

THE CARDINAL WISEMAN CATHOLIC SCHOOL – September 2019

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 -2019 reflects the impact of this on-going work as course structures are subjected to further change (see School Growth Plan) – **acknowledged by the September 2018 Ofsted Inspection which judged the school to be outstanding in all areas. The Diocese of Westminster Section 48 Inspection in September 2019 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 2012-19 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- 2019 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 2019). 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 implementation of the 2019-22 Growth Plan and beyond.

Leadership & Management: 1	Strengths: <ul style="list-style-type: none"> • 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 outstanding achievement and progress as evidenced through Team SEFs and Growth Plans – framed by the whole school versions and seen daily in the operation of the school. • Leadership is highly effective across the school. Staff are clear about their role in delivery of the best education possible for students. The school’s ethos places the individual student at the heart of its work (Ofsted 2018) • 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. • Teaching is consistently good to outstanding and continuous improvement in teaching and learning is at the core of all work in the school. It is led by strong senior and middle leaders and practised by teachers who 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. • 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 • Collaboration and research are fundamental aspects of our CPD programme and have assimilated DFE and EEF recommended strategies to ensure robustness. • 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. • 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. • The school is pro-active in promoting current and relevant safeguarding themes such as e-safety, anti-bullying, Child Sexual Exploitation, Radicalisation and FGM (see student survey results and Wellbeing SoW). 	Areas for Continued Development: <ul style="list-style-type: none"> • Maintain pro-active work related to keeping students safe in line with the ‘Keeping children safe – September 2016’ guidelines and reaching families where there is a lack of engagement. • Monitor and review effectiveness of new Catholic Life structure to ensure successful consolidation. • Continue to strengthen accountability and ownership at all levels of leadership to sustain improvement • Ensure appropriate balance of support and challenge is in place for colleagues identified as needing coaching/mentoring in 2019/20 • Identify and develop the next group of future leaders following the promotion of colleagues to senior positions • Seek additional efficiency savings to safeguard the broad and balanced curriculum provision. • Continue to consult with staff/ monitor workload to ensure an appropriate work-life balance. • Continue to broaden the provision of wider and extra-curricular opportunities. • Strengthen collaboration with other partners, particularly through subject network meetings to ensure rigorous moderation and progress benchmarks. • Explore formal (CAT) and informal (Emmaus) partnerships to increase opportunities for our students.
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	<ul style="list-style-type: none"> 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 2015-19. 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. 	
Quality of Education: 1	Strengths:	Areas for Continued Development:
	<p>INTENT:</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. The school's broad and balanced curriculum provides a wide range of learning opportunities inside and outside of the classroom; progress and achievement are celebrated at all ages and ability levels. Curriculum breadth and balance is reinforced by the ambition within it, including wider learning & reading opportunities and developing cultural capital for students across all key stages. 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 five years, resulting in record numbers of students achieving the EBacc; this is significantly above the national average. Senior leaders work with curriculum teams to ensure that curriculum transition and progress is carefully planned and sequenced KS2-5, fully preparing students for the next stage of their education. <p>IMPLEMENTATION:</p> <ul style="list-style-type: none"> 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. The policy's aim is to develop and embed knowledge and skills, simultaneously promoting the love of learning. This is carefully implemented 	<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. Implementation of flight path at KS5 to ensure exam and predicted grades are used consistently and effectively across all subject areas to support student progress Continue to support Curriculum Coordinators/ HODs / TLR holders with effective monitoring of the school's T&L Quality Assurance system. Ensure the new Marking, Feedback, Homework and Assessment policy is delivered effectively Embedding distributed practice to assist recall to meet the demands of the knowledge-rich curriculum Continue to develop T&L strategies towards narrowing achievement gaps in significant groups such as HA, SEN and disadvantaged pupils. Use robust intervention, coaching strategies and support plans to ensure outstanding teaching across the whole school. 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. Continue to increase levels of challenge in all aspects of the curriculum for all abilities to prepare students appropriately for post-16 studies and further education/work. EBacc subjects are performing extremely well, however rigorous action plans are in place in order to further improve the progress and attainment in all subjects and for all abilities, with significant emphasis on EBacc performance and in-school variation. Continue to raise standards in both Maths and English, particularly for lower ability and disadvantaged students

to avoid assessment fatigue.

- In addition to bespoke training through coaching and feedback, subject-specific training is delivered through departmental meetings, Ealing Schools Network groups and external courses. A *TeachMeets* 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.
- 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.

- Continue to develop the wider reading programme 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, 4 and 5 to ensure it is appropriate and accessible for all abilities
- Implementation of wider curriculum research project in view of increasing students' cultural capital and reading skills, particularly within the context of each subject
- Introduce the KS5 Super-Curriculum for each subject

IMPACT:

KS4	Prog8	Att8	EBacc	5+GCSE pass inc. E&M
2019	0.82	56.6	62% All 4+ 45% All 5+	85%
2018	0.94	5.7	63% E&M4 56% E&M5	85%
2017	0.86	5.7	58% E&M4 53% E&M5	81%
2016	0.66	58	55%	82%
2015	0.70	57	55%	77%

- The Progress 8 scores for 2015-19 has placed the school in the top 3 percentile for each of the past 5 years

	Grade 9-7	Grade 9-5	Grade 9-4	Prog8	Avg Att8
English	35%	80%	91%	0.7	5.9
Maths	36%	72%	89%	0.9	5.7
English & Maths	21%	66%	87%	-	-

- 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
- 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 progress of Pupil Premium students is excellent and the school has successfully narrowed the gap with a progress8 score of 0.6 in 2019

KS5	A Level (Academic Level)			Vocational courses	
	2019	2018	2017	2019	2018
A*-A	29%	33%	15%		
A*-B	54%	70%	53%		
A*-E	99%	100%	100%		
Av Grade	B-	B	C+	M	M+
APS	36.44	40.66	32.1	26.43	26.71
ALPs	4	2	5	n/a	n/a
LVA3	tbc	0.21 (sig+)	-0.6	n/a	n/a

- The Alps 4 and the headline figures were expected and represents a positive set of results with the large very mixed ability cohort - 225 students vs 167 in 2018.
- The sixth form roles have been restructured with an increased focus on academic rigour. This is reflected in ALPS grades of (2) 2018, (4) 2019, with a projection of average grade 2/3 over the next three years.
- Progression & retention from start of Y12 to end of Y13 was 95% - compared with 85% nationally (historically with AS exams) and vs 74% for 2016-18 cohort, reflecting strong wrap around and academic support within the school
- There is no trend of underperforming significant groups

Behaviour and Attitudes

- Students display excellent attitudes to learning in almost every circumstance (WDIR Sept 2019 & 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 2019, 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 proud of their school and this is evident in their interactions with each other and with adults in the community (WDIR Sept 2019).
- Relationships between staff, students and families are excellent, evidenced by overwhelmingly positive feedback through parent voice, WDIR Sept 2019 & 2018 Ofsted Inspection. Students/parental feedback is regularly sought and valued.
- Students value their education and rarely miss a day at school. Attendance benchmark is 96.4%, graded 'A' – above the Ealing average 95.4%. No groups of students are disadvantaged by low attendance (see GCSE outcomes 2019). The persistent absentee attendance rate has improved by 0.9% to 6% in 2018/19 (Ealing average 10.8%).
- 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

- 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 Fixed Term 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 role of behaviour analysis amongst Head of Years and curriculum teams to ensure behaviour management remains consistent and effective across the school.
- Provide greater differentiation in resources utilised by students during post-exclusion reintegration

	<p>good (see staff survey results).</p> <ul style="list-style-type: none"> • Incidences of low-level disruption are extremely rare. Consequently, only 0.23% of all lessons were interrupted by disruptive behaviour in 2018/19 (0.05% decrease on 2017/18 - See SLT on-call analysis 2018/19). • 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). • “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 uses Fixed Term Exclusions as part of a consistently applied behaviour policy in order to create high expectations and a learning environment that is free from disruption where all students can achieve. As such The % of students with one or more exclusion is 6.4%, 1.4% above the National rate (5%). Crucially, the school’s intervention work keeps the permanent exclusion rate in line with the National Average at 0.2% 	
<p>Personal Development</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. The provision actively and comprehensively promotes Christian values and develops a respect and understanding of other faiths, as the school seeks to develop engaged citizens. • Provision for pupils’ spiritual, moral, social and cultural development is excellent. Pupils are well-prepared for life in Modern Britain and can reflect their own and others’ perspectives (Ofsted 2018) • Bullying, discriminatory or prejudicial behaviour/views are not tolerated, and instances of such behaviour are rare (Ofsted 2018). • Support for pupils’ personal development and welfare is outstanding. The school’s ethos, the ‘Wiseman Spirit’, helps all pupils feel valued, safe and included (Ofsted 2018) • 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 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. Curriculum subjects also develop pupils’ understanding of a wide range of careers. • 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). 	<ul style="list-style-type: none"> • Increase opportunities for faith development through tutor liturgical representatives. • 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. • Continue to expand the opportunities for PSHE, Wellbeing and Careers strategies and experiences in the curriculum • Continue to increase the extra-curricular opportunities yrs7-13