their work in this area.</li> <li>• Small group work to educate pupils further on differences or as a response to the use of hate language.</li> <li>• Mission Statement and pastoral work all supports respect for all.</li> <li>• Pupil leaders support staff in creating a safe environment.</li> <li>• PSHEe programme addresses key issues to support pupils being kind individuals inside and outside school.</li> <li>• Diocesan Report (2018) identified pupils' respect for each other and understanding of the importance of celebrating difference / diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Include anti-bullying strategies in the induction programme for all staff and trainees including implementing Anti-Bullying Action Plan and tracking.</li> <li>• Audit of school's work on anti-bullying to take place.</li> <li>• Strengthening of peer training on anti-bullying.</li> <li>• Response to lockdown - support around re-socialisation.</li> </ul>
<p>Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community.</p>	<ul style="list-style-type: none"> <li>• High number of pupil leadership roles.</li> <li>• Pupil voice at the centre of school improvement.</li> <li>• 'Be The Best You Can Be' and John Muir Award 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> <li>• Wide range of support services available in-house to support pupils in time of difficulty.</li> <li>• PSHEe, well-being activities and assemblies support pupils to be resilient.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase % vulnerable groups involved in leadership activities.</li> <li>• Audit attendance at extra-curricular / enrichment events to increase uptake for <u>all</u> pupils.</li> <li>• Increased tutor time programme to run throughout 2020-21 to support recovery programme / well-being.</li> </ul>

OFSTED Criteria	Strengths	Areas for Development
	<ul style="list-style-type: none"> <li>• A growth mindset culture is embedded across the school.</li> <li>• Strong signposting to support pupils / staff / parents / carers.</li> </ul>	
<p>Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education</p>	<ul style="list-style-type: none"> <li>• Diocesan Inspectors stated school's work in pastoral care is outstanding (Nov 2018).</li> <li>• Lesson visits indicate pupils are engaged in their learning.</li> <li>• Pupil Voice interviews by Pastoral Leaders, TA Co-ordinators and the Governors indicate that all groups of pupils feel safe in the community.</li> <li>• The excellent attitudes of pupils to learning have a positive impact on their progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Eliminate any low level disruption in unstructured time.</li> <li>• Monitor Cover Supervisor led lessons to ensure consistency in standards.</li> <li>• Continue to review curriculum for the less able and ensure it is meeting their needs and increasing motivation and engagement.</li> <li>• To reduce passivity amongst small groups of pupils (focus on boys' achievement).</li> <li>• To complete focus work on unstructured times with small group of disengaged pupils to support well-being and social skills. (Connection with the County exclusion programme.)</li> </ul>
<p>Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.</p>	<ul style="list-style-type: none"> <li>• Staff receive Behaviour for Learning inset or coaching around positive behaviour and have recorded impact in evaluation statements at staff meetings.</li> <li>• Punctuality to lessons is excellent.</li> <li>• Highly visible LMT who support staff in managing pupil behaviour (evident in staff feedback survey).</li> <li>• Annually updated behaviour policy that is consistently applied.</li> <li>• Risk Assessments/Health Care Plans for individuals are shared at the start of each</li> </ul>	<ul style="list-style-type: none"> <li>• CPD for staff on teaching pupils with complex behavioural needs.</li> <li>• New staff to be inducted in school consequences and routines.</li> </ul>

OFSTED Criteria	Strengths	Areas for Development
	<p>school year and are updated and added to when necessary.</p>	
<p>There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.</p>	<ul style="list-style-type: none"> <li>• Strong evidence of collaborative work through regularly updated pupil passports and Additional Needs plans.</li> <li>• Most vulnerable groups behave and attend well.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased hours of EWO to focus on PP attendance.</li> <li>• To focus on ensuring PP pupils have the highest aspirations for their future.</li> <li>• Therapeutic training to be rolled out to all staff 2020-21.</li> <li>• Continued CPD for staff.</li> </ul>
<p>Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.</p>	<ul style="list-style-type: none"> <li>• Staff monitor corridors to ensure quick and safe transitions to lessons.</li> <li>• Following a range of new attendance strategies attendance increased to 96% in 2018-19.</li> <li>• Strong ownership of attendance by tutors.</li> <li>• Pupils are punctual to lessons and teachers follow lateness through with consequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued focus on persistent absence, particularly disadvantaged groups.</li> <li>• To employ full range of strategies in light of Covid-19 pandemic.</li> </ul>
<p>Fixed-term and internal exclusions are used appropriately.</p>	<ul style="list-style-type: none"> <li>• Low levels of fixed term exclusions.</li> <li>• Move from internal exclusions to Saturday detentions had impact and resulted in decrease of close supervision incidents.</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to reduce the number of close supervision sanctions, particularly in relation to vulnerable groups. Use nurture funding and offer training to focus on improving our impact in this area</li> </ul>

OFSTED Criteria	Strengths	Areas for Development
<p>Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe</p>	<ul style="list-style-type: none"> <li>• Pupil surveys overwhelmingly show they feel safe and valued in the school.</li> <li>• Strong relationships between staff and pupils evident.</li> <li>• Strong understanding of pupils as individuals through excellent transition across all years including KS2.</li> <li>• Staff are regularly trained in a variety of safeguarding issues (e.g. PREVENT, CE, FGM, Peer on Peer abuse). Successful integration of excluded pupils from other schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce low levels of misbehaviour in unstructured times and on the journey to and from school.</li> </ul>

## Behaviour and Attitudes

### Strengths

- Attendance rates (95.36%), 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)
- PSHEe provision is excellent and supported by strong tutor/assembly and pastoral support.
- 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. School is constantly reviewing their work/provision in this area.
- Attendance figures are good and continue to rise due to a whole-school policy of response, alongside targeted work with the school's EWO – there is a determined approach from all staff on improving in this area despite the challenges the pandemic presents.
- The incidence of permanent exclusions is very low (only 7 in 13 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 again been reviewed after collaboration with pupils, staff and parents and is set to motivate pupils further in 2020-21.
- Excellent communication and partnership with parents/carers both general (Edulink) and personalised.
- Performance Development records show high levels of engagement in lessons, as does the random lesson monitoring records compiled by LMT in collaboration with Subject Leaders and Pastoral Leaders.

### **Attendance**

- Pupils achieve good attendance rates with the attendance figure between September and March being 95.36%. This is a very good indicator of the pupils' positive attitudes to school life.
- The Attendance Officer meets regularly with Pastoral Leaders and 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 in light of Covid-19 to ensure greater tutor ownership, early intervention and pastoral support where required with parents which is having impact.
- 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 outside provision, where appropriate. Action Your Potential works with an identified group.

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 all pupils are tracked.

With the exception of PP pupils, vulnerable groups do not reflect significant differences in attendance to the majority of the community. For instance, in 2019-20 the following attendance figures were achieved from September to 1<sup>st</sup> March (previous year in brackets):

<b>Ethnic Groups</b>	93.05%
<b>EAL</b>	96.45% (97.2%)
<b>Pupil Premium</b>	92.1% (92.7%) (FSM <b>89.9%</b> (91.5%), CLA 93.75% (87.3%))

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 our knowledge on inclusion and how we effectively support the behaviour and personal development of all pupils, and especially those who require extra care and have SEN.
- To continue to tackle and improve our persistent absence rates to work closely with families during the pandemic to develop trust and improve attendance.

- To closely monitor the attendance of vulnerable groups and their participation in extra-curricular activities alongside academic performance and implement action for change.
- 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 ensure all staff have received therapeutic training.
- To ensure a positive impact from grants provided via SEND (nurture) and County (exclusions).

# Outcomes for Pupils

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

The 2019/20 Centre Assessed Grades showed improvements in all areas which genuinely reflect how all staff believe the pupils would have done had the exams proceeded as normal

Action:

4Matrix is in use by the school and is being used to analyse internal assessment data as well as GCSE exam results. This is identifying underperforming individuals and groups more accurately. Boys, PP and SEN pupils will be closely monitored by all departments as they are underperforming across some 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 measure for this group was negative in 2020 (still almost a grade below the cohort\*). This is still a major action area for 2020/21

There were two Pupil Premium pupils who failed to achieve any Centre Assessed Grades as they had not been entered for the initial exams, and a further two who were awarded less than three Centre Assessed Grades for the same reason.

### Ethnic Groups and EAL

Overall, they have performed similarly to the cohort. Sample sizes are very small (often less than three pupils in any given ethnic group) so specific groups are hard to analyse.

### SEN

Both EHCP and support have performed badly compared to the cohort. These pupils have individual tailored intervention plans. This will continue for future cohorts and be regularly monitored and reviewed.

### Gender

Girls have outperformed boys again by roughly a grade. This is a larger gap than last year so is a priority. Centre Assessed Grades tend to favour girls (this was true in a number of East Sussex Schools)

### High, Medium and Low Attainers

There are no National figures for comparison this year but internally it is noticed lower attainers have lower grades in Maths.

### 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 plan to complete terminal examinations.

### **Strengths**

- % of pupils on target at each stage of the year is monitored for all groups.
- Targets reflect high expectations (top 5%).
- Results for progress and attainment are well above national standards (where comparisons are available).
- Progress in almost all subjects is significantly above National (where comparisons are available).
- Outstanding progress in all progress 8 measures (top quintiles for all) (where comparisons are available).
- Reduced within-school variation.
- On-line Reading tests take place right at the start of Year 7 so skill here is measured. Where below chronological age, intervention takes place and progress is checked with retakes.
- Grades 4 and 5 and above in EM are well above national averages (where comparisons are available).
- All KS5 providers undertake transition work with Year 11.

### **Areas for development:**

- Boys, FSM/PP and SEN are closely monitored in terms of attendance and progress - the whole school interventions to continue and develop including lower years.
- The accuracy and objectiveness of data capture information is not yet uniform across all subjects.
- PP progress needs to be a focus for 2020-21, particularly its link to Persistent Absence.
- Numeracy across the curriculum needs to match the progress made with literacy.
- Low attainers in Maths to make as much progress as the rest of the cohort.
- High attainers and boys in English need to improve.
- We would like to ensure 100% of pupils stay in education or training.
- Increase challenge for High attainers and others in English to improve their progress measures further.

# **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.
- Most 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, 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.
- In the academic year, 2019-20, £41,000 was raised for worthy causes by the school community.
- Designated Schemes of Learning on 'emotional health and well-being' and SRE are in place and are regularly 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 work with Jo to support 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 school 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'.
- Year 8 visit a local Old People's Home to share life stories and to interact with elderly residents with dementia.
- Community links include:
  - Joint projects and science activities with the pupils of St Mary's Special School.
  - Infant School Christmas party at Glyne Gap Special School
  - Working with disabled children in Lourdes at Easter – HCPT: The Pilgrimage Trust
  - Primary School 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.
  - Sophie's Secret Postcard to support the Royal Marsden Cancer Trust (£31,000 raised in 2020).
- The CREST Award engages pupils in strengthening their spiritual, moral, social and cultural development.
- The DfE Scheme is in its eighth 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 eight 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 visits to a mosque, synagogue, Gurdwara and Hindu Temple. Over the past eight years we have enjoyed talks from a Buddhist nun and members of the Muslim community. Our pupils are regularly invited to celebrate the Muslim festival of Eid ul-Fitr and 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, Mock trial competitions and County projects. Annually, St Richard's hosts a Science Day for over 20 primary and secondary schools in East Sussex.
- We have International School Status (2017-2020) and we are a Fair Achiever School.

### **Areas for Development**

- Anti-bullying strategies need strengthening so there is more effective follow up following an incident.
- Continue to strengthen our work around LGBTQ+ issues.
- An explanation of transgender issues to be embedded in the PSHEe programme in 2019-20.
- SRE policy to be embedded in September 2020 as a result of early adoption in September 2019.
- Continue to strengthen pupils' public speaking skills, resilience and sense of well-being.

# Lockdown

## Strengths

- IT skills of staff and pupils strengthened.
- Greater sense of pupil independence in learning.
- Strong communication at all levels.
- Normal school life created through Assemblies, recorded lessons, live lessons, Google Meets, Virtual Sports Day, Masses, Services, Jo's weekly videos, Daily/Weekly Challenges, competitions and Pastoral Classrooms.
- Regular surveys of pupils to check on well-being and what support was needed both academically and pastorally.
- Form Google Meets.
- Range of booklets prepared for pupils and parents/carers – Pupil Support Booklet, Isolation Activity booklet – all regularly updated.
- Reports distributed, newsletters distributed, streamlined diary in place.
- Virtual Sports Day and Weekly Sports Challenges.
- Strong Curriculum offer.
- Weekly Challenge to engage all pupils with a prize.
- Key Worker School – worked well.
- Smooth transition of Year 10 back to school.
- Safeguarding in place and vulnerable pupils monitored.
- Strong pastoral care and support from all staff including TAs.
- Pastoral calls to all pupils.
- Sophie's Secret Postcard Auction took place - £31,000 raised.
- Newsletters No. 6 and No. 7 celebrated lockdown work of pupils.
- Mental health and well-being were a priority.
- Termly Parental Focus Group meetings.
- Online summative reports for Year 7 and 9.
- Staff CPD continued online, as did department meetings / pastoral meetings / Subject Leader meetings.
- Assessment of pupils continued.
- High attendance from Year 10 pupils returning to school in June and strong teaching from staff.
- RAG profile on engagement in remote learning and strategy of support created to allow for intervention.

## Areas for Development

- Review Risk Assessment monthly based on COVID-19 numbers in school and DfE guidelines.
- Develop Contingency Plan for potential lockdown and for pupils/groups needing to self-isolate.
- Carry out surveys on laptop and internet availability in homes and SEN needs.
- Further training to staff in use of Google tools.
- Parental Workshop in familiarising oneself with Google and supporting child during a future lockdown.
- Remote Teaching and Learning policy developed and shared with all staff.
- Stronger support of SEN pupils learning.
- Face to face support from MHEW trainees and School Counsellor.
- Provision for SEN pupils to ensure that academic progress continues at same rate as other pupils.

## **Important actions for the school**

### **Immediate priority:**

Increase BASICS measure and improve % of 5+/7+ grades

Embed Literacy and numeracy skills across the curriculum and, in particular the development of reading and extended writing skills.

Close gaps in progress between groups, particularly pupil premium pupils, SEN pupils and white working class boys.

Support of all 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.

To implement a recovery curriculum for all groups and to ensure a Contingency Plan is in place for future lockdowns and pupils/groups who need to self-isolate.

### **The Quality of Education**

To embed St Richard's six features of an outstanding lesson.

Ensure best practice is implemented.

Improve tracking and intervention at both Key Stages.

Ensure all pupils become independent learners.

Strengthen the use of Google Classroom to transform teaching and learning in school and remotely.

Feasibility study of moving to 1:1 Google Chromebooks scheme.

Visit 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).

To continue to provide school to school support via The Teaching School.

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

To continue to increase pupil awareness of how to react in unsafe situations.

To strengthen House system with cross-curricular activities.

To reduce Persistent Absence and improve attendance overall.

To monitor more closely the attendance of specific groups of pupils e.g. vulnerable groups

To embed British Values across all areas of school life.

To track SEN, EAL and PP pupil involvement in extra-curricular and leadership activities.

### **Community:**

To strengthen the impact of our website and social media to enhance community links.

To support our community through the challenges of Covid-19.

To apply to become a Teaching School hub for Sussex and Brighton and Hove.

### **Governors and Stakeholders:**

Training for more members of the Governing Body on safer recruitment / health and safety.

Greater number of the Governing Body engaging with parent, pupil and staff voice to quality assure school life.

To strengthen the role of the Governors in holding the Principal and LMT to account for school outcomes.

To continue to strengthen the impact of the Teaching School Alliance and the NQT Appropriate Body.

## 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, 83% in 2019) CAGs in 2020 were 90.
- 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, 88% in 2019, CAGs in 2020 were 94.
- 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, 4-9 - 86% in 2019; 5-9 66% in 2019)
- 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, 78% 4+, 59% 5+) 2019-20 CAGs were 89.
- Progress/Attainment 8 (B) 2014, (B-) 2015, B 2016, B- 2017, B+ 2018, 54 in 2019
- 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+), 2019 53.9
- Aspirational target setting based on top 5% progress performance. Trend has been to be in top 10%-20% 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 Education**

- Culture of sharing of good practice amongst all staff and collaborative working.
- Consistently outstanding or good teaching across the school.
- Outcome led lessons are standard practice as are the use of 'six outstanding features'
- AfL embedded
- Amended curriculum provision for some pupils
- Strong T&L team
- Support staff specialising in departments
- More focused Subject Leader and 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
- 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, Behaviour and Attitudes**

- 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 the school building
- Bus and train prefect teams
- Pupil voice and pupil leadership roles strengthened
- Revised consequences 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, Diocesan Inspection (2018) and Peer Review.
- Re-designation of Investors in Careers (July 2019) at its highest level.

### **Leadership and Management**

- Relentless drive to raise the bar.
- Stronger succession planning
- Improved buildings and disability access
- Strong LMT presence around the school

- 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
- Parental Focus Groups
- More collaborative approach to SEF and CIP
- Improved ICT infrastructure
- Teaching School status
- Leading Edge status
- G and T lead school
- NQT Appropriate Body for East Sussex, parts of West Sussex, Hampshire and Surrey
- 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. Our trainees stay in teaching.
- SFVS achieved
- More variety and greater participation in extra-curricular clubs and school trips
- Science enrichment
- Safeguarding strengthened
- Exceptional Education Awards in 2018-19 at Transforming Level – Climate for Learning, Engagement with Stakeholders and Leadership through Moral Purpose
- Exceptional Education Awards in 2019-20 at Transforming Level – Variety of Teaching Approaches and Professional Learning reviewed and submitted for final assessment. Confirmed November 2020.

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

- A Lay Chaplain in situ
- Mission Week
- Mission Statement
- Greater focus on community cohesion
- Greater understanding of other faiths
- Analysis of behaviour/racist/bullying incidents
- Quality of Form/Year Services
- The Crest Award
- The John Muir Award programme
- Fairtrade status
- Fundraising activities
- Community Cohesion Block Day
- Outstanding Diocesan Inspection Report (Nov 2018)
- Outstanding County Behaviour and Attendance Audit

## Priority tasks from the Three Year College Improvement Plan (2018-2021) Year Three - 2020-2021

<b>Strategy A: To uphold the highest expectations and success culture within the school to support and inspire all pupils to achieve</b>	<b>Progress Code</b>
1. Attainment 8 target of 6.0 for Year 11 2020-21 with other year groups making progress towards this target	
2. To reduce the progress gap for all groups of pupils including PP, SEN and gender (boys).	
3. To embed a relevant, challenging and impactful curriculum, including a rigorous assessment and intervention structure consistent across all subjects.	
4. To strengthen strategies to maximise numbers of 4+, 5+ and 7+ grades achieved in all subjects including pupils achieving Grade 5+ in <b>both</b> English and Maths.	
5. Collective responsibility to raise Attendance for all groups of pupils.	
<b>Strategy B: To strengthen the quality of leadership in the school</b>	
1. To strengthen the impact of CPD training on teaching and learning, including SEN pupils.	
2. To strengthen the leadership skills and opportunities of staff and pupils.	
3. To continue to strengthen the skills of the Governing Body in monitoring standards and supporting the strategic direction of the school.	
4. To secure a successful bid to become a Teaching School Hub for Sussex and Brighton and Hove by September 2021.	
<b>Strategy C: To enhance the principles and practices of our Christian community</b>	
1. To strengthen opportunities for inclusive worship across the school.	
2. To ensure PSHEe schemes of learning are regularly evaluated in line with statutory requirements around Safeguarding, Citizenship, RSE, Health Education and Cultural Values.	
3. To ensure effective safeguarding of all pupils to include increased awareness of unsafe situations and how to react, and to strengthen emotional health, resilience and well-being work for all pupils and staff.	
4. To empower pupils and staff to lead environmental change and awareness.	
5. To ensure effective 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>	
1. To provide outstanding teaching and learning to all.	
2. To embed teaching and learning strategies that close the gap and facilitate pupil progress.	
3. To ensure the appropriate use of Emerging Technologies to provide a blended approach to T&L which develops metacognition skills, pupil autonomy and promotes pupil progress.	
4. To provide a Recovery Curriculum which meets the needs of our school community.	

## College Improvement Plan 2018-2021: Priorities 2020-2021

# 'CALLED to Serve'

*In line with our Mission Statement, our priorities in our College Improvement Plan focus on the development of all pupils, staff and Governors*

## C Christian Community:

**To enhance the principles and practices of our Christian community. (Strategy C)**

- We remain determined that our Christian community is one that genuinely lives out Gospel values to ensure an inclusive community with 'respect for all' at its core.
- We will ensure that excellent PSHEe/RSE and emotional health support and rigorous safeguarding practices encourage resilience and supports the well-being and safety of all pupils.

## A Achievement:

**To uphold the highest expectations and success culture within the school to support and inspire all pupils to achieve. (Strategy A)**

- We will deliver a broad knowledge-rich and ambitious curriculum supporting increased attendance, maximising achievement and reducing the progress gap for all groups of pupils.

## L Life Long Learning

**To enhance the quality of teaching and life-long learning. (Strategy D)**

- We will provide a wide ranging and supportive recovery curriculum which provides outstanding teaching and learning through a blended approach and a range of strategies that facilitate pupil progress and closes the gap for all.

## L Leadership:

**To strengthen the quality of leadership in the school. (Strategy B)**

- We will ensure that training for all in our community (pupils, staff, Governors) strengthens leadership and learning.
- We will ensure that the impact of SEN CPD equips all staff to provide for the most vulnerable.

**"I have come so that all may have life and have it to the full" [John 10:10]**