

THE CARDINAL WISEMAN CATHOLIC SCHOOL – September 2018

Context:

The Cardinal Wiseman Catholic School is a mixed comprehensive school with approximately 1900 students on roll. Almost every student attending lives in the local parishes. An inclusive admissions policy in comparison to other West London Catholic schools is reflected in an increase in the number of EAL students over the last 5 years, with the school's EAL cohort significantly above the national average. The prior attainment of students arriving at the school is slightly above the national average. Over a ten-year period, outcomes at the school have been consistently and significantly higher than the national average. Following 2014 GCSE results, that identified pockets of 'in-school' variation, rigorous and robust actions were taken to ensure that students in all subjects were fully prepared for significant changes in course and accreditation structures. Outstanding student outcomes and progress in 2015 -2018 reflects the impact of this on-going work as course structures are subjected to further change (see School Growth Plan) – **acknowledged by the July 2018 Ofsted Inspection which judged the school to be outstanding in all areas.**

Overall Effectiveness

The school's relentless focus upon continued improvement has driven significant change, the impact of which is evidenced in consistently outstanding GCSE outcomes and progress. Between 2012-18 the whole teaching staff, support staff and SLT have been restructured. All aspects of performance management and human resources have been significantly upgraded. A series of paradigm shifts in Key Stage 4 and 5 has seen the school respond with clarity and agility to ensure that student progress and outcomes have remained highly positive (in the context of retaining a broad curriculum and extra-curricular offer) – demonstrated through 2015- 2018 results/progress. In April 2017 the school was acknowledged for outstanding achievement by the Minister of Education in two categories (student progress and EBacc achievement) – one of only 32 non-selective schools in the country. SMSC provision is outstanding, underpinned by the school's strong faith ethos (Ofsted 2018, Westminster Diocese 2014). The School's safeguarding of students and staff are 'exemplary' (Ofsted 2018/ External provider validation June 2016). Effective Teaching and Learning research, training and support will ensure that standards are maintained and improved throughout the school, during the 2016-19 Growth Plan and beyond.

Leadership & Management: 1	Strengths: <ul style="list-style-type: none"> • Leadership is highly effective across the school. Staff are clear about their role in delivery of best education possible for students. the school’s ethos places the individual student at the heart of its work (Ofsted 2018) • Through the school’s faith ethos/curriculum, SMSC provision actively and comprehensively promotes Christian values and develops a respect/understanding of other faiths, as the school seeks to develop engaged citizens. Bullying, discriminatory or prejudicial behaviour/views are not tolerated, and instances of such behaviour are rare (Ofsted 2018). • The School’s Catholic ethos and the pursuit of academic excellence, regardless of ability or starting point underpins all activities at the school. The Headteacher, governors, staff at all levels, and families share a commitment towards achieving this. The SLT and middle leaders have a clear vision for achieving this is evidenced through Team SEFs and Growth Plans – framed by the whole school versions and seen daily in the operation of the school. • Governors are fully engaged with school leaders in forming the school’s faith and wider strategic vision and development of resources. Governors systematically monitor the progress of student groups, particularly SEN and disadvantaged students, questioning and holding leaders to account where appropriate. The Chair is a national leader of governance. • School leaders and governors first priority is to ensure that our children are safe. Regular staff and governors training ensures that safeguarding is highly effective, including work to protect pupils from radicalisation and extremism. This work is monitored through collaboration with LA experts and external audits. • A fully established culture of high expectations, supported by outstanding personal development and welfare practices, creates an outstanding atmosphere for learning and progress • School leaders and governors have demonstrated an uncompromising and relentless ambition for its students through key changes made 2014-16 to personnel, systems and structures. The impact of this work is clear in the GCSE outcomes 2015-18. • Relationships between staff, students and families are excellent, evidenced by overwhelmingly positive feedback through parent voice, as well as the 2018 Ofsted Inspection. Students/parental feedback s sought and valued. • Performance Management at all levels effectively balances high levels of accountability and challenge with appropriate development/ coaching support to ensure that teaching is highly effective across the school • Continuous improvement in teaching and learning is at the core of all work in the school. Teaching is consistently good to outstanding – led by strong senior and middle leaders, through whom teachers take ownership of their work within a highly supportive framework, underpinned by high expectations. Good practice is celebrated and shared to ensure high quality teaching, learning, assessment and behaviour in all areas. 	Areas for Continued Development: <ul style="list-style-type: none"> • Continue to strengthen accountability and ownership at all levels of leadership to sustain improvement. • Strengthen collaboration with other partners, particularly through subject network meetings to ensure rigorous moderation and progress benchmarks. • Ensure appropriate balance of support and challenge is in place for colleagues identified as needing coaching/mentoring in 2018/19. • Monitor effectiveness of new Catholic Life structure to ensure successful consolidation. • Ensure appropriate strategies are in place to close down emergent in-school variation quickly and continue to drive improvement in SEN/disadvantaged student’s outcomes and curriculum provision. • Identify and develop the next group of future leaders following the promotion of colleagues to senior positions. • Consolidate and strengthen curriculum provision as significant changes 2016-18 in all key stages are successfully embedded. Further develop curriculum provision to provide opportunities for all leaders, particularly SEN/disadvantaged students. • Seek additional efficiency savings to safeguard the broad and balanced curriculum provision. • Maintain pro-active work related to keeping students safe and reaching families where there is a lack of engagement. • Ensure that the school is positioned to join a MAT over the next eighteen months. • Continue to consult with staff/ monitor workload to ensure appropriate work-life balance. • Expand number and range of ST placements to support recruitment.
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- The school's broad and balanced curriculum (most subjects retain KS3 SoW to the end of Year 9) provides a wide range of learning opportunities inside and outside of the classroom; progress and achievement are celebrated at all ages and ability levels.
- The school works in collaboration with others to improve cross-school provision and opportunities for staff and students. This work, along with lettings supports community cohesion, helping to ensure that the school does not segregate itself from the local (non-Catholic) community.
- The school's budget is effectively managed and directed fully towards student progress, particularly in supporting students with learning needs/ from disadvantaged backgrounds, to continue closing gaps in achievement.

Outcomes: 1

	Prog8	Att8	Ebacc	5+GCSE pass inc. E&M	KS4 ALPs Q18	KS4 ALPs Subject
2018	0.94	5.7	63% E&M4 56% E&M5	85%	N/A	N/A
2017	0.86	5.7	58% E&M4 53% E&M5	81%	2	2
2016	0.66	5.8	55%	82%	1	2
2015	0.70	5.7	55%	77%	2	2

- The Progress 8 scores for 2015-18 has placed the school in the top 3 percentile for each of the past 4 years
- The KS4 ALPs grades for Progress and Attainment have been classed as 'Outstanding' for 2015, 16 & 17
- The school remains committed to its academic curriculum provision balanced with a broad range of subjects taught up to year 10. This has led to a marked increase in the % of students studying the EBacc subjects over the past four years, resulting in a record number of students achieving the EBacc in 17/18; this is significantly above the national average (24%) and Ealing average (37%).

	Grade 9-7	Grade 9-5	Grade 9-4	Prog8	Avg Att8
English	42%	83%	85%	0.9	6
Maths	32%	70%	87%	0.8	5.5
English & Maths	22%	66%	85%	-	-

- English and Maths' Attainment and Progress in the reformed GCSEs are significantly above national averages for strong passes and the 9-7 grades. The majority of headline figures have either met or exceeded FFT5 targets

- Rigorous planning continues to be in place to support subject areas following the first year of reformed GCSE results to ensure standards are maintained during this period of intense change in education.
- Continue to increase levels of challenge in all aspects of the curriculum for all abilities to prepare students appropriately for post-16 studies.
- Monitoring and addressing in-school variation of groups is key, particularly for disadvantaged, SEN and Higher Attainment students, and to continue to develop the impact of interventions at all Key Stages.
- EBacc subjects are performing extremely well, however rigorous action plans are in place in order to further improve the progress and point scores in all subjects and for all abilities, with significant emphasis on EBacc performance and in-school variation.
- The Maths' Attainment and Progress measures have greatly improved since 2014 but there is still a continued drive to raise standards with both Maths and English, particularly with lower ability and disadvantaged students.
- Continue to develop strategies to drive improvements in literacy and reading ages.
- Capitalise on KS2 progress by working closely with primary colleagues and injecting higher expectations and rigour into KS3 teaching and SoW.
- Continue to review course provision at KS3 and 4 to ensure it is appropriate and accessible for all abilities

	<ul style="list-style-type: none"> • This year’s results reflect the previous trend built up over the past decade of consistently adding to the attainment and progress of students, with the overwhelming majority of indicators in Raise Online/IDSR achieving Significant+ year on year. • The progress of Lower Attainment students is significantly above national averages and is continuing to improve further. • The increased curriculum time for Maths and English in KS3 has had a clear positive impact on the progress of students in Years’ 7 & 8 and is a strong foundation for the outcomes at KS4 and 5. • The progress of Pupil Premium students is excellent and the school has successfully narrowed the gap with a progress8 score of 0.8 in 2018 • See VI Form SEF for post-16 outcomes. 	
Teaching, Learning & Assessment: 1	<p style="text-align: center;">Strengths:</p> <ul style="list-style-type: none"> • The school’s outstanding standard of attainment and progress is a direct result of the school’s highly effective Teaching and Learning systems and the staff’s high expectations of the students. • A robust programme is in place to monitor and develop Teaching & Learning throughout the year. Learning Walks provide regular opportunities for staff to receive feedback or coaching on their pedagogy and is intrinsically linked to data analysis, work scrutiny and student voice. Evidence from all aspects of evaluation is harnessed centrally to capitalise on best practitioners and channel support where necessary therefore building a culture of collaboration across the school. • Evidence from LWs and Ofsted (2018) show that: <ul style="list-style-type: none"> - Teachers develop excellent relationships with their students, creating an outstanding atmosphere for learning that gives all students the opportunity to progress. Rare incidents of disruption are effectively managed, with teachers confident in the application of whole school based sanctions where appropriate. - Students are challenged and know how to deepen and develop their knowledge, understanding and skills. - Teachers systematically check understanding, use highly effective questioning techniques to challenge students’ thinking and can identify and support those students who need help. - Teachers recognise students’ efforts and encourage them work hard and take pride in their work. - Effective marking and feedback procedures are closely monitored and are now embedded in the whole-school Marking, Feedback and Assessment policy. • In addition to bespoke training through coaching and feedback, subject-specific training is delivered through departmental meetings, Ealing Schools Network groups and external courses, (Exam boards, PTI and Pixl). A <i>Teachmeet</i> programme aligned to a whole school need is in place for morning briefings where key staff routinely share good practice. Staff also attend and present at borough Teachmeets. • Collaboration and research is a fundamental aspect of our CPD programme and has assimilated DFE and EEF recommended strategies to ensure robustness. 	<p style="text-align: center;">Areas for Continued Development:</p> <ul style="list-style-type: none"> • Continue to support subject areas with the implementation of the reformed GCSEs and A Levels along with increased rigour in KS3. • Ensure the new KS3&4 Assessment and T&L Framework is embedded and continues to support improvements in KS4 and KS5 outcomes with increased focus on linear exams. • Continue to support Curriculum Coordinators/ HODs / TLR holders with effective monitoring of the school’s T&L Quality Assurance system. • Ensure the consistent application of the Marking, Feedback and Assessment system across the whole school. • Continue to develop T&L strategies towards narrowing achievement gaps in significant groups such as HA, SEN and disadvantaged pupils – and to stretch and challenge students at all ability levels. • Use robust intervention, coaching strategies and support plans to ensure outstanding teaching across the whole school. • Continue to improve on reading and numeracy skills through the expansion of the curriculum time in English and Maths and the Literacy programme. • Continue to build upon an outward-looking, progressive culture through research, external links and collaboration e.g. expanding number of secondment, MA and National Leadership participation funded opportunities.

	<ul style="list-style-type: none"> Regular line management meetings focus on T&L to discuss, evaluate and action T&L across departments. CCs / HoDs receive support from SLT and line managers with the planning and implementing of SoW, to ensure highly effective teaching and challenging homework activities are in place. Where concerns have arisen, rigorous action and improvement plans for subject areas have led to a marked improvement in attainment and progress. LW evidence, SOWs and assessment data show that reading, writing, communication and mathematical skills are embedded across the curriculum. Parents are given clear, regular and timely information on their child's progress in relation to their targets through a range of strategies such as Information and Celebration Evenings, the Schools VLE and regular reports. 	
Personal Development, Behaviour and Welfare: 1	<p>Strengths:</p> <ul style="list-style-type: none"> All pupils are encouraged in their faith development through opportunities for prayer, liturgy and additional roles of responsibility. "There is almost no bullying in the school and pupils feel very safe" (OFSTED 2018). Parents share the same confidence in the school's ability to keep their children safe with 100% stating their child 'feels safe at school'. The school is pro-active in promoting current and relevant safeguarding themes such as e-safety, anti-bullying, Child Sexual Exploitation, radicalisation and Female Genital Mutilation (see student survey results and well-being SoW). Students display excellent attitudes to learning in almost every circumstance (OFSTED 2018). Attitudes to learning are underpinned by the school's effective strategies to promote high standards of behaviour and this is reflected in the progress all students make (See GCSE exam performance indicators 2018, LW's & LO's – see T & L records). 91% of student's state they are confident that they know how to be successful learners. Pupils are confident, self-assured learners (Evidenced by Learning Walks & Learning Observations – see T & L records). Their excellent attitudes to learning are highlighted by their outstanding levels of progress across subject areas (see GCSE outcomes). 96% of students agree that they take pride in their achievements and want to do well in school. Students value their education and rarely miss a day at school. Attendance benchmark is 96.3%, graded 'A' – above the Ealing average 95.4%. No groups of students are disadvantaged by low attendance (see GCSE outcomes 2016). The persistent absentee attendance rate has improved by 0.8% to 6.9% (Ealing average 10.6%)2017-18 data. Students receive high levels of independent and impartial advice on employment, education and training opportunities and have direct access to one to one support where appropriate (see Connexions & NEET records). 99% of pupils remain in (post 16) education for at least one term compared to 91% nationally. The school works hard to develop core employability skills (see wellbeing provision map) amongst school leavers and consequently only 3% of pupils left their place of education, training or work within 3 months of leaving the school, compared to 5% nationally (Good School's guide 2016 – most recent data available). 	<p>Areas for Continued Development:</p> <ul style="list-style-type: none"> Widen development opportunities for faith development through tutor liturgical representatives. Continue to develop tailored intervention programmes and consider Alternative Provision where appropriate – prioritising students from over represented groups, to maintain the positive trend in the reduction of FT exclusions. Continue to prioritise students from groups identified as 'at risk' of exclusion (over representation) for external behaviour support programmes. Maintain the close links with curriculum teams so that targeted interventions for students at risk of under achievement can continue to be implemented. Continue to develop the use of behaviour analysis amongst curriculum teams to ensure behaviour management remains consistent and effective across the school. Continue to apply additional rigour to pro-active safeguarding work in response to new threats and in line with the 'Keeping children safe – September 2016' guidelines. Continue to work with the PSHE/Wellbeing coordinator and other curriculum teams (History, RE & ICT) to ensure the school delivers key safeguarding messages in line with key British Values. Provide greater differentiation in in material's utilized by students during post-exclusion reintegration.

- The school operates a clear and effective behaviour policy which is consistently applied by all staff across all departments (see LW observation forms). Teachers are provided with positive behaviour management training and this allows them to feel confident when challenging incidents of poor behaviour (see CPO training records); consequently 100% of staff agree that behaviour in lessons is good (see staff survey results).
- Incidences of low-level disruption are extremely rare. Consequently, only 0.28% of all lessons were interrupted by disruptive behaviour in 2017/18 (0.03% decrease on 2016/17 - See SLT on-call analysis 2017).
- The overwhelming majority of students and staff state that bullying, including online bullying and prejudice-based bullying, is dealt with well by the school, compared to the Ealing average where only 54% of students have confidence in their schools dealing with bullying (EHRBS).
- Whilst the Fixed Term Exclusion rate as a % of pupils with 1 or more FTE remains above the National Average, the number of exclusions has fallen for the past three consecutive years and stands at 4.4% (1.1% decrease on 2016-17).
- The Permanent Exclusion rate has decreased in 2017-18 and stands at 0.06%, which is below the national average rate of 0.1%

Sixth Form: 1

Strengths:

- Leadership and Management
- OFSTED report graded the 6th form as Outstanding and commented that the ‘leadership of the sixth form is exceptionally strong and shows continuing improvement in the quality of learning and support for students’.
 - Revised standards and the pursuit of academic excellence, underpinned by outstanding guidance and support in preparing students for university or work.
 - High expectations and effective teaching and learning practices ensure that pupils achieve exceptionally well in the Sixth Form with 13 subjects improving their ALPs grade.
 - In subject variation has seen a dramatic reduction with only 1 subject ALPs blue.
 - Implemented strategies aimed at applying KS4 interventions and approaches to lessons have had a positive impact raising A*A to 33% from 15% in 2017.

Outcomes ***not yet available*

	A Level (Academic Level)			Vocational courses
	2018	2017	2016	2018 (new course)
A*-B	70%	53%	45%	
A*-E	100%	100%	100%	
Av Grade	B	C+	C+	M+
APS	40.66	32.1	31.7	26.71
ALPs	2	5	3	**
LVA3	**	-0.6	0.16 Sig+	**

Areas for Continued Development:

- Continue to support departments with the final year of transition onto Y13 courses and ensure that accurate assessment is effectively embedded throughout KS5.
- Continue to explore Post 16 curriculum provision to ensure that a wide range of learners needs are catered for.
- Particular support should be put in place to support the small number of subjects who have underperformed at A level over the past 2/3 years.
- Continue to focus on stretching and challenging the most able students to raise achievement.
- Focus on developing a more departmentally consistent end of year assessment for Y12 students with clearer and firmer expectations regarding progression to Y13.
- Further develop students study skills and revision/ memory techniques to continue to better prepare students for 2 year courses. Continue to develop independent study skills
- Ensure the consistent application of the Marking, Feedback and Assessment system and effective use of book looks and

	<ul style="list-style-type: none"> • Progress in the Sixth Form has peaked well above national average and well above all local non selective schools and most selective schools. • The average progress grade for 0.56 for students retaking GCSE maths is excellent. There are no students retaking GCSE English in the sixth form due to the outstanding results in Key Stage 4. • Over the last three years, around 85-90% of our Y13 pupils' progressed into Higher Education (88% 2018) with two students successfully gaining entry to Oxbridge. <p>Teaching, Learning and Assessment</p> <ul style="list-style-type: none"> • Highly effective Teaching and Learning systems and staff's high expectations of the students have resulted in a dramatic increase of students getting A*, A and B grades at A level. • The continued rigorous monitoring of Teaching and Learning through Learning Walks has shown high expectations, systematic checking of understanding and highly effective questioning that challenges students thinking. Staff are effectively challenging the most able learners with the underachievement of the most able students disappearing in 2018. • Effective marking and feedback has been built on as well as a focus to improve independent study skills, encouraged through opportunities for collaboration. • Positive relationships between Sixth form teachers and students foster an outstanding atmosphere for learning and a love of their subject that influences choices in higher education. <p>Personal Development, Behaviour and Welfare</p> <ul style="list-style-type: none"> • Students continue to display exemplary behaviour, with improved attendance following the introduction of new system with: Y12 95.2% & Y13 95%. Continued strong punctuality figures of: Y12 2.3% late & Y13 2.1%. These reflect the students positive approach to their own learning. • There is a broad range of enrichment opportunities available to students. e.g. STEM programme at Imperial, K+ and Pathways to Law and Engineering • Increased voluntary work through community projects has led to strong links with local special and primary schools. The RMD programme ensures all students have opportunities for personal, spiritual and moral development • The effective CEIAG programme ensures that post-18 decisions and options are appropriate and effective. This is supported by the development of links with the School Leavers' Programme and Apprenticeship providers with, for example, 5 students gaining university apprenticeships with Morgan Stanley. 	<p>student voice to maintain high standards consistently across KS5</p> <ul style="list-style-type: none"> • Continue to develop T&L strategies to stretch and challenge students at all ability levels and raise attainment • Continue to develop extra-curricular opportunities and to broaden provision of work experience and other enrichment opportunities • Continue to develop the mentoring programme at KS5 and use Y12 students to help with transition issues in Y11
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