

# **St Richard's Catholic College**

## **SCHOOL SELF-EVALUATION DOCUMENT NOVEMBER 2021**



## Context

St Richard's Catholic College is a High Performing Specialist Science college with Leading Edge status. For seven years we were designated a Teaching School and National Support School. 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. An interim CARE visit by the Diocese in July 2021 indicated that the school continued to meet the criteria for outstanding. 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. We were accredited in September 2020. During June and July 2021 we were assessed for a further SSAT Award in Wellbeing at Transforming level. We were accredited at the end of July 2021.

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 88.7%.

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 15.78%. The percentage of SEND pupils is 14.92%, and EAL pupils is 10.3%.

From September to July of the academic year 2020-21, the whole school attendance figure was 95.36%. There were no permanent exclusions but 54 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. 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/RSE, 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.

## 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, ambitious and challenging opportunities for all and this is evidenced in all Subject Leaders' own Intent.</li> <li>• St Richard's 6 Features of an outstanding lesson are embedded and observed in Learning Walks/observations.</li> <li>• Remote learning during lockdown was of high quality and followed curriculum ethos and timetable in lockdown 2. This was evidenced through parent and pupil feedback as well as high engagement in the lessons.</li> <li>• Recovery curriculum is embedded and supports the progress of all pupils following lockdown with individual subjects endeavouring to close the gaps.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to extend the range of provision available at KS3 and KS4.</li> <li>• Continue to develop blended learning.</li> <li>• SL to continue to monitor 'gaps' in learning post-Covid.</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>• GCSE targets are based on top 5% (National) and outcomes in 2017-2019 demonstrate success.</li> <li>• A broad, ambitious, challenging, engaging and motivating curriculum is evident for all pupils.</li> <li>• Pupils are challenged every lesson in their learning.</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>• Staff delivering consistently aspirational and engaging lessons for all pupils.</li> </ul>

OFSTED Criteria	Strengths	Areas for Development
Pupils' work across the curriculum is consistently of a high quality	<ul style="list-style-type: none"> <li>• Strong focus on T&amp;L with most pupils producing high quality work during lockdown learning with close monitoring and intervention.</li> <li>• Pupils are ambitious to reach grade descriptors 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 and this provision has continued in the classroom.</li> <li>• Monitoring and intervention of pupils' progress are strong.</li> </ul>	<ul style="list-style-type: none"> <li>• Review homework provision to strengthen its impact on pupil progress, especially those with SEND.</li> <li>• Staff to challenge passive behaviour consistently to ensure active engagement by all.</li> <li>• Pupil oracy skills are developed and there are greater opportunities to express their voice.</li> </ul>
Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.	<ul style="list-style-type: none"> <li>• Differentiated support in lessons challenge and sustain progress.</li> <li>• Blended learning provision enabled pupils to achieve to high standards as identified in TAGs and KS3 assessments.</li> <li>• Early morning intervention in place for disadvantaged pupils and those falling behind in Year 10/Year 11 to address gaps.</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>• Staff use all information and plan accordingly for SEND pupils to make progress consistently through to GCSE years</li> </ul>
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	<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>• Year on year strengthening of cultural capital offer for all year groups is evident.</li> <li>• Annual strengthening of cultural capital offer.</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 at GCSE.</li> <li>• Staff strengthen the impact of TAs in lessons to promote greater pupil progress.</li> </ul>

OFSTED Criteria	Strengths	Areas for Development
	<ul style="list-style-type: none"> <li>The curriculum is reviewed annually to ensure it meets the needs of all.</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>SEND pupils supported by the Learning Support department and subject teachers to enable learning during lockdown.</li> <li>Remote learning programme adapted for SEND with teachers collaborating with TAs to provide bespoke support in some cases.</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>Introduce Prince's Trust for some pupils.</li> <li>Ensure early testing is prioritised so that the right provision is in place for pupils with SEND.</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 through increased departmental T&amp;L time/focus.</li> <li>Ensure a culture of learning where every teacher strives to provide outstanding teaching regardless of specialism.</li> <li>Coaching / pre-teaching developed for non-specialists and less experienced staff.</li> </ul>
<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>A strong blended approach enabled pupils to learn and progress 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.</li> <li>Pupils develop greater ownership of checking, marking, correcting work and know how to progress.</li> </ul>

OFSTED Criteria	Strengths	Areas for Development
Teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.	<ul style="list-style-type: none"> <li>• Highly effective techniques used to promote ways pupils think about and embed subject content as well as prepare for exams.</li> <li>• Retrieval techniques are delivered in all subjects daily.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are supported to embed and retrieve learning.</li> <li>• Development of spaced learning in all departments.</li> </ul>
Teachers and leaders use assessment well to help pupils embed and use knowledge fluently, or to check understanding and inform teaching	<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 the 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> </ul>
The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.	<ul style="list-style-type: none"> <li>• Consistently high expectations from all staff with ambitious target ranges for all.</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 by all staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to understand KS2 learning and develop KS5 knowledge to ensure the highest standards and optimise transition.</li> <li>• Embedding of the use of educational research to enhance staff professional development.</li> <li>• Embed new assessment system within Schemes of Learning.</li> </ul>
<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 are part of weekly activities in English lessons and tutor time. Impact is evident in retests and improved standardised ages</li> <li>• All departments use literacy techniques to promote reading and see themselves as teachers of reading.</li> <li>• Some departments are working with Numeracy Lead to promote numeracy skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Co-ordinator to raise profile of literacy and Numeracy Co-ordinator promotes numeracy across the curriculum and within form time activities.</li> <li>• CPD for numeracy and literacy is embedded.</li> </ul>

OFSTED Criteria	Strengths	Areas for Development
	<ul style="list-style-type: none"> <li>High profile literacy development across the curriculum and bespoke to need as required e.g. SOUND, Bedrock, Dear.</li> </ul>	
Teachers ensure that their own speaking, listening, writing and reading support pupils in developing their language and vocabulary well.	<ul style="list-style-type: none"> <li>Academic vocabulary is embedded across the school.</li> <li>Whole school CPD and subject inset focuses on staff literacy and higher tier vocabulary.</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.</li> </ul>
Pupils develop detailed knowledge and skills across the curriculum.	<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 as evidenced in numbers attending clubs etc.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil independence is strengthened in all lessons, especially SEND pupils.</li> <li>Staff develop cross-curricular opportunities for knowledge, skills and application (transferable skills).</li> </ul>
Pupils are ready for the next stage of education, employment or training	<ul style="list-style-type: none"> <li>Strong GCSE results (TAGs).</li> <li>Pre-lockdown and post, strong enrichment programme which provided a wealth of cultural capital within Covid restrictions.</li> <li>Strong transition programme / work experience and careers programme maintained through lockdown and since returning to school.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to support pupils to enhance independent, autonomous learner skills.</li> <li>SEND pupils needs are fully met at each stage especially in preparation for sixth form college.</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 autonomous independent skills as a result of blended learning approach.
- 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.
- Impact of learning 3s seen in lessons.
- 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
- Departmental monitoring focuses on termly theme for Teaching and Learning.
- Teaching and learning booklet demonstrates embedding of learning from research and practice carried out throughout the year.
- Weekly Teaching and Learning tip provided by staff as part of the Thursday staff briefing.
- Staff attend online CPD to strengthen teaching and learning and moderation/examination practices.
- Development of retrieval and spaced learning approach.
- Development of bespoke intervention programme for Year 10/Year 11 by staff acting as tutors.
- All pupils achieved expected outcomes from all backgrounds (20/21).
- 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 post-Covid.
- Staff used a variety of approaches to assess pupil progress during lockdown.
- Strong remote learning provision in lockdown 2 (January 2021).

### **Areas for Development**

- Teaching and learning is strong in every lesson and progress by all pupils demonstrates this.
- Consistent feedback and 'live' modelling strengthen the impact of teacher feedback to improve pupil progress.
- 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 ready to be delivered by all staff as required.

## **Quality of Education - The Curriculum**

	Strengths	Areas for Development
Intent	<ul style="list-style-type: none"> <li>Majority of SL's have clear direction for the department, evidenced in 3 year plans and SEFs, governors reports and LMT reviews.</li> <li>Ambitious curriculum for all pupils including PP and SEND pupils. 98% do Attainment 8.</li> <li>High expectations of pupils, evidenced through learning walks, internal, external and monitoring reports, Behaviour Logs and SSAT reports</li> <li>Cultural capital is strong throughout the curriculum- PSHEE- RSE, Charity work, masses services, visits enrichment, extra curricular which is developed annually.</li> <li>Carefully sequenced curriculum in most subjects, evidenced by curriculum maps and lesson/unit end points</li> <li>Broad balanced ambitious challenging curriculum is lived out</li> <li>EBACC entry is significantly above national and county averages at 66%, pointing to an ambitious curriculum for all.</li> </ul>	<ul style="list-style-type: none"> <li>A review of curriculum offer to ensure we are exploiting all possibilities to ensure pupils are studying their strongest subjects</li> <li>Good practice regarding curriculum planning to be shared with subjects where this is not currently as strong including collaboration.</li> </ul>
Implementation	<ul style="list-style-type: none"> <li>Specialist teachers utilised to deliver high quality first wave teaching as evidenced through monitoring, appraisal observations, departmental reviews SSAT reviews and peer reviews.</li> <li>Hybrid learning with mixture of styles and techniques, i.e use of Google classroom etc supports pupils to make progress.</li> </ul>	<ul style="list-style-type: none"> <li>A more coherent whole school approach to reading e.g. tutor time and use of reading data</li> <li>A focus on presentation and layout of work so that pupils are taking pride in their work post-covid.</li> <li>Development of whole school revision techniques from KS3 beginning in Y7.</li> <li>New ideas and framework for assessment during lessons which make progress explicit.</li> </ul>
Impact	<ul style="list-style-type: none"> <li>Consistently strong outcomes- 2017, 2018 and 2019.</li> <li>Vulnerable groups perform well against national averages</li> <li>Within school variation has significantly reduced over a three year period.</li> </ul>	<ul style="list-style-type: none"> <li>Groups performance compared to cohort</li> <li>Smoother transition to demands of 'A' levels</li> </ul>

## 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 and enrichment programme and high participation rates including trips published on website.</li> <li>• Gold Award for Performing Arts / DFE School in Focus</li> <li>• Strong contribution to local, national and global community events as evidenced in newsletter and Principal's report at Prize Evening.</li> <li>• Pupils engage in enrichment, fundraising and leadership activities audited via SIMS registers and reports.</li> <li>• Year 7 &amp; 8 homework includes attendance at an extra-curricular activity.</li> <li>• The Crest Award promotes cultural capital and pupil participation is centrally tracked.</li> <li>• SMSC evident throughout the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual review of the enrichment offered in conjunction with pupil voice to increase engagement further.</li> <li>• All clubs on SIMS to ensure closer tracking of pupil involvement and allow for timely support in getting pupils engaged.</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>• Lunch-time clubs organised for vulnerable pupils and participation tracked.</li> <li>• Monitoring of vulnerable pupils' contributions to leadership activities and clubs. Access to trips/excursions to ensure vulnerable pupils gain equity of experience.</li> </ul>	<ul style="list-style-type: none"> <li>• To closely monitor participation in extra-curricular activities for disadvantaged groups via SENCo, Year Co-ordinator and PP Lead.</li> <li>• To ensure the whole school is working towards 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 wellbeing and relationships in PSHEe/RSE/PE/Food Technology delivered by all staff.</li> <li>• Over 60 clubs and activities published per term.</li> <li>• Curriculum re-designed to include John Muir Award, 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 3 and 4 (eg. Prince's Trust).</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 is planned throughout PSHEe, RE and other subjects including The Crest.</li> <li>• Fundraising programme is exemplary as evidenced in newsletters and acknowledged by OFSTED 2021.</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>• Published series of workshops on website for 2021-2022.</li> <li>• Tutor programme in 2020-21 focused on a recovery curriculum and wellbeing support.</li> <li>• The CREST Award: now online with evidence of increased uptake.</li> </ul>	<ul style="list-style-type: none"> <li>• Review of the House system so as to provide further opportunities for character development and inter-House competition.</li> <li>• Continue to share good practice with other schools.</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 Inspection report (2018) and Interim Report (2021) show SMSC as a strength across the school.</li> <li>• Many opportunities provided to contribute to social justice and peace campaigns and fundraising activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Annually review RSE and PSHEe to ensure consistent delivery.</li> <li>• Be constantly responsive to local, national and global issues eg. OFSTED's latest report on sexual abuse and harassment in schools.</li> </ul>

OFSTED Criteria	Strengths	Areas for Development
	<ul style="list-style-type: none"> <li>School was an early adopter of statutory RSE, and schemes of work are now embedded.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure planned PSHEe/RSE programme is consistently delivered by all staff.</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>Small group interventions to meet the varied needs of pupils, regularly reviewed</li> <li>Wide number of staff trained in a variety of wellbeing areas to support pupils, including Mental Health First Aid.</li> <li>Staff trained in RSE 2019-20.</li> <li>SSAT Exceptional Education Award for Wellbeing – July 2021.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop staff training in RSE.</li> <li>Pastoral team offer further interventions following AYP neuroscience CPD.</li> <li>Implement wellbeing Mondays.</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.</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 and a variety of pupil councils exist that effectively bring change.</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.</li> <li>Strong signposting of support on Edulink for pupils and widely displayed.</li> <li>Mental Health team has impact.</li> <li>Pastoral support services email in place.</li> </ul>	<ul style="list-style-type: none"> <li>Succession planning to develop future Pastoral Leaders.</li> <li>Therapeutic Thinking training for all staff.</li> <li>A Healthy Schools action plan to be carried out.</li> </ul>

OFSTED Criteria	Strengths	Areas for Development
	<ul style="list-style-type: none"> <li>Launched 'WHISPER' (anonymous reporting system) across the school and being used well.</li> </ul>	
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>Bi-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> <li>Audit use of Diversity themes in the curriculum.</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 alongside the PP Strategy and SEND offer.</li> <li>Annual review of Accessibility Plan.</li> </ul>	<ul style="list-style-type: none"> <li>Review of PP strategy for impact.</li> <li>Strengthen impact of Diversity and Equalities Groups</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 including Pupil Equalities group to support pupil viewpoints and voice.</li> <li>Diversity strengthened across the curriculum in the past academic year.</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 diversity across the curriculum.</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 Club, Recycling Champions.</li> <li>PSHEe/RE/assemblies focus on pupils' role in society.</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
	<ul style="list-style-type: none"> <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> <li>• 'Delete the Hate' campaign engaging other secondary schools continues through 2021-2022.</li> </ul>	
<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>• 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 and a careers fayre for Years 9 to 11.</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 alumni supporting all subjects and offering mentoring as appropriate.</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 CREST Award system in Years 8, 9, 10 and 11 that supports and rewards personal development and other contributions to our school community and society. Year 7 focus on the John Muir Award to develop character.
- 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, diversity 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 and a variety of external agencies, including Mental Health team.
- Signposting to support agencies is given high focus and used as an exemplar by County Mental Health team.
- Early adopter of RSE and our schemes of learning are now embedded.
- Designated Spectrum School, trained to support pupils experiencing loss and separation.
- Pupil Voice interviews by LMT, Pastoral Leaders, TA Co-ordinators and the Governors, alongside termly questionnaire, indicate that all groups of pupils feel safe in the community.
- As well as having a comprehensive PSHE/RSE programme, we also 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 Reduction Plans/Assessments/Health Care Plans for individuals are shared at the start of each school year and are updated and added to when necessary.
- 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 and regular emails from the Subject Leader of Computing.
- Staff are 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. 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.
- We have a Volunteers Policy and procedure in place to ensure effective safeguarding.
- 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 school 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 Wellbeing Champion pupil working party externally trained.

- Mental Health and wellbeing programmes across PSHEe/RSE, as well as support from AYP for parents/carers.
- Recent Health and Safety inspection (October 2020) - 96% success.
- SSAT Exceptional Education Award in Wellbeing at Transforming Level – July 2021.

Ours is a safe, inclusive environment where all pupils feel able to reach their potential and leave as confident, well-rounded individuals who celebrate diversity and are 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 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 physical health, mental health, emotional wellbeing and resilience in tutor time using the Healthy Schools Audit to identify areas for development.
- To review our action plan following our annual safeguarding audit and KCSIE September 2021 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 further celebrate diversity and ensure inclusivity for all.
- To embed wellbeing and resilience work using Action Your Potential (AYP) and Anna Freud resources.
- To have a system of tracking pupil engagement in extra-curricular activities on SIMS.

## **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 on MyConcerns and SIMs / responded to and monitored. The school continually reviews their work in this area.</li> <li>• Termly surveys and use of reporting tools show incidents are low.</li> <li>• Small group work to educate pupils further on differences or as a response to the use of hate language run via the Pastoral Care team.</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 Inspection Report (2018) identified pupils' respect for each other and understanding of the importance of celebrating difference / diversity.</li> <li>• Targeted intervention to change unsocial attitudes in some pupils.</li> <li>• Active pupil councils facilitating change are in evidence.</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.</li> <li>• Response to lockdown – continued 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>• The John Muir Award programme in Years 7, the CREST Award and DofE Scheme in Years 8, 9, 10 and 11 all link</li> </ul>	<ul style="list-style-type: none"> <li>• Increase % of vulnerable groups involved in leadership activities.</li> <li>• Audit attendance at extra-curricular / enrichment events via SIMS.</li> <li>• Extend the role of Prefects, particularly Senior Prefects.</li> </ul>

OFSTED Criteria	Strengths	Areas for Development
	<p>to raising engagement both in and out of the classroom.</p> <ul style="list-style-type: none"> <li>• Wide range of support services available in-house to support pupils in times of difficulty.</li> <li>• PSHEe, wellbeing activities and assemblies support pupils to be resilient and to adopt a growth mindset.</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) and confirmed this in interim report of July 2021 as did OFSTED Inspection 2021.</li> <li>• Lesson visits indicate pupils are engaged in their learning – live and online.</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> <li>• Strong transition programme to support expectations prior to starting the school.</li> <li>• Focus work on unstructured times with small group of disengaged pupils to support wellbeing and social skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Eliminate any low level disruption in unstructured time.</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> </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.</li> <li>• Punctuality is excellent.</li> <li>• Highly visible LMT who support staff in managing pupil behaviour.</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> <li>• Staff feedback surveys to be re-introduced in Staff Meetings.</li> </ul>

OFSTED Criteria	Strengths	Areas for Development
	<ul style="list-style-type: none"> <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 school year and are updated and added to when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>All staff to recognise their role in ensuring pupil punctuality.</li> </ul>
There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.	<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>Increase hours of EWO to focus on PP attendance and their aspirations.</li> <li>Therapeutic Thinking training to be rolled out to all staff 2021-22.</li> </ul>
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.	<ul style="list-style-type: none"> <li>Staff monitor corridors to ensure quick and safe transitions to lessons.</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> </ul>
Fixed-term and internal exclusions are used appropriately.	<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 consequences, particularly in relation to vulnerable groups. Use nurture funding and offer training to focus on improving our impact in this area</li> </ul>
Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe	<ul style="list-style-type: none"> <li>Termly pupil surveys overwhelmingly show they feel safe and valued in the school.</li> <li>Strong relationships between staff and pupils evident in surveys and in OFSTED surveys and inspection visit in 2021.</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>

OFSTED Criteria	Strengths	Areas for Development
	<ul style="list-style-type: none"> <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).</li> <li>• Successful integration of excluded pupils from other schools.</li> </ul>	

## **Behaviour and Attitudes**

### **Strengths**

- High attendance rates, 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, access to the curriculum and result in very low exclusion rates. School is constantly reviewing their work/provision in this area.
- Attendance figures are high 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.
- The incidence of permanent exclusions is very low (only 7 in 15 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 termly.
- Staff receive behaviour for learning inset or coaching around positive behaviour.
- Our rewards system has again been reviewed after collaboration with pupils, staff and parents and is set to motivate pupils further in 2021-22.
- Excellent communication and partnership with parents/carers both general (Edulink) and personalised.
- Appraisal records show high levels of engagement in lessons, as does the random lesson monitoring records compiled by LMT in collaboration with Subject Leaders.
- Pupil behaviour in and outside of school is generally exemplary.
- Exceptional Education Award at Transforming level in Wellbeing – July 2021.

### **Attendance**

- Pupils achieve high attendance rates which 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 external 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 2020-2021 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>	97.31 (96.45%)
<b>Pupil Premium</b>	92.68 (92.1%)
	(FSM 89.90% (89.9%), CLA 92.97% (93.75%) )

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 have complex needs.
- To continue to tackle and improve our persistent absence rates to by working closely with families 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 Thinking training in the academic year 2021/2022.

## Leadership and Management

OFSTED Criteria	Strengths	Areas for Development
Leaders have a clear and ambitious vision for providing high-quality education to all pupils.	<ul style="list-style-type: none"> <li>• Excellence is core message shared by all in the school community.</li> <li>• Mission Statement is acted out in daily practice (as evidence in the Diocesan Inspection Report of 2018 and Interim Report of 2021)</li> <li>• High expectation culture and ethos is evident across the school</li> <li>• Monitoring involves a cycle of continual improvement and all Middle Leaders are held to account by their Line Managers.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure outcomes for SEN, PP, disadvantaged and boys are stronger in 2022.</li> <li>• Ensure all staff embrace the culture that every child can make strong progress, regardless of their starting point.</li> </ul>
Leaders focus on improving teachers' subject, pedagogy and pedagogical content knowledge.	<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 by Principal and CPD Lead 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 KS2 and KS5 curriculum in their subject.</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. Impact evident in quality of Teaching &amp; Learning, personal development and Behaviour &amp; Attitudes</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>• Learning 3 objectives have impact on classroom practice</li> </ul>
Leaders aim to ensure that all pupils successfully complete their programmes of study, creating an inclusive culture.	<ul style="list-style-type: none"> <li>• Over 95% of pupils access Attainment 8 subjects as appropriate to the cohort, demonstrating an ambitious curriculum is offered to all</li> <li>• Consistent trend of few, if any, PEX (Permanent Exclusions)</li> </ul>	<ul style="list-style-type: none"> <li>• To reduce Persistent Absence amongst disadvantaged groups</li> <li>• To develop greater success with BTEC outcomes</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 are strong evident by its regularity and influence on school practices</li> <li>• Strong pastoral care systems in place to support wellbeing and resilience</li> <li>• Subject surveys and parental surveys are used regularly to evaluate school life</li> <li>• Diarised workshops for parents are well-attended and supported</li> <li>• Termly Pupil Voice interviews with Governors to QA school life and introduce change evident in FGB minutes</li> <li>• Strong external links such as alumni to support the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Hard to reach parents encouraged to engage with relevant workshops / Parental Focus Groups</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>• Wellbeing activities for staff are organised and well-supported</li> <li>• Line Managers regularly meet with Subject Leaders to support them in reducing workload</li> </ul>	<ul style="list-style-type: none"> <li>• Subject Leader 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 wellbeing issues.</p>	<ul style="list-style-type: none"> <li>• A culture of respect for all is evident across the school and evident in surveys such as the OFSTED survey of 2021.</li> <li>• Mission integrity is modelled by staff at all levels</li> <li>• High professional standards are expected by all – and is in fact a non-negotiable</li> <li>• Reports of bullying and harassment are responded to, tracked and revisited regularly</li> </ul>	<ul style="list-style-type: none"> <li>• Governors and Senior Leaders to carry out an annual survey 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 and question/challenge the Principal</li> <li>• Efficiently managed resources and budget evident over the years (Minutes of SOC meetings)</li> <li>• Clear monitoring of underperforming areas that contribute to within school variation to reduce it</li> <li>• Governors are committed to their own Professional Development and learning which is monitored closely by the Chair and Clerk</li> </ul>	<ul style="list-style-type: none"> <li>• Governors to continue to work collaboratively with Subject Leaders</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 meetings and visits by Chair and Vice Chairs to ensure statutory duties are fulfilled</li> </ul>	<ul style="list-style-type: none"> <li>• All Governors to continue 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 with all statutory duties met.</li> <li>• Safeguarding training delivered regularly to all stakeholders.</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 potential impact on school life 2021-2022</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. (TAGs/CAGs/2019 outcomes)
- Teaching and learning is at the core of all we do with regular innovation, review and evaluation.
- The CIP (2018-2021) was used to drive standards and has influenced the choice of tasks in the new CIP 2021-2024.
- Planning and monitoring is strong as evidenced by little within-school variation in 2019, 2020 and 2021 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 and is closely linked to the CIP and SEF.
- Ten staff have 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 in this area:
  - 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, pupil premium, 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 to end of July 2021.
- Detailed termly newsletters celebrating school life are produced with all departments contributing and celebrating success.
- Workshops for parents are organised with most online in the academic year 2020-2021. e.g. curriculum information evenings for all year groups, supporting your child to learn through an understanding of neuroscience, revision strategy evenings, wellbeing and mental health awareness support evenings which receive positive feedback from parents on ways that they can 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, Mental Health Ambassadors 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 achieved in 2019-2020 – Professional Learning and Variety of Teaching Approaches. One Award achieved in 2020-2021 – Wellbeing Award at Transforming level.
- Investors in Careers – re-designation July 2019 at its highest level.
- Health and Safety audit took place in October 2020. 96% was achieved with strong progress identified in all areas.
- LMT worked successfully with staff to maintain normality during both lockdowns and to reach out to all families.
- Strong sense of wellbeing evident amongst staff in spite of Covid-19 and evidenced in OFSTED survey of 2021.

## **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 continue to improve as does the number of 5+ grades in maths and 7+ grades in English.
- 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.

## **Outcomes for Pupils**

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

The 2020/2021 Teacher Assessed Grades showed improvements in all areas which genuinely reflect how all staff believe the pupils were performing.

Action:

4Matrix is in use by the school and is being used to analyse internal assessment data as well as teacher assessed grades. 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 (0.75 of a grade below the cohort\*). This is still a major action area for 2021/22

There was one Pupil Premium pupil who failed to achieve any Teacher Assessed Grades as he had not been entered for the initial exams, and a further pupil who was awarded less than three Teacher 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 under-performed a little 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 half a grade. This is a smaller gap than last year probably due to more awareness of exam cancellation earlier. Teacher 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.
- KS3 no longer have targets but grade descriptors.

#### **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 headline figures (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 as well as retests in Years 8 and 9 for targeted pupils so progress 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 2021-22, 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.
- Pupil leadership roles (School Council Rep, Student Listener, Prefect, Liturgy Rep, Peer Mentors, Wellbeing 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. (This included £31,000 for Sophie's Secret Postcard Auction). Fundraising in 2020-2021 was reduced due to Covid-19.
- Designated Schemes of Learning on 'emotional health and wellbeing' and RSE are in place and are regularly updated.
- Wellbeing Lead is in place and has had training.
- A strong tutor wellbeing programme in place and to be developed further in 2021-2022.
- 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, the Lay Chaplain, 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.
- Most 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.
- The Rewards system motivates pupils to utilise Gospel values to 'Be St Richard's'.
- Pre-Covid, Year 8 visited a local Old People's Home to share life stories and to interact with elderly residents with dementia.
- Community links pre-Covid 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 DofE Scheme is in its ninth 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 nine 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 inducted into the school effectively.
- 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 primary and secondary schools in East Sussex.
- We have International School Status (2017-2020) and we are a Fair Trade Achiever School.

### **Areas for Development**

- Anti-bullying strategies need strengthening so there is more effective follow up following an incident.
- To continue to strengthen our work around Equalities and Diversity.
- To strengthen our work around peer on peer abuse in response to OFSTED's review of 'Sexual Abuse and Harassment in Schools and Colleges' published June 2021.
- Continue to strengthen pupils' public speaking skills, resilience and sense of wellbeing.

## **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 wellbeing 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.
- Key Worker School – worked well.
- Smooth transition of each year group 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.
- Weekly letters to parents/carers.
- Sophie's Secret Postcard Auction took place - £31,000 raised in June/July 2020.
- Newsletters No. 6 and No. 7 celebrated lockdown work of pupils.
- Mental health and wellbeing were a priority.
- Termly Parental Focus Group meetings - online.
- Online summative reports for all year groups and online Parents/Carers' Evenings.
- Staff CPD continued online, as did department meetings / pastoral meetings / Subject Leader meetings.
- Assessment and tracking of pupils strengthened annually.
- High attendance from 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.
- LFD testing worked well with exceptional support from volunteers (parents and grandparents).
- Strong Risk Assessment and Contingency Plan in place which was regularly reviewed.
- Remote teaching and learning policy and strategy in place to ensure smooth transition between 'live' and online learning.

### **Areas for Development**

- For academic year 21/22 develop Contingency Plan for future lockdowns and for pupils/groups needing to self-isolate.
- Monitor provision for SEN pupils to ensure that academic progress continues at same rate as other pupils.
- Revise Risk Assessment in light of DfE advice/recommendation.
- Keep developing staff expertise in use of Google Tools.



## **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 all departments to achieve 70% 5-9 grades.  
Work to address the 'Good' achieved in Quality of Education.  
Move all staff to outstanding leaders of learning through tailored support.  
Achieve Aspire top 5% targets.  
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).

### **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/competitions as well as sport.  
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 embrace our community in our teaching and learning approaches.

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

## **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%. TAGs in 2021 were 92%.
- 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. TAGs in 2021 were 95
- 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%. 2020-21 Tags were 92%
- 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
- Subject Leader and LMT monitoring more focused
- 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 themes and resources.
- We were awarded Inclusion status at Transforming level.
- SSAT Awards at Transforming level – Variety of Teaching Approaches.

### **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 until July 2021
- Leading Edge status
- G and T lead school
- NQT Appropriate Body for East Sussex, parts of West Sussex, Hampshire and Surrey until July 2021
- International School status (re-designation twice)
- Dyslexia friendly school
- Wider range of CPD
- SSAT Exceptional Education Award at Transforming Level – Professional Learning – July 2020
- 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
- SSAT Exceptional Education Awards in 2019-20 at Transforming Level – Variety of Teaching Approaches and Professional Learning.
- SSAT Exceptional Education Award at Transforming Level – Wellbeing Award (July 2021).

### **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 DofE Scheme
- The John Muir Award programme
- Fairtrade status
- Fundraising activities
- Community Cohesion Block Day
- Outstanding Diocesan Inspection Report (Nov 2018)/Interim Report (2021)
- Outstanding County Behaviour and Attendance Audit

**Priority tasks from the Three Year College Improvement Plan  
(2021-2024)  
Year One - 2021-2022**

<b>Strategy A: To uphold the highest expectations and success culture within the school to support and inspire all pupils to achieve and optimise their life chances, cultural capital and post-16 opportunities</b>	<b>Progress Code</b>
1. Attainment 8 target of 6.0 for Year 11 2021-22 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 robust assessment system that maximises the life chances of all pupils and leads to impactful intervention where appropriate.	
4. To strengthen exam support strategies with a specific focus to maximise numbers of 5+ grades in Maths and 7+ grades in English.	
5. Collective responsibility to raise Attendance for all groups of pupils.	
<b>Strategy B: To ensure that every learner develops leadership potential and all participants are empowered to support driving the school forward</b>	
1. To strengthen the impact of CPD training on teaching and learning and outcomes for pupils of all abilities.	
2. To strengthen the leadership skills and learning opportunities of pupils, staff and Governors.	
3. To continue to strengthen the role of the Governing Body in monitoring standards and supporting the strategic direction of the school.	
<b>Strategy C: To enhance the principles and practices of our Christian community</b>	
1. To strengthen opportunities for spiritual development.	
2. To ensure schemes of learning are regularly evaluated in line with statutory requirements around Safeguarding, Citizenship, RSE and diversity.	
3. To ensure effective safeguarding of all to include increased awareness of unsafe situations and to strengthen emotional health, resilience and wellbeing 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 for all.	
2. All staff to strengthen curriculum knowledge of teaching and learning at key transition points (KS2 and KS5).	
3. To ensure the appropriate use of Emerging Technologies to provide a blended approach to Teaching & Learning which develops metacognitive skills, pupil autonomy and promotes pupil progress.	
4. To develop pedagogy in the three teaching and learning themes: Curriculum, Oracy and SEN.	

## College Improvement Plan 2021-2024: Priorities 2021-2022

# **‘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 personal development which celebrates diversity, encourages resilience and supports wellbeing is excellent for all.

## **A Achievement:**

**To uphold the highest expectations and success culture within the school to support and inspire all pupils to achieve and to optimise their life choices, cultural capital and post-16 opportunities. (Strategy A)**

- We will deliver a broad, rich and ambitious curriculum supporting increased attendance, optimising achievement and strengthening outcomes for all groups of pupils.
- We will provide a wide range of academic disciplines, enrichment, cultural capital and character development.

## **L Life Long Learning**

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

- We aim to support all pupils to develop a deeper understanding of their community and world so that they can participate fully within society.
- All staff will be supported to develop their pedagogical understanding and to provide the highest standards of teaching and learning in their lessons.

## **L Leadership:**

**To ensure that every learner develops leadership potential and all participants are empowered to support driving the school forward (Strategy B)**

- We will ensure that training for all in our community (pupils, staff, Governors) strengthens leadership and learning.
- We will ensure that CPD enables all staff to hone their skills in delivering excellent provision, rich opportunities and strong outcomes for pupils of all abilities.

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