

The Cardinal Wiseman Catholic School

Self-Evaluation Form

Autumn 2022 / Spring 2023

Section 1: School Context

- Number on roll = 1989 (Autumn census 2022)
- EAL = 53% / 37 % in 6th Form
- Ethnicity: The school has 14 out of 17 possible ethnic groups. (January 2022 census)
- SEND (Special Educational Needs and Disabilities) characteristics: SEN (Special Educational Needs) support = 7 % (October 2022 Census)- 6th Form 0.2 %. EHCP = 50 / 1989 = 2.5% (October 2022 Census)- 6th Form = 3%
- FSM :13 %.
- Both the local deprivation indicator and the pupil base are in quintile 3
- Attendance: 95%
- There has been one permanent exclusion in 2022/2023.

Ethos and Vision

As a Catholic school we subscribe to the ethos and vision encapsulated by “All things for Christ “. Thus, our commitment to the highest of standards, determination to overcome the barriers of inequality and quest for the common good inspires us daily.

Recommendations from previous OFSTED inspection

Priority	Progress	Next step
<i>“Leaders have ensured that pupils’ behaviour is outstanding and that they are safe and well cared for. However, the school’s inclusion provision for the few pupils who misbehave, including a few who are returning from</i>	<ul style="list-style-type: none">• Inclusion provision now has an additional member of staff.• Additional mentoring room for use with students who require one-to-one meetings and support	<ul style="list-style-type: none">• Additional provision for mentoring, transition early identification of need• A new tiered system of reflective work following an inclusion or suspension. (Restorative conversations)

<p><i>exclusion, is insufficiently well matched to the diverse needs of the pupils who use it."</i></p> <p>Ofsted 2018</p>	<ul style="list-style-type: none"> • Lead inclusion assistant, currently being training in "therapeutic thinking", a borough wide initiative to support children, prevent suspensions, and permanent exclusions. • The Brent Centre, specialist adolescents' psychotherapists, work with children through "talk therapy" to avoid support their mental health. • students returning from suspensions complete reflective work in inclusion and their work is recorded on Myconcern • teaching assistants support inclusion when SEN students are present • Ofsted commented that the provision was 2-fold, mentoring and therapeutic work in addition to behaviour support. The inspector thought this work should take place in separate rooms etc 	<ul style="list-style-type: none"> • Implement interventions required to re-educate and minimise repeat incidents • Expand inclusion provision to enable more bespoke support for students with SEMH (Social, Emotional and Mental Health) needs • Therapeutic thinking model through the whole school. • "Health Hub"- lunchtime drop in provision for students to meet with professionals • Refurbishment of inclusion area to provide more therapeutic working environment
<p>Current School Improvement Priorities.</p>		
<p>The quality of education</p>	<p>Outstanding</p>	
<p>Behaviour and attitudes</p>	<p>Outstanding</p>	
<p>Personal development</p>	<p>Outstanding</p>	
<p>Leadership and management</p>	<p>Outstanding</p>	
<p>Sixth-form provision</p>	<p>Outstanding</p>	
<p>Section 2: The quality of education</p>		

Grade	1	Strengths	Areas for Development
		<p><u>Intent</u></p> <ul style="list-style-type: none"> The school remains committed to its academic curriculum. Provision is 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. All depts understand that the Curriculum journey is ongoing and as a result curriculum thinking is central to dept meetings. All pupils study a broad and balanced curriculum save for a small group in Y7 who are withdrawn from MFL (Modern Foreign Language) to study additional English & Maths with life skills. However, they return to MFL halfway through Y7. This aside all SEND pupils study the same broad and balanced curriculum as everyone else. This extends into option choices. The majority have an open choice and are not denied their preference. Subjects are either set or streamed and support and stretch are available for all. The school has constructed an ambitious curriculum in the last ten years. All pupils in KS3 study drama, which is not an NC subject. All Curriculum maps/plans have clear evidence of going beyond the NC, offering stretch and ambition. For example, the mathematics' "Olympiad ". Departments also contextualize their Curricula wherever possible e.g., the work on the Polish war memorial in History. Furthermore, the focus on developing pupils' cultural capital is evident in Curriculum. maps/ plans. All departments have curriculum maps and schemes of work which are carefully sequenced to allow components of knowledge to build up to a composite whole. Our starting point is always the NC and the various 	<p><u>Intent</u></p> <ul style="list-style-type: none"> Develop the Learning Review methodology and the alignment of student and staff responses. Maintain focus on curriculum development and further expand opportunities for stretch and challenge. Signpost personal development and cultural capital experiences in the SOW. Trips and experiences to be plotted within the SOW timeframe with approximate dates (see L&M below for specific subject areas) Continue to build upon an outward-looking, progressive culture through research, external links, and collaboration e.g. expanding number of secondments, 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. Continue to review course provision at KS3, 4 and 5 to ensure it is appropriate and accessible for all abilities Provide opportunities for the development of independent learning skills within and beyond the curriculum.

examination specifications. All lessons build upon what has been previously taught and further provide the foundations for what comes next. All 'Students' have their "Learning journey "in all their exercise books.

- In addition, enrichment activities are carefully organized to ensure that PP & SEND pupils do not miss out. First come, first served has long gone from this school. This can be evidenced.
- We also have case studies of SEND pupils who have flourished because of the ambitious curriculum on offer.
- Implementation
- The school has subject specialists in all areas. The school understands and values knowledge in all its forms. In addition, there is clear eyed dialogue regarding the recruitment and retention question.
- Book etiquette is a strength. See Learning review. https://cwiseman-my.sharepoint.com/:p:/r/personal/murphyc_wiseman_ealing_sch_uk/_layouts/15/Doc.aspx?sourcedoc=%7B4B03CAE5-4360-4B70-9B1D-50FD8994D406%7D&file=October%20Learning%20Review%20Outline%202022.pptx&action=edit&mobileredirect=true
- The above is replicated through a clear focus on classroom practice. Ibid
- Further, there is an absolute, evidence-based understanding of learning strategies ...which include, retrieval as part of a 5-a-day "lesson protocol." Staff know how to ensure that pupils know and remember more. This is a regular feature of staff training.
- There is a major focus on literacy and reading. Staff understand the centrality of literacy for learning and equality.
- Teachers and learners are fully aware of what will be learnt and when through Learning Objective Timelines. These are in evidence throughout the school.
- A robust programme is in place to monitor and develop Teaching & Learning throughout the year. Learning Reviews 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.

Implementation

- Continue to embed the "Five – a day "approach.
- Continue to improve literacy outcomes through whole school literacy, reading and oracy cf. Literacy plan https://cwiseman-my.sharepoint.com/:p:/r/personal/coyled_wiseman_ealing_sch_uk/_layouts/15/Doc.aspx?sourcedoc=%7B0B6E2967-C9A6-4231-B212-31A67643FA69%7D&file=Governors%27%20meeting%2015.11.22.pptx&action=edit&mobileredirect=true
- Further develop the CPD (Continued Professional Development) for all programme.
- Maintain the high quality ECT (early career teachers) programme.
- Reviewing & embedding mixed ability/streaming teaching at KS3
- Digital Strategy post-lockdown
- KS2 (Key Stage 2) Transition – Numeracy and Literacy. Continue to develop relationship with Primary colleagues. . Visits and learning opportunities at CW. Year 5 pupils to sit CATs in June/July.
- Continue to support Curriculum Coordinators/ HODs / TLR holders with effective monitoring of the school's T&L Quality Assurance system/ learning reviews.
- 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.

	<p>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. Departmental learning reviews summarise evidence and focus upon key issues to be prioritised in the following term</p> <ul style="list-style-type: none"> • Evidence from LWs and Ofsted (2018) show that: • “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 to 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 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. 	<ul style="list-style-type: none"> • Use robust intervention, coaching strategies, and support plans to ensure outstanding teaching across the whole school. • Ensure that all staff are following the training and guidance of the SEND team to promote stretch and challenge for all pupils. <p>Impact</p> <ul style="list-style-type: none"> • Capitalise on KS2 progress by working closely with primary colleagues and injecting higher expectations and rigour into KS3 teaching and Sow • KS3 • Develop the tutoring programme for English and Maths • Focus on the reading of the bottom 20% • Maintain emphasis on BCR- FSM- MAS <p>KS4</p> <ul style="list-style-type: none"> • Develop action plan for music • Ibid – Separate science. • Focus on English Literature • Review of course provision –Btec Media- Asdan-Further maths • Focus on following groups: • Black Caribbean, Black British and Black African students’ Attainment & Progress • FSM - Continue adding value to the FSM students’ Attainment & Progress • Upper Higher Ability Students, particularly in Chemistry, Biology and English • Boy’s Attainment & Progress, particularly in the literacy subjects • SEND students’ Attainment & Progress
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- 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.
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- Impact
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- Evidence from Learning Review highlights that departments are following their curriculum intent and whole school implementation strategies. This is enabling pupils to learn and remember more.
- In terms of academic impact, English and Maths’ Attainment and Progress in the reformed GCSEs are significantly above national averages for strong passes and the 9-7 grades. Most 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 most 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 0.7 in 2022
- KS5 ALPS grade 2.
- The school’s P8 score since 2015 place it in the top 4% nationally.

KS4	Prog8	Att8	EBacc	5+GCSE pass inc. E&M
2022	0.8	60	68 % All 4+ 55% All 5+	84%
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	81%

KS5

- Chemistry Action Plan
- Review of course provision:
- Geography
- Drama
- New A level – Computer Science
- New A level- dialogue re MLF.
- Continuing improvement of enrichment opportunities available for 6th form students
- 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

Focus on following groups:

- Black Caribbean
- FSM
- Most able

Overall

- Impact is more than GCSE and A level results
- As well as attainment it is about curriculum coverage and what pupils have learned The shift in the long-term memory..... the development of components into a mental schema this is the real development of impact A rich schema... data is one piece of evidence that supports impact. This development of knowledge and skills that will enable our children to live life to the full as active and knowledgeable citizens

			53% E&M5	
2016	0.66	58	55%	82%
2015	0.70	57	55%	77%

KS5	A Level (Academic Level)				Vocational courses		
	2022	2019	2018	2017	2022	2019	2018
A*-A	35%	29%	33%	15%			
A*-B	65%	54%	70%	53%			
A*-E	99%	99%	100%	100%			
Av Grade	B=	B-	B	C+	D*	M	M+
APS (Average Points Score)		36.44	40.66	32.1		26.43	26.71
ALPs	2	4	2	5		n/a	n/a
LVA3		tbc	0.21 (sig+)	-0.6		n/a	n/a

Section 3: Behaviour and attitudes			
Grade	1	Strengths	Areas for Development
		<ul style="list-style-type: none"> Students display excellent attitudes to learning in every circumstance (Section 48 inspection Sept 2019 & OFSTED 2018). Attitudes to learning are underpinned by the school’s effective strategies to promote ambitious standards of behaviour and this is reflected in the progress all students make (See GCSE exam performance indicators LW’s Pupils are proud of their school, and this is evident in their interactions with each other and with adults in the community (Section 48 inspection, Sept 2019). Relationships between staff, students and families are excellent, evidenced by overwhelmingly positive feedback through parent voice, Section 48 Inspection Sept 2019 & 2018 Ofsted Inspection. Students/parental feedback is regularly sought and valued through online surveys and student council. The school operates a clear and effective behaviour policy which is consistently applied by all staff across all departments (see LW observation forms 2022). Teachers are provided with positive behaviour management training, and this allows them to feel confident when challenging incidents of poor behaviour (see CPD training records) The school has evidence to show that staff manage behaviour well through consistent use of the school’s behaviour policy e.g., LWs, behaviour audit and analysis of allocation of achievement and behaviour points. The school looks at behaviour points and conduct summaries and triangulates with other data to ensure effective interventions are put into place. Departmental areas follow up on internal issues. Behaviour around the 	<ul style="list-style-type: none"> Equality and Diversity Action plan and Programme through reducing and removing barriers, promoting equality, and adhering to the Equality 2010 Act. Clearly articulate expectations to alleviate unconscious bias, avoid discrimination and prohibited conduct. SEMH is also an area for focus. Inclusion team and SEND meet to discuss strategy. Continue to develop tailored intervention programmes and consider Alternative Provision where appropriate – prioritising students from overrepresented groups, to maintain the positive trend in the reduction of suspensions. Continue to prioritise students from groups identified as ‘at risk’ of suspensions (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 School will continue to develop its attendance recovery strategy to ensure a return to pre-pandemic attendance figures of 96.6%

	<p>site is positive. There is also lots of staff supervision. Staff will meet and greet students.</p> <ul style="list-style-type: none"> • Routines are followed by all staff. Staff training reinforces high expectations and pupil behaviour. The “code of conduct “, Information Evenings, ECT training sessions and assemblies all reinforce our expectations. • The overwhelming majority of students (94%) 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 99% stating their child ‘feels safe at school’. (Parent survey September 2022) • The school uses suspensions as part of a consistently applied behaviour policy 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 suspensions is 6.4%, 1.4% above the National rate (8.4%) Crucially, the school’s intervention work keeps the permanent exclusion rate in line with the National Average in 2021/22 (0.1%) The “Code of Conduct” is the starting point when considering suspensions and exclusions. All pupils read and sign this at the start of each academic year, as do the parents. All pupils complete reflective work during inclusions and post suspension. Records show that there is a very low recidivist rate. All permanent exclusions have been for one off incidents. The school also uses AP to help prevent permanent exclusions. We currently have one Year 11 student in AP with this profile. • The school is supporting a LA focus on Equality & Diversity. Inclusion and curriculum reviews are underway to support a more inclusive curriculum, which in turn meets the needs of our student cohort. Reasonable adjustment is applied to vulnerable groups, and they are prioritised for internal interventions. Students and staff prioritise equality and diversity issues through the staff panel and student council. The RC life element of our work has seen through fund raising, charity and support for food banks, the work of the J&P group. Our pupils embrace RC values. • In terms of respecting “difference,” incidents involving racist or homophobic comments are very low. We feel that students are nurtured and loved. We make the point that we are a very inclusive school as is 	<ul style="list-style-type: none"> • Develop a more strategic approach to inclusion. To include therapeutic thinking which will be implemented from September 2023. •
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	<p>evidenced by student survey, November 2022. 97% of students agree that school promotes equality and inclusion.</p> <ul style="list-style-type: none">• Pupils work hard and value their education. Their efforts are recognised and rewarded e.g., HT praise cards, achievement points, achievement assemblies and Celebration of Success evenings. Pupils are protective and supportive of each other e.g., outside the school. High levels of attendance are evidence of their commitment and motivation to their schooling.• The student support panel ensures a consistent approach to targeted support for students. There is a clear, tiered structure of support for students including mentoring, mental health practitioner, counselling and SWIS worker.• Student surveys highlight very positive feedback from students regarding behaviour, support from teachers and safeguarding.• The school's anti bullying charter demonstrates that all members of the school community value a respectful and inclusive environment. Incidents of bullying are dealt with well by staff and there are few repeat incidents. Students are frequently reminded of our Gospel Values and healthy relationships through assemblies and PSHE lessons.• The student council have discussed equality and diversity, homework, interventions, and school site. Students feed back to their tutor groups on issues raised.• There is a clear focus on pupils with attendance below the school average. Students who are persistently absent and severely absent have clear plans in place to remove barriers to non-attendance. SLT (Senior Leadership Team), HoY, attendance officer and SEND team are involved in supporting vulnerable students whose attendance is below 90%• Attendance is tracked daily. There is a first day caller list for students who are deemed as vulnerable.• Pupil resilience is evidenced through high attendance and the pride demonstrated in schoolwork. Learning reviews and celebration evenings. In addition, assemblies have focused on GRIT and GROWTH mindset. This is a key theme of school life.	
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Section 4: Personal Development & SMSC		
Grade	Strengths	Areas for Development
	<ul style="list-style-type: none"> • Our school moto, “All things for Christ ““Education for all, Achievement for All” is underpinned by a strong personal development focus. • We promote extensive PD of pupils and go beyond what is expected in several ways; tutor time activities, well-being Wednesday, and tutor coaching. • All students engage in charity work and fundraising which is structured by the liturgical calendar. This includes local, national, and international charities. The Emmaus Schools partnership provides opportunities for shared engagement/enrichment, debating/oracy competitions, sports/music events and collaborative worship. We believe that these activities are worth • Students are provided with the opportunity to join the Army Cadets, the Duke of Edinburgh’s Award, and the National Citizen Service. Enrichment opportunities are plentiful and varied which include careers lectures/visits, employer engagement opportunities and virtual work experiences. See Chaplain activities; https://cwiseman-my.sharepoint.com/:w:/r/personal/coyled_wiseman_ealing_sch_uk/_layouts/15/Doc.aspx?sourcedoc=%7BABB077B6-8C6A-44B9-9DCA-103CB6496A4B%7D&file=Chaplaincy%20activities.docx&action=default&mobileredirect=true • We ensure a strong take up from all pupils particularly the disadvantaged students in all opportunities provided by the school. This is evidenced in the Saturday catchup sessions which included Maths and English tuition followed by 2 hours of enrichment activities. The school provides a broad array of enrichment opportunities. • There is a coherent approach to PHSE/RSE that builds knowledge through a spiral curriculum. Trips and clubs complement and enhance the curriculum work of the school. This is further embellished through tutor 	<ul style="list-style-type: none"> • Create PD overview of all areas. • Signpost personal development and cultural capital experiences in the SOW • Trips and experiences to be plotted within the SOW timeframe with approximate dates • Developing and mapping Personal Development and extra-curricular experiences. • Develop the signposting of careers’ opportunities in your subjects’ SOW from year 7 upwards • Continue to embed Careers’ Education in the KS3, 4 & 5 curriculum utilising “Uni-frog” • Set up Multi Faith nroom • 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. • Fully utilise extended tutor periods to ensure pupils benefit from enhanced personal development opportunities • Continue to expand the opportunities for PSHE, Wellbeing and Careers strategies and experiences in the curriculum. Increase the range of careers education and support in KS3 • Enhance culture day to include cultural food, music, and activities

	<p>time and the wide-ranging work of the chaplain. PSHE and careers, chaplain, PE, curriculum enrichment, clear tutor routine,</p> <ul style="list-style-type: none"> • Character development at the school is in our view exemplary. The Behaviour policy helps ensure that pupil B&As both within and outside school are excellent. This is reinforced by a well-planned and coordinated transition programme, the RSE (Relationship & Sex Education) (Relationship & Sex Education) programme, structured coherent support and intervention, (no gap with PP) SLT mentoring, local community, parish links (and funerals) .The school focus on oracy is also highly significant in the development and promotion of character. • We are confident that the school can share all our PD work with other schools but would draw attention to oracy, sport leadership opportunities, resilience and grit work, book etiquette, uniform, movement around the school site, teacher modelling of positive dispositions (no shouting). In addition, our adherence to our Gospel values, commitment to restorative conversations, the work of the chaplaincy are all further examples of PD work worthy of being shared with others. Our chaplain provides unique opportunities for students to engage with National and International charities including ACIN. • In addition, we believe that 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). 97% of students agree that they enjoy learning at school (Student Survey, November 2022) • The curriculum extends beyond the academic in several key areas. Our assemblies follow the liturgical calendar. Our charity work covers local, national, and international domains. Each year, group follows the liturgical calendar. Work in this area includes support for local food banks, Mary's Meals, Ukraine, the Shoe Box appeal, Glasses for Malawi, and Aid to the church in Need. All pupils are encouraged in their faith development through opportunities for prayer, liturgy, and additional roles of responsibility. The provision actively and comprehensively promotes Catholic values and develops a respect and understanding of other faiths, as the school seeks to develop engaged citizens. 	
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	<ul style="list-style-type: none"> • 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) • There is an annual cultural day. • There is also a wide array of ECA which seeks to extend and enhance the curriculum, “clubs and activities at CW “ • An extensive range of trips is also designed to complement, reinforce, and enrich the curriculum. Cf. Trips at CW. • Records show that PP and SEND pupils are supported and encouraged to participate in clubs and trips. • As stated, there is a clear focus on developing confident, resilient pupils and developing strength of character. These attributes are the focus of assemblies eg GRIT & GOWTH mindset. They are key areas of school life. There is also a tutor coaching programme and pastoral intervention. Further, mentoring exists for academic and pastoral areas. There is also a broad range of leadership opportunities. These include the SC, sport leadership and the Cadets. • Nb, character = “a set of personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly and cooperate consistently well with others “ • High quality pastoral support is manifested in a numerous way. FTs and HoY are active in supporting their pupils. Assemblies, drop down days and PHSE lessons have provided an understanding of healthy relationships and protected characteristics. All pupils have had assemblies/PSHE lessons on consent. • The PHSE curriculum also highlights the above areas. “MyConcern” highlights key issues which informs our response in educating and supporting students. Restorative conversations allow for reflection and forgiveness. 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) • British values are a central element in the PHSE curriculum. In addition, they are key themes in subject areas such as History and RE. (Specifically in core RE in Sixth Form). 	
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	<ul style="list-style-type: none"> • British values are also central to the school’s assembly programme which are linked to the liturgical calendar and our Gospel values. • Staff training on issues such as LBGTQ+ has supported understanding for both staff and students. The school is also central to the E&D programme in Ealing and is supported by Connexions, Westside Academy and Innerscope to further support marginalized pupils. • Pupils are aware of diversity and appreciate and respect difference. In addition, our commitment to “reasonable adjustment” in terms of suspension and inclusions is also significant in illustrating our fidelity to this area. • The school curriculum highlights how pupils are challenged to engage with views different to their own. In addition, behaviour summaries, MyConcern , the Code of Conduct, assemblies on issues such as Protected Characteristics reinforce our commitment to challenging all forms of discrimination. • The school helps pupils become responsible citizens in a variety of ways. The academic curriculum, PHSE curriculum, the wider clubs and trips, the professional conduct and modelling by teachers (see Learning Reviews), plus the clubs and trips discussed elsewhere • There is also an understanding that oracy is a fundamental aspect of being an active and positive citizen. To that end, the school is developing its work with the Voice21 programme. • In terms of careers, the school has a developing apprenticeship programme. All pupils have access to an independent Connexions advisor. All students will have had a connexions interview by the end of year 11. Year 7 take part in a pathways day, Year 8, a careers fair, and year 9 a mock interview day. Years 7-10 take part in enrichment/careers drop down day in the summer term. KS4 and Ks5 have extensive opportunities to engage with guest speakers, apprenticeship information and vocational opportunities. The school has completed a Gatsby Benchmark profile. https://outlook.office.com/mail/inbox/id/AAQkADJIZjNmYjk0LTA2NjMtNGNiNy04YTlyLWExNDNmZDI0YTRkZQAQAFGqTCledGpBkLMCAhtBhgE%3D 	
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- 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. Year 11 destination figures from 2021-2022 show the following:

Remaining at CW	70%
Other academic institutions	10%
Other vocational / academic institutions	19%
Not known	0

Section 5: Leadership and management

Grade	1	Strengths	Areas for Development
		<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 (Self Evaluation Form), Growth Plans and Learning Timelines – framed by the whole school versions and seen daily in the operation of the school. 	<ul style="list-style-type: none"> • Maintain pro-active work related to keeping students safe in line with the 'Keeping children safe in education' guidelines and reaching families where there is a lack of engagement. • Monitor and review effectiveness of Diocesan Catholic Life structure to ensure successful consolidation. • Continue to strengthen accountability and ownership at all levels of leadership to sustain improvement

	<ul style="list-style-type: none"> • Curriculum development has been a key focus for the school in the last ten years. Staff have been supported to develop “learning journeys” that are based on an understanding of knowledge development. These complement the curriculum maps departments have worked on throughout this period. • 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 and regularly reviewed and updated 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 the school’s CPD programme and it has 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 	<ul style="list-style-type: none"> • 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 • Seek additional efficiency savings to safeguard the broad and balanced curriculum provision. • 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. • Implementation of Equality and Diversity Development Plan reflecting the school’s faith values. Promote, support, and attract current and future staff including a range of roles and senior positions • Continue to promote Digital Competency through the curriculum, to ensure digital skills developed through lockdowns are maintained and enhanced • Capitalise upon extended AM tutor to deliver high quality PHSE/RSE/Careers’ work • Review the school's equality and diversity policies/provision – adjust as appropriate. • Explore opportunities to support staff workload & wellbeing issues • Improve communication with families and wider community through a monthly newsletter and use of social media. • Develop and enact a transition action plan to guide relationships with feeder primary schools. • Develop the Expressive arts to provide more opportunities for live performances • Develop PE to provide a wider range of extra -curricular activities
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	<p>and disadvantaged students, questioning and holding leaders to account where appropriate. Termly safeguarding meetings involving key governors, reflects the “critical friend” relationship between governors and school leaders.</p> <ul style="list-style-type: none"> • School leaders and governors’ priority is to ensure that our children are safe. Regular staff and governors training ensures that there is a good culture of safeguarding, including work to protect pupils who are at risk of abuse, grooming or exploitation. Effective arrangements are in place to protect students both online and offline. Pupils have access to help and support from those with expertise, in a timely way. This work is monitored through collaboration with LA experts and external audits. Termly safeguarding meetings, involving key governors, reflects the critical friend relationship between governors and school leaders • The school is pro-active in addressing and challenging current and relevant safeguarding themes such as child-on-child abuse, harmful sexual behaviour, anti-bullying, Child Sexual Exploitation, Radicalisation and FGM (see student survey/behaviour audit results and Wellbeing SoW). • 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. 	
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Section 7: Sixth-form provision

Grade	1	Strengths	Areas for Development
		<ul style="list-style-type: none"> • The school has constructed a curriculum that is ambitious and relevant to local and regional training opportunities This curriculum has developed over several years and is under constant review. For example, in recent 	<ul style="list-style-type: none"> • Chemistry A level action plan • T-level started planning – awaiting decision regarding BTEC potential/ probable defunding

	<p>years the school has introduced several new courses at both Advanced and Btec level. The curriculum is tailored to reflect the needs and aspirations of the students. For example, there are 22 A levels plus Btecs and in terms of both our entry criteria and our wider practice we are an inclusive 6th Form. We have also been active in offering degree apprenticeships and are working with companies such as “Turner Townsend “to strengthen this partnership. Our determination to offer all students the knowledge and skills they need to succeed in life is further reinforced by the broad and ambitious extra curricula enrichment programme on offer. Once more this is enhanced by the 6th form PHSE programme, “Journey for life “(updated this year).</p> <ul style="list-style-type: none"> • 6th F outcomes are very strong. The work of students over time as witnessed in the study areas and around the school reflect the high expectations of students and staff towards study. All 6th F students are aware of their learning journeys and support the view that their developing knowledge is leading them toward future learning and destinations. • The 6th F is characterized by high expectations for all. Last year for example SEND students outcomes exceeded those of non-SEND. The exposure to universities and employability is open to all. There is a staffed study support area, and the role of the inclusion support officer is key. • SEND last year outperformed “non-SEN” • The super curriculum is clear evidence of the demands that we place upon our students. This is clear evidence of the school going above and beyond what is expected of the taught curriculum. This is reinforced through the wide array of enrichment activities on offer for all 6th F students. • All teachers at CW ensure that they are constantly developing their academic and disciplinary understanding through training, subject associations, and departmental support. All teachers follow the school T&L whole school strategies: 5-part lessons/ retrieval practice/ 3-part homework etc • A level & BTEC results, progression to university/ apprenticeship plus Y12 to 13 progression is high • 6th students demonstrate positive attitudes in several ways; V few behavioural issues – although some exclusions for serious breaches in 	<ul style="list-style-type: none"> • Review updated PSHE curriculum • Continue to develop industry links and ensure ample exposure of 6th form to as much varied enrichment as possible. • Ensure that all key groups achieve to similar levels academically (over time) and aspire (and achieve) success at some of the best institutions in the country - Russell Group for example. • Ensure that subjects with low numbers identify and implement key actions alongside the 6th form team to improve recruitment and therefor longevity of the subject.
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	<p>behaviour policy, Catholic life promote, Volunteering, Executive committee (Environment/ Cultural/ Charity)</p> <ul style="list-style-type: none"> • Personal development is at the heart of the 6h form. This is most clear through the strong and inclusive curriculum, and “super curriculum” supported by a committed and skilled pastoral team. In addition, the PHSE curriculum, enrichment activities, and Catholic life all provide many opportunities for our students to understand the importance of contributing to society. • All enrichment is directly linked to the curriculum and that intent and learning journeys are clear to all 	
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Section 8: Overall effectiveness

Grade	1	Strengths	Areas for Development
		<ul style="list-style-type: none"> • The Quality of Education is Outstanding • This is manifested in the clarity of the curriculum intent across departments. Curriculum plans are cohesive and sequenced, they have clear end points and are the result of high-level discussion by knowledgeable and experienced professionals. This intent is reinforced by a whole school commitment to “all things for Christ “ • When it comes to implementing curriculum intent all staff follow the school’s highly developed teaching and learning strategy built around the concept of the EEF’s “Five a day “approach. This is reinforced by consistent and exceptional CPD for all staff. • The impact of a clear and embedded curriculum intent, a consistent, well planned, and monitored implementation is evident is not only outstanding results at GCSE and KS5 but also in curriculum coverage and the development of CW students into young adults who seek to play a positive role in society. • Behaviour and attitudes are outstanding 	<ul style="list-style-type: none"> • Development oracy initiative •

