

Southampton school improvement officer annual visit report 2018-2019

School	St George Catholic VA College	
Head teacher / email	James Habberley, head of school head@stgcc.co.uk Lyn Bourne, executive headteacher lbourne@stgcc.co.uk	
Chair of Governors / email	Charles Marchetti / charlesamarchetti@gmail.com	
School Improvement Officer	Alan Taylor-Bennett	Date of visit: 12 Dec 2018
Other attendees	nil	
Last Ofsted inspection grade / date	Judged as 'continues to be good' at a short inspection in April 2016	
Last SMG category/date	Category A / autumn 2017	
Information about the school	<ul style="list-style-type: none"> • 11% of pupils have SEN (K) • 0.1% of pupils have an EHCP • 37% have EAL • 20% are eligible for the PP • 10% have/had FSM • 95.8% attendance over 2017/18 • 10.9% persistent absence over 2017/18 • 2.6% authorised absence over 2017/18 • 3.0% of pupils had at least 1 exclusion in 2017/18 • 5% turbulence ie in-year leavers for EHE or moved school: • 1 pupil went to EHE in last academic year. 	
The school's judgement of its overall effectiveness against the Ofsted framework	Outstanding	

Context

It was agreed that this annual visit would take a more developmental/thematic approach in order to meet the school's needs better at this time. Only certain aspects of the annual visit format were therefore covered.

In the event, discussions took place under the four key judgement headings but we took opportunities to connect our thinking more fluently across these areas and to grapple with what characterises securely outstanding practice.

	Summer 2018 LA			Spring 2018 National		
	Primary	Secondary	Special	Primary	Secondary	Special
% of SEN K in school	16.7%	14.4%	0.3%	12.4%	10.6%	2.0%
% of EHCP in school	2.9%	1.4%	99.7%	1.4%	1.6%	97.9%
% EAL	30.8%	21.8%	17.4%	21.2%	16.6%	14.8%
%PP * note LA /Nat not comparable	29.1%	34.7%	50.9%	23.3%	28.3%	N/A
% FSM	20.1%	18.5%	42.7%	14.2%	13.3%	41.4%

Agreed actions to take / SIO-led Reviews / school-to school support and monitoring required

Agreed action	Owner	Deadline and intended impact
Achievement is already impressive but leaders are keen to identify opportunities for even more focused target setting. Consider the benefit of examining the performance of	HT, senior staff and governors.	To be undertaken over this year, with a view to being even more forensic in the target setting process.

sub-groups (eg non-EAL disadvantaged) and contextualising outcomes data.		
Explore the benefits of some senior staff becoming Ofsted inspectors.	HT, senior staff and governors.	Undertake a 'cost/benefit' analysis and decide if this is a useful thing to do.
Reflect on requesting that the next Ofsted visit is brought forward and could be a s5 inspection rather than a s8 visit.	HT and governors.	When the time is right, with a view to securing exemption from routine inspection.

<p>1. The Effectiveness of leadership and management of the school School self-evaluation grade against Ofsted framework: Outstanding SIO agrees on basis of evidence presented? Yes</p>
<ul style="list-style-type: none"> • The headteacher and his team strive to maintain excellence in the quality of provision and in the outcomes for students here. They have a very clear vision for this, and they communicate it clearly. There is a quiet but palpable, and well-founded, sense of pride on the part of staff and students in their school. • All areas of the school's work are already performing at a high level and are improving. There is a restless sense of 'it's very good and it can be even better' throughout senior and middle leadership. • The self evaluation process continues to identify strengths and development needs <i>relative</i> to the high standards being maintained generally across the school. It is based on the descriptors of outstanding practice in the Ofsted handbook but senior staff demonstrate that they interpret those statements as basic level of expectation for their work here, from which improvement can be driven. The SEF is a very useful document and it is regularly updated and shared with governors for their scrutiny. • Senior leaders have imaginative and ambitious approaches to supporting higher levels of achievement. The current re-working of homework is a good example: there is a willingness to go back to basics and identify the real contributions of homework to learning, and then build on those principles. This kind of sophisticated approach to driving improvement characterises all of the development planning in the school. • Middle leadership is very strong and influential. As a team, middle leaders are keen to take responsibility for the quality of teaching and learning in their areas and relish being held to account. • All data and judgements that contribute to the SEF are subject to cross-checks and moderation. For example, the quality of teaching is judged against achievement through the year, student surveys, and learning walks (involving the school's staff and external moderators). We discussed the benefits of examining whether adding in an aspect of contextualisation to the 2018 outcomes may disclose further opportunities for target setting. • Outstanding leadership is given to the development of the quality of teaching. There is a commendable clarity in the whole-school strategy. Good systems are in place to identify each teacher's particular training needs, overall patterns of need are used to formulate whole-school training programmes, staff are allocated to intensive training hubs that meet weekly for a term, and subject leaders gauge impact during lesson observations. All of this ensures highly effective responses to accurately identified needs. The hubs visited were lively and stimulating: teachers were enjoying developing their pedagogy to a high level. • All of the systems to ensure safeguarding, child protection and the wellbeing of students are operated rigorously and reliably. The single central record is maintained very well and it, and all associated procedures, are overseen by governors frequently. Leaders have developed a strong culture of safeguarding in the school. Staff have to assure them that they have read the statutory guidance and policies thoroughly, safeguarding issues are revisited regularly throughout the year in staff briefings, and there are mini-tests of everyone's grasp of important elements of the training. Senior staff with responsibilities for student welfare meet weekly and concerns are acted upon, where relevant with external agencies, rapidly and effectively. • The loose alliance with St Anne's is broadening in scope and impact. Good use is made of this link and others locally to moderate judgements of the quality of teaching, share best subject-specific practice and to undertake peer-to-peer reviews. • Some support is offered to local schools, for example Chamberlayne and Woodlands. The school

hosts NQT and RQT sessions in coordination with Bitterne Park School, and 'teach meets' for science teachers locally. A new science learning partnership has been established, involving an aspiring leaders programme and support for science teachers at an early stage in their careers.

- The curriculum meets students' needs well. The vision is of a strong transition from KS2 and on to KS5 over a five-year programme. This is well thought through. For example, Year 9 options give flexibility yet ensure that essential learning has already taken place over Years 7 and 8 to justify a subject not being followed at this point. Good support is offered to those who are in danger of struggling with basics and staff are constantly reassessing the quality of identification and provision in this area.
- Governors demonstrate every bit as much determination and passion as senior leaders. They are very well informed about all aspects of the school's work and offer senior leaders the constructive challenge they crave. Governors have a very good understanding of the school's current priorities and make good use of both internal and external benchmarks of performance. They are looking forward to assisting leaders to implement the new building plans.

2. Quality of teaching, learning and assessment at the school

School self-evaluation grade against Ofsted framework: **Outstanding**

SIO agrees on basis of evidence presented? **Yes**

- We visited a large number of classrooms briefly. The teaching was characterised by a high degree of focus on clearly formulated learning objectives based on SOLO, their clear communication to students, high expectations, and good quality working relationships. Students see similar structure and techniques being used to support their learning across many lessons, and they respond efficiently and happily. Subject teachers' deep knowledge and understanding of the subject matter they deliver is a key strength. As a consequence the learning seen was consistently rapid and secure. There is a real sense in lessons of there being not a moment lost or an opportunity missed.
- New staff, including those very new to the profession, are able to settle in quickly to this systemised yet flexible model of teaching and learning.
- There is a strong emphasis on gauging each student's progress in every subject throughout the year, from their individual starting points. This enables teachers to identify potential under-achievement early and to respond quickly and effectively.
- Students are expected to act on the high quality feedback offered by teachers. Time is put aside in lessons for this.
- The role of homework has been reviewed and is being re-launched this year. There is now an emphasis on homework involving the three principles of 'plan, deepen and consolidate'. This is giving it structure and a real sense of purpose.
- Students' resilience is developed as a natural part of the teaching and learning. There are many opportunities to extend and reinforce learning over the week.
- Teaching in English is very good. Some students' previously limited cultural capital is addressed successfully. Teachers in this subject are aware that driving up the progress of White British disadvantaged students is the key to further improvements in this subject.

3. Personal development, behaviour and welfare of students at the school

School self-evaluation grade against Ofsted framework: **Outstanding**

SIO agrees on basis of evidence presented? **Yes**

- Attendance last year was high, at 95.8%. This is despite many students travelling a considerable distance to school. Leaders rightly associate this with students feeling appropriately challenged and very well supported in all aspects of their school life. PA is below national, at 10.9%, due to the relentless focus on ensuring good attendance from all students. Staff working on this have an excellent knowledge of specific family's circumstances and know exactly how to balance support and challenge in every case. The attendance of disadvantaged students last year was a relatively pleasing 93.5%.
- Fixed term exclusions are well below national figures.
- The Year 10 assembly visited involved a clear exploration of the nature of inclusion in a community. This demanding concept was addressed in parallel with developing a deeper understanding of its spiritual significance. Students listened very carefully. Participation in the

prayers and in the carol singing was heartfelt. These assemblies clearly make a strong contribution to students' moral, social and spiritual development.

- Equality of opportunity is championed here. Stereotypes are challenged quickly and derogatory language is not tolerated. There are many opportunities to learn of people and communities whose lives are beyond the experience of many students. A healthy approach to valuing discussion and debate, for example in PSHE and during the Aspire Values Day early in the year, supports this.
- Expectations of students' conduct in lessons and around the site are high. Instances of low-level disruption are rare and restorative justice is reducing recidivism.
- Students are proud that bullying is rare. In fact they show pride in the generally very good working relationships in the school community and speak positively of how differences and diversity are respected rather than used as an opportunity to undermine someone.

4. Outcomes for children and learners at the school

School self-evaluation grade against Ofsted framework: **Outstanding**

SIO agrees on basis of evidence presented? **Yes**

- The overall P8 in 2018 of +0.56 was well above average and matched last year's value. The average attainment was high and was equivalent to a very secure G5 in every subject for all students. 61.2% achieved G5+ in both English and mathematics.
 - Last year's cohort included a high proportion (50%) of HPA students and a high proportion of students with EAL (36%). These groups made good progress with P8 scores of +0.35 and +0.89 respectively. Previously low attaining students made exceptional progress with a P8 equivalent to achieving a whole grade higher in every subject than similar ability students did nationally. Reflecting the school's priorities, HPA increased more than MPA or LPA.
 - There was a high proportion of boys in the 2018 end of KS4 cohort.
 - Disadvantaged students made exceptional progress by the end of KS4 in 2018 with a very high P8 of +0.68, well above the progress of non-disadvantaged students nationally and around +0.15 higher than others in the school. This means that their attainment on entry was quite close to the national average for all students and an average of 1 grade less in every subject compared to their peers here. Within this there is a difference between the progress of disadvantaged students with EAL those with English as their only language. This is most apparent (perhaps unsurprisingly) in English.
 - Students with SEND also made even better progress than their peers here, with a very high average P8 of +0.83.
 - Progress indicators across all 4 pillars were strong and were very high in the Ebacc and Open elements.
 - English VA was a pleasing +0.26. Senior leaders strive to bring this figure more in line with the higher VA in science and mathematics.
 - There is significant and consistent strength in these outcomes.
- Currently, a very high proportion of students in KS3 are on course to meet their target grades. Leaders are very well aware of areas in which more challenge and support is needed to ensure very high outcomes. For example, in MFL around the use of target setting to generate more challenge, and the need to review expectations in Year 9 in RE in the light of a scrutiny of 2018 examiners' reports for GCSE RE and the diocese's expectations.
- There are clear indications that students in the current Year 10 and 11 will achieve at least as well as 2018 Year 11.

The evidence Base included joint lesson observations, the scrutiny of achievement information, discussions, work scrutinies and documentation scrutiny.