

Saint George Catholic College Annual Curriculum Report 2022

Curriculum Intention	Evidence of effectiveness	SEF references and RAG ratings
Supports a Catholic, aspirational ethos across the college	Lesson observations and pupil panels Attendance data for all year groups Proportion of students taking qualification outside of regular curriculum (including Separate Sciences, further Maths) (Appendix A) Section 48 report and Diocesan Monitoring Visit report Proportion of students studying EBACC (inc. disadvantaged students) (Appendix B) Whole school curriculum map	QoE (Intent) 1: Green (adopt a curriculum) B&A 4: Green (pupils take pride and are resilient) PD 1: Green (moral development) PD 2: Green (develop strength of character) LM 1: Green (ambitious vision)
Takes into account individual needs, motivations, interests and abilities	Feedback surveys from students and parents (year 8 and 9) Whole school curriculum plan	QoE (Intent) 3: Green (curriculum adapted) B&A 4: Green (pupil's attitudes are positive) B&A 5: Green (attendance) LM 3: Green (complete programme of study)
Provides a broad and balanced experience for all students	FFT Qualifications Map 2021 Whole school curriculum plan Proportion of students studying EBACC (inc..disadvantaged students) (Appendix B) Uptake of extra-curricular activities Value for money: budget and staffing analysis	QoE (Intent) 1: Green (adopt a curriculum) QoE (Intent) 4: Green (full curriculum) PD 1: Green (extended curriculum) PD4: Green (pupils make good use of opportunities) PD13: Amber (Strong uptake of extra-curricular including SEND and DP) LM 3: Green (no gaming)
Develops relevant knowledge and skills for all students	External assessment results analysis; <ul style="list-style-type: none"> • Whole school P8 & A8 figures (3 year trends) • By subject/qualification (3 year trends) Further study and NEET analysis Lesson observations and pupil panels	QoE (Intent) 2: Green (coherent curriculum) QoE (Impact) 14: Green (achieve well) QoE (Impact) 15: Green (ready for next stage) QoE 23: Green (DP & SEND achieve exceptionally well) PD 9: Green (career advice)

Curriculum action plan 2021-22

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. 23 students took separate Science (12%)	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. 32 students at the end of year 10 on course to take separate Sciences (15%)	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 Year 7 have 10% curriculum time, as do years 9-11	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. 93% of Year 7 students and 81% of year 8 students took part in an activity. 47% of year 7 and 42% of year 8 took part in at least one activity regularly enough to receive a reward badge.	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 Surveys of year 8 and 9 students and parents completed. Feedback presented to SLT and used to review options process.	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. All departments have enhancement documents outlining their plans and these are updated regularly. They now form part of the DDP validation decisions.	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 EBacc entry data in Appendix B – dropped below National average in 2022. Rising back to over 40% in 2023. Will not be above 50% for at least two years based on current option entries.	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.	

Curriculum action plan 2022-23

Target	Success criteria	Term 1 actions	Term 2 actions	Term 3 actions
Work towards increasing the number of students (including DP students) taking separate sciences	More than 12% of year 11 students to take Separate Science exams at the end of the year	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.	
	50 students (25%) in year 10 to be on course to take Separate Science at the end of the year including 4 DP students	10SA0 and 10SA1 to be taught separate Science content during lesson time, with after school sessions not taking place	Monitor through assessment how individuals are managing with the extra pace and volume of content	Mock exams in summer term based on separate science papers to assess progress and suitability of entry for students. Use information to plan for year 11, deciding how to set students and organise planning
Increase the proportion of RE teaching time to 10% in all year groups in line with Bishop's directive	From September 2023 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.	
Improve the proportion of DP and SEND students engaging with the enrichment programme	Increase in uptake of extra-curricular clubs and activities amongst DP and SEND students	Range of activities publicised and students opt in to their choices. Tutors directed to support and encourage SEND/DP students. 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.	
Repeat feedback surveys to judge impacts of changes to curriculum and options process	Parental and student surveys to show improved feedback scores compared to last year	Implement planned changes to options process and timelines	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
Develop the curriculum offer by increasing the range of options available at Key Stage 4	Start photography GCSE course in September 2023	Agree at SLT conference for photography to be added to curriculum plan for 2022-23. Include photography as part of the options process for year 8 into 9	Support creative arts team in planning for photography by looking at required resources and gaining support from local experienced colleagues and departments	
Continue to work towards increasing EBacc uptake in line with Government goal, with a particular focus on increasing the proportion of DP students taking the EBacc	50% of all students and 35% of DP 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. Add extra language class to year 9 options (2023-24) to reduce class size and support progress for students.	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 (Leavers 2022)

Separate Science	23 students (12%) ↑	0 DP students
Home language	31 students (21%) ↑	6 DP students (19%)
Free Standing Maths Qualification (FSMQ)	22 students (11%)	

NB. Arrows show comparison to 2021 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
<i>Leavers 2024 (22-23 Yr 10) (Provisional)</i>	100.0	100.0	100.0	50.3	83.1	33.3
<i>Leavers 2023 (22-23 Yr11) (Provisional)</i>	99.0	99.5	99.0	46.4	90.4	38.8
Leavers 2022	99.5	99.5	99.5	42.3	90.0	34.3
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
2023 (projected)	38.8	20.0	
2022	34.3	21.6	38.0
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

