

## Southampton School Improvement Officer Annual Visit Report 2021 – 2022

<b>School</b>	Saint George Catholic College	
<b>Headteacher</b>	Mr James Habberley	
<b>Chair of Governors</b>	Mrs Anna McCormack	
<b>School Improvement Officer</b>	Mr John Seal	<b>Date of visit: 11<sup>th</sup> January 23</b>
<b>Other attendees</b>	Mr Andrew Foster	
<b>Last Ofsted inspection judgement / date</b>	November 2021: Good. Section 5/Graded Inspection Pending	
<b>Information about the school</b>	<ul style="list-style-type: none"> <li>• 994 students are currently on roll <ul style="list-style-type: none"> <li>◦ this is 2 more/fewer than at this point last year</li> </ul> </li> <li>• 15.9% of students have SEND <ul style="list-style-type: none"> <li>◦ 2.2% (of NOR) of students have an EHCP (included in above figure)</li> </ul> </li> <li>• 49.9% of students have EAL</li> <li>• 16.4% of students are eligible for PP</li> <li>• 13.9% of students are currently FSM6 <ul style="list-style-type: none"> <li>◦ this is 1.5% (of NOR) more/less students than academic year 2020/21</li> </ul> </li> <li>• 54 students currently have/have ever had a social worker</li> <li>• 19.96% of students were persistently absent in 2021/22</li> <li>• 3.4% students had 1 or more exclusion(s) in 2021/22</li> <li>• 2.3% of students arrived in-year in 2021/22</li> <li>• 1.8% of students were in-year leavers in 2021/22</li> <li>• 0.2% number were EHE leavers in 2021/22 (included in above in-year leavers) 2 Students in Total.</li> <li>• 7 students had reduced timetables in 2021/22</li> </ul>	

**Follow up review recommended:** No

<b>Area to develop</b>	<b>Timescale and intended impact</b>
<ul style="list-style-type: none"> <li>• Increase the proportion of student engagement during lessons.</li> </ul>	Over the coming academic year. Students' memory, understanding and application will be even further developed to enhance their learning experiences.

## How evidence was obtained

Meetings were held with:

- The headteacher
- Senior leaders
- Heads of department
- Safeguarding leads
- Governors
- The SENDCo
- A group of students

The following documentation was reviewed:

- The SEF
- School development plan
- IDSR
- The most recent Ofsted report (November 2021)

## Summary of key findings

School's strengths and aspects requiring attention

## The quality of education

- Leaders have ensured that the curriculum is securely in place across both key stages. Although key stage 3 is for years 7 and 8, the 'accelerated curriculum' in all national curriculum subjects makes sure that students receive a good grounding and prepares them for key stage 4. During year 9, students commence their GCSE courses but are able to choose additional activities and experiences to ensure their entitlement is not limited. This 'enhanced curriculum' is carefully monitored to ensure students' individual needs are met. This is achieved by a thoughtful and well-planned programme of one-to-one meetings between students and staff. During these meetings, students have the opportunity to discuss what they enjoy doing and where they need additional support. Parents are also involved in this process.
- During the review, students spoke confidently about how they felt ready to commence their GCSEs. Consequently, students have access to a personalised curriculum. Subjects are fully staffed, and the vast majority are taught by subject specialists. Students say that they are given good quality information in Year 8 upon which to make their choices and appreciate this early choice and enjoy their subjects. They feel well prepared for the next stages in their education.
- Subject leaders know their areas of responsibility well. Formal and informal approaches to monitoring and evaluation in each department are in place. Senior leaders regularly join subject leads to ensure the quality of education is of a good quality.
- Each subject in the national curriculum is well mapped out and builds over time on prior learning, knowledge and understanding. The advice, guidance and support for students preparing for key stage 4

is well embedded and effective. As a result, students are provided with strong support both during lessons and in tutor groups.

- Extra-curricular provision is extremely wide and varied. Clubs and activities take place at lunch time and after school.
- During the series of short visits to lessons, students were observed to be focussed on their learning and working in line with where they should be at the time of the review. Teachers demonstrated very strong subject knowledge. As a result, good questioning was seen. In some lessons, students were overly passive and received information, directions and questions from teachers with limited response. It might be helpful to consider more active strategies to support a more interactive engagement between students, and students and teachers. This would further enhance the quality of the learning experience for students and support teachers in gauging students' levels of understanding and memory.
- Students with SEND are well provided for in the school. Communications with parents are emphasised. The school ethos is inclusive and the learning environment in lessons is therefore positive. The curriculum is not narrowed for students. Students with SEND can take part in DofE and ASDAN. Each department has a SEND champion. Their role is to advocate for students with SEND within their department and to keep SEND on their agenda. Intervention programmes are asserted to be evidence based.
- Leaders assert that there is a graduated approach for students with SEND, although this was not fully evident in the limited number of lessons visited. Class sizes are often small and this potentially aids personalised provision. The school has a Trinity area where emotional and learning support is provided.
- Leaders understand that there are increasing numbers of students with SEND and SEMH. Training is given to staff on SEND and the learning support team is given training and the responsibility to lead on specific areas of need, such as Autism Ambassador, Dyslexia, Speech and Language, and Sensory Impairment.
- In terms of educational outcomes, GCSE results for 2022 were some of the highest in the country, demonstrating the very strong progress that most students make. This includes those students with special educational needs, in receipt of student premium and other vulnerable groups.

### **Behaviour and attitudes**

- The ethos of the school is calm, friendly and productive. Students respond well to staff and behave well towards each other. The percentage of suspensions is very low.
- Attendance at the school is above the national average despite half of students using a bus to come to school. Leaders meet key students at the start of every day. There are sanctions for lateness, with an effective use of gate duty and form tutors. There has been a renewed focus on encouraging students to wear uniform, with a positive response. Leaders assert that students enjoy school which aids attendance and punctuality to school.
- In lessons, students behave well. Leaders want all staff to consistently apply the newly modified rewards and sanctions system. School plans mention the aim "to develop the individual pathway resource to address consistent unwanted behaviour."
- An assembly for year 7 students was observed. Key messages around inclusion and treating people with respect were given. Students behaved well, sat calmly and were enthusiastic in their response to the team point results.

### Personal development

- The personal development of students is strong. Leaders aim to ensure more disadvantaged students participate in opportunities provided by the school. Students say that interactions around the school are positive. At break times, students interact well and there is evidence of a positive ethos around the school.
- Staff and students talk of a school family and this is evident in the positive learning environment and friendly atmosphere around the school community. The 'ASPIRE' values are promoted regularly and understood by the students
- Students have a strong voice in the school, including the School Council and Equality Advocates. Students are keen to change the community for the better, for example in the environment.
- Students can learn about other cultures and faiths. They say that behaviour is good in lessons and that there is not much that could be done to improve their school experience.

### Leadership and management

- The headteacher and the senior team provide clear direction and understand the school's strengths and what needs to be done to continue improvement. The SEF is accurate, and the school is 'Ofsted ready'. The ungraded inspection judged the school to have outstanding practice. As a result, graded inspection is expected in the near future.
- The headteacher is passionate about the inclusive nature of the school and the ability of staff to provide high quality advice, support, information and guidance to all the students. The senior leadership team share this vision.
- Middle leaders have autonomy to lead their areas of responsibility and are able to drive developments and monitor the quality of education in their departments. Senior leaders are aware of those middle leaders that require some additional support. This is provided through an effective coaching approach. As a result, the curriculum is well developed. Subject leaders are able to lead their departments well to ensure learning pathways, assessment and student's work is on track and of good quality.
- Leaders emphasise that each child matters and there is the scope to provide a more personalised curriculum. Governors support the view that the curriculum is right for the pupils at the school.
- Governors are experienced and knowledgeable, and act as critical friends to the headteacher.
- Governors work closely with the school to continue to improve the school. Priorities are clear, and there is a focus upon a caring ethos allied to teaching and learning. Governors use the agreed school development plan to hold leaders to account.
- There is a culture of safeguarding in this inclusive school. The SCR is compliant and also records the Prevent training for staff. Leaders are not complacent and take a strategic approach. There is an open culture and systems are robust. The school's safeguarding governor and lead DSL work together with leaders and staff to ensure this culture is strong. Governors regularly audit safeguarding provision and there are frequent governor visits to the school.
- Safeguarding runs like a thread through the school. Students say with confidence that they feel safe in the school, and know which staff they can talk to if they have concerns for themselves and their friends. Students are aware they can talk to the school safeguarding team. Several students are equality advocates, demonstrating the positive ethos of safeguarding.
- Staff are well trained. DSLs receive regular training and work strategically and closely together. They receive half termly updates on issues, including sexual harassment. As a result, sexual harassment and abuse is not tolerated here.

