

## Southampton School Improvement Officer Annual Visit Report 2023 – 2024

<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: 10<sup>th</sup> January 2024</b>
<b>Other attendees</b>	N/A	
<b>Last Ofsted inspection judgement / date</b>	June 2023: Outstanding	
<b>Information about the school</b>	<ul style="list-style-type: none"> <li>• 1003 students are currently on roll <ul style="list-style-type: none"> <li>○ this is 9 more than at this point last year</li> </ul> </li> <li>• 16.9% of students have SEND <ul style="list-style-type: none"> <li>○ 3.2% (32f NOR) of students have an EHCP (included in above figure)</li> </ul> </li> <li>• 53.41% of students have EAL</li> <li>• 17.2% of students are eligible for PP</li> <li>• 14.56% of students are currently FSM6 <ul style="list-style-type: none"> <li>○ this is 1.5% (of NOR) more students than academic year 2022/23</li> </ul> </li> <li>• 10 students currently have/have ever had a social worker</li> <li>• 10.6% of students were persistently absent in 2022/23</li> <li>• 4.4% students had 1 or more exclusion(s) in 2022/23</li> <li>• 2.3% of students arrived in-year in 2022/23</li> <li>• 1.8% of students were in-year leavers in 2022/23</li> <li>• 0.1% number were EHE leavers in 2022/23 (included in above in-year leavers) 1 Student in Total.</li> <li>• 6 students had reduced timetables in 2022/23</li> </ul>	

**Follow up review recommended:** No

Area to develop	Timescale and intended impact
<ul style="list-style-type: none"> <li>• Consider reviewing how staff ensure girls are included and involved during lessons, particularly around providing them with opportunities to respond to questioning.</li> </ul>	Throughout the remaining academic year.

<ul style="list-style-type: none"> <li>• Check that the deployment of teaching assistants is as effective as possible, especially relating to supporting those pupils with EHCPs.</li> </ul>	End of spring two 2024.
<ul style="list-style-type: none"> <li>• Check that when learning objectives are being set, that they provide strong and sharp links to the intended outcome of the lesson.</li> </ul>	End of summer 2 2024.

### How evidence was obtained

Meetings were held with:

- The headteacher
- Senior leaders
- Heads of department
- Safeguarding leads
- Chair of governors

Other activities included:

- Attending the year 8 assembly

The following documentation was reviewed:

- The previous SIO report (January 2023)
- The most recent Ofsted report (June 2023)

### Summary of key findings

School's strengths and aspects requiring attention

- The school was judged by Ofsted as being outstanding.
- Leaders have not rested on their laurels and are focussing on further improvements to the quality of teaching and learning across all subjects and lessons.
- The senior leadership team understand what is going well in the school and where there could be further improvements.
- Governors continue to have a clear understanding of how the school operates and what the priorities are.
- Students' behaviour and attitudes are exemplary.
- In the subjects visited, the quality of teaching was strong.

- Some examples of girls not being provided with the same opportunities as boys to respond to questions and discussions.
- Some teaching assistants are not always as fully deployed in supporting students' learning as effectively as possible.

### **The quality of education**

- The lessons visited across dance, music, science, English and geography demonstrated a consistent picture of strong teaching. Teachers used their subject knowledge effectively to ask questions and check students understanding. Lessons had clear structures and appropriate use of learning objectives to provide students with the context and relevance of the lessons. Leaders agreed that it would be worth reviewing the use of learning objectives to enhance them further. For example, considering if the use of a key question or even more clarity around what students would learn by the end of the lesson might provide a sharper link between the starting point of the lesson and its content.
- All subjects were following the well-planned curriculum and building on previous learning. Teachers were heard to cue students into what they had learned earlier and what the next lessons would cover.
- Students were encouraged to use key subject-specific vocabulary to embed their knowledge and application of skills.
- The achievement of students during the lessons was at least in line with age expectations and in higher sets was above. Teachers often demonstrated high expectations of what students should be able to do through challenging questions. This was seen to good effect during English lessons where students were learning about villains in Shakespeare's plays and what nuanced language was used to illustrate why characters were seen as malevolent.
- In several lessons, it appeared that girls were often not encouraged or responded to as much as boys during discussions and questioning. Leaders agreed it could be worthwhile reviewing this through focus groups, lesson observations and pupil tracking activities.
- Students with EHCPs are generally very well supported and make strong progress. It was noted that there are some occasions when teaching assistants allocated to students were not being deployed as effectively as they could be if the student was demonstrating appropriate independent working.

### **Behaviour and attitudes**

- The calm and positive ethos of the school was seen consistently during the visit. Pupils responded well to teachers' questions and directions. There were many examples of students been very keen to answer questions and demonstrated sustained concentration during specific activities.
- Attendance continues to be above the national average. Pupils' appearance is smart and senior leaders regularly remind students about their appearance.

- During the year 8 assembly at the start of the day, students sat in a calm and sensible manner and appeared to be listening to the challenging messages relating to equality. Students contributed to the leading of the assembly, talking about the need to understand peoples' rights around protected characteristics.
- Attendance levels are shared and celebrated. Reward points and
- 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 and other celebratory activities and rewards.

### **Personal development**

- This aspect was not a focus for the visit. At the last Ofsted inspection this area was judged to be outstanding.
- Students were seen taking responsibilities for their learning and are encouraged to take up different roles around the school.
- There were some positive examples of students collaborating during science lessons and when given the opportunity to speak, other students listened with respect.

### **Leadership and management**

- The headteacher continues to be highly focussed on the setting of the direction and pace of school improvement. The successful outcome of the Ofsted inspection last June has not hindered the quest for improvement. For example, leaders are focussing on even better strategies and techniques to improve the quality of teaching.
- The senior leadership team are equally enthusiastic to continue to look for 'marginal gains' in how to improve the quality of teaching through research and continuous CPD opportunities for all staff. The monitoring of lessons and autonomy given to departments to develop subject specific strategies is paying off successfully.
- Governors continue to hold leaders to account effectively. The Chair of governors provides appropriate support and challenge and is very knowledgeable about what is going on in the school and what the priorities are.
- The DSL continues to be highly effective in her leadership of safeguarding. All staff receive regular updates and tackles promptly any specific concerns or incidents, for example local issues relating to knife crime and gang related activities. The SCR is well-maintained and checked regularly by senior leaders and safeguarding governor.