

# St Chad's Catholic and Church of England High School

## Parents' Summary Statement of Action and Action Plan

Unique Reference Number: 135731

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National Support School  
designated by



National College for  
Teaching & Leadership



Spring Term 2015

Commentary from Mr. Billings – Executive Headteacher

In December I wrote about the strong set of Christian values and high standards of care for young people at St. Chad's and the challenge to match these standards with equally high levels of progress and attainment for our young people. This term our focus has been on asking our teachers to provide more academic stretch and challenge in lessons; ensuring our students become the best learners they can be, both in class and in their homework; and our parents to make sure your children feel your strong support with full attendance, completing homework, and practical encouragement.

We are making excellent progress in all of these areas and I will use the same questions I posed last time to provide an update; what has been achieved so far and what is happening next?

***This is a summary of the key points of the Post Ofsted Action Plan, for a copy of the more detailed Action Plan please contact the school.***

OFSTED KEY ISSUE 1:	ACHIEVED TO DATE	WHAT NEXT
<b>Teaching and Learning - Achievement</b>	<p>There has been an external deep analysis of systems for managing data and setting targets. This will mean that there will be some changes to some students' targets to ensure higher levels of expectation in the light of prior attainment at Key Stage 2.</p> <p>Teachers have all received the third Teacher Effectiveness Enhancement Programme (TEEP) training day, which focused on techniques for developing effective teacher and effective learner behaviours.</p> <p>Teachers have data rich class 'contact sheets', which are used to plan and then deliver effective lessons, with challenge and support for students to meet their targets.</p>	<p>The school aims to move average levels of student attendance to a level of 97% or more. This means that some families will experience more challenge to ensure children attend fully and regularly. The link between attendance and achievement is well proven with a child attending 94% (around average) or below usually dropping two grade levels at GCSE.</p> <p>After school intervention and booster learning programmes are being reviewed for impact and more are being planned for students in Years 7 – 10.</p>

OFSTED KEY ISSUE 2:	ACHIEVED TO DATE	WHAT NEXT
<p><b>Progress of all Students including Disadvantaged</b></p>	<p>Students have been issued with single challenge targets and flight paths against which progress can be monitored at each assessment and across the key stages.</p> <p>Teaching Assistants and Learning Mentors have all agreed to make changes in working practices to provide after-school intervention sessions.</p> <p>An additional Year 11 Parents Consultation evening was well attended and provided useful advice for students on how to get ready for the summer examinations. Year 11 students have also received help with booster study sessions and revision planning.</p> <p>All students have received information in assembly on how they can get the most of their lessons and become the best learners they can be, by getting involved and working with their teachers.</p>	<p>Students were re-issued with new single challenge targets in January, together with flight paths which will help teachers and students track progress more robustly after each assessment. Aspiration and challenge is built into the flight paths which expect at least 3+ levels of progress.</p> <p>For parents, an information session was arranged to explain what is happening with targets and flight paths.</p> <p>A group of Lead Teachers are being identified for enhanced training in coaching and mentoring. They will join the teaching and learning leadership team and help colleagues refine the best techniques for enhancing progress and challenge in lessons.</p> <p>The assessment weeks for all students were week beginning 19<sup>th</sup> January 2015 and 23<sup>rd</sup> March 2015. A further two weeks are planned.</p>

OFSTED KEY ISSUE 3:	ACHIEVED TO DATE	WHAT NEXT
<p><b>Leadership and Management of Teaching</b></p>	<p>Teachers have been given three days training in the 'Teacher Effectiveness Enhancement Programme' (TEEP) from staff at All Hallows.</p> <p>We are already seeing signs of renewed lesson structures and greater challenge. A teaching and learning leadership team has been established to take charge of new structures for further professional training.</p> <p>The assessment calendar has been strengthened to make it clearer to everyone when assessments are to be prepared for, conducted, marked and data collected.</p> <p>There has been a review of governance and a Pupil Premium review has been commissioned.</p> <p>Every teacher has had a lesson observed by additional inspectors and specialist subject teachers from All Hallows, the National Support School. They have received feedback on how to ensure high quality of teaching and effectiveness over time.</p> <p>The new Teaching and Learning Leadership Team, guided by the Head of Training from All Hallows has been established and a weekly professional development session which is helping to embed key TEEP principles.</p> <p>The governors' Interim Executive Committee is receiving reports from school leadership, making strategic decisions and providing challenge and support. We have appointed a number of new governors and they have all received training and are</p>	<p>A group of teachers will be identified to become teacher coaches and mentors and they will receive a further two days training (TEEP Level 2). Teachers will be engaged in a weekly after school professional development session to develop and embed TEEP principles.</p> <p>The Interim Executive Committee of the Governing Body will meet every two weeks with the Executive Headteacher and other school leaders to provide support and challenge.</p> <p>The further self-evaluation lesson observation weeks have been established. They will be used to identify further training and coaching needs.</p>

	much more involved in quality assurance.	
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**Further Information and Update for Parents:**

A Leadership Surgery was held on Tuesday 17<sup>th</sup> March 2015 offering an opportunity for Parents to meet with a member of the leadership team to discuss any issues or raise a question. This was an open session with no appointment required.

Assessment weeks were held weeks beginning 19<sup>th</sup> January 2015 and 23<sup>rd</sup> March 2015 and a further two weeks are planned.

A meeting was also held on Tuesday 24<sup>th</sup> March 2015 for Parents on 'Understanding Progress Flight Paths' and asking the right questions of your child and the school.

A new parent portal will be available soon for parents to view student academic and behaviour reports accessed via the school website.

A meeting for parents will be held on Tuesday 5<sup>th</sup> May 2015 on 'How to make use of the Parent Gateway' to support your child's learning and progress.

There will be a parents' meeting held shortly following the HMI Monitoring Visit which took place on Tuesday 17<sup>th</sup> and Wednesday 18<sup>th</sup> March 2015.

If you would like a copy of the detailed Post Ofsted Action Plan please contact the school.

The staff at the school are always happy to discuss any issues or concerns you may have, so please don't hesitate to contact the school either by email at [admin@st-chads.halton.sch.uk](mailto:admin@st-chads.halton.sch.uk) or by telephone on 01928 564106.