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CONTEXT

Our Lady and St Chad Catholic Sports College converted to an Academy in March 2015, with St Marys, Holy Rosary and Corpus Christi Primary Schools to form the Pope John XXIII Catholic Multi Academy Company. The Academy is a smaller than average size secondary school with a small sixth form. The Academy is growing in popularity and is currently oversubscribed for entry into Year 7. The majority of students come from White British backgrounds. The proportion of students from: minority ethnic backgrounds, those who speak English as an additional language, those who are supported by pupil premium, those with special educational needs or disabilities (SEND) are all above national average. Prior attainment for students starting the Academy is significantly below national. The Academy has 32 feeder primary schools. The number of mid-term and hard to place students is significant. The percentage of disadvantaged students eligible for FSM during the past 6 years is almost double national, at 54%. Academy deprivation indicator is also double national. The number of girls is slightly higher than national. In Key Stage 4, there are a significant number of students with no prior attainment. The number of first choice applications in year 6 to 7 at the Academy has increased from 35 to 200 since Academy conversion. The Academy has received 450 applications for the new Year 7 cohort of learners. The Academy received a Good Section 48 Inspection, July 2017 (leadership: Outstanding, Catholic Life: Outstanding, RE: Good, Collective worship: Good). The increasing popularity of Our Lady & St Chad, alongside a sufficiency survey of leadership, outcomes etc. has secured an Expansion Programme for the Academy to begin June 2018, increasing PAN to 210 per year group (150 currently).

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Effectiveness of Leadership and Management

Culture & expectations TE

Since the school became an Academy in March 2015 (soon after the appointment of the new Principal), there has been a drive to develop and embed a culture of improved teaching and learning, engaging learning, scholarly behaviours and high expectations. The strong moral compass of the school is affirmed in the Section 48 inspection July 2017 where leadership was graded as Outstanding. Monitoring records show an overall improvement in the quality of teaching over time, with particular improvements in pupils engagement following concerns about compliant learning. Pupil progress has seen some improvement at GCSE, where Progress 8 has improved from -0.31 to -0.01 during the last 12 months. However, Academy demands more rapid improvement in maths and reading (key strategies in place). The introduction of a 'School within a School' structure September 2016 has impacted on behaviour for learning (reduction in behaviour logs during learning by 32%), progress outcomes at GCSE and a culture of high expectations. Expectations of the Strategic Leadership Team are high. Pupils voice shows 87% of pupils believe Academy expectations are high, 97% of staff agree. Section 48 reported "Senior Leaders are a source of inspiration to the whole community." July 2017. **Next steps : Epidemic of Reasoning and Problem Solving**

Relationships between leaders, staff & students TE

Relationships between pupils and staff are excellent. This was evidenced by the Archdiocese of Birmingham "Relationships between staff and pupils show genuine care and concern; they are underpinned by an uncompromising aspiration for pupils by staff". A review of the Academy Behaviour Policy to secure greater consistency, alongside an improved transition and a significant increase in curriculum extra opportunities by all staff (revision, clubs, sport, visits, Night Club, Leadership Academy...) has impacted on these relationships. The rigorous embedding of the Academy Moral Values sets the highest of expectations for Respect and Truth. Student voice voted for these as the most important values for the Academy.

Improvement in outcomes of all students MB

The Academy has focused on improving outcomes for disadvantaged students, especially High and Middle Ability disadvantaged. The progress 8 gap between disadvantaged and all other students has decreased by 0.5 (-0.65 to -0.2) - in line with school. HA disadvantaged and HA disadvantaged boys have both increased by at least a grade. Maths has not improved with the same increase as other subjects, due to staffing and recruitment issues. This had a negative impact on the overall Maths grades in 2017. Staffing issues have been addressed, with a new and evolving team in place for September 2017. The Academy is working with Bishop Challoner Catholic Academy to enhance teacher knowledge, drive a rapid action plan for Maths development, develop a mastery SOW and effectively coach the new Curriculum Leader. Reasoning and problem solving has increased for all groups of students, positively impacting on the current progress of MA & HA students. The schools flight path for all students in all groups are challenging. Students have their minimum expected grade for the end of the current term, end of the current year and the end of Year 11 on all books. **Next steps: Embed MEPs and Scholars**

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Self-Evaluation TE

Self-evaluation has become far more rigorous and frequent since the last inspection. External professionals have completed a number of focused review activities. Areas identified for development have included a need to (i) increase engagement in learning (2016), (ii) create a more frequent and rapid data tracking process (2016). This year, the Academy has published a 6 month self-review activity schedule and has Self Review as one of its Key Improvement Plan Foci to drive improvement. Standards meetings take place half termly with Vice Principal and Associate Principal, with follow up check and challenge meets. Governors and Directors monitor the Academy Action Plan and check / challenge during core meetings. The Academy now needs to further involve Governance in school review and working day activities, for example, Kagan, to demonstrate the consistencies between reports and 'in reality'. Governors now need to be involved in developing their own stakeholder survey (start and finish) aligned to their Key Foci from the Academy Improvement Plan. The Academy benchmarks and moderates externally with an increasing range of partners across most curriculum areas, Learners First Rotherham and Bishop Challenor Maths Teaching School. **Next steps: External PP and SEND Review**

Performance Management BS

Performance Management in the Academy has been refined during recent years, ensuring a robust focus on the effect teaching has on learning over time. Increasingly, a coaching philosophy is being adopted to encourage self reflection and 'a learning teacher is a great teacher'. Monitoring is timely, focused, self-evaluative... and provides a thorough understanding where pedagogy is the best and the areas for development across all subjects. Quality Assurance ensures that monitoring activities cover all subjects, specific cohorts of teachers and groups of learners. Quality assurance activities include learning walks, formal observations, Curriculum Leader observations, Bespoke Academy Review Activities, Curriculum 'offer' lessons, PIES Coaching Walks. Quality Assurance evaluation demonstrates a continuing trend of embedded best practice across the Academy, with a particular focus for improvement in History and Mathematics, as well as the development of PIES Coaches and Teaching and Learning Practitioners. Leaders are committed to creating a love of learning through creating a learning buzz through investment of Kagan strategies. External School Improvement Reports validate the improvement these strategies are having on students enjoyment and engagement in learning. The effect of cooperative approaches to learning has improved student voice, where 96% of students in years 7-9 prefer this active learning approach and 95% of students across all years agree that students work well together. Leaders have devised a 'sharing of good practice' culture through the Curriculum 'offer' lesson where each subject offers a lesson for colleagues to observe once every half term. The 'learning' is then shared at the teaching & learning forum meeting. Areas of best practice are shared & then weaved into teacher planning. As a result teaching across the Academy is good, with some embedded excellent practice. Local Authority SIP reported "... It was clear that work with staff to develop teaching and learning is having a positive impact on further raising expectations and standards." The shared philosophy 'we work on a School' extends also to the staff 'we work on each other' & an open dialogue of learning from our colleagues is prevalent in learning discussions, staff briefing & staff bulletin. Strategic leaders visit every lesson, every day to support staff and students, as well as identify any early concerns. This, alongside a robust induction programme is particularly important in a year when the Academy has recruited 14 new teachers to support the drive for improvement. There have been 6 week improvement support plans in place, most of which have supported staff to grow in confidence and teach consistently well.

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Professional Development BS

An outstanding teacher never stops learning from others, this culture is evident in the Academy. All staff recognise that review of their teaching is critical if their own practice is to improve. Over time the focus around teaching & learning has centred on coaching, learning from each other & sharing good practice. The original coaching model was started through the creation of 'triad' groups who would observe each other teach & then feedback at the sharing meeting examples of excellent practice observed which was then demonstrated to all colleagues. This created for 2 successive years our 'Triad' champions. However once this model was evaluated staff were in agreement that we should move to a model of self-reflection based upon a more bespoke evolving need. Consequently the theme of all staff training was identified through school review & school improvement priorities. All staff training addressed themes such as : Questioning, Collaboration, Boys achievement, Mastery, Differentiation & Scholarly behaviour. (see CPD evidence). The monitoring of teaching & learning led to the recognition of some passive compliance so the Academy began a journey in 2015 of cooperative learning underpinned by Spencer Kagan strategies. Staff received 2 extended CPD on Kagan, & later 9 staff were elected as Kagan ambassadors who received training on coaching others & getting their knowledge & understanding of Kagan to a position where they could then lead & develop colleagues on the PIES principles. This meant that the Ambassadors could make a significant contribution to school review thorough PIES learning walks. Whole school review (2017) involved formal observation & PIES learning walks, a coaching tool between the teacher & the observer, who is looking for evidence of the PIES principles. Once evidenced this is noted on a proforma & LEFT with the teacher as an evaluation of their pedagogy & affirmation of their continuing professional development. Formal observations lead to a verbal debrief of the lesson & then both the coach & the teacher use the coaching proforma where in conjunction 'identified areas for development' are agreed & later reviewed. Judgements are made using 4 criteria – E embedded, F- Fully, P-Partially, L-Limited. Staff who are identified as needing more intense coaching are identified & the review meetings are rapid & carefully monitored. Serious concerns are fed immediately to the AP(BS) to ensure that rapid intervention strategies are put in place. All curriculum areas put forward twice every half term a 'curriculum offer lesson' from within their subject which is offered to all colleagues to allow them to go & observe a colleague for 15minutes good/outstanding pedagogy. This means that once every half term every member of staff will have observed another teacher & this professional activity is put on BLUESKY as part of staff learning activities. Also staff share the observations through the teaching & learning forum meeting. All Professional Development is recorded on BlueSKy and monitored for gaps and strengths termly.

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Governance LC

The Academy Committee and Board of Directors meet all statutory duties and the range of expertise is now spread more widely across members than was the case during the previous inspection. The Committee have completed the CES audit tool which has identified a need for increased In-house practical experience of the evidence that has been presented. In addition to core meetings regarding—Standards, Finance, PP, Staffing and curriculum, Health and Safety, Site—there are link Governors allocated to this years main 5 foci to secure challenge and support of the main drivers for improvement. Last years focus was to reduce the gap in outcomes between girls and boys (reduced by 9% in one year) This years foci are Reading, Teaching and Learning and Scholarly, alongside a specific Rapid Plan for the development of high quality maths. Progress 8 for disadvantaged students has improved from -0.65 to -0.2 with MA improving by 0.68 and HA by 1.33 Academy Representatives each have an allocated area of the Academy Improvement Foci to check and challenge. All training (internal and external) are linked to statutory responsibilities and Academy areas for improvement. **Next steps: Link work with Stafford MAC to further expand Sharing Practice—KAGAN**

Curriculum DH

Our curriculum is broad & balanced providing a wide range of opportunities for all ability groups, retaining a focus on breadth across the key stages. With the increasing level of difficulty in the new examinations, Academy focus has been to improve subject specific literacy (reading ages) to enable all students to be successful. Reading is an integral part of House Tutor time which has been extended to facilitate this. The Academy has introduced 'Accelerated Reader' at the start of this academic year. Cross departmental work to support elements of the new specification is beginning to impact. For example, Maths support has already impacted positively on the Geography results with an increasing number of A* at both GCSE & A level. This support has been extended to Science & Psychology, as mathematical applications are required in these subjects. Standards are monitored consistently by middle leaders using a variety of evidence including book trawls, focused learning walks, lesson observations, moderation and stakeholder voice. For example, student surveys noted that students wanted more finance education and computing operational expertise—this was immediately addressed in the Academy curriculum. Outcomes in maths have been impacted by staff absence & the lack of curriculum lead for 2 years. A maths leader has started this academic year. PSHE, SMSCV & the promotion of British values are evident in schemes of work and Gridmaker. **Next steps: Embed transition curriculum beyond English and Maths**

SMSC & British Values LC

Academy Mission Statement underpins the Catholic Values. The mission statement values are lived out by staff and students. The British values are delivered across school with this Catholic Ethos at the heart. The British values are mapped across the curriculum and extra-curricular activities. The recent section 48 Inspection report highlights strong evidence across this strand. The dedicated support of staff enables many pupils to develop their self-belief in their ability to achieve academically and to grow as responsible young adults. The opportunities for staff and students to attend retreats supports the development of the whole person. Local and national issues are addressed via Police Panel Partnership, dedicated assemblies, workshops, theatre groups, visiting speakers and house tutorials. All subject areas have SMSVC planned within their schemes of work; embedding a relevance to the curriculum. This is tracked via Gridmaker. The promotion of British Values has been monitored by the HT and SLT through learning walks, SOW scrutiny. Initially, some repetition was identified, however this has been addressed by the introduction of Gridmaker. Vocation themed days are built into the curriculum to provide focused time (through the support of outside speakers) for students to reflect upon the concept of living life as a vocation with a deeper understanding of what is meant by being called to a life of service, founded on Catholic Christian virtues and values.

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Equality LC

The Equality Policy is reviewed annually by the Academy Committee. This policy is included on School Cal for all new and existing members of staff too. All policies and documentation are steeped in the core values of the Academy—values that place Respect at the heart of everything and everyone. The training Day in October 2017 will update staff on the latest policy and practices. There are robust reporting procedures for the communications in terms of racism and bullying; including website anonymous reporting, peer mentor podiums and well staffed pastoral care. The Academy operates a 'Don't Walk on By' philosophy, where it is the duty of all to report anything unsafe or inappropriate. The Academy holds at its core Truth, Justice, Peace, Respect and Charity— values embedded within the entire community, securing a zero tolerance of inequality and an acceptance of all. It is important that the Academy embeds increased 'Know My Rights' programmes across all years to expand on last years police partnership work.

Safeguarding RC

The Academy Safeguarding policy is readily available on the website & is reviewed annually by the Academy Committee and the BOD; hard copies of the policy are available for any families who do not have access to the internet at home. The SCR is reviewed regularly by the Principal, Directors and the HR officer & rigorous procedures are followed before appointing any new members of staff. (Safer Recruitment) The HR Officer ensures that all new members of staff have completed all appropriate checks as per policy before starting work in the academy. Every member of staff employed by the Academy has undertaken safeguarding training, are aware of the names of the DSL & DDSL & receive training on the correct procedures to follow in the case of any disclosure. Three members of staff have now been appointed to work as Safeguarding Leads for each 'School Within a School' to ensure that there is early intervention when staff may raise concerns. Any safeguarding concerns are discussed within the SLT to monitor the application of correct procedures. The school uses CPOMS to record all safeguarding concerns. There is an excellent library of resources available for staff in this system. The website has links for staff, students and parents. School complete an external safeguarding audit and review annually.

Protecting Students RC

The deployment of three members of staff as Safeguarding Admin Support for each 'School-Within-A -School' has improved the liaison with multi-agency working, ensuring that prompt action is taken when needed & that all meetings are attended & monitored. Consequently, there has been a reduction in the number of students requiring Level 4 intervention & Academy representatives feel confident in challenging decisions made by the LA. The introduction of CPOMS, an online CP reporting system, will guarantee that all student files are kept up-to-date rapidly with a transparent approach to any concerns at all levels of intervention. There is a safeguarding programme of induction for any new members of staff; all staff, including the Academy Committee, are trained in every aspect of safeguarding, including PREVENT, FGM, Esafety & CSE & confidently report any concerns to the DSL & DDSL. We have very strong links with a variety of outside agencies who will support & deliver appropriate programmes to students who require Level 1 & 2 support. Police officers come in to the Academy to deliver assemblies based on relevant issues within the context of the Academy. Posters are displayed around the school to ensure that every individual within the Academy, being a student, parent, member of staff or otherwise are aware of the name & designation of each Academy representative responsible for each strand of safeguarding. National safeguarding updates are shared with Academy staff via the Academy bulletin. All members of the community adopt a 'Don't Walk On By' philosophy.

Self Evaluation Grade: Good+

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Quality of Teaching, Learning & Assessment

Teaching **TE**

Teaching over time across the Academy now 'Fully' demonstrates the teachers' standards with 30% of teaching observed showed these standards are 'Embedded'. This is as a result of a whole school drive by Leadership Team to improve engaging pedagogy, sharing best practice and coaching. There have been some recruitment issues that have impacted on this drive for improvement, particularly in maths (without curriculum leader for 2 years). Marking and feedback is now more consistent following the re-development of a policy in 2016 and the introduction of 'Gap Tasks' from a Partner School. PIES principles have been introduced last year to secure pupil participation in all lessons. This has impacted on progress (% of students on track) in all years, as well as behaviour. However, there are differences between recently appointed staff and staff who have been at the Academy for longer with regard to PIES principles being used consistently to secure student engagement and the involvement of all students in questioning. Kagan Coaching Walks are being used to support new staff. **Next steps: Rapid focus on accelerating the experience of staff in focus subject areas, such as Maths and History; as well as increasing reasoning and problem solving in Maths**

Learning **MB**

The Academy has worked hard to develop the learning attitudes of students. Historically, children have been well behaved in lessons but far too passive, often because of the style of teaching adopted in the school prior to Academisation. The introduction of PIES principles and associated Kagan Strategies has led to greater student cooperation and engagement in learning. External SIP reports validated Leaders and Curriculum Leaders quality assurance that clearly identified '...very little passive compliance'. The recent external school review commented that "there is nowhere for students to hide in lessons". Most students respond well to marking and feedback and believe it helps them make progress. Departments are working with Strategic Leaders to secure full consistency across all subjects and classes. The recent GCSE examinations show there has been a great increase in students' thirst for learning, with Progress increasing to broadly average, with significant improvements in Geography, Physical Education, Science, MFL and RE. Fully staffed with permanent professionals in Maths for the first time in a number of years is enabling rapid change in attitudes to learning in this subject too. **Next steps : Further embed KAGAN across MAC Academies to create a thirst for learning**

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Quality of Teaching, Learning & Assessment

Teachers' Subject Knowledge **BS**

Built into all planning is the awareness of age not stage. This ensures that teachers plan appropriately for learners and are aware of the end of term target for every student. Therefore, their subject knowledge is deep to allow students to consolidate a full knowledge and understanding of themes and concepts which is evidenced in Academy review.

Work produced in exercise books is appropriate for the learner both in terms of quality and quantity and the teacher is ready to challenge and stretch learning through the setting of the Gap /challenge task to assist learning further.

Staff have attended CPD around the new GCSE/A level specifications e.g. RE staff- Judaism. This has led to enhanced subject knowledge and the sharing of resources which has led to further security of curriculum content.

Leadership meetings have focused on teaching and learning and staff have brought specification to read and share with colleagues which has led to an evolving confidence in delivery.

Security of staff subject knowledge is confirmed during school review and evidenced in lesson coaching proforma. Staff through coaching may well be set a target around subject knowledge which is revisited by coach and coachee later

Subjects run 8/9 Master sessions at GCSE/ A Level where highly effective questioning is used to challenge HA and secure the highest grades. This was seen in results in most subjects but particularly Geography at A2 – 2A*, 3B,

Common misconceptions are tackled through the security of subject knowledge and learners are corrected either thorough verbal explanation or a Gap /challenge Task to correct any errors or misunderstandings.

Recruitment of experienced and specialist teachers has had an impact on challenge in the classroom and scholarly behaviours as evidenced in findings from external Inspector (RC)

The Academy recognises a need to train all staff to a level where each individual has the knowledge and expertise to effectively teach at A Level and is working with Bishop Challenor Teaching School implement MAG and MAA (Mastery at GCSE and Mastery at A Level) during half term 2 of 2017-18. **Next steps: To secure effective University links to deliver staff training in identified areas to create a greater depth of knowledge**

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Teacher's Expectations TE

The Academy has focused on the reduction of high level behaviours last year (city context issues), the results of which has significantly improved the culture across school. This year, the focus is on Scholarly behaviours and students learning in a collaborative way (PIES). Students are expected to carry an A4 bag, have a set of revision guides, switch phones off, arrive early all of the time and read about their subjects. This is alongside a drive to improve presentation of work. Governors completed a work trawl last term and identified a consistent high level approach to presentation and feedback. Strategic Leaders have allocated classes to visit every lesson, every day to secure high expectations. Learning walks and formal observations demonstrate the highest standards of challenge and presentation in Science, Geography and RE. The term ahead is sharply focussed on PIES and Challenge of most able in every set / class. The momentum of change is evident in the high expectations upon every member of the community. External Local Authority visit reported that "... In addition there is clearly the enthusiasm, expertise and momentum for continuing improvement".

Basic skills LF

The focus on reading in house tutor time means that students now read independently for at least twenty minutes a day. The new GCSE specifications in all subjects require greater skill in decoding questions & extended answers. Training was delivered to staff on extended writing in the previous academic year, & all departments are now building subject specific frameworks to support students writing at length in their subject area. This has been especially successful in PE, where the school's Lead Practitioner, an English specialist, worked closely with the department to create structures & strategies for these answers. The GCSE PE results rose in 2017 to an average grade of C+ from an average grade of D+ in 2016, partly as a result of students being able to write more cohesive, organised responses. Summer 2017 A Level results in Geography showed an increase as a result of the links established between the Geography & Maths departments. A*-C attainment in Geography is now at 100% (80% in previous year), with 71% of entries at A*-B grade (33% in previous year). Maths provided specific support to Geography to enable students to better access the numeracy/statistics aspect of the course. Due to the success of this, the Maths department will now provide explicit support for Psychology A Level in 2017-18. Furthermore, the Maths department provided resources to House Tutors to support development of numeracy skills, meaning that students are now developing their Maths skills outside of specific Maths lessons. Introduction of Ninja maths in lower school has enhanced this. Academic mentors have been employed in Maths & English for the last four academic years. This has allowed a number of students to access one-to-one support for their particular literacy & numeracy needs. For GCSE students this was successful with all students accelerating progress. Academic mentors focus on catch up students in years 7 and 8 initially, then in line with Academy priorities will be working with HA & MA students, particularly HA & MA disadvantaged boys. In English, the mentor has been part of the initial progress meetings with the students, & has received more extensive training from the department. This has already seen benefits in the first half term of this year, with a group of high ability students achieving target grades within two formal assessments.

Feedback DH

The Assessment & Marking Policy is consistently applied by all staff. The introduction of the marking stamp with GAP/challenge task ensures all staff comment on strengths & advise students on what they need to do to improve. Differentiated Gap tasks are used to address gaps in learning / knowledge and to increasingly challenge more extended detailed responses.. The recent Academy review has shown a consistency in marking but some variation in gap tasks. This has been addressed through leadership meetings and new staff induction where good practice in RE & Geography have been shared with middle leaders. Geography A*-C has increased by 19%, RE by 10%. Students are encouraged to respond to advice. Following examinations (PPEs) students will be given a detailed analysis of where they have been successful & areas for improvement. This will be part of their personalised learning checklist (PLC). Verbal feedback is used consistently in all lessons. **Next steps: Gap tasks will become Upgrade Challenges—Feb 1/2 Term**

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Homework LC

Following stakeholder review that identified inconsistencies in parents views about student learning at home, the Academy has introduced 'Show My Homework' to enable parental and Academy monitoring of setting, completion and assessment of homework. The impact is already noticeable, with students completing homework more often and a clear correlation between those completing homework and term 1 progress. We now need to ensure all students and families are embedding the use of this software to complete homework consistently. All students (years 7-P16) have received age and stage appropriate revision guides to use daily. Students voice noted that 96% of children found this useful. Next steps are to provide a book list for all subjects to encourage students subject specific reading out of school. Data from this homework software is used to establish 'Scholar Award' students on track winners on a half termly basis, alongside punctuality, curriculum extra attendance, Academy attendance, presentation, equipment and progress data. **Next steps: To ensure all students and families embed the use of this software to consistently complete homework**

Links with Parents & Carers LC

We know that our links with Parents / Carers are increasingly effective following feedback from families during parents evening stakeholder voice surveys. The embedding of 'School Cal' has made a significant difference, adding to the Academy Facebook, email and text alerts, website and paper letters. Parental feedback has led to behaviour logs being emailed home daily, in line with the existing praise logs system. The Vice Principal is working closely with a Parent Academy Representative to achieve the 'Leading Parent Partnership Award' and further improve communication with families. Highly effective work continues with families whose children are an attendance concern (above national for 3 consecutive years from a previous trend of below national attendance), alongside pastoral care that has been rated by Section 48 as 'Outstanding'. Student surveys work shows that 98% of students feel they are cared for and loved at the Academy. There are a discrete group of parents where contact is difficult; this is a priority this year. **Next steps: House visits to all homes where contact is challenging by Feb 1/2 term**

Self Evaluation Grade: Good

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Personal Development, Behaviour & Welfare

Students Attitude to Learning and To Others RH

The Academy has developed a behaviour for learning programme, alongside a behaviour for learning contract displayed in every classroom. This has been improved this year by an approach that encourages students to become more than good students, by striving to become 'Scholars'. Students must consistently demonstrate a number of key 'Scholarly Behaviours'. Students are aware of what makes a scholar, what they need to do to become a scholar, as well as the rewards that come with demonstrating these key behaviours. Evidence shows us that student attitudes to the Academy environment (both inside & outside of the classroom) are good, shown by the improvements in the quality & quantity of work produced, the way in which students participate in curriculum extra activities (80% of year 7 students have attended at least one CLAS project, 51% of students attend sports clubs & teams, 15% of students are involved in student leadership opportunities, 75% of year 11 students attend after school revision sessions and/or 'Night Club') & the calm & respectful way in which students move around the Academy building/grounds between lessons & at social times. Improvements in student engagement is clearly evident, which has been aided by the utilisation & development of Kagan Learning approaches within lessons. A recent school review activity (September 2017) provides evidence of these improvements, where observations & learning walks showed that Kagan strategies are supporting the involvement & increasing the engagement of all students in learning activities & promoting learning environments where there is "no place to hide" when it comes to student involvement. Students participate positively, where participation levels are very high. The Academy has developed its methods of issuing independent learning tasks, with the introduction of 'Show My Homework'. 85% take up in month one. **Next steps: Introduce and embed the Academic Word List to promote Scholarly literature from Easter 2018**

Attendance & Punctuality PS

The Academy has demonstrated a robust & consistent Attendance strategy over the last three years, called 'Every Day Counts'. Increased focus on individual & whole school attendance has evidenced unprecedented progress. Data indicates that whole school attendance is well above national average & has increased by 1.75% over three years. This year the Academy has achieved a sub 4% absence figure for the first time. A plethora of intervention strategies have been employed over the last three years resulting in a 29% increase in students meeting the Academy attendance target of 97%. More students than ever have achieved 100% attendance in 2016/17. Persistent absence has fallen year on year & is now at least in line with national average. A consistent approach to analysing group data & introducing effective intervention strategies quickly has resulted in a reduction in pupil premium & SEN persistent absence, again significantly within national average. The Academy has also introduced a 'Late Gate' managed by SLT each morning. Persistent late comers are given consistent sanctions & parents informed. This has proved successful, seeing a huge improvement to school punctuality and aligns itself to the Academy focus on Scholarly.

Bullying PT

Students, parents & staff are kept well informed regarding the Academy's stance on bullying & are encouraged to report & record all types of bullying behaviour (Parental Engagement Evenings, Online Reporting System via Academy Website, Year 7 Induction, SchoolCal, SchoolPod Bullying Log). Initial analysis of data shows a reduction in reported incidents from 32 (Feb-Mar) to 17 (Apr-May) & 16 (June-July). There is 1 reported incident for the current half-term (correct 04/10/17). Monitoring of reported incidents allows key staff to tackle bullying type behaviours quickly. Prevention strategies include activities for Anti-Bullying Week, calendared assemblies & Police talks. Intervention for those individuals displaying bullying behaviours include mentoring from the school team, meetings with parents & in one extreme case has led to the use of Alternative Provision & 1 to 1 external mentoring. This has resulted in a significant reduction of reports of bullying behaviours by this student to 0 for the current term. **Next steps: Educate students on how to deal with bullying in adult life situations. Increase the use of the peer mentor café for targeted students**

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Conduct RH

The Academy has recently adjusted its behaviour logging system (October 2016), where incidents of negative behaviour are recorded against levels 1, 2 & 3 (severity of negative behaviour from low to high). Staff are encouraged to log all incidents of 'unscholarly' behaviour, which has seen an increase in the overall numbers of behaviour logs being issued. This has allowed for the detailed analysis of behaviour incidents & the implementation of appropriate intervention strategies to support individuals & groups of students. Incidents of disruptive behaviour in lessons have decreased & are rare. Behaviour log data supports this when looking at particular groups of students— a 6% decrease in the number of behaviour logs have been issued to students with SEN (including EHCP & SEN support), a 5% decrease in the number of behaviour logs issued to students with no SEN, & a 6% decrease in the number of behavior logs issued to students with moderate learning difficulties. Data also indicates that there has been a 8% decrease in the behaviour logs issued to students from any other Asian background, a 6% decrease in the behaviour logs issued to Black Caribbean students, a 3% decrease in behaviour logs issued to Indian students & a 4% decrease in behaviour logs issued to White Irish students. Scholarly behaviours are also rewarded consistently by staff, using the praise logging system. Praise log data further supports evidence of positive conduct in lessons, where there has been an increase in the number of praise logs awarded as a percentage of overall logs (2015/16 = 28%, 2016/17 = 58%, 2017/18 = 88%). Furthermore, 737 students have received at least one praise log during term 1 of 2017/18. Students behave well because they understand what scholarly behaviours are, as well as clearly understanding & respecting the Catholic ethos of the Academy. All lessons are started by making the sign of the cross, where each lesson is offered as a prayer to God.

Views of Parents, Staff & Students CD,PT,RC

Ofsted found that students are proud of their school, behave well & show respect for each other, for staff & for their environment. They feel happy & secure at school & are eager to learn. Parents who responded to the online questionnaire were very positive about all aspects of the school's work, including communication between the school & home. Students say they feel safe anywhere on the school site & are free from any intimidation or prejudice. They know what to do & who to see if any bullying does occur & both students & parents say that the school deals with any incidents swiftly & effectively. Any parental concerns are dealt with on the same day via a highly effective communication system between reception staff & the appropriate member of staff. There is also a reporting link on the school website for staff, students & parents. The Academy Council, with representatives from each year group, allows for pupil voice & contributes to the identification & monitoring of any issues or concerns. An area for improvement recognised during a LA SIP review is for a more regular system to be implemented to ascertain parental views. Parental engagement evenings show that parents of Lower School students are happy in the Academy (97%) & parents are happy with the opportunities available for further enrichment (88%). The 2016 survey showed that parents would like more homework (58%) & an increase in communication between the Academy & home (30%). Anecdotal evidence suggests that the introduction of SchoolCal & Show My Homework will have had an impact. The 2017 survey is currently with parents. **Next steps: Parental engagement award completed successfully**

Staying Safe LC

All students experience a wide range of opportunities to learn about making appropriate choices to keep themselves safe from firework safety, sexual exploitation, FGM, gangs, stress management, basic CPR, e-safety to the safest place to sit on public transport. All students interviewed during June 2017 school review, said they felt safe in school and this was confirmed by Peer Mentor survey. Next steps following student voice impact are to train all students over a 3 year programme in basic self defence via British Judo and CPR. Gridmaker evidences the vast range of opportunities explored with children across all year groups. Students take this element of school life very seriously and have referred repeatedly to how much they appreciate the use of security on the gate. Students have received initial training on run—hide—tell and the Academy are well rehearsed in evacuation and invacuation procedures. The Academy won a highly commended 'School Security Award' via the Education Business Awards, Central London, 2016. **Next steps: Relocation of reception area during phase 1b of the expansion plan**



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Healthy Lifestyles RG

The Academy is committed to offering healthy lifestyle opportunities to all its pupils; retaining its Sports College status despite funding not being allocated to this. The Academy recognises the important connection between a healthy lifestyle & a pupil's ability to learn effectively & achieve high standards in school. All students receive at least 2 1/2 hours of curriculum physical activity per week. The food provided in school meets the nutritional standards laid down by the School Food Trust & reflects the ethical, cultural & medical requirements of staff & pupils. Parents can monitor students diets via Parent Pay. The taught curriculum in food technology provides opportunities for pupils understand diet, to plan recipes, budget, prepare & cook food. In science it aims to increase pupils' knowledge of food types, nutrition & the importance of a balance diet. In PE, pupils are educated to be physically healthy & encouraged to recognise the effects that physical activity has on improving mental wellbeing. The Academy uses its specialism to support all pupils with inventions to maintain & improve their lifestyles. 51% of the pupils take part in extra curricular opportunities every week, these include the shake & bake club where pupils take part in a 10 week programme that includes exercise & cooking healthy meals, yoga & combat to support stress & anxiety & an extensive range of sports activities that cater for all. The Platinum Award was launched earlier this year as an extension of the School Games Mark to reward schools who have maintained consistently high standards with their school sport provision. As part of the extended application the eligible candidates, who had achieved five successive gold awards, were asked to submit a detailed case study along with a supporting paragraph from their School Games Organiser (SGO). We are one of the 104 schools.

Self Evaluation Grade: Good

Consistently Good Teaching... Highly Literate Students... Prepared & Believe



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Outcomes for students

Attainment **DH**

Attainment on entry is below national in mathematics and in reading (Years 9, 10 & 11). Year 8 is below national in writing. In years 10 & 11 -6% of students have no prior data. Differences in attainment threshold measures make it difficult to compare years. Overall, attainment is below national. Girls attainment particularly for low & middle ability is in line or above national. Attainment in English & maths are both below national. Girls perform well in English, 2017 outcomes show disadvantaged HA girls closing the gap with national & LA girls achieving above national. Students with no KS2 data achieved well in maths averaging 11, slightly above national. Vocational subjects that consistently perform well include Dance, Health & Social Care, ICT & PE. All minority languages including Bengali, Dutch, German, Italian, Polish & Portuguese achieved on average grade A. Current attainment shows an improving trend, with boys, HA & disadvantaged approaching national. **Next steps: See Maths and Humanities plans**

Progress for current cohorts **DH/MB**

See current data

Next steps: Priority groups include Middle Ability Disadvantaged, Disadvantaged, Most Able in all groups as per Academy Improvement Plan. Embed Ninja Maths in Lower School (see Maths plan)

Progress for all students & groups **DH/MB**

Progress 8 was significantly below in 2016 due to a small number of students who accessed alternative provision & were disadvantaged, middle ability SEN boys. See case study (alternative provision). In 2017 progress 8 has increased to -0.01 with many groups improving including middle & high ability which are now broadly average. Progress of disadvantaged is still below national but has improved significantly, especially for middle ability students. SEN support students have improved & are now broadly average. Regular attendance at revision nightclub has impacted on MA boys who are now broadly average. Boys progress has improved due to targeted nightclub revision & separate gender groups for Science. Following every data trawl, curriculum leaders are presented with data for every teaching group showing progress of all groups including gender, disadvantaged, SEN, ability. Meetings with Vice Principal & Associate Principal will immediately follow, discussing planned intervention for students that are below track. These take place half termly. **Next steps : See Maths and Humanities plans**

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Progress Compared with National **DH/**

Progress compared to national has been below particularly for HA boys. The Academy has focused on improving outcomes for HA students. One example was to have separate gender HA sets in Science—this proved very successful; the boys exceeded the girls with outcomes. Results for 2017 show an improvement for HA, making this group now in line with national. HA continues to be a focus for the Academy throughout all year groups. An Academic maths mentor was employed to work with HA Lower school students, with all students accelerating progress in maths. Boys progress in English is well below girls. The Academy is working with an English Specialist from Rotherham LA to focus on progress for boys. School has also worked with Gary Wilson to focus on how to improve outcomes for boys. 2017 outcomes show a significant increase in MA boys, now broadly average. Progress of disadvantaged students was significantly below in 2016, 2017 outcomes indicate an improvement for disadvantaged students, particularly MA. Disadvantaged HA in maths (additional maths group) & HA boys in English (one-to-one mentoring) are still a focus for the Academy.

Progress for disadvantages & SEN **DH**

Outcomes for SEN support students was below national in 2016. Results in 2017 show an improvement in progress of SEN support students in line with national. The greatest improvement has been with MA SEN support students due to the targeted intervention during nightclub. Information for current cohorts shows a rapid increase in progress & attainment for disadvantaged & SEN students. Introduction of KAGAN teaching strategies has increased engagement & participation by all groups, particularly disadvantaged & SEN support. Section 48RE inspection & Academy review with external advisors confirm that this is having a positive impact on progress. Alternative provision students had a negative impact on progress in 2016 (see case study). Remaining SEN students progress was broadly average. Current data shows an improving trend in disadvantaged MA & SEN MA in English. In maths current data shows a rapid improvement in disadvantaged HA & MA, particularly in boys. This is partly due to a fully staffed maths department with a new curriculum leader. **Next steps: Embed a culture of reasoning and problem solving**

Articulation of knowledge & Understanding **SD**

Recently the school conducted a whole school review through a series of learning walks with both SLT & an External School Improvement Partner, found significant improvement in the quality of teaching & learning through adopting Kagan strategies & the PIES principles. Teachers have all received training on the implementation of these strategies & principles in the classroom. Students are aware that they will be called upon to share their ideas with the whole class & as a result no pupils have “no place to hide”. All lessons that were observed demonstrated pupils positively participated & engaged in the activity. Pupil enjoyment was evident in most lessons & less passive compliance. In some lessons, pupils’ curiosity was stimulated through the use of a number of Kagan strategies. These strategies & principles are making a positive impact on the learning culture of school & this is supported by data which conveys good rates of attendance & an increase in positive reward points. All teachers in all departments have spent time looking at where they would like additional specialist knowledge development in their own understanding. This information is being used to focus work with local universities and the continuing knowledge development of staff to challenge HA children during half term 2. **Next steps: To introduce and embed ‘Talk as a Writer’ to further improve extended answers by all groups of learners**

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Reading **LF**

A key priority for the Academy in 2017-18 is the development of students' reading skills, with a focus on Reading for Meaning & Comprehension. Data from baseline reading assessments shows that students in each year group have a reading age below that of their chronological age. As a result of this, Accelerated Reader has been introduced to support cross-curricular strategies for improving students' reading, & to track progress made. The Academy aims to increase students' reading age by an average of 18 months across the academic year. To improve students' engagement with reading, House Tutor time has been extended to twenty minutes to allow for substantial & sustained reading time. Progress of reading ages will be tracked by the quizzes students complete on texts read, & termly retaking of baseline reading age assessments. Reading material is available either through book boxes from the Education Library Service, which provides books coded to the AR system, or through students' own choices. To support the variety of reading material, the school library is receiving investment in new texts, which have been selected based on students' reading ages. A core team of staff have been trained in both Accelerated Reader & the Eclipse Library Management system, which will allow the library to be staffed at lunchtimes for students to make independent choices of text. Texts choices will be more specific to the students' needs due to the use of Accelerated Reader book coding. In each school there is an identified literacy support worker. This member of staff will use data formulated by AR to identify catch-up reading groups. This is already underway in lower school, where the literacy support worker has begun reading intervention with students in year 7 & 8 who are identified as having a reading age significantly below their chronological age. Lower School students have increased engagement in reading as a result of the 'Bookbuzz' program. This scheme entitles all year 7 students to a free book from a choice of 13. The Academy has also funded this for year 8 students this year to widen access to texts & to support the creation of a reading culture. A focus on reading for meaning & comprehension in English lessons will support learners in building the basic reading skills needed both to confidently read a text, & to access the demands of more rigorous GCSE courses in all subjects. As a result of a focus on subject knowledge in English department training sessions, teachers are now providing students with a range of different reading strategies. This has also addressed the tendency for students to read for techniques rather than to establish meaning first. This will be an on-going process the department reviews reading strategies from the first set of new GCSE results, & makes the necessary amendments in line with the requirements of the new course. **Next steps:**

Reading and inference

Readiness for the Next Stage of Education **CD**

The school has exceeded floor targets for progress 8 over the last two years. In 2016 progress 8 was -0.31 & in 2017 -0.01. High ability disadvantaged boys were a group showing the least progress. SEN disadvantaged boys students have increased their progress to -0.49 from -1.7 over the year. Academy has put interventions in place to address groups that have underperformed in each year group, this has seen gaps narrow from 2016 to 2017. The school meets its statutory requirements to provide independent advice & guidance to all students from year 8 to year 11. Careers guidance is delivered in part through form time activities including "job of the week" & "apprenticeship of the week". Guest speakers from industry are focused at year 8, 10 & 11 as well as post 16 in order to give students a better insight into the world of work. Year 8 students complete a term of focused careers lessons in form time just before options are picked. The school helps students to find their career pathways appropriate to their abilities. In post 16 students progress towards 3 pathways. 40 students gained their places at university this year with 25% of these being to Russell group universities. Students are prepared for entry into either apprenticeships or university. The school delivers enrichment sessions to help Year 13 write personal statements & complete the UCAS form process. External speakers from Staffordshire, Wolverhampton & Aston Universities support students with this. Students aiming for Higher apprenticeships attend the skills show each year & we have had mentors from the civil service & construction mentor students who wish to enter apprenticeships in this area.

Self Evaluation Grade: Good

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