

Saint George Catholic College Annual Curriculum Report 2024

Curriculum Intention	Evidence of effectiveness	SEF references and RAG ratings
Supports a Catholic, aspirational ethos across the college	Lesson observations and student panels Attendance data for all year groups Proportion of students taking qualification outside of regular curriculum (including Separate Sciences, further Maths) Section 48 report Proportion of students studying EBACC (inc. disadvantaged students) Whole school curriculum map Feedback surveys from students and parents (year 8 and 9) (Appendix E)	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 Analysis of how broad the curriculum is for students in year 9 (Appendix C) Whole school curriculum plan (Appendix F) 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: Green (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 student 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 2023-24

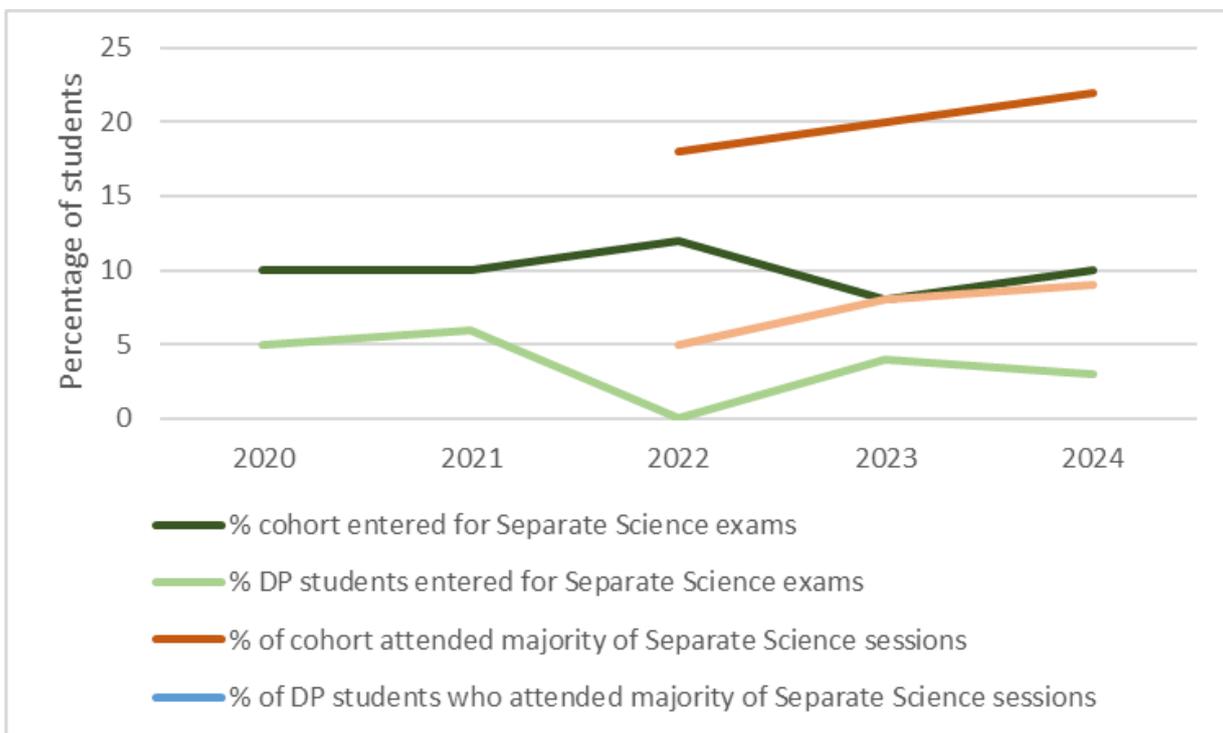
Target	Success criteria	Term 1 actions	Term 2 actions	Term 3 actions
Work towards increasing the number of students (including DP students) taking separate sciences	15% of year 11 students to take Separate Science exams at the end of the year. 10% entered for Separate Science exams	After school sessions organised and co-ordination by Head of Science. PracticePal used to monitor attendance and inform parents of this. 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.	
	20% in year 10 to be on course to take Separate Science at the end of the year. 18% took Separate Science mock exams at the end of year 10	After school sessions organised and co-ordination by Head of Science. To start in September based on prior contact with students and parents at the end of Year 9. PracticePal used to monitor attendance and inform parents of this.	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.
Develop the curriculum offer by increasing the range of options available at Key Stage 4	Implementation of photography will be good if at least 2/3 of students continue with it into year 10 50% of year 10 photography students taking the subject in year 10. 24 students (expanded class) starting in year 9. Be in a position to start GCSE Media Studies and BTEC Health and Social Care in September 2024 21 students taking H&SC in September, but media not running due to staff changes	Agree at SLT conference for subjects to be added to curriculum plan for 2024-25. Include as part of the options process for year 8 into 9. Review impact on facilities including ICT rooms of the broader range of options available	Support colleagues in planning for new subjects by looking at required resources and gaining support from local experienced colleagues and departments. Monitor progress of students in photography through data drops and support it through year 9 into 10 options process.	
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 Options process this year has led to projections of 60% of all students and 42% of DP students to complete EBacc in 2026, with numbers rising from previous level in 2025.	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 60% 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.	
Decrease gender disparity in options subject uptake	Reduce gap in uptake of Computing/ICT, Creative Arts and Performing Arts subjects to under 20% for each area. Computing/ICT gap 35%, Art 17%, D&T 0%, Drama 11%, Music 7%, Dance 12%. Have changed how this is reviewed to account for smaller uptake in niche subjects, and will focus on as a bigger priority next year.	Encourage these subject areas to target identified groups during year 8 into 9 options process. Monitor progress of these groups in KS3 data drops.	Through student panels gain feedback from students on reasons for choosing, and not choosing, certain subjects during options.	Support departments in planning further opportunities to break down gender gap in subject uptake. Liaise with Equality Advocates as appropriate.
Ensure full curriculum entitlement in RE for all students	Part of College Development Plan – Priority 5 (Catholic Life)			
Ensure SEND/DP participation in enrichment clubs and activities in Year 7, 8 & 9 remains above 75%	Part of College Development Plan – Priority 3 (Personal Development)			

Curriculum action plan 2024-25

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	20% of cohort to have studied Separate Sciences by attending majority of after school sessions across years 10 and 11.	<p>Prioritise staffing for after school Separate Science sessions.</p> <p>After school sessions organised and co-ordinated by Head of Science. PracticePal used to monitor attendance and inform parents of this.</p> <p>Clashes with separate science sessions and other intervention sessions minimised through careful scheduling.</p>	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.	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.
	15% of cohort to be entered for Separate Science exams at the end of year 11.		Monitor through assessment how individuals are managing with the extra pace and volume of content. Contact made by HoD if students stop attending sessions to encourage them to continue.	
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	<p>50% of all students and 35% of DP students at Saint George to complete the EBacc .</p> <p>EBacc uptake to maintain above local (City) and National averages.</p>	<p>Year 8 into 9 options pathways designed to support as many students continuing to study MFL and humanity in year 9.</p> <p>Ensure information on home language studies is complete and accurate.</p>	<p>Target 60% of cohort studying EBacc combination of subjects in year 9.</p> <p>Year 9 into 10 options – students supported and guided to continue studying both MFL and humanity where appropriate when second options discussions take place.</p>	
Decrease gender disparity in options subject uptake	<p>Reduce gender disparity in History and Geography to be in line with National average.</p> <p>Further reduce gender disparity in dance.</p>	<p>Encourage HoDs to identify reasons why gender disparity in their subject is greater than National average.</p> <p>Encourage these subject areas to target identified groups during year 8 into 9 options process.</p> <p>Support departments in planning further opportunities to break down gender gap in subject uptake. Liaise with Equality Advocates as appropriate.</p>	Through student panels gain feedback from students on reasons for choosing, and not choosing, certain subjects during options.	Once options process is complete, review each subject for progress made and evaluate effectiveness.
Ensure full curriculum entitlement in RE for all students	Part of College Development Plan – Priority 5 (Catholic Life)			
Ensure SEND/DP participation in enrichment clubs and activities in Year 7, 8 & 9 remains above 75%	Part of College Development Plan – Priority 3 (Personal Development)			

Appendix A: Separate Science entries

Year	% cohort entered for Separate Science exams	% DP students entered for Separate Science exams	% of cohort attended majority of Separate Science sessions	% of DP students who attended majority of Separate Science sessions
2020	10	5		
2021	10	6		
2022	12	0	18	5
2023	8	4	20	8
2024	10	3	22	9



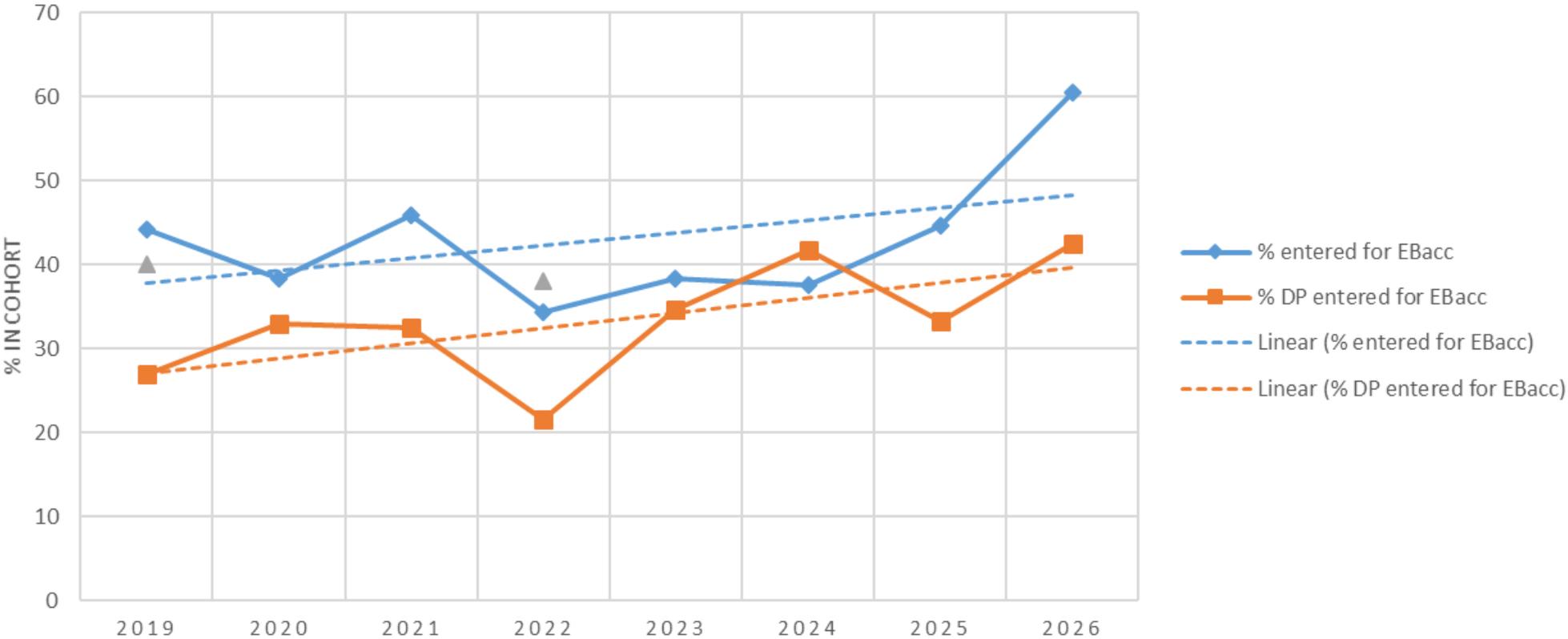
Appendix B: Proportion of students studying components of the EBacc and EBacc trends at Saint George Catholic College

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 2026 (24-25 Yr 10) (Provisional)</i>	100.0	100.0	100.0	71.7	87.3	61.5
<i>Leavers 2025 (24-25 Yr 11) (Provisional)</i>	99.0	99.0	99.0	55.9	86.6	44.6
Leavers 2024	99.5	99.0	99.0	54.3	81.7	37.6
Leavers 2023	99.0	99.5	99.0	46.6	91.2	38.3
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
2026 (projected)	61.5	42.5	
2025 (projected)	44.6	33.3	
2024	37.6	45.2	
2023	38.3	34.6	
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

SAINT GEORGE EBACC ENTRY PATTERNS



Appendix C: Analysis of how broad the curriculum is for students in year 9

(2022-23)

	English	Maths	Science	RE	Comp Sci / Dig ICT	Creative Art	Performing Art	Arts	Humanity	Language	Groups	Full
All	100%	100%	100%	100%	35%	62%	34%	75%	100%	59%	2.34	44%
Male	100%	100%	100%	100%	48%	53%	24%	64%	100%	55%	2.19	32%
Female	100%	100%	100%	100%	20%	72%	45%	87%	100%	63%	2.50	57%
White British	100%	100%	100%	100%	35%	61%	34%	75%	100%	59%	2.34	44%
Non DP	100%	100%	100%	100%	32%	62%	36%	77%	100%	65%	2.41	48%
DP	100%	100%	100%	100%	43%	63%	26%	71%	100%	34%	2.06	26%
Non EAL	100%	100%	100%	100%	26%	65%	39%	75%	100%	49%	2.25	37%
EAL	100%	100%	100%	100%	43%	59%	29%	75%	100%	68%	2.43	51%
Reading age 11+	100%	100%	100%	100%	32%	67%	33%	79%	100%	62%	2.41	48%
Reading age <11	100%	100%	100%	100%	48%	32%	40%	56%	100%	36%	1.92	24%
Non SEN	100%	100%	100%	100%	33%	64%	33%	78%	100%	64%	2.43	48%
SEN	100%	100%	100%	100%	39%	52%	39%	61%	100%	32%	1.94	26%

(2023-24)

	English	Maths	Science	RE	Comp Sci / Dig ICT	Creative Art	Performing Art	Arts	Humanity	Language	Groups	Full
All	100%	100%	100%	100%	39%	55%	42%	70%	99%	56%	2.25	35%
Male	100%	100%	100%	100%	56%	43%	26%	56%	98%	56%	2.10	26%
Female	100%	100%	100%	100%	16%	73%	64%	91%	99%	55%	2.45	48%
White Brit	100%	100%	100%	100%	31%	52%	46%	67%	100%	50%	2.17	29%
Non DP	100%	100%	100%	100%	39%	52%	41%	68%	98%	60%	2.26	37%
DP	100%	100%	100%	100%	38%	68%	45%	79%	100%	43%	2.21	30%
Non EAL	100%	100%	100%	100%	32%	52%	44%	69%	100%	67%	2.36	44%
EAL	100%	100%	100%	100%	45%	58%	39%	71%	97%	47%	2.16	28%
Non SEN	100%	100%	100%	100%	39%	63%	31%	70%	97%	54%	2.21	33%
SEN	100%	100%	100%	100%	39%	46%	55%	71%	100%	59%	2.30	38%

This breakdown shows the extent to which students continue to study a broad and balanced curriculum in year 9, and what impact the early options process is having on narrowing the curriculum in that year.

Gender continues to be the biggest difference in option uptake (see next page for more details).

It showed that whilst computing/ICT and Performing Arts were the areas that were most negatively affected, the gap here is smaller this year compared to the previous year.

Boys were much more likely to have a narrowed curriculum compared with girls. This was especially true across the arts subjects (both creative and performing). The number of girls continuing to study computer science or ICT has dropped from 1 in 5 to 1 in 6. The increase in the number of students taking a performing arts subject overall is not reflected in the boys, who have not changed.

Disadvantaged students were less likely to study a broad range of subjects, mostly driven by a difference languages, but SEN students had a more diverse range of options than non-SEN.

	22-23	23-24	24-25		STGCC 3 yr avg	National	Difference	Swing from National
Drama / PA	1.0	1.3	0.6		0.9	0.8	0.1	0.1
Art	0.8	1.7	1.0		1.1	1.0	0.1	0.1
Comp Sci / ICT	-1.4	-2.5	-2.5		-2.2	-2.4	0.2	0.2
Language	0.1	0.0	0.0		0.0	0.3	0.3	-0.3
History	0.9	0.5	0.3		0.5	0.1	0.4	0.4
Food / D&T	0.3	0.1	0.0		0.1	-0.4	0.5	0.5
Geography	-0.8	-0.7	-1.1		-0.9	-0.2	0.7	-0.7
Music	-0.4	-0.1	-0.9		-0.6	0.2	0.8	-0.8
Dance	3.3	20.0	2.8		7.2			

The table above shows the difference in uptake of subjects in year 9 based on gender.

The first three columns show how much more likely a student is to take a subject if they are male or female. A number below 0 indicates they are more likely to take the subject if they are male, while values above 0 indicate females are more likely to choose the subject.

If gender had no impact on option choices we should expect all values in these first columns to be 0.

Nationally, some subjects have a heavy gender imbalance and this is shown in the 'National' column using the same scaling again.

From this data we can see that over the past few years;

- Boys are more likely to study: Computer Science / ICT, Geography and Music than girls
- Girls are more likely to study: Drama, Art, History and Dance than boys
- There is no difference in uptake between boys and girls in MFL or Food/D&T
- The subjects where the gender imbalance is different to the National picture are;
 - MFL: Nationally more girls study it, but gender balanced at Saint George
 - History: Nationally only slightly more girls, but at Saint George girls are much more likely to study it
 - D&T: Nationally boys are much more likely to study it, but gender balanced at Saint George
 - Geography: Nationally slightly more boys study it, but at Saint George boys are far more likely to study it
 - Music: Nationally girls are slightly more likely to take it, but at Saint George boys are much more likely to study it

Too few students take dance at GCSE Nationally to do a comparison, but at Saint George it is a subject that is heavily imbalanced towards girls.

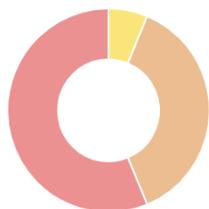
Appendix D: Trends in subject uptake in Year 9 options

Subject	2018	2020	2021	2022	2023	2024	Trend	3 year average
Art	28	27	26	29	26	23		26
BTEC ICT	37	26	28	23	24	22		23
Business	50	36	42	42	44	43		43
Computer Science		15	16	13	15	14		14
Dance	14	10	9	9	9	9		9
Drama/Voc drama	29	15	39	22	23	19		21
Food			10	21	10	10		14
French/Spanish	50	46	42	59	56	62		59
Geography	61	59	57	56	57	46		53
History	52	64	58	53	58	61		57
Music	12	18	10	11	8	10		10
PE/Sport	42	44	34	30	39	39		36
Photography					11	11		11
Technology	13	19	21	21	20	20		20
Health & Social Care						10		10

The table shows the percentage of the cohort studying the subject in Year 9. This is used to help plan the number of classes needed within the option blocks for each subject and therefore the future staffing requirements for each subject.

Appendix E: Selection of responses to surveys relating to curriculum (staff, parent and student)

Staff Teaching & Learning Survey 2022-23



"Q19: At St George we have a two-year accelerated Key Stage 3, and a three-year enhanced Key Stage 4. By doing this we are able to carry out a double options process and students more time studying the subjects that are important to them. To what extent do you agree that this curriculum model is effective?"

2022-23 Options Survey

	% strongly agree or agree				Weighted average (out of 5)			
	2023 students	Change from last year	2023 parents	Change from last year	2023 students	Change from last year	2023 parents	Change from last year
The reasons for doing a two-stage options process, starting Key Stage 4 courses in year 9, was explained clearly to me	64 58	+8 +16	81 77	+16 +12	3.53 3.54	-0.07 +0.36	3.81 3.91	+0.38 +0.48
I am being supported through the options process, and given all the information I needed to make informed decisions	65 58	-1 +16	86 77	+25 +16	3.59 3.42	-0.14 +0.38	4.10 3.95	+0.62 +0.56
The College is supporting me to make options that are the right ones for me personally (by speaking to you individually about your preferences, allowing you opportunities to talk to teachers and Heads of Department and meeting with you on mentoring day)	59 58	-6 +23	76 82	+33 +39	3.48 3.50	-0.18 +0.37	3.86 4.05	+0.87 +1.09
I am being given the freedom and opportunity to choose the options that I want to	50 73	-19 +32	71 82	+32 +43	3.43 3.92	-0.29 +0.66	3.76 4.00	+0.76 +0.70
I think I will be motivated to study the subjects as my options fit my interests and abilities	73 58	-3 +4	81 100	+20 +39	3.76 3.65	-0.23 +0.14	4.05 4.32	+0.58 +0.89

(Top value in each box represents Year 8, bottom value represents Year 9)

- Overall increase in satisfaction compared to previous year, but year 8 students are less satisfied than last year
- Parents more supportive of options process than students (very strong feedback from parents)
- Students used "neither agree nor disagree" choice far more than parents (24/22% to 9/11%); perhaps reflects their lack of experience or perspective in comparing to what other schools do or what is to be expected

Appendix F: Curriculum time allocation for each subject

Year 7 & 8		Year 9	Year 10 & 11	
Creative block	RE	RE	RE	1
	Art	English	English	2
	Design & Technology			3
	Drama			4
	Music			5
	Computer Science			6
Communications block	English	Maths	Maths	7
	History	Science	Science	8
	Geography			9
	Modern Foreign Language (Spanish or French)	Option W	Option X	10
	PE	Option X		11
	Dance	Option Y	Option Y	12
Maths / Science block	Maths	Option Z	Option Z	13
	Science	PE	PE	14
		PE		15
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