**St Michael’s Catholic Grammar School SEF 18th January 2021**

**Section 1: The Quality of Education[[1]](#footnote-1)**

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| **THE QUALITY OF EDUCATION** | **OUTSTANDING** |
| 1.1 The school’s curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school’s curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent. | * Mission Statement used to steer direction of school (Review in 2019, shared in assemblies and staff meetings, 2019+2020). Curriculum Vision of “Academic Curiosity” shared in Sep 2022 and on website
* Focus upon using gifts and maximising opportunities to enable a better future society - shared in meetings with parents (e.g. Y7 Pastoral, Oct) and assemblies (MWard, Sep20; Virtues, Oct20). Examples of past students doing this (Case Study KSL, +others).
* Using the BLM and **Sexism Agendas** to promote equality and vision for school of a more harmonious future society, Gov Meeting Spring 2021, Depts Summer 2021. Sexism Agenda: Review Tutorial Programme, EL lessons and other provision (Autumn 2021).
* Curriculum provides academic and creative at GCSE and A Level. Significant choice and small class sizes enable a personalised curriculum and outstanding outcomes.
* The Pastoral curriculum enhances the student experience and is responsive to world events and delivers key ideas in a timely manner (e.g. Election, Dec 2019; KS3 Current Affairs; World Book Day; BLM+Black History Sep/Oct).
* Recovery Curriculum incorporated into subject areas and Tutorial Programme (HDT HODs Meetings from Sep20, RW)
* A Levels only in Sixth Form – responds to students’ demands (BR, Feb20)
* **ACTION: Continue to incorporate Mary Ward and LET into shared vision.**
* **ACTION: Continue to implement Recovery Curriculum**
* **ACTION: Support and promote the BLM and Sexism Agendas**
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| 1.2 The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. | * Catering for the needs of the most able is a key part of the philosophy of this selective academic school – lesson observations evidences the ability of almost all staff to challenge their students sufficiently. This is also evidenced in the public examination results each year which enable future progression pathways – in particular university destinations (KS5 Data).
* Assessment system sequenced across KS3 and KS4 skills and knowledge (New Marking, Reporting and Assessment Policy, Sep18).
* **ACTION: HODs and HKSs maintain and improve Curriculum Plans and Learning Maps**
* **ACTION: Recovery Curriculum: Continue to implement Catch-up Plan**
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| 1.3 Pupils’ work across the curriculum is consistently of a high quality. | * Students are academically very able and are achieving above national expectations (normally all within the top third of the national ability range).
* Inconsistencies in student progress has been created from variations in lockdown experience.
* Lesson observations demonstrate that progress is outstanding in the vast majority of lessons.
* SLT Self Evaluation (Work Scrutiny) demonstrate that the vast majority of subjects provide feedback which promotes progress and higher attainment.
* School’s assessment policy encourages high attainment through praise and diagnostic feedback, SLT Evaluations and HOD work sampling evidence this.
* The school’s curriculum promotes and encourages academic achievement and the ethos of the school celebrates and encourages high achievement. (Achievement assemblies and Speech Night).
* **ACTION: Continue to implement Recovery Curriculum (incorporates Catch-up)**
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| 1.4 Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.  | * Academic excellence is achieved: consistently over time in excess of 80% A\*/B for A Level, over 80% A\*/A for GCSE and Progress-8 +0.92 (2019).
* PP students are identified and planned for in lessons, GCSE performance is normally just below that of all students – although in 2019 PP students exceeded all other groups (seen once data is adjusted for absent student using FFT data).
* SEND Case Studies.
* **ACTION: 3 T&L Priorities: Academic Curiosity, Active Learning, Student Voice**
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| **CURRICULUM INTENT** | **OUTSTANDING** |
| 1.5 Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. | * Given the vast majority of our students move on to university (and often high-performing universities) – offering A Levels is the obvious choice. We offer a wide range of A Levels and uptake in sciences and mathematics is impressive – but other subjects within the Arts and languages are also popular. We are also able to offer some minority courses normally not available at schools of our size, such as Italian.
* We are successful in gaining offers from Oxbridge – Normally we get about 10% into Oxbridge - 13 of our students gained places in 2018 (record year)
* 2021 data indicates that our retention from Y12 to Y13 was 93% (and 5% repeating Y12); in 2020 it was 92% and 7% repeating.
* Trips – large number of day/residential (Prior to Lockdown) – both curriculum and enrichment (list with JSH). Since lockdown, involvement in online opportunities: Oxbridge Applications (July 20, Jul21), Physics Summer School (July 20), English Conference (Oct 20), Biol Field, Jun21.
* In 2019 and in 2020, over 80% of Year 11 stayed on to Year 12 at the school.
* See Sixth Form section for student destinations.
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| 1.6 The school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. | * Each subject is embracing the 2019 Ofsted-focus upon articulating the curriculum on offer and each HOD is working with senior leaders to ensure that the high-quality curriculum on offer (lesson obs, public exam results) is sufficiently communicated to both students and staff (line management minutes, HODs meetings Jan22).
* Balance of diverse skills developed: Subjects: Languages, Arts, Social Sciences, Sciences. DofE (Y10 and Y12), and prior to Lockdown: Work Experience (Y10 and Y12), KS4 Careers Evening (past students, 2021 vitual), Speaker Programme (KS5), Language Conference (Y10), Enterprise Conference (Y9), Work Experience Conference (Y10).
* Since Lockdown, voluntary virtual Work Experience has been promoted amongst KS4 students with good take up (approx. 15%).
* Since Lockdown, HODs have adjusted their SOW to enable Remote Learning and Recovery Curriculum.
* Sixth Form Lecture Series (Oct20 – July21) and currently being delivered Oct21 – July22, as well as Sixth Form delivering lectures to KS4 students.
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| 1.7 The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing theirknowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. | * After each data drop, both PP and SEND students are discussed individually and interventions put into place if required.
* Lessons are designed to take into account of the needs of PP and SEND students (lesson obs).
* SEND: Disability assembly by Deputy Head Girl (AM) in 2018, Abelism (May 2021)
* Aspergers Assembly by Aspergers student in 2017 (IB).
* Mental Health Assemblies and Tutorials: Kooth (2019), Stress (May 2021), Unhelpful Perfectionism (2019), Time to Talk (2019).
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| 1.8 Pupils study the full curriculum; it is not narrowed. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. | * The school values the full curriculum at KS3 – GCSE material is started early only Year 9 in a small range of subjects.
* The curriculum offer at KS3 is very broad and balanced – in addition to the usual subjects: Latin, Italian, Food, Drama and Citizenship.
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| **IMPLEMENTATION** | **OUTSTANDING** |
| 1.9 Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise | * School employs subject-specialists who love their subject, turnover of teaching staff is very low, very few teach outside their specialism.
* A review of Teacher standards forms part of the Appraisal process, they are also in the Staff Handbook.
* The quality of observed lessons is exceptionally high, almost all observed lessons are at least good and the majority are outstanding:
	+ In 2019-20, outstanding = 92%, good = 8%.
	+ In 2020-21, outstanding = 77%, good = 23%
	+ In 2021-22, outstanding = 93%, good = 3%
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| 1.10 Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. | * Lessons provide challenge and enable all to flourish (lesson observations and GCSE/A Level outcomes over a wide range of subjects.
* Lessons are responsive to student feedback, teachers are well-versed in quizzing students upon what they have just encountered in order to assess progress – this extends to marking of students’ work (lesson obs and student books). Learning during lockdown survey used to form future delivery of remote education (Sep20)
* Students are given ample written feedback through marking and in the results of tests and other assessments. (Exercise books, Google Classroom (since Sept 2020) and teacher markbooks).
* Lessons enable students to receive oral feedback upon work just undertaken or amplification on work marked and returned (lesson obs).
* Purples introduced in October 2019 by Head Boy (students showing appreciation for teachers).
* **ACTION: 3 T&L Priorities Academic Curiosity, Active Learning, Student Voice**
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| 1.11 Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas | * Marking is regular (in accordance with the Assessment and Marking Policy) and feedback enables students to progress (lesson obs)
* All reports to parents present progress in relation to individualised targets in each subject, this helps students identify areas to improve.
* Evidence is outstanding exam results.
* Y12 Study skills, each year including Sept 20. Tutorial programme for KS3 and KS4 covers study and exam preparation. Study Skills Booklet July21 (Y7 Info. Booklet and target group of Y7).
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| 1.12 Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils. | * Assessment is a key part of the success of this school, it is shared with students in order to enable them to assess their own progress in relation to targets – this happens in all year groups but is particularly useful at GCSE and A Level where students are encouraged to become independent learners – in Year 12 students formulate their own SMART targets for each subject.
* School assesses Year 7 using CATs test for baseline predictions up to GCSE.
* ALIS test and GCSEs used for predicted grades for A Level
* In addition to baseline testing, teachers produce predicted grades in order to track progress more closely at GCSE.
* All reporting tracks students’ progress in relation to their baseline targets – this is reported to parents three times a year.
* New Data Collection System from September 2020 to improve feedback cycle and affect change more swiftly.
* The revised Marking, Assessment and Reporting policy was implemented in September 2018 (following extensive consultation the previous academic year). SLT Evaluations reveal good adherence to policy (LA Review, Feb 2019).
* Hybrid marking feedback system: combination of books and Google Classroom – dependent upon state of Covid-19 and lockdown.
* **ACTION: Use data smarter – to support teachers/middle leaders in identifying students in need of support**
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| 1.13 Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. | * Assessment information gathered 3 times per year and analysed by senior staff to target individuals for support, this includes mentoring by senior staff.
* Teachers are experts in the use a range of techniques to track the progress of their students – this varies from subject to subject depending upon the skills inherent in that discipline (lesson obs).
* All students have access to Private Messaging within Google Classroom to contact teachers.
* Reduction in marking for teachers (Sept 2018) and a shorter school day (Sept 2019).
* Group work and Pair work are expected as part of every lesson.
* PP and SEND are planned for each lesson – ensures planning is pupil-centred (lesson obs).
* Investing in Remote Learning resources (such as Educake, Dr Frost and Kerboodle) in order to stretch and encourage independent learning.
* Surveys (Feb 21) very positive feedback on Remote Education in Jan/Feb lockdown – students, parents and staff.
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| 1.14 The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. | * Public examination results indicate that in 2018 and 2019, the school has added an extra grade to that predicted nationally (Progress-8).
* Lesson observations indicate plenty of challenge in teaching (lesson obs).
* Ambitious targets for school (20% A\* at A Level).
* Encourage culture of ambitious aspirations – e.g. Oxbridge, Medicine
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| 1.15 Reading is prioritised to allow pupils to access the full curriculum offer | * Reading is a key element of the SOW for English – this incorporates reading lessons (in library) to encourage the habit of reading for pleasure. Importance of reading stressed in individual Year 7 induction meetings (with parents).
* High level of reading in all subjects across school (use of quality textbooks – available online)– our highly literate students are expected to carry a reading book with them at all times.
* The school observes ‘National Reading Week’ with assemblies and other activities (such as students dressing up as favourite book calendars); and National Poetry Day – Assembly Oct20.
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| 1.16 A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. | * Compulsory Drama across KS3 involves training in reading out loud.
* EAL students are flagged up early as part of our Pastoral Support.
* The library focuses upon reading for pleasure and holds a stock of appropriate books which is refreshed annually and managed by an informed and highly experienced librarian. Library has a thematic display board (BLM, Christmas).
* Reading key element of liturgies – students eager to volunteer and read eloquently.
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| 1.17 Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. | * The school is fortunate to employ highly qualified subject specialists who are capable of modelling good use of English.
* At Sixth Form in particular, the highly specialist staff actively encourage wider reading amongst students (example is Physics with ‘Physics World’ magazine).
* Economics competition UK winners (Spring 21). Articulate (Art speaking competition, Spring 21).
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| **IMPACT** | **OUTSTANDING** |
| 1.18 Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. | * Public examination results at GCSE and A Level demonstrate the acquisition of knowledge and skills across the curriculum (see public exam results – website).
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| 1.19 Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes. | * Progression rates to University are impressive (Oxbridge, Russell Group, Art College and others) – see Sixth Form SEF for figures.
* Careers progression mapped out and cross-referenced to Gatsby Benchmarks – refer to Careers Policy and Procedures appendix for Careers Roadmap.
* Unifrog introduced, Spring 21 (online careers package).
* SEND Case studies
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| 1.20 Pupils’ work across the curriculum is of good quality. | * High quality is evidenced through SLT Self Evaluation of marking – such as in SLT Evaluation of Sixth form, Oct 2021.
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| 1.21 Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age. | * Skills of mathematics and English are developed across the school – evidence in SLT reviews of marking.
* School involves students in Maths challenges – enjoyed!
* Students’ ability in mathematics and English significantly above expectations for age.
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1. The headings used in this document are based upon the content of “School Inspection Handbook” (2019): <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843108/School_inspection_handbook_-_section_5.pdf> accessed on 1st November 2019. [↑](#footnote-ref-1)