

The Cardinal Wiseman Catholic School

Self-Evaluation Form

Spring 2024

Section 1: School Context

- Number on roll = 1987 (Autumn census 2023)
- EAL (English as an Additional Language) = 53% / 37 % in 6th Form
- Ethnicity: The school has 14 out of 17 possible ethnic groups. (January 2023 census)
- SEND (Special Educational Needs and Disabilities) characteristics: SEN (Special Educational Needs) support =145/1987 = 7.2 % (October 2023 Census)- 6th Form 0.2 %. EHCP (Education, Health, and Care Plan) = 52/ 1987 = 2.6% (October 2023 Census)- 6th Form = 3%
- FSM :13 %.
- Both the local deprivation indicator and the pupil base are in quintile 3
- Attendance: 95.06%
- There have been four permanent exclusions 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 development human ecology, divine inspiration, highest of standards, determination to overcome the barriers of inequality and quest for the common good inspire us daily.

Recommendations from previous OFSTED inspection

Priority	Progress	Next step
<p><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 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"> • Inclusion provision now has an additional member of staff. • Additional mentoring room for use with students who require one-to-one meetings and support • 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 My concern • 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 <p><u>From 2022-23 achieved “Next steps “</u></p> <ul style="list-style-type: none"> • A new tiered system of reflective work following an inclusion or suspension. (Restorative conversations) • Therapeutic thinking model through the whole school with a focus on explicit teachings of pro-social behaviours. 	<ul style="list-style-type: none"> • Additional provision for mentoring, transition early identification of need • 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 • Regulation room to allow students a safe space to re-regulate

		<ul style="list-style-type: none"> • “Well-being Hub”- lunchtime drop in provision for students to meet with professionals • Refurbishment of inclusion area to provide more therapeutic working environment • Behaviour hub to support staff • Tiered system to support mental health of students. Student support panel restructured to ensure the needs of the whole child are met. • Group of year 12 students are now trained as mental health champions 	
Current School Improvement Priorities.			
The quality of education		Outstanding	
Behaviour and attitudes		Outstanding	
Personal development		Outstanding	
Leadership and management		Outstanding	
Sixth-form provision		Outstanding	
Section 2: The quality of education			
Grade	1	Strengths	Areas for Development
		<u>Intent</u>	<u>Intent</u>

	<ul style="list-style-type: none"> • The school remains committed to a broad and balanced curriculum that ensures that not only do all pupils flourish academically but also develop the knowledge and skills necessary to make a positive contribution to society. We recognise the benefits that our 3-year KS3 provides for all students in terms of providing a secure foundation for KS4&5 as well as for life as active and flourishing citizens of this country. • All pupils study this broad and balanced curriculum save for a small group in Y7 who are withdrawn from Science and PE to study additional English and maths with life skills. This aside all SEND pupils receive the same curriculum entitlement as everyone else. This extends into option choices. The majority have an open choice and are not denied their preference. Case studies exist to highlight the progress of SEND pupils because of a clear line of sight between intent, implementation, and our fidelity towards the disadvantaged. • The school has constructed an ambitious curriculum in the last ten years. Further, all pupils in KS3 (Key Stage 3) study drama, which is not an NC subject. All Curriculum maps/plans have unmistakable evidence of going beyond the NC, offering depth & and ambition. This is evident throughout the super curriculum. • Evidence of our commitment to rigour and an ambitious curriculum is further supported by the fact that in 2023 83 % of GCSE pupils were entered for the Ebacc as opposed to 39% nationally (53% achieving a strong pass) • 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 and clear end points. Our starting point is always the NC and the various 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 	<ul style="list-style-type: none"> • Maintain the focus on curriculum development and further expand opportunities for depth and ambition with a particular focus on the "Super curriculum ". • Ensure that enrichment opportunities are captured on " Unifrog "(see PD also) • Continue to develop an outward-looking, progressive culture through research, external links, and collaboration e.g., expanding number of secondments, MA and National Leadership participation funded opportunities. In addition, staff to be encouraged to utilise the staff library • Continue to review course provision at KS3, 4 and 5 to ensure it is appropriate and accessible for all abilities • Develop strategies to ensure that planning enables all pupils, particularly in the Sixth Form, to reach their potential and avail themselves of the opportunities that this entails. • Ensure that all stakeholders have a clear understanding of our whole school intent, "All Things for Christ ".
--	---	---

- Enrichment activities are carefully organised to ensure the curriculum is enhanced and that further, pupils have the cultural capital to deepen understanding and provide the knowledge to take advantage of the opportunities that life offers. A good example of this is the Y12 History A level trip to Auschwitz in February 2024
- All teachers understand that the Curriculum journey is ongoing and as a result curriculum thinking is central to departmental meetings and staff training.
- Curriculum teams have recently reviewed and adapted schemes of work with a sharp focus on 'diversity'. This has increased students' exposure to writers from ethnic minority backgrounds in English and reshaped the History curriculum enhancing units of work such as Black history.
- A Kirkland Rowells staff survey in Spring 2023 reported;
 - *A culture of high expectations 79.5% Outstanding*
 - *Teaching students with special needs 77.2% Outstanding*
 - *Celebrating and rewarding achievement 77.1% Outstanding*
 - *Tailoring child's work to their needs and ability 76.8% Outstanding*
 - *Overall sense of common purpose 75.5% Outstanding*
 - *Organisation of curriculum 72.2% Outstanding*
- The same survey of parents / carers reported;
 - Tailoring child's work to their needs and ability 78.5%- Outstanding
 - *Teaching students with special needs 77.4% -Outstanding*
 - *Celebrating and rewarding achievement 77.0% -Outstanding*

Implementation

- The school has subject specialists in all areas. The school understands and values knowledge in all its forms.
- Importantly, all departments are assiduous members of their various subject associations.

Implementation

- Continue to embed the "Five – a day "approach.
- Continue to improve literacy outcomes through whole school literacy, reading and oracy cf. Literacy plan
- Further develop the CPD (Continued Professional Development) for all.
- Maintain the high quality ECT (early career teachers) programme. The ECT provision at CW is seen as model of excellence within the Local Authority.

- Further, there is an absolute, evidence-based understanding of learning strategies. As a result, all teachers are aware of the EEF (Education Endowment Foundation) “Five a day” approach and build these techniques into their lessons. In consequence, staff know how to ensure that pupils “know and remember more “. Moreover, this is a regular feature of staff training.
- Ergo, teachers are confident that students are challenged and know how to deepen and develop their knowledge, understanding, and skills.
- Equally, teachers systematically check understanding, use highly effective questioning techniques to challenge students’ thinking and can identify and support those students who need help.
- Furthermore, in this regard, staff are conscious of the importance of pupils developing a rich mental schema... an interconnected web of knowledge and understand that low outcomes are, in consequence, because pupils have failed to develop these rich schemata
- Our ambitious standards are further epitomized by the adherence shown to book etiquette.
- There is a major focus on literacy and reading. Staff understand the centrality of literacy for learning and equality. [Reading Strategy 2024.pptx](#)
- Teachers recognise students’ efforts and encourage them to work hard and take pride in their work.
- 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. 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

- Continue to develop links with St. Mary's University and explore options for links with other providers.
- Continue to support Curriculum Coordinators/ HODs / TLR holders with effective monitoring of the school’s T&L Quality Assurance system/ learning reviews.
- 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.
- Ensure that all staff are following the training and guidance of the SEND team to promote progress for all pupils. Adaptive teaching is crucial in this respect.

school. Departmental learning reviews summarise evidence and focus upon key issues to be prioritised in the following term. [November Learning review October 2023 1.pptx](#)

- Effective marking and feedback procedures are closely monitored and are 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 Teach Meets 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 Teach Meets.
- LV 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, and regular reports.
- [The Kirkland Rowell staff survey reported;](#)
 - Implementation
 - Teaching quality 79.2% Outstanding
 - Ensuring students do their best/make good progress 78.4% Outstanding
 - Developing potential 77.8% Outstanding
 - Tailoring child's work to their needs and ability 76.8% Outstanding ➤ Caring teachers 75.8% Outstanding
 - Organisation of curriculum 72.2% Outstanding
 - Strengths • Teaching quality • Ensuring students do their best/make good progress

- The Kirkland Rowell parent survey reported;
- Regular marking of work 78.8% -Outstanding
- Tailoring child's work to their needs and ability 78.5% - Outstanding ➤ Teaching quality 77.4%- Outstanding
- Caring teachers 77.0%- Outstanding
- Ensuring students do their best/make good progress 75.7%- Outstanding
- Strengths • Regular marking of work • Tailoring child's work to their needs and ability

Impact

- There is a clear line of sight from our intent, through to implementation and onto impact. Staff understand that outcomes at Cardinal Wiseman are the result of both first-class curriculum intent and implementation. Staff can explain not just what the outcomes are but how these have been achieved.
- Evidence from Learning Reviews highlight that departments are following their curriculum intent and whole school implementation strategies. This is enabling pupils to learn and remember more.
- Learning reviews identify that pupils can articulate what they know and can remember.
- In addition, these reviews highlight that the planned curriculum is being delivered.
- It is also important to highlight the importance of the school's focus on attendance. (see B&A below). The correlation between strong attendance and academic performance is axiomatic.
- In terms of academic impact, English and Maths' Attainment and Progress in GCSEs are significantly above national averages for strong passes at the 9-7 grades. Most headline figures have either met or exceeded FFT5 targets. See below for further analysis.

Impact

KS3

- Maintain and develop our links with primary schools to further establish curriculum links between KS2 (Key Stage 2) & KS3.
- Develop the tutoring programme for English and Maths
- Focus on the reading of the bottom 20%
- Maintain emphasis on BCR- FSM (Free School Meals)- MAS
- As stated above, whilst we recognise that outcomes might vary our fidelity to SEND ensures that our impact will be viewed also in terms of the development of a mental schema, the impact of a carefully engineered, ambitious and adapted curriculum and the degree in which we are supporting SEND students to flourish as successful citizens in the future. This will continue to be a focus of all Learning Reviews.

KS4

- Develop action plan for music
- Review of course provision –Btec Media- Asdan-
- Focus on following groups:
- Black Caribbean, Black British and Black African students' Attainment & Progress
- FSM - Continue adding value to the FSM students' Attainment & Progress

- 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.
- In addition to the above the school has seen a P8 increase of 0.28 (0.84 to 1.12) in the six years from 2017-2023 against an Ealing increase of 0.18 (0.4 to 0.58) and national average of 0 (-0.03 to -0.03).
- As can be seen below, the progress of Lower Attainment students is significantly above national average and is continuing to improve further. The school has moved to a mixed ability approach in KS3 following extensive study of the issue and recognition of the advantages for SEND pupils. In 2023 73% of disadvantaged students achieved a 9-4 grade in English & Maths, against an Ealing average of 61% and a national average of 43%. In terms of P8 this translates as 0.63 for Cardinal Wiseman pupils, against an Ealing average of 0.25 and a national average of -0.57.
- The picture is similarly positive when examining the 9-4 grade in the English and Maths performance of SEN (E & K) in 2023. SEN (K) Cardinal Wiseman pupils achieved 60 % as opposed to an Ealing average of 44% and a national average of 37 % whilst 40% of their SEN (E) peers at Cardinal Wiseman achieved 9-4 in English and Maths against an Ealing average of 18% and a national of 13%. Once again in terms of P8 the picture is equally strong. Thus, P8 for our SEN (K) pupils in 2023 was 0.23 against an Ealing P8 of -0.08 and a national P8 of -0.45 whilst their SEN (E) peers achieved a P8 of 0.16 against an Ealing P8 of -0.61 and a national P8 of -1.12.
- The progress of Pupil Premium students is excellent, and the school has successfully narrowed the gap with a Progress8 score of 0.63 in 2023.
- We were informed in January 2024 that Cardinal Wiseman was one of only 84 schools in England with a P8 of greater

- Upper Higher Ability Students, particularly in Chemistry, Biology .
- Boys' Attainment & Progress, particularly in the literacy subjects
- SEND students' Attainment & Progress

KS5

Focus on following groups:

- Black Caribbean
- FSM
- Most able
- Subjects- Media btec , Film A level
- The school is also preparing to introduce Spanish A Level in September 2024.

Coda

- We recognise that Impact is more than GCSE and A level results
- Students receive an educational experience which reflects the lives of our young people and the contributions of others in Britain's past and present.
- 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. The development of knowledge and skills that will enable our children to live life to the full as active and knowledgeable citizens

than +5 for disadvantaged pupils (with 25 disadvantaged pupils or more

- As can be seen elsewhere in this document the school has also maintained a focus on the performance of Caribbean pupils (BCRB & MWBC). In terms of MWBC, 75 % Cardinal Wiseman pupils achieved 9-4 grades in Maths and English as opposed to 57% In Ealing and 51 % nationally. Meanwhile 67 % of their Wiseman BCRB peers achieved 9-4 in these subjects as opposed to 51 % of Ealing pupils and 51% of national BCRB pupils. This positive impact is also replicated in terms of P8. We see for example that our MWBC achieved a P8 of 0.98 as opposed to -0.21 in Ealing and -0.46 nationally. Meanwhile Wiseman pupils from a BCRB background achieved a P8 score of 0.22 in 2023 against an Ealing score of -0.07 and a nation score of -0.24.
- KS5 ALPS grade 2
- The school's P8 score since 2015 place it in the top 4% nationally and within the top 1% in 2023.

KS4	Prog8	Att8	EBacc	5+GCSE pass inc. E&M
2023	1.11	6.03	66.4 % All 4+ 52 % All 5+	87% (N/A = 45%)
2022	0.8	6.0	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	85%

			56% E&M5	
2017	0.86	5.7	58% E&M4 53% E&M5	81%
2016	0.66	58	55%	82%
2015	0.70	57	55%	77%

KS5	A Leve l	A Leve l		Vocational courses		Vocational courses	
	202 3	202 2	201 9	2023	202 2	201 9	
A*-A	24%	35%	29%				
A*-B	58%	65%	54%				
A*-E	99%	99%	99%				
Av Grad e	B-	B=	B-		D*	M	
APS	36.5 1	N/A	36.4 4			26. 43	

ALPs	2	2	4			n/a
LVA 3			tbc			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 & LV'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 LV observation forms 2022/23). 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., LVs, behaviour audit and analysis of allocation of achievement and behaviour points. The school looks at behaviour points and conduct summaries and triangulates, 	<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. The impact of this (Spring 2024 is evident in their attendance and achievement) 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. E.g. sports therapy aligned with mentoring and intervention sessions for boys with "boys' achievement" TLR holder. 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.

	<p>monthly with other data to ensure effective interventions are put into place. Departmental areas follow up on internal issues. Behaviour around the site is positive. There is also lots of staff supervision. Staff will meet and greet students. Curriculum Coordinators 's does not have tutor groups to support the above process</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 school offers additional support for staff through the behaviour hub. • 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. • "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) • In November 2023, the school called a general meeting to discuss issues of anti-social behaviour in the local area (by non-CW individuals). This was attended by over 300 people plus the local MP, councillors, *police and businesspeople. As a result, the PTA (Parent, Teacher Association) now pay for a mentoring organisation to support staff on duty in the local area each evening. • 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% below 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 	<ul style="list-style-type: none"> • Provide greater differentiation in resources utilised by students during post-exclusion reintegration... for example consider the use of Oak Academy • School will continue to develop its attendance strategy to ensure that we develop our culture of challenge and support • Develop a more strategic approach to inclusion. To include therapeutic thinking which will be implemented from September 2023.This is to include more staff training throughout the academic year • "Reach more Parents App" from Sept 24 • The school will continue to engage with the LA on the issue of AP. • The school will explore the potential benefits of boosting the impact of the House system. • The school will continue to develop the Parent Workshop initiative and KS3 working parties.
--	---	---

rate. All permanent exclusions have been for one off incidents. The school also explores the use of AP to help prevent permanent exclusions. We currently have one Year 9 student in AP with this profile.

- The school is supporting a LA (Local Authority) 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, plus disadvantaged. Students and staff prioritise equality and diversity issues through the staff panel and student council.
- The RC life element of our work is seen through fund raising, charity and support for food banks, the work of the J&P group. Our pupils embrace RC values. "All Things for Christ" is increasingly embedded, particularly the emphasis on CST (Catholic Social Teaching).
- In terms of respecting "difference," incidents involving racist or homophobic comments are very low. See My concern – there are very few recidivists plus escalation process. We feel that students are nurtured and loved. We make the point that we are a very inclusive school as is evidenced by student survey, November 2022. 97% of students agree that school promotes equality and inclusion.
- 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. (see below)
- 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 plus the developing use of Ealing Therapeutic thinking – for early prognosis
- 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 mission, "All Things for Christ ", Gospel Values and healthy relationships through assemblies' tutor activities and PSHE (Personal, Social, Health & Economic) lessons. Work in this area is flexible enough to respond to national and local issues for example Andrew Tate and safety concerns in the local area.

- The student council have discussed equality and diversity, homework, interventions, and school site. Students feed back to their tutor groups on issues raised. Minutes are available
- The culture of high expectations and resonance of "All Things for Christ "is further evidenced by our approach to attendance. There is a resolute determination to ensure that every child attend school. As a result, the January 2024 census reported whole school attendance at 95.03 % (against a national average of 91.06%) Further data is available
- Further, 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. Evidence and case available . SLT (Senior Leadership Team), HoY (Head of Year), 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.
- The culture of high expectations is also evidenced through attendance in Sixth Form. In 2023 attendance in Y12 was 95.9% and in Y13 it was 94.6%
- In addition, pupil resilience is evidenced through high attendance and the pride demonstrated in schoolwork. (Reflected for example in achievement points – and book etiquette Learning reviews and celebration evenings. In addition, assemblies have focused on GRIT and GROWTH mindset and gospel values which support personal development.

Parental surveys tell us that:

- School discipline 80.2% -Outstanding
- Control of bullying 78.5% -Outstanding
- Treating all students fairly/equally 76.7% -Outstanding

- Community spirit 76.6% -Outstanding
- Truancy control 76.5% -Outstanding
- Strengths • School discipline

Staff surveys tell us that:

- School discipline 98.9% -Outstanding
- Students' respect for staff/others 90.8% -Outstanding
- Information on different types of bullying 83.8% -Outstanding
- Truancy control 83.7%- Outstanding
- Control of bullying 83.1% -Outstanding
- Clarity of school's behaviour and reward system 82.7%- Outstanding
- Community spirit 81.5% -Outstanding
- E-safety 78.4% -Outstanding
- Strengths • School discipline • Students' respect for staff/others • Information on different types of bullying

Pupil surveys tell us that:

- Treating all students fairly/equally 87.1% Outstanding
- Truancy control 85.8% Outstanding
- E-safety 85.5% Outstanding
- Control of bullying 81.6% Outstanding
- School discipline 81.6% Outstanding
- Community spirit 80.8% Outstanding

Section 4: Personal Development & SMSC

Grade

Strengths

Areas for Development

	<ul style="list-style-type: none"> • Our school moto, “All things for Christ “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 contribute significantly to children’s personal development. • 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. See Unifrog for further details. • 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 time and the wide-ranging work of the chaplain. PSHE and careers, chaplain, PE (Physical Education), curriculum enrichment, clear tutor routine • 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) 	<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” • Continue to work with the PSHE/Wellbeing coordinator and other curriculum teams (History, RE & ICT (Information Communication Technology)) 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 • Carry out year group specific careers days • Enhance culture day to include cultural food, music, and activities
--	---	---

(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, “All Things for Christ “, 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.
- Since September 2023 pupils have raised money to support two schools in Beirut, Amnesty International and Caritas Jerusalem.
- 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, Supporting of schools in Beirut 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.

- The school has its own memorial garden which remembers those pupils who have died. It is a deeply revered part of the school and forms the centerpiece of our commemorations in November.
- The school has established an Equality and Diversity team to address the underachievement of ethnic minority groups, boys, and PP students. This team provides support to curriculum and pastoral teams in implementing strategic actions to promote inclusion throughout the school. These actions include teacher training, parent and community engagement and celebrating diversity of students and staff. A comprehensive school audit was conducted resulting in a strategic plan being created. It highlights the strengths and areas of improvement. The implementation of the plan enables staff to identify and acquire the necessary skills to effectively tackle diversity related challenges enhancing our inclusive and equitable learning environment that strengthens learning outcomes for all students
- 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.
- As stated, there is a clear focus on developing confident, resilient pupils and developing strength of character. These attributes are the focus of assemblies e.g., 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"*

- | | | |
|--|--|--|
| | <ul style="list-style-type: none">• High quality pastoral support is manifested in numerous ways. 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. “My Concern” 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 (Religious Education). (Specifically in core RE in Sixth Form).• 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 Young Leaders’ 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, My Concern, 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. Students who are “at risk of Neet, vulnerable or PP are prioritised. Year 7 to 11 all have their own designated careers days where they take part in lectures, workshops, mock interviews etc. KS4 and KS5 have extensive opportunities to engage with guest speakers, apprenticeship information and vocational opportunities. See “The Wiseman Lecture Series “on the school website. The school has completed a Gatsby Benchmark profile of 100%.
- 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 work’s 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:
- KS4 destinations 2020/21 from IDSR (Inspection Data Summary Report) in November 2023 report 98% in sustained education, employment, or training.

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

Parental surveys tell us that;

- Personal Development
- P.S.H.E 82.2% -Outstanding
- Careers advice 79.8%- Outstanding
- Social health education 78.1% -Outstanding
- Treating all students fairly/equally 76.7%- Outstanding
- Community spirit 76.6% -Outstanding
- Strengths • P.S.H.E • Careers advice • Social health education

Staff surveys tell us;

- Personal Development
- Students' respect for staff/others 90.8% Outstanding
- Community spirit 81.5% Outstanding
- Student punctuality 79.3% Outstanding 10

Pupil surveys tell us;

- Social health education 92.8% Outstanding
- P.S.H.E 91.5% Outstanding
- Careers advice 88.1% Outstanding
- Treating all students fairly/equally 87.1% Outstanding
- Community spirit 80.8% Outstanding
- Healthy Lifestyle - Exercise 74.8%
- Outstanding Healthy Lifestyle - Diet 68.3% Outstanding

Section 5: Leadership and management		
Grade	1	Strengths
		Areas for Development

- 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 to achieving this. The SLT and middle leaders have a clear vision for outstanding achievement and progress. This is based on a broad and balanced curriculum which 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.
- 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. The school understands that high outcomes are the result of a clear line of sight between curriculum intent, our implementation and impact.
- 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 (Department for Education) and EEF recommended strategies to ensure robustness. All staff attend compulsory professional development which is carefully planned to support all levels of experience.

- 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.
- Ensure that new security fence is complete and effective. £70K.
- Develop a shared school understanding of "All Things for Christ" ["All Things for Christ 4th Sept 23.docx"](#)
- Ensure that all staff are familiar with the "super curriculum" and promote its use to extend the knowledge and skills of all.
- Ensure that all staff use the "Schools UK" wellbeing package.
- Support new SLT members to develop in their respective roles.
- Continue to strengthen accountability and ownership at all levels of leadership to sustain improvement
- Continue to broaden the provision of wider and extra-curricular opportunities.
- Explore formal (CAT (Catholic Academy Trust)) and informal (Emmaus) partnerships to increase opportunities for our students.
- Continue to promote Digital Competency through the curriculum, to ensure digital skills developed through lockdowns are maintained and enhanced
- Plan for Wi-Fi upgrade. £100K
- Improve communication with families and wider community.
- Develop and enact a transition action plan to guide relationships with feeder primary schools. [ACTION PLAN curriculum transition.docx](#)
- Develop the Expressive arts to provide more opportunities for live performances
- Develop PE to provide a wider range of extra-curricular activities

	<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.• 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. Termly safeguarding meetings involving key governors, reflects the "critical friend" relationship between governors and school leaders.• 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 (Female Genital Mutilation) (see student survey/behaviour audit results and Wellbeing SoW).• 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.	
--	--	--

	<ul style="list-style-type: none"> NB- Please see separate report on Safeguarding at Cardinal Wiseman @Inclusion for Governors November 2023.pptx 	
Section 7: Sixth-form provision		
Grade	1 Strengths	Areas for Development

Quality of Education

- 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 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, we run 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 have worked 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 “
- The super curriculum is clear evidence of the demands that we place upon our students. This is unmistakable evidence of the school going beyond what is expected of the taught curriculum. This is reinforced through the enrichment activities on offer for all 6th F students, for example, the Wiseman Lecture series.
- All teachers at CW ensure that they are constantly developing their academic and disciplinary understanding through training, subject associations, and departmental discussion. There are no, non-specialists teaching Sixth form (an only a small number in kS3/4)
- As a result of our clear and relevant curriculum and adherence to the school’s teaching and learning focus on “Five a day “, 6th F outcomes are 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

- See Sixth form action plan. This document explains how we intend to continue to further develop our KS5 provision.[6th form action plan 1.docx](#)

	<p>knowledge is leading them toward future learning and destinations.</p> <ul style="list-style-type: none"> • 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” - What was the situation last year? • 33% of students attend RG universities • Around 80% attend university <p><u>Behaviour and Attitudes</u></p> <ul style="list-style-type: none"> • 6th students demonstrate positive attitudes in several ways; • V few behavioural issues. <p><u>Personal Development</u></p> <ul style="list-style-type: none"> • Personal development is at the heart of our 6th 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. 	
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• PD is outstanding and is built on the development of “human ecology “supported by “All Things for Christ “	<ul style="list-style-type: none">• Development oracy initiative• HA in 6th Form.
--	---	---