

Our Lady & St Chad Catholic Academy

An Academy within the Pope John XXIII Catholic Multi Academy Company

Academy Self – Evaluation Summary

Principal	Miss THL Ellis	Number on Roll-833 <i>PAN = 150 per year</i>	Year 7 = 160 Year 8 = 150 Year 9 = 148 Year 10 = 142 Year 11 = 121	Updated	February 2017
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Context

Our Lady and St Chad Catholic Sports College converted to an Academy in March 2015, alongside three other schools to form the Pope John XXIII Catholic Multi Academy Company. The Academy is increasingly popular within the city leading to an increase in our PAN this year to 160 for current year 7 students. First choice selection from parents applying for year 7 places has risen from 85 to 179 over two years. 25% of students arriving at the Academy are below national expectation, (38% Year 7). 54% of our students are Pupil Premium and 22% are SEN/ECHP, Year 7 has the highest amount of SEN/ECHP with 32%.

The Academy has had significant recruitment difficulties in Mathematics and Languages, particularly at strategic leadership level (see Focus Plan). An SLE has now been recruited to develop Languages for March 2017 (see Focus Plan). Maternity leave in Geography (also leader of Teaching and Learning), Psychology, PE and RE occurred last academic year alone (see analysis of departmental results). However, staffing has now stabilised, with most staff having now returned successfully, impacting positively on quality of teaching and progress.

Academy Improvement Plan – Key Areas for Development

- 1) Develop high quality teaching, learning and assessment, using Kagan strategies to ensure all students are appropriately challenged, inspired and make good progress inline with their GPM (Good Progress Milestones).
- 2) Create a philosophy of ‘An outstanding teacher / leader is a learning teacher / leader’, developing best practice collaboration to impact on staff development and quality of teaching and leadership.
- 3) Drive a ‘school-within-a-school’ leadership structure to drive rigorous behaviour, welfare and praise systems that set and reward high expectations.
- 4) Provide high quality policies, procedures and training to develop excellent knowledge and application of Safeguarding across the community.
- 5) Accelerate progress of all students and groups of learners through improved structures, interventions, accountability, family engagement, curriculum extra and My Life Plans.
- 6) Provide a meaningful SMSVC education with virtues, values and ‘making safe choices’ at the centre’. A particular focus on students being ‘peacemakers’.
- 7) Excellent curriculum provision, branding and external collaborations drive a significant increase in number of students accessing courses at the Academy. Outcomes of students improve in line with national.
- 8) Structures, systems, planning, accountability, praise and reward are effectively led and managed to secure an aspirational learning environment of high expectations for all members of the Academy Community:

Progress since last inspection

Key Issues:	Progress includes:
<ol style="list-style-type: none"> 1) While books are marked regularly and consistently, teachers do not always make sure that their comments are helping students to understand the work better. 2) There are not enough opportunities for students, particularly the most able, to develop their ideas in extended writing and discussion. 3) Teachers do not always make sure students get in the habit of checking their own work before handing it in. 	<p>Staff inset – feedback Academy assessment policy reviewed and updated. Introduction of ‘Gap Tasks’ and shared practice from St Mary’s. Re-structure of Academy 2016, focus on Progress Mentoring. Introduction of T and L practitioner and appointment of SLE (Easter 2016). Development of Most Able Academy and interventions (peer tutoring by P16, English and maths mentors). Introduction of Associate Principal to focus on Literacy. Students respond (verbally too) in full and extended sentences. Plenary training for all staff and epraise linked to checking work. PLCs evident in all subjects. Used to identify strengths and areas to be improved. Increased number of A/A* grades in KS4.</p>

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Effectiveness of Leadership and Management: 2

Strengths	Areas for Improvement
Middle leadership development impacting on retention of staff and opportunities within the MAC.	Ongoing, reviews and training to successfully embed new structure and posts.
Future Vice Principals and Principals development at OLSC (2 posts for Head of school successfully recruited from internal programme).	Review and restructure of SEND and administrative staff to support progress and reduce teacher work load.
New structure impacting on Progress Philosophy and conversations (student voice, Gridmaker)	Increase funding generation to enable Academy to develop Teaching and Learning Practitioners, further support mental health of young people and increase PPA time for staff to share best practice.
Clear Goals are shared and key policy and systems consistently understood and followed (WIG's, Safeguarding, behaviour logging and support).	Strategic leadership of Mathematics and Languages.
Governance – Structure of Academy Committee and Board of Directors robustly challenges leadership and management (minutes, structure, knowledge of challenges and SIP).	
Accessibility / open door policy of strategic leaders.	
Robust and rigorous management of underperformance and accountability (analysis in place, use of M Scale and UPR to reward staff).	
Quality and variety of staff training and opportunities for professional dialogue (Peer coaching, shared practice learning walks, effective use of six week programmes for staff, stakeholder voice.)	Continued development of Kagan strategies & use of lead practitioner to impact on progress of high ability students
Transparent collaboration with external agencies, networks and school improvement advisors top impact on Termly foci for students and staff.	

Personal Development (1), behaviour (2) and Welfare: 1

Strengths	Areas for Improvement
Consistency of policy and procedures across all schools-within-schools (RH behaviour analysis, increased logging of all behaviours and praise).	Continue to escalate low level behaviours, impacting on engagement and aspirations within the Changemakers . Changemakers to be introduced in all schools (lower to upper).
Behaviour for Learning programme for all students impacting on medium and high level behaviour positively (40% reduction so far).	Use of CIF bid to further improve site, particularly during community hours.
Anti-bullying programme effectively reducing bullying logs (3). Opportunities and ways to report are a real strength and use of peer mentors for all year 7 students.	Increased opportunity for peer mentoring and coaching of High Ability Students (Peer Mentor Café).
Attendance interventions and programmes impacting on reducing Persistent Absenteeism.	Increase funding and interventions for mental health support of students.
Significant reduction in use of alternative provision (progress and attendance of students previously accessing alternative provision has increased).	
SMSVC and Safe Choices Education (Gridmaker)	
Health Education (Gridmaker and FIT tracker summary) and links to community leisure centre.	
Sport programmes impacting on health, self esteem and	

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behaviour. Leadership Academy – raising hearts and minds (Sports College awards and mark)	
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Quality of Teaching, Learning and Assessment: 2

Strengths	Areas for Improvement
Assessment is increasingly rigorous and consistent across school with improving accuracy (Bluesky targets on accuracy last year, Year 11 prediction analysis).	Improve use of engaging pedagogy with all teachers in all curriculum areas – cooperative teaching / Kagan / employment of SLE
Marking is making an impact on students understanding (use of Gap Tasks, Academy learning work walks)	Increased opportunities for sharing best practice with other schools / Academies to improve % of outstanding practice in all curriculum areas.
Increased use of competition and praise to motivate Pupils Premium boys (Gary Wilson Changemakers Plan and evidence)	Literacy, numeracy and reading across all curriculum areas.
Variety and appropriateness of interventions to accelerate progress (use of PLC's, progress mentors, maths and English mentors, WIG Standards Meeting and SISRA analysis increasing progress predictions).	Review of curriculum, teaching and learning of SEND students.
Improving written work and extended writing (handwriting intervention classes and progress, extended verbal answers a strength during lesson observations, STANCE impact).	Use of six week programmes to enhance outstanding practice for identified colleagues.
The regularity of students now accessing Homework – independent study (SAM Learning data, GCSEPod, Maths PIXL APP, Mathswatch, MyMaths, revision classes attendance, year 11 night club).	Effective recruitment to drive performance and support in Mathematics and Languages.
Preparation for examinations. For example, effective use of walking talking mocks.	Develop our own SCKIT and teacher training with Edge Hill.

Outcomes for Pupils: 2

Strengths	Areas for Improvement
Our marginal gains including APS, CAPS(EM), Average grade, A*-C(EM), 5A*-C(EM), 3A/A* grades, Progress in English, Capped 8+EM VA	Changemakers developed across all schools to accelerate progress of PP boys.
Current predictions show an improving picture for boys. Gary Wilson training has impacted on boys progress	Progress in Maths, Languages in Years 10 and 11. Humanities, Art & Drama
Intervention staff (AKSL) part of the new structure who have already had a positive impact on progress, evident in year 11 with SEND students.	In year 11 focus groups are HA, SEND & MWBC. History, Spanish & Drama.
Mentors appointed in English and maths are providing one to one tuition for all PP students underachieving in these subjects.	In year 10 focus groups are MA disadvantaged & BC. English Language & Science.
English results have improved over the past 3 years with support from external English advisor from Rotherham LA.	In year 9 focus groups are MA disadvantaged & MWBC. Progress in Maths

Catholic Life and SMSVC: 1

Strengths	Areas for Improvement
Development of Virtues, Morals and Values across the Academy and Schools (rewards, praise issued for values, chaplaincy team, volunteering, low bullying).	Stakeholder voice and evaluation of impact of chaplaincy team.
Vocational and careers education (see gridmaker)	Development of high quality student led SMSVC initiatives.

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Tracking of SMSVC curriculum to secure effective journey through school impacting on students sense of vocation.	
Prayer and reflection is accessible to all students, irrespective of faith.	
Sense of community and charity (school fundraising and charities, peacemaker awards).	
Liturgy and Holy Mass to engage students from planning to leading (see RE and Catholic Life SEF).	
Curriculum Extra Programme and Making Safe Choices interventions.	

Sixth Form: 2

Strengths	Areas for Improvement
Outcomes of students improving (top 10 nationally for progress in technical / vocational qualifications).	Link with other Academies to secure retention and recruitment at Post 16. Existing links with Heath Park and Moseley.
Destinations of students (no NEETS, all students gained their first choice university places).	Increase Online library and resources to support students independent study.
Quality of teaching is consistently good or outstanding (observations, outcomes, student interviews).	Develop more private student zones as sixth form expands.
Information, advice and guidance.	English & maths resit programme to improve outcomes at L2
University links, summer schools and UCAS support.	
Enrichment activities.	

Overall Effectiveness: 2

The outcomes of the previous inspection have driven improvements in the quality of feedback and expanded responses. Through investment in middle and strategic leadership training and early identification of potential leaders, sustainable leadership is well planned for at all levels. The new leadership structure enables greater scrutiny, interventions and accountability of student progress and has impacted on consistencies across the Academy. Lessons are consistently good in nearly all departments, evidenced in external reviews, learning walks etc. Significant support has impacted on progress and quality of teaching in RE, Geography and Humanities. The Academy had a clear focus on reducing the difference between progress of girls and boys (reduced difference by 15% E / M 2015-16). Outcomes at Post 16 have risen from an area of concern to an area of strength. Data demonstrates an improving pattern from Upper School to Lower School, accelerated by interventions between Primary and Secondary MAC Academies. The Academy is very self-critical, leaders know their school and how to improve. This combined with excellent development of leaders at all levels, demonstrates an exciting capacity to improve. Strategic Leaders have Focus Plans for key issues, with progress being evident. Appropriate recruitment in Mathematics will further support key strategic developments to secure best outcomes.

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