

Saint George Catholic College Annual Curriculum Report 2021

Curriculum Intention	Judged effectiveness	Evidence of effectiveness (location)	SEF references and RAG ratings	Development points
Creates a Catholic, aspirational ethos across the College	A	Learning walk and lesson observation feedback (SEF, 24c) Attendance data for all year groups (SEF, 11a) Proportion of students taking qualification outside of regular curriculum (including Separate Sciences, further Maths) (Appendix A) Section 48 report and Diocesan Monitoring Visit report (SEF, 44) Proportion of students completing EBacc (Appendix B)	QoE (Intent) 1: Amber (adopt a curriculum) B&A 4: Amber (pupils take pride and are resilient) PD 1: Amber (moral development) PD 2: Green (develop strength of character) LM 1: Green (ambitious vision)	Work towards increasing the number of students taking separate sciences, reducing the number leaving the pathway during year 11 Increase the proportion of RE teaching time to 10% in all year groups in line with Bishop's directive
Takes into account individual motivations, interests and abilities	G		QoE (Intent) 3: Green (curriculum adapted) B&A 4: Amber (pupil's attitudes are positive) B&A 5: Green (attendance) LM 3: Green (complete programme of study)	Support students in accessing the improved enrichment programme on offer Introduce feedback surveys to judge satisfaction amongst students and parents over curriculum and options process
Provides a broad and balanced experience for all students	A	FFT Qualifications Map 2019 (SEF, 104a) Proportion of students studying EBACC (inc. disadvantaged students) (Appendix B) Uptake of extra-curricular activities (STEM, Performing Arts, PE) (Appendix C) Value for money: budget and staffing analysis (Benchmarking report card) (SEF, 90) Analysis of teaching time for each subject area in each Key Stage – current and projected (Curriculum Map) (SEF, 59A, 59C) Head of Department survey/statement on National Curriculum delivery (Appendix D)	QoE (Intent) 1: Amber (adopt a curriculum) QoE (Intent) 4: Green (full curriculum) PD 1: Amber (extended curriculum) PD4: Amber (pupils make good use of opportunities) LM 3: Green (no gaming)	Ensure all departments use the additional time to offer high quality enhancement at Key Stage 4 for all students
Raises standards of attainment and progress in all subjects to ensure future success	G	External assessment results analysis; <ul style="list-style-type: none"> • Whole school P8 & A8 figures (3 year trends) (SEF, 58) • By subject/qualification (3 year trends) (SEF, 33) Further study and NEET analysis (SEF, 103)	QoE (Intent) 2: Green (coherent curriculum) QoE (Impact) 14: Green (achieve well) QoE (Impact) 15: Amber (ready for next stage) QoE 23: Green (DP & SEND achieve exceptionally well) PD 9: Green (career advice)	Continue to work towards increasing EBacc uptake in line with Government goal

Curriculum action plan

Target	Success criteria	Term 1 actions	Term 2 actions	Term 3 actions
Work towards increasing the number of students taking separate sciences, reducing the number leaving the pathway during year 11.	Current year 11 have 28 students (14%) attending separate science sessions; target is for 20 (10%) of them to take separate science exams.	Register taken each session and attendance monitored to identify students falling away. Clashes with separate science sessions and other intervention sessions minimised through careful scheduling.	Final entry decided based on mock results from November and March. 'Double grading' possible to give combined and separate grade to inform focus of revision and guide option most appropriate for individual students.	
	Current year 10 have target of 28 students (13%) regularly attending separate science sessions by end of year.	Launch separate science to year 10 students in lessons and to parents at curriculum information evening. Sessions begin in November.	Register taken each session and attendance monitored to identify students falling away.	Mock exams in summer term based on separate science papers to assess progress and suitability of entry for students.
Increase the proportion of RE teaching time to 10% in all year groups in line with Bishop's directive	From September 2022 all year groups have 10% RE teaching time on their timetables	Agree change to curriculum plan at SLT Curriculum conference including where the additional time at Key Stage 3 comes from.	Confirm with RE department that required planning is in place for additional teaching time to be used effectively.	
Support students in accessing the improved enrichment programme on offer	Majority of students in years 7 and 8 have engaged with and participated in at least one extra-curricular activity during the year.	Range of activities publicised and students opt in to their choices. Registers produced and staff informed. Activities begin and registers taken.	Monitoring during year of uptake and attendance, targeting those students who have not taken part in anything so far.	
Introduce feedback surveys to judge satisfaction amongst students and parents over curriculum and options process	Collect information to understand how well the current curriculum meets the expectations and desires of students and parents	Develop feedback surveys for year 8 students and parents to see how well informed they feel they are, and how confident they are about making options choices	Carry out survey with year 8 students and parents. Design survey for year 9 students and parents	Carry out year 9 surveys. Collate evidence and add as evidence for curriculum report next year, and use to review processes relating to options and curriculum
Ensure all departments use the additional time to offer high quality enhancement at Key Stage 4 for all students	For every subject, there is effective use of the additional time at Key Stage 4 whose benefits to the students outweigh the drawbacks of a reduced Key Stage 3.	Audit of all subjects to collect evidence of how the additional year is used in Key Stage 4. DOU to collate and summarise, and share with SLT at Curriculum conference Specific subjects identified as not doing sufficient identified and individual action plans developed	DOU and line managers to work with relevant HoDs to develop enhancement in those subjects identified as needing to improve All LMs to continue to challenge HoDs about enhancement to ensure it is taking place as stated	Re-issue audit to get up to date picture of enhancement across the whole school Assess current state of each subject, and ensure plans are in place for 2022-23 to meet expectations in all subjects
Continue to work towards increasing EBacc uptake in line with Government goal	50% of students at Saint George to complete the EBacc EBacc uptake to maintain above local (City) and National averages	Year 8 into 9 options pathways designed to support as many students continuing to study MFL and humanity in year 9. Ensure information on home language studies is complete and accurate.	Target 65% of cohort studying EBacc combination of subjects in year 9. Year 9 into 10 options – students supported and guided to continue studying both MFL and humanity where appropriate when second options discussions take place.	

Appendix A: Students gaining qualifications outside regular curriculum

Separate Science	14 students (9%) →	2 DP students (6%)
Home language	31 students (21%) ↑	6 DP students (19%)
Free Standing Maths Qualification (FSMQ)	10 students (7%)	

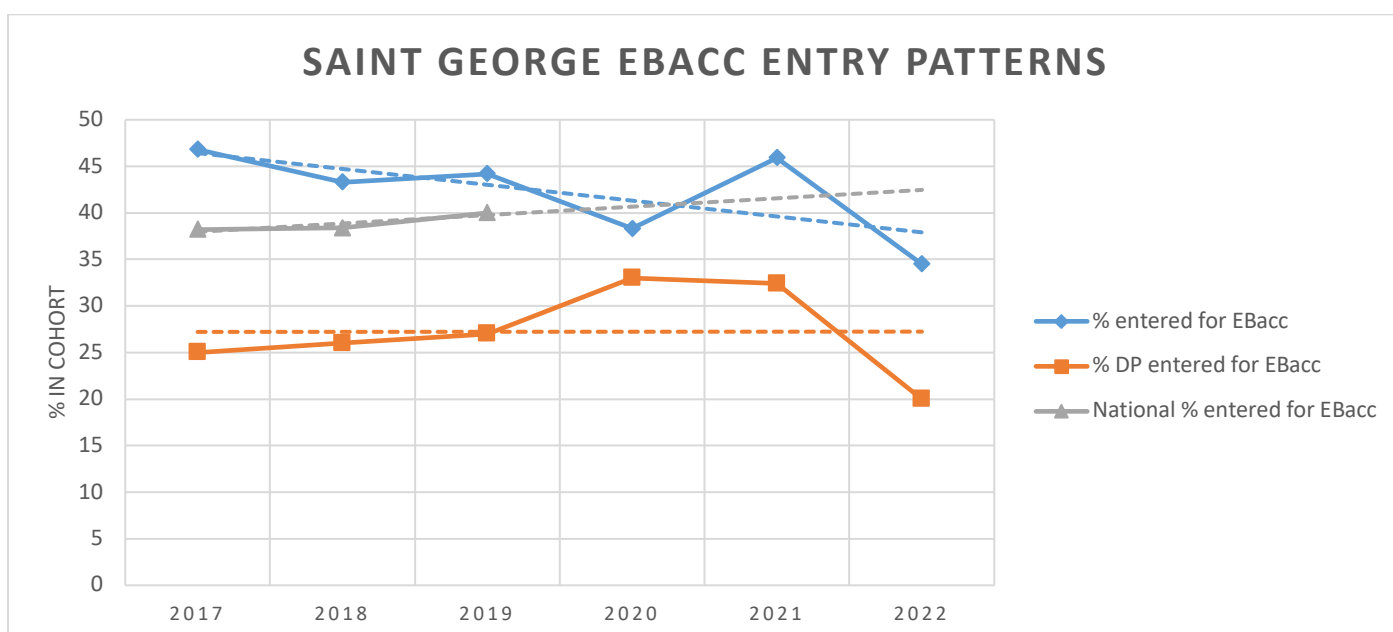
NB. Arrows show comparison to 2020 figure where relevant.

Appendix B: Proportion of students studying components of the EBacc and EBacc trends at Saint George Catholic College

Year	% entered for English	% entered for Maths	% entered for at least 2 Sciences	% entered for MFL	% entered for at least 1 humanity	% entered for full Ebacc
Leavers 2023 (21-22 Yr10)	98.6	98.6	98.6	34.1	88.8	29
Leavers 2022 (21-22 Yr11)	100	100	100	42.0	91.0	34.5
Leavers 2021	99.3	99.3	98.6	56.1	88.5	45.9
Leavers 2020	99.4	99.4	99.4	49.7	93.1	38.3

EBacc trend (including projected)

Cohort (Leavers)	% entered for EBacc	% DP entered for EBacc	National % entered for EBacc
2022	34.5 (projected)	20.0	
2021	45.9	32.4	
2020	38.3	33	
2019	44.2	27	40.0
2018	43.3	26	38.4
2017	46.8	25	38.2



Appendix C: Uptake of extra-curricular activities

Due to restrictions in place throughout the academic year 2020-21 due to the COVID-19 pandemic, the vast majority of extra-curricular activities did not happen and trips were not scheduled or cancelled.

Appendix D: Head of Department statement on National Curriculum delivery

The unprecedented pressures put on schools during the COVID-19 pandemic has meant significant parts of the past two academic years have been disrupted, including time spent teaching remotely.

It is not reasonable or desirable to expect the same curriculum to be followed during this disruption as the students would have followed had they been in school, and departments adjusted their curriculums at short notice to limit the effects on students as far as possible. These adjustments will continue teachers and departments work to ensure full curriculum coverage where it is possible.

For these reasons, we are not asking Heads of Department to sign the usual declaration that all aspects of the National Curriculum were delivered in their subjects last year, but the expectation is that for all students in year 8 this year (2021-22) will have covered the full breadth of the National Curriculum by the end of this year.