



‘SAFER SCHOOL, SAFER CULTURE’
Cardinal Heenan Catholic High School
 “RESPECT, BELIEVE, ACHIEVE.”

SEF

Cardinal Heenan Catholic High School: Overview.

Cardinal Heenan is an oversubscribed school in West Derby, Liverpool 12. One of three all boys’ Catholic schools in the city, we share Sixth Form facilities with Broughton Hall and are annually increasing our cooperation. Though we are located in a middle class home-owning area (the classic “leafy suburb”) we currently draw extensively from parishes and feeder primaries in deprived socio economic wards, three of which – Dovecot, Kensington and Old Swan – feature in the top twenty of the multiple deprivation indices in Europe. 41.59% of our pupils at present live in these areas.

This is a school that is **good**. It is **good** because:

<ul style="list-style-type: none"> ● School leaders are highly conscientious and committed to the ongoing improvement of the school. They have a clear vision for the ongoing improvement of the school, articulate their high expectations, lead by example, monitor and evaluate performance accurately 	<ul style="list-style-type: none"> ● After a period of high turnover and some instability, the governors are now a stable and strong leadership team with a clear vision for the school and high expectations for its ongoing improvement. They know their school and hold subject leaders to account ● Performance in Mathematics is rising which demonstrates our capacity to improve
<ul style="list-style-type: none"> ● The Sixth Form is good and student performance improving steadily. 2015 saw a greater proportion of the higher grades than in previous years. Successful teaching has resulted in good achievement. Students achieve well and enjoy the Sixth Form which equips them with firm foundations for their future lives 	<ul style="list-style-type: none"> ● With regard to exam results the headline measures for all students, LPA, MPA and HPA have improved from 2014, many significantly
<ul style="list-style-type: none"> ● The gap in attainment between disadvantaged pupils and other pupils has reduced in key areas 	<ul style="list-style-type: none"> ● There is a growing culture of high expectation in teaching, learning and assessment as a result of rigorous monitoring and continuous robust self-evaluation
<ul style="list-style-type: none"> ● SMSC provision, underpinned by our Catholic ethos as a living creed is 	<ul style="list-style-type: none"> ● The nature of care, guidance and support for all our students is of a very

<p>outstanding. In particular we are making significant progress with Citizenship</p>	<p>high quality</p>
<ul style="list-style-type: none"> Attainment is rising across a range of subjects. There has been a nine percent point increase in the five A* - C including English and Mathematics and significant improvement in both English and Maths at KS4 	<ul style="list-style-type: none"> Students feel safe, are positive about their learning, attend well and on time, properly equipped for learning. There are high expectations for behaviour

It is not yet an **outstanding** school because

<ul style="list-style-type: none"> While progress for all pupils is improving across the school (especially if you look at context), disadvantaged pupils continue to make less progress than their peers do. 	<ul style="list-style-type: none"> Achievement in a minority of identified subjects is not yet good enough (though note comments below about improvements in mathematics)
<ul style="list-style-type: none"> Attendance is still not where we would wish it to be. 15/12/2014 attendance was 92.81%. 15/12/2015 95.26%. This clearly demonstrates the rising trend to be at school and learning. However our aspirational target is 97%. 	<ul style="list-style-type: none"> As a result of rigorous and regular monitoring/book scrutiny, we know that there are still pockets of poor presentation of work.

Overall effectiveness

Effectiveness of leadership and Management

We judge this, overall, to be good (2)

Strengths

We can evidence this by (impact)

<p>1. Headteacher leads by example and has a clear vision which is articulated to all stakeholders</p>	<p>Ofsted Inspection report 2013 HMI visit (letter) Feb 2014 “.....you have an accurate view of the school’s strengths and weaknesses and have begun to tackle head on the obstacles....” Minutes of meetings (HMI visit, Challenge Board, Leadership/whole school meetings) Clear and shared whole school priorities given high priority in briefings, assemblies, addresses to parents Governor reports</p>
<p>2. Leaders have high expectations and lead by example</p>	<p>DPAM READY Subject Reviews</p>
<p>3. Leaders and governors have high expectations and promote improvement effectively</p>	<p>Working parties (English, Maths, Science and RE) reporting to governors Governors being attached to subject areas Intervention – action plans</p>
<p>4. Leadership uses performance management effectively to improve teaching</p>	<p>Challenge added, support plans, dovetailed with whole school priorities, married to lesson observations, married to department priorities</p>
<p>5. Monitoring is accurate, identifies and extends good practice</p>	<p>SLT carefully linked to subjects Subject reviews are quality assured LO are quality assured and triangulate Book scrutiny, learning walks and learning experiences, DPAM meetings, marking and feedback policy All of the systems have been evaluated for positive impact on teaching and learning (intervention files)</p>
<p>6. Leadership provides effective CPD which has a positive impact on teaching and learning</p>	<p>Twilights and impact document Reports from BlueSky linked to 360 report</p>
<p>7. Governors and Leadership deploys staff and resources effectively</p>	<p>SFVS Balanced three year budget plan Best Value statement Statement of internal control Finance and facilities meetings Break down of subject specialists Report on Disadvantaged</p>
<p>8. The school provides a broad balanced</p>	<p>Working with other schools to ensure improved</p>

curriculum	<p>outcomes</p> <p>Curriculum plan (including joint provision with Broughton Hall Catholic High School)</p> <p>PSHE provision (including Citizenship)</p> <p>Alternative provision</p> <p>Links with colleges and universities</p> <p>Student access to appropriate employment and or further education</p> <p>Industry Day</p> <p>Work experience</p>
9. Leadership promotes fundamental British values specifically through SMSC and Citizenship	See SMSC section below
10. Leaders promote equality of opportunity and diversity	Investors in People report
11. Safeguarding is effective	<p>Attendance (summary)</p> <p>Staff training annually</p> <p>CSE training</p> <p>Team of CP officers</p> <p>175 audit completed annually</p> <p>Evidence of issues addressed in an effective and timely manner</p>
12. Leaders protect pupils from radicalisation and extremism	<p>Radicalisation training</p> <p>Assemblies</p> <p>PSCHE programme (organised and planned with pupils)</p>

Objectives for Improvement

“To ensure that the percentage of pupils making 3+ levels of progress in your subject matches or exceeds the national figure for that subject.”

- To raise attainment in identified subjects
- To sustain and develop further the progress made in core subjects
- To further embed the connection between PMRs and formalised Los
- To use outcomes from PMRs effectively to decide on promotions and progression
- To continue to develop the role and remit of Senior Leaders/Middle Leaders/Lead Learners
- To provide ongoing CPD for same
- To provide CPD for Governing body
- To build on Investors in People Bronze Award 2015

Outcomes for Pupils

We judge this to be good. (2) Director of Education in letter to school, September 2015: **“I was delighted to note the 9 percentage point increase in the 5A*-C including English and maths measure and significant improvements in both English and maths at Key Stage 4. In addition the improvements at Key Stage 5 were also impressive, 100% pass rate a 16% improvement in the A*-C measure and a 23 point increase in your average point per entry.”**

Strengths

We can evidence this by (impact)

<p>1. In almost all year groups and in a wide range of subjects including English and mathematics, current pupils make consistently strong progress.</p>	<ul style="list-style-type: none"> • KS5 data • Attainment post-16 has improved, with fewer U/X grades and a greater proportion of A*-A and A*-B grades than in the previous year. The average point score per entry has also increased. • All students who resat English GCSE in 2014/15 gained a grade C or above. • Of the 18 students who resat GCSE mathematics, 39% achieved a higher grade than previously. All students now must sign a student contract with regards to Maths and English GCSE re-sits • APS increased by 23 points. (See letter from Liverpool City Council) • Vocational and academic APS has increased significantly over time. • Increase in Vocational APE over time consistently exceeding the national figure, even though there has been an increase in the number of students following academic subjects. • Positive VA score at A2 for 2014/15. Only 1 subject has a significantly negative VA value (sociology) at AS, none at A2. • Over time, staff predictions for student grades has improved with regards to accuracy. • Resits November 2015 maths 10/25 pupils increased their grade (40%, 6 of these gained a C grade). 19/25 were originally CHCHS pupils (52.6% 10/19) • Resits English pending (IGCSE) <p>KS4 data</p> <ul style="list-style-type: none"> • Removal of most BTEC and similar qualifications to increase the number of pupils following a more academic GCSE curriculum. In 2014 there were 104 BTEC entries (with all bar 1 entry gaining 3+ LOP) compared to 17 in 2015 • Increase in numbers of pupils studying EBacc qualifications • GCSE results 2015 shows the proportion of pupils
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making expected progress or better in English close to or exceeding provisional national figures for 2015 (English 67% 3+ 27% 4+, compared to 69% 3+ and 30% 4+).

- Mathematics has improved from 47.8% to 53% 3+ and from 15.5% to 21% 4+, and is heading towards the national figures of 66% 3+ and 30% 4+)
- A total of 14 subject measures either improved the percentage of pupils making 3+ levels of progress from the previous year or their results were greater than the national average for 2014.
- Similarly 12 subject measures either improved the percentage of pupils gaining A*-C from the previous year or their results were greater than the national average for 2014.
- With regards to context, the FFT(D) figure for expected percentage of pupils gaining 5A*-C including English and mathematics was 49.6% whereas 51.0% of pupils attained this benchmark.
- For 2013/14, FFT also shows that our CVA in every subject apart from mathematics and RE is positive when compared to similar schools. Our CVA in these 2 subjects has improved in 2014/15.
- The gap in attainment between disadvantaged pupils and other pupils has reduced in key areas (%A*-C in Eng/maths, % 5A*-C incl Eng/maths, % 3+ levels in Eng). % of both pupil groups increased.
- The gap has widened in the % of pupils making progress in maths and the best VA measure although both groups improved.
- With regards to exam results and progress the headline measures for all pupils, LPA, MPA and HPA have all improved from the previous year, many significantly.
- 35% of Year 11 2015 had been teacher assessed at KS2 in Maths in 2010. The school data A1 Year 7 suggests that 50% of the 72 pupils had been over assessed, thus impacting on our 3LOP.
- With regards to current year 11, 78% of all entries are predicted to show 3+ levels of progress (July 2015). In July 2014 this figure was 57%, when actually 58% of all entries made 3+ levels of progress. Specific intervention required in food technology, media, sociology and business studies, in some cases for historical reasons.

KS3

- From September 2014 the new leadership team

	<p>placed a major focus on the development of KS3. This ensured that more rigorous schemes of work and assessment were adopted across all subjects. Using data from July 2014 it can be seen that a greater proportion of pupils across many subjects have met or exceeded their yearly target.</p> <ul style="list-style-type: none"> • It can also be shown that despite a more rigorous curriculum results across subjects in year 7 and year 8 have shown progress in the proportion of pupils meeting or exceeding their end of year targets. • The school has been actively involved with the WDLNC group with the focus being on transition with regards to curriculum not just pastoral. (See KS3 action plan/file)
<p>2. In a wide range of subjects, the progress of disadvantaged pupils, disabled and SEN is closing or improving towards that of other pupils with the same starting points</p>	<ul style="list-style-type: none"> • Year 11 2014/15 the average KS2 level for SEN pupils was 3a and compared to other LPA pupils (using similar starting point), SEN measure including average total capped8 and 5A*-C inc En/Ma was greater for SEN than other LPA. • The gap in attainment between disadvantaged pupils and other pupils has reduced in many areas whilst both sets of results have improved. Where the gap has widened this has still seen an improvement in both sets of results although other pupils have improved at a greater rate than disadvantaged pupils. • With regards to the current year 11, as of July 2015, the gap between disadvantaged and other pupils in terms of percentage of entries predicted, based on robust assessment, to make 3+ levels of progress is 14%. This is a similar gap to the GCSE results from 2015, although achievement is predicted to increase significantly for both groups of pupils. • There is a similar picture when looking at SEN pupils against non-SEN pupils. The gap is predicted to be the same but both sets of results are due to increase. • At KS3 in a number of core subjects the gap in attainment between pupil premium and other pupils from July 2014 to July 2015 has narrowed. This has happened as a result of new leadership and robust intervention.
<p>3. Literacy and numeracy are addressed</p>	<p>See accompanying literacy/numeracy documents</p>
<p>4. From different starting points, the proportions of pupils making and exceeding expected</p>	<ul style="list-style-type: none"> • NA of FSM White British boys achieving 5A*-C including English and maths was 23.8% whilst our school data was 35.3%

<p>progress in English and mathematics are close to or above the national figures. The progress of the vast majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally.</p>	<ul style="list-style-type: none"> • From different starting points, the proportion of pupils who have made or exceeded expected progress in English and mathematics have both increased from the previous year. However, it is recognised that this is still below national average figures in maths. • The City average for boys achieving 5A*-C including English and maths is 45.6% whereas the school result 51% • The proportion of disadvantaged pupils making expected progress in English and mathematics have increased from the previous year although again, these are still below the national average figure for other pupils. • The proportion of disadvantaged pupils and other pupils achieving or exceeding expected progress in English and maths have all increased from the previous year. This has resulted in the gap between achievement of the 2 groups narrowing in English but widening in mathematics. • With regards to current year 11, the proportion of pupils predicted to make 3+ and 4+ levels of progress in English and mathematics is set to increase. • The progress of disadvantaged pupils is improving in relation to other pupils nationally with regards to 3+ and 4+ levels of progress in English and Maths. (In the absence of national other 2015 data this has been compared to national other 2014)
<p>5. Where attainment overall is low, it shows consistent improvement.</p>	<ul style="list-style-type: none"> • Intervention at KS3 4&5 – see specific intervention files. • Intervention in time has seen attainment in DT, Food Technology and PE improve year on year with regards to 3+ levels of progress, particularly so in PE. RE has also seen significant improvement in 2015.
<p>6. Pupils are prepared for the next stage of their education, training or employment and have attained relevant qualifications.</p>	<ul style="list-style-type: none"> • Students received impartial Information and Guidance in relation to target grades or their achieved GCSE / AS results. Advice is built around the individual and is realistic and aspirational. • During past three years 45% of KS5 students have successfully applied to Higher Education with application to Russell Group universities up 12% to 25%. • 2015 figures for HE & RG universities rose to 49% for Year 13 . Also success has been seen in the apprenticeship route with students employed by companies such as Lloyds TSB, Rathbones, BT, Audi and LaFarge Tarmac.

	<ul style="list-style-type: none"> • With KS4 leavers we have seen a dip in sixth form numbers due to impartial advice and engagement with local college and apprenticeship providers. Successful applications for apprenticeships have risen by 5%. FE providers are still the most popular destination with 48% of KS4 students in 2014 choosing to study at local FE establishments.
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Objectives for Improvement

- To raise achievement overall by making sure that teaching is consistently good and improving strongly as a result of accurate monitoring
- To raise achievement in mathematics and increase the percentage of students making 3+ levels of progress from their individual starting points to greater than 60%
- To raise attainment of pupils who are identified as SEND
- To address issues in science as identified in the current science action plan
- To ensure that the percentage of students making 3+ levels of progress in all subjects matches or exceeds the national figure
- To bring the percentage of students attaining five or more GCSE passes at A* - C including English and Mathematics in line with the national average
- To refine the quality assurance process of assessment at key stage 3
- To address particular underperformance in identified subjects at key stage 4
- At key stage 5, address particular underperformance in, drama A2, sociology AS & A2, history AS and Religious Studies AS
- Bring overall value-added performance of AS qualifications closer to national performance
- To ensure effective implementation of intervention strategies across all key stages
- To more closely interrogate the accuracy of predictions after every assessment point

Teaching, Learning and Assessment

We judge this to be good. (2)

Strengths

We can evidence this by (impact)

There is a growing culture of high expectation	
<p>1. Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.</p>	<ul style="list-style-type: none"> • Lesson observations Lessons graded good or better - 87% at KS3, 85% at KS4 and 82% at KS5 • Updated schemes of work • Overview of subject - review overall summary and individual subject reviews • Learning walks - specific focus on core routines and pupil progress • Book scrutiny • Attainment Data (see file)
<p>2. In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.</p>	<ul style="list-style-type: none"> • Lesson observations • Subject reviews – overall summary and individual subject reviews • Learning walks • Book scrutiny • Attainment Data • Intervention logs • Catch up support
<p>3. Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.</p>	<ul style="list-style-type: none"> • Schemes of work • Lesson observations • Overview of subject review • Learning walks • Learning experience • Book scrutiny • Attainment Data • Twilight INSET record - best practice is routinely shared using directed time
<p>4. Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.</p>	<ul style="list-style-type: none"> • Book scrutiny • Good practice evidence • Modelling of good practice • Evidence of ebi and www • Review of marking policy document
<p>5. Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.</p>	<ul style="list-style-type: none"> • SMHW record • Schemes of work • Book scrutiny

6. Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum.	<ul style="list-style-type: none"> • Outreach • Schemes of work • Book scrutiny • Learning walks • Literacy action plan • Numeracy action plan
7. Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.	<ul style="list-style-type: none"> • Lesson observations • Pupil voice • Quality of the classroom environment
8. Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.	<ul style="list-style-type: none"> • Lesson observations • Book scrutiny • Pupil voice • Learning experience • Record of extra-curricular activities
9. Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.	<ul style="list-style-type: none"> • Lesson observations • Book scrutiny • Pupil voice • Learning walks
10. The school gives parents information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.	<ul style="list-style-type: none"> • Reports • Progress review day • Parents evenings • Praise postcards • Headteachers awards/certificates • Class Charts • SMHW records
11. Teachers promote equality of opportunity and diversity in teaching and learning.	<ul style="list-style-type: none"> • Schemes of work • Lesson observations • Two whole school projects focusing on disadvantage and ethnic minority groups

Objectives for Improvement

“To ensure that the percentage of pupils making 3+ levels of progress in your subject matches or exceeds the national figure for that subject.”

- To ensure that teachers mark students' work and feedback as effectively in key stage 3 as elsewhere
- To maintain our focus on the crucial importance of presentation, homework and the use of SMHW
- To ensure that the pace of learning is brisk enough to sustain students' interest and engagement, and set tasks that are consistently challenging.
- To develop students' skills as active and independent learners
- To improve the quality of teaching where there is underestimation of potential and subsequent underperformance
- To ensure consistent approach to assessment across the school
- To evaluate current literacy and numeracy provision and review whole school policy
- To continue to improve the quality of students' presentation of work
- To triangulate teacher performance (LO, residuals, scrutiny of pupil feedback)

Personal development, behaviour and welfare of Students

We judge this to be good. (2)

Behaviour is good because:

Strengths

We can evidence this by (impact)

<p>1. Students take pride in their work and appearance</p>	<p>Whole school focus</p> <ul style="list-style-type: none"> ● Subject Reviews ● Book scrutinies ● Learning walks ● Form checks ● Routine HOY uniform spot checks ● General state of school and classrooms
<p>2. A significant majority of students are positive about their learning</p>	<ul style="list-style-type: none"> ● Lesson observations ● Parental feedback – questionnaires ● ClassCharts analysis
<p>3. Students show respect for others</p>	<ul style="list-style-type: none"> ● Lesson observations ● Assemblies ● Fundraising
<p>4. Career guidance is at least good</p>	<ul style="list-style-type: none"> ● Career pathways KS3,4 and 5 ● Industry Day (Y8/Y11) ● Y11 CV, letter and mock interviews ● KS4 information and guidance ● Y10 work experience ● Y11 1-1 meetings with careers guidance ● KS5 1-1 career guidance ● University taster days (Y9-13) ● Sixth Form tutor programme for UCAS preparation ● Regular advice and guidance for Y12-14 ● %Y11 in employment, education or further training ● % Y13 in employment, education or further training
<p>5. A significant majority of students come to lessons punctually and properly equipped</p>	<ul style="list-style-type: none"> ● Lesson observations ● Learning walks ● Form checks ● Routine HOY equipment spot checks ● September 2015 – 97% of students consistently punctual

6. Attendance is well managed and monitored	<ul style="list-style-type: none"> • Attendance Policy • Action Plan to improve attendance across the school • Case studies involving Team In School and multi-agency working • LAC attendance tables • Attendance Intervention log for Yr 11 (2015) • Attendance data and reports • Joint INSET days with sister school (BH) • Governor working party looking at attendance • Reward trips
7. School is an orderly environment	<ul style="list-style-type: none"> • Safeguarding Audit by LA May 15 • Lesson observations • Learning walks • Well-staffed duty rotas at break, lunch and after school • Activities to engage pupils at lunchtime • Separate Year 7 area for break and transition work
8. Low level disruption is addressed	<ul style="list-style-type: none"> • New behaviour policy • Use of Reflection Centre • Student questionnaires • Staff questionnaire • Strategic use of analytics data by HOYs • Senior staff patrol • Departmental exclusion systems
9. We have high standards of behaviour. There are marked improvements in behaviour for individual groups with particular individual needs	<ul style="list-style-type: none"> • Case studies involving Team In School and multi-agency working
10. Parents tell us of their confidence in the school	<ul style="list-style-type: none"> • Parental questionnaires • Evidence of Leadership follow up (mins) <p>See other file</p>
11. There is a quick response to offensive and aggressive language	<ul style="list-style-type: none"> • Anti-bullying policy • Tracking of bullying/racism case studies • Student voice feedback • Strategic use of SSPO • Assembly/PSHCE programme tackles key issues

12. Stereotyping is regularly challenged	<ul style="list-style-type: none"> • PSHCE • Humanities curriculum • Thematic assemblies
13. Bullying is rare and dealt with swiftly	<ul style="list-style-type: none"> • Parental Questionnaires • Statistics, bullying log data case studies

14. Students tell us they feel safe in school	<ul style="list-style-type: none"> • Safeguarding Policy • 175 Audit and Action Plan • Pupil questionnaire • Parental questionnaire • Student voice • Student council • Safeguarding audit (May 2015) • Extended Safeguarding Team
15. The school environment is safe	<ul style="list-style-type: none"> • DDA report • Risk Management Audit • Health and Safety Management Audit • School Emergency Management Plan
16. Students learn about maintaining physical and emotional health and there are effective support mechanisms for students at risk	<ul style="list-style-type: none"> • Healthy Schools Award • Health for Life programme • 2nd year running won the Echo healthy living award • PSHCE programme • Counselling statistics • Cases studies for at risk students
17. Students are taught how to prevent and report misuses of technology	<ul style="list-style-type: none"> • E-safety Policy • ICT curriculum <ul style="list-style-type: none"> ○ Samples of pupil work ○ Parental involvement ○ SOW/resources from KS3/4/5 • PSHCE programme <ul style="list-style-type: none"> ○ Digital Leaders (Childnet) ○ E-safety PSHCE sessions

Objectives for Improvement

- To narrow the gap between our current attendance rate and an aspirational 97%
- To reduce our % PA
- To reduce the number of fixed term exclusions through the use of the Reflection Centre
- To extend the strategic vision of the school by creating a more data driven intervention programme for Heads of Year/ progress leaders with identified cohorts
- To review and re launch our B4L policy (see accompanying file)
- To address action points from the Safeguarding Audit
- To ensure consistent approach to behaviour management across the school
- To implement a clear system of rewards and celebration of achievement

Pupils' Spiritual, Moral, Social and Cultural Development

We judge this to be outstanding. (1)

Strengths	We can evidence this by (impact)
Spiritual	
1. Strong Catholic ethos of school	<ul style="list-style-type: none"> • Every member of the school community has the opportunity to pray together daily • Gospel values are enshrined in daily practices and the Mission Statement • Rich liturgical programme e.g. retreats, celebrations of calendared events, trips and visits e.g. Rome • Active Chaplaincy team • Charity outreach work e.g. Zoe's Place Baby Hospice, The Nugent Care Society, CAFOD
2. Students reflective about their own beliefs	<ul style="list-style-type: none"> • Through the Collective Worship programme • Reflective time in the chapel • PSHE/Citizenship/RE/Retreat programmes • 1:1 sessions with Counsellor and Chaplain
3. Students exhibit imagination and creativity in their learning	<ul style="list-style-type: none"> • Lesson observations • Feedback from Student Voice
4. Students exhibit curiosity about self and others	<ul style="list-style-type: none"> • Lesson observations • Collective Worship programme • Retreats • Charity work
Moral	
5. Students recognise difference between right and wrong	<ul style="list-style-type: none"> • Lesson observations • Collective Worship • PSHE/Citizenship • Assemblies • B4L • Work of Safer Schools Police Officer

6. Students understand the consequences of actions	<ul style="list-style-type: none"> • Reflection Centre • B4L • Collective Worship • PSHE/Citizenship • Lesson observations • Charity work • Use of external agencies, e.g. theatre companies • Work of Safer Schools Police Officer
7. Students exhibit preparedness to explore moral and ethical issues	<ul style="list-style-type: none"> • Lesson observations • PSHE/Citizenship • Collective Worship • Student Voice • Charity work
8. Students can understand and appreciate viewpoints of others	<ul style="list-style-type: none"> • Lesson observations • Student Voice • PSHE/Citizenship • Collective Worship
Social	
9. Students participate in a variety of communities and extra-curricular activities	<ul style="list-style-type: none"> • Rich programme of outreach work e.g. P.E., Drama, Music, Art with feeder primaries • Charity work – each year group has a chosen charity • Food hampers made by donations from students at Christmas for local families in need • Sixth Form links with KS3 and KS4 • Industry Day and Work Experience • Sports Centre links with the local community involving current and ex pupils • Rich extra-curricular programme e.g. sports clubs, art clubs, food technology clubs, Kindle club, drama club and school productions, band
10. Students show respect and tolerance for others	<ul style="list-style-type: none"> • Student Voice • School curriculum • Trips and visits • PSHE/Citizenship • Charity work
Cultural	
11. Students explore their own cultural background and the rights and responsibilities of citizenship	<ul style="list-style-type: none"> • PSHE/Citizenship • School curriculum • Lesson observations • Collective Worship and assemblies • Trips and visits, e.g. theatre trips and workshops

12. Students are aware of living in a diverse cultured country	<ul style="list-style-type: none"> • PSICHE/Citizenship • School curriculum • Lesson observations
13. Students participate in and respond to a variety of artistic, sporting and cultural activities	<ul style="list-style-type: none"> • Rich sporting programme: we are a school of sporting excellence • Rich variety of school trips and workshops • Regular use of outside agencies

Objectives for Improvement

- To embed the profile of Citizenship in PSICHE and map how it can best be covered in other curriculum areas
- To devise a comprehensive scheme of work for the delivery of same
- To further strengthen current local links (including those with ex-students)with a view to extending same
- To encourage greater student participation in the delivery of Collective Worship and assemblies
- To increase participation in variety of extra-curricular activities promoting SMSC development (including involvement of pupils planning same)

Sixth Form

We judge this to be good. (2)

Strengths

We can evidence this by (impact)

<p>1. Leaders have high expectations. They improve provision and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment and learners' retention, progress and skill development.</p>	<ul style="list-style-type: none"> • Consistency of systems from KS3 through to KS5 (monitoring, matrices, monitoring progress of specific groups, behaviour system, achievement assemblies, attendance standards, uniform, study support, IAG, work experience, school council, student voice, etc) • Targets are set at the aspirational upper bound of the 70th percentile (Learning Plus) • Timetabled, consistently staffed, study periods • Enhanced provision (shared curriculum with Broughton Hall) • Links with external agencies (all local universities and colleges, National Citizenship Service, Chamber of Commerce, National Apprenticeship Service, Barclays) • Sixth Form review takes place annually (all staff observed, many jointly by both schools) • Assessments are quality assured by leadership links • Development of enrichment programmes • Tracking of achievement (3 year trends) • Negative achievement gap between disadvantaged and non-disadvantaged students (Academic APE), closing for Vocational APE • Access to Liverpool University Scholarship Programme
<p>2. Leaders plan and manage individualised study programmes that build on learners' prior attainment, meet all the requirements of 16 to 19 provision and prepare them well for future employment.</p>	<ul style="list-style-type: none"> • Individual study programmes to support student academic progress (IAG for transition, study support, individual study plans) • Intervention groups (GCSE APS/below targets, Pupil Premium, identified underachievers as result of monitoring attached to leadership team) • Work experience in year 12 • Volunteering programme • Organisation checks (class teachers)

<p>3. Learners without GCSE grades A* to C in either English or mathematics follow relevant courses in English and/or mathematics. Many make progress towards grade C.</p>	<ul style="list-style-type: none"> • English and maths resit contract • Timetabled Wednesday am/pm lessons with established KS4 teachers. • In 2014/15, of 11 English GCSE resit students, all achieved grade C by year end. In 2014/15, of 21 maths GCSE resit students, 7 improved grade (though only one achieved grade C). In both subjects, this is an improvement on the previous year
<p>4. Impartial careers guidance ensures that learners undertake study programmes that build on their prior attainment and enables them to develop clear and realistic plans for their future.</p>	<ul style="list-style-type: none"> • Initial Year 11 trawl informs early conversation and meeting (timeline of IAG for Year 11) • IAG coordinator meetings with KS5 pupils after each monitoring (timeline of IAG for KS5) • Tutor UCAS advice and support (UCAS information evening delivered by Liverpool University. Each student allocated a UCAS advisor) • Future Focus Week, June (HE conference, University speaker, Barclays, First Aid, NCS, Smaller Earth, Student Finance, Apprenticeships and alternatives to university) • Industry Day (accessed by Year 11 to further inform career decisions) • Drop-in IAG sessions/information given to specific groups of pupils (Year 11-13) • Future Pathways careers fair (focus on Year 11)
<p>5. Teaching, learning and assessment support and challenge learners so that they make strong progress across all aspects of their study programmes. Learners who fall behind are helped to catch up and the most able are stretched.</p>	<ul style="list-style-type: none"> • Annual sixth form review (75% of lessons graded good or outstanding in 2014/15, compared to 57% in 2012/13) • Programme of one-to-one IAG meetings between Year 11 and Paul Pomford (Oct-May) ensures students follow appropriate post-16 courses, based on ambition and academic profile. • Learning walks to quality assure lesson judgements (own and shared subjects) • Extended Project Qualification in year 13 (supervised study periods and support) • Trips and visits (World Challenge, Outward Bound, termly rewards trips, university open days and IAG-related visits)

<p>6. Learners develop personal, social and employability skills, including through high quality non-qualification activities and work experience relevant to their needs. They are punctual and attendance is high.</p>	<ul style="list-style-type: none"> • Sixth form-specific PSHE programme (calendar of events) • Compulsory work experience in Yr 10 and supported work experience in Yr 12 • Continual tracking of attendance and punctuality
<p>7. Learners are safe and feel safe. They behave well, respect others and understand how to keep themselves safe and healthy and to contribute to wider society and life in Britain.</p>	<ul style="list-style-type: none"> • Student feedback SurveyMonkey • Parental feedback SurveyMonkey • Fundraising events (led by student council, BHF, Comic Relief, Zoe's Place) • Collective worship in form time based on current affairs • PSHE (election, youth parliament, finance, Barclays Life Skills, awareness of middle east issues, testicular cancer) • National Citizenship Service
<p>8. The great majority of learners and groups of learners make strong progress from their starting points. Gaps in the progress or retention of groups with similar starting points are closing.</p>	<ul style="list-style-type: none"> • Academic and vocational APS and APE on upwards trend. Huge increases in academic APS and vocational APS in 2014/15 • Overall positive VA at A2. Only one subject significantly negative VA at A2 (Sociology Ready Reckoner, programme of DPAM meetings during year with Head) • FSM students outperforming Non-FSM students with regards Academic APE by 4.7 points. • Academic and Vocational APE above city and national levels in 2015 (LPUK Data Dashboard) • Establishing better study support and earlier identification of possible underachievers. More students attached to more staff with regards to specific progress monitoring during the year.
<p>9. The great majority of learners progress to higher levels during and after their study programme. They complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship.</p>	<ul style="list-style-type: none"> • Russell Group application and acceptance increased from 25% 2014 to 49% 2015. • Successful Higher Apprenticeships applications (as alternative to university) • IAG with regards STEM opportunities, from A-Level option choices through to successful university applications • Art students moving on to Art Foundation qualifications in order to make more informed HE choices • Consistently high level of in-year retention (96%) • Suitable positive pathways for students who do not achieve at the end of Y12 provided through appropriate unbiased IAG.

<p>10. Progress on level 3 qualifications in terms of value added is above average or improving across most subjects.</p>	<ul style="list-style-type: none"> • Academic and vocational APS and APE on upwards trend. Huge increases in academic APS and vocational APS in 2014/15 • Overall positive VA at A2. Only one subject significantly negative VA at A2 (Sociology Ready Reckoner, programme of DPAM meetings during year with Head) • Positive trends over four years with regards Academic, Vocational and A-Level VA • No U grades at A2 in 2015. Consistently smaller percentage of U grades at AS and A2 compared to city and national levels. Also consistently below LPUK predicted levels of U grades. • AS-Level VA has dipped for 2014/15, largely due to increased proportion of students taking academic courses (filtering through of KS4 curriculum to KS5). Subjects that have underperformed identified and programme of DPAM meetings to take place after each monitoring.
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Objectives for Improvement

- To address particular underperformance in, Sociology AS and A2, Drama AS, PE AS, History AS and Religious Studies AS
- Bring overall value-added performance of AS qualifications closer to that of A2, and positive. Primarily, this would be achieved by further reducing the number of U grades and by improving the performance of particular AS subjects
- To ensure effective monitoring and implementation of progress strategies with relevant cohorts
- To improve retention from Year 12 into Year 13
- To improve Level 3 offer to encompass greater variety of qualifications more suited to students who achieved average grade C at KS4
- Ensure relevant work experience and enrichment opportunities offered and taken up by students
- To further improve success rate in GCSE mathematics resit
- Continue to monitor performance of disadvantaged students through the year
- Continue to improve PSHE programme so it is specifically tailored to KS5 needs and how to positively approach life in modern Britain