

## Southampton School Improvement Officer Annual Visit Report 2024-2025

<b>School</b>	St George Catholic College	
<b>Headteacher</b>	James Habberley	
<b>Chair of Governors</b>	Mrs Anna McCormack	
<b>School Improvement Officer</b>	John Seal	<b>Date of visit: 8/1/25</b>
<b>Last Ofsted inspection judgement / date</b>	June 2023: Outstanding	
<b>Information about the school</b>	<ul style="list-style-type: none"> <li>• 1,027 students are currently on roll</li> <li>• this is 24 more than at this point last year</li> <li>• 15.29% of students have SEND</li> <li>• 3.41% (of NOR) of students have an EHCP (included in above figure)</li> <li>• 45.18% of students have EAL *on the date visited</li> <li>• 19.38% of students are eligible for PP</li> <li>• 18.31% of students are currently FSM6</li> <li>• this is equal to 3.06% (of NOR) less students than academic year 2023/24</li> <li>• 103 students have ever had a social worker</li> <li>• 12.86 % of students were persistently absent in 2023/2024</li> <li>• 4.1% of students had 1+ or more suspensions in 2023/2024, and 6.3% of students were suspended in 2023/2024. 1 permanent exclusion in 2023/2024.</li> <li>• 1% (11) of students were mobile (arrived and left) within 2023/2024</li> <li>• 3 were EHE leavers in 2023/2024 (included in above in-year leavers)</li> <li>• 3 students had reduced timetables in 2023/2024</li> </ul>	

**Follow up review recommended:**

Area to develop	Timescale and intended impact
Increase the proportion of lessons in all department that demonstrate active student engagement	July 2025- an even higher number of teachers delivering lessons that enable students to be actively engaged in their learning through discussions and leading their own learning.

### How evidence was obtained

Meetings were held with:

- The headteacher
- Senior assistant headteachers
- Assistant headteachers
- SENDCo
- Chair of Governors
- Safeguarding team

The following documentation was reviewed:

- SEF
- Development plan

Other activities included:

- A series of short visits to lessons.
- Informal discussions with students.
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### Summary of key findings

- Leaders have ensured that the school continues on its strong trajectory of improvement.
- The 2024 key stage 4 results were well above average
- Teaching and learning are strong with consistent routines, well planned lessons and high expectations.
- Students behave exceptionally well. They are polite, well-mannered and keen to learn.
- Students with SEND are very well supported and make better than average progress. They are included in all activities and provided with appropriate resources to remain learning alongside their classmates.
- Leadership at all levels is focussed on continuous improvement. Staff are challenge to adapt to current evidence-based teaching and learning strategies by being provided with regular CPD alongside regular monitoring of lessons.
- The governing body know the school well and are a key part of the community. Nonetheless, they provide appropriate challenge and support and take their role as 'critical friend' seriously.
- Safeguarding arrangements are well established. Regular up-to-date training and updates make sure that all staff remain vigilant.
- Senior leaders are keen to ensure that students become more actively engaged in their learning so that lessons aren't always 'led from the front'. Some good examples of students being encouraged to be more autonomous were seen during the visit. Leaders agree that more lessons require this level of autonomy. There is a secure and appropriate plan in place to train, support and monitor this work over the next two years.

### **The quality of education**

- The curriculum is rich, varied and matches the needs of all students. Lessons are well-planned and pitched at the right level for students' abilities and ages. Many teachers seen demonstrated effective subject knowledge in their questioning.
- Leaders agreed that although almost all lessons are strong, they are often heavily dependent on teachers asking questions and providing overly long explanations. This can have the effect limiting students' independent learning skills or hindering teachers from providing different groups of students or individuals with more targeted support, information or challenging questioning.
- In the best lessons, students were observed learning independently, working either in pairs or groups and engrossed in their learning for long periods of time. Teachers were then able to spend time with those students who required additional information, support. These attributes were especially seen during the visit in history, DT, English and computer studies.
- Students with SEND receive effective support in class through appropriate resources or skilled teaching assistant support alongside the teachers. The progress of students with EHCPs is regularly monitored and followed up. During the visit, students with visual impairments, were observed using electronic tablets to enhance the teaching materials. Students with SEMH, anxiety and other complex needs were observed being supported and given time and space to complete activities or have some respite when required.
- Careers advice, information and guidance is a strong feature of the school's work. Students are provided with a range of opportunities and activities to help them consider different worlds of work, training and education. The destination data for school leavers is higher than average.
- Extra-curricular activities enhance students' learning. There is a wide range of activities on offer including music, cooking, languages and sports. The take up of these is high across all different groups.

### **Behaviour and attitudes**

- Attendance is above the national average.
- Students' behaviour is exceptional. They are respectful towards each other and adults and keen to learn.
- Many examples of students moving around the school calmly and sensibly were seen at different times of the day. During lessons, students arrive on time and settle promptly.
- The number of exclusions and suspensions is low and leaders monitor and follow up the rare serious incident effectively.
- Bullying incidents are rare and students get on well with each other.

### **Personal development**

- This aspect wasn't explored during the visit. However, the visits to tutorials, lessons and observations around the school indicate that relationships are strong and a very positive feature of the school.
- The spiritual ethos of the school is well promoted in lessons and assemblies.

### **Leadership and management**

- The headteacher sets a tone of calm but persistent focus on improvement. He is a visible presence around the school.
- The senior leadership team are effective in driving change and continuous improvement. The development plan priority to enhance the quality of teaching through increasing student engagement is judicious. The CPD action plan is clearly mapped out to support the training, development and monitoring of teaching across all departments.
- Regular visits to lessons by senior leaders are part of the improvement programme and the 'open door' ethos is well established. Students and staff alike are used to visits and visitors and take this in their stride. As a result, this provides many opportunities for staff and leaders to discuss and trial practices and techniques based on evidence and recent research.
- Staff turnover is low and the numbers on roll continue to increase.
- The governing body are an established part of the school community. The chair of governors has a productive relationship with the headteacher and she is aware of the key priorities and challenges for the school. The governors provide effective challenge.
- Safeguarding arrangements are effective. The DSL team are aware of the most recent government guidance in 'Keeping Children Safe' and make sure that staff have the most up to date training and information available. Leaders have effective links with all external agencies including health, social services, police and the local authority.