



ST PATRICK'S CATHOLIC COLLEGE



Our Context

St Patrick's Catholic College Academy is an 11-16 secondary school led by the Nicholas Postgate Catholic Academy Trust (NPCAT). There are currently 479 pupils on roll. The Index of Multiple Deprivation (IMD) identifies St Patrick's College as being in the top 10% deprived wards in England (2010 data Y11 born in 2005). Location is also ranked in the top 10% of wards for employment deprivation, income deprivation, education, skills, and training deprivation, and health deprivation and disability.

From September 2019 the Trust embarked on a programme of school improvement. The proportion of pupils gaining a good pass in both English and maths was significantly under the national average, 28% of pupils gaining a 5+ in English and maths with a progress 8 score of -0.76 in 2019. Since the inadequate judgement, school improvement actions have intensified and the College is now transforming at pace with decisive actions put in place by the trust to intensify change. The college received a monitoring visit July 2019; the visit report confirmed that academy leaders were not taking effective and firm action to address the areas of particular weakness identified in the S5 inspection report. After this appointment NPCAT moved swiftly to appoint a new senior leadership team with a proven track record of school improvement. A subsequent monitoring visit in December 2019, now records that after a period

of rapid improvement, leaders are taking effective action towards the removal of special measures.

Actions have been intensified even further since then with the appointment of the new Head of school to work within the college, in a strategic and operational sense. Both the executive head and Head of school bring a wealth of experience to ensure a prioritised systematic approach to delivering the next phase of school improvement. The staff structure follows a clear development plan that encompasses Behaviour and attendance (pastoral and SEN), Curriculum (curriculum, examinations and careers) and Quality of Education (Teaching and Learning and performance management). These are all overseen by the Executive Headteacher, Senior Standards officer and Head of School. Since the last monitoring visit St Patricks has recruited high quality staff from good and outstanding schools across the region and further afield across a number of key subjects. NPCAT has supplemented these appointments with the integration of subject directors that work in collaboration with the curriculum leads in St Patricks.

The NPCAT Board provides governance to the Academy through its IAB and through the Chief Executive Officer (CEO), Standards Officer and Chair of governors and the board of trustees. It holds academy leaders to account for standards and strong financial planning. There is now a high degree of challenge and support to the Executive Headteacher and other senior leaders, both through regular monitoring meetings and via visits to the College by the CEO and IAB members [7] and from the strategic and operational presence of the new Executive Headteacher and Head of School. The IAB is working with renewed urgency to ensure improvement is more rapid. The chair has added expertise to his team. His team carries out regular checks of the school's work ahead of its review meetings'. Ofsted 2019.

Curriculum vision

At St Patrick's we acknowledge that each person is a unique individual and strive to respect each individual irrespective of circumstance, gender, race or creed. We will encourage everyone to develop their unique personality and educate the whole person within a loving and caring Christian environment. To this end, we will promote a happy and caring environment within, which each individual can develop their potential to the full. We encourage all in our Catholic School community to achieve best outcomes in a caring educational environment that enables all to flourish in their own unique way.

A culture of high expectation and high achievement is set through providing a variety of stimulating learning methods and opportunities. This is delivered through a curriculum that is relevant to the individual needs of our pupils, and also considers local and national agendas, thus preparing them for life beyond St Patrick's in the promotion of a better society .

To achieve this we strive to:

Ensure everything we do is centred around the life and teachings of Jesus Christ.

Improve the quality of education.

Set the highest expectations of pupils and their outcomes.

Improve the life chances of all our young people, nurturing their unique gifts and talents.

Our curriculum is well understood, well planned and well thought out at all levels to meet the needs of each individual student. In order to facilitate long-term learning, the skills and content for each subject are spaced and interleaved throughout our curriculum. Additionally, classroom pedagogy is built around the effective use of retrieval practice in order for students to remember knowledge over time.

Curriculum aims

Our purpose is to aid in the development of all our young people irrespective of circumstance, gender, race or creed, to prepare them for the workplace through building good character and providing the best opportunities for gaining knowledge. We aim to achieve this through the delivery and assessment of a coherent curriculum, with a focus on the correct sequencing of the development of knowledge and understanding.

Through our curriculum we aim to support all learners to

work towards achieving their full potential

acquire and develop the skills and qualities they need in order to succeed

become more confident, resilient and ambitious

develop into productive and responsible citizens in an ever changing world in the promotion of common good values.

Curriculum model

Following a curriculum review we now offer a 3 year key stage 3 and 2 year key stage 4 ensuring that the National curriculum is fully covered and that our curriculum offer is as broad as possible for as long as possible. As pupils move into key stage 4 all pupils can access the EBacc and have the full choice of all available option subjects.

Key stage 3 model

Subject	Y7	Y8	Y9
English	7hrs	7hrs	8hrs
Maths	7hrs	8hrs	7hrs
Science	8hrs	7hrs	7hrs
Geography	3hrs	3hrs	3hrs
History	3hrs	3hrs	3hrs
RE	5hrs	5hrs	5hrs
French	3hrs	3hrs	3hrs
PE	3hrs	3hrs	3hrs
Technology	4hrs	4hrs	4hrs
Computing	2hr	2hr	2hr
Music	2hr	2hr	2hr
Art	2hr	2hr	2hr
PSHE	1hr	1hr	1hr

Key stage 4 model Core subjects

Subject	Allocated time per fortnight
English	9
Maths	9
Science (Triple or combined)	9
RE	5
PE	2
PSHE	1

Pupils also study 3 option subjects (5 hours per fortnight)

Subjects offered in Y10 and 11	
History	Engineering
Geography	Enterprise (Y11)
French	Creative Imedia
Fine Art	Computing Science
Music	Sport Science
Art Textiles	Sport Studies
Health and social care	Child development
Food preparation and nutrition	

The Basics - Maths and English

English and maths are at the heart of success in learning.

Success in English and maths qualifications is essential, as these are the main facilitator subjects, which empower pupils to access further education, employment and apprenticeships.

We place great emphasis on these subject areas and provide additional support to pupils when they need it. This includes encouraging reading and numeracy skills. We want pupils to be enthusiastic readers as a springboard to achievement in the curriculum but also as a source of pleasure and lifelong learning.

To ensure that pupils are able to achieve their full potential, carefully considered plans are implemented to allow pupils to make accelerated rates of progress in both Year 7 and Year 8 in English and Maths.

Flexible and supportive

Across Year 7, 8 and 9, pupils experience a broad range of subjects studying English, maths, science and RE alongside geography, history, modern technology subjects, a modern foreign language, physical education, art and music.

Academic and Technical study at Level 1 / Level 2 (including GCSE) offers a wide entitlement to subjects, including those subjects that comprise the full English Baccalaureate. There is the opportunity to study triple or combined sciences, and a wide selection of other subjects are offered including a range of arts and technology based disciplines. Pupils choose up to 3 subjects within their Year 10 progression pathway allocation, enabling up to two non-Ebacc subjects to be studied if pupils so wish.

Flexibility and choice is key to our curriculum; balancing breadth and depth with choice and personalisation to enhance student engagement and success. The flexibility of our curriculum gives all pupils equality of opportunity. From the most vulnerable pupils to the most able, can study a wide range of academic and technical subjects, including a full EBACC pathway.

Ebacc

The ability to study the full suite of Ebacc subjects is open to all of our pupils, irrespective of their background or personal circumstances. The numbers of students following the Ebacc will continue to increase year on year.

Ebacc subjects broaden the mind and encourage students to be interested in the wider world. We want pupils to be informed citizens of the world who can play a role in learning from the past to help shape the future.

Enrichment, intervention and revision

Our intention is to offer a curriculum that provides a rich learning experience that is appropriately challenging and meets the individual needs of our pupils. We are continually increasing our enrichment offer. Some examples of enrichment activities offered are: Arts - Choir, Guitar and Ukulele, Arts and Crafts club (that use a combination of Art elements and DT elements). Sports - Football, Dodgeball, Table Tennis, Athletics and Rugby. Other activities also include a Debating Club, a Science club, an Environmental group, Chess Club, Homework Club and an Enterprise Group.

Intervention strategies are in place in each year group and pupils are identified and progress is assessed on a regular basis. At key stage 4 a particular focus is placed on providing any required intervention in Maths and English as these interventions support progress in these core subjects as well as in other subject areas that students study in.

Sessions dedicated to the development of revision skills are incorporated into our schemes and at the start of year 11 all students receive a pack of revision resources with subject specific guidance to help them prepare for external assessments.

A culture of praise and pride

Praise culture at St Patrick's Catholic College is an important driver in encouraging pupils to be the best versions of themselves and ultimately fulfill their potential. We recognise that motivation comes from an intrinsic sense of success, encouragement and resilience. We utilise a wide range of methods to recognise and acknowledge our pupils' commitment, effort and achievements. We are continually adding to our praise events. Every fortnight, we have Praise Thursday's where pupils are encouraged to showcase pieces of work they have produced. The idea here is to instil in the pupils a sense of pride in their own work. Pupils receive a proud certificate and a token of appreciation (usually a chocolate bar).

We also are delivering praise through our social media feeds. So weekly we will be sending out praise slides on twitter, facebook and instagram identifying those pupils who are worthy of praise in a variety of subject areas.

This year we are launching our new house reward system. All pupils belong to one of our four houses; Ampleforth, Citherow, Postage and Whitby. Throughout the year there will be various opportunities to accumulate house points for numerous activities that demonstrate the development of skills such as: perseverance,

commitment, compassion, resilience, and leadership. In addition pupils can be awarded academic house points for their attitude towards their learning.

Departmentally, Teachers are encouraged to praise pupils regularly in class and hand out praise postcards to pupils who are performing well in their classroom. In addition each department area has a praise notice board which is updated weekly to showcase these pupils. Staff also submit names for pupils for praise weekly to be displayed on notice displays around the school.

Student voice

At St Patrick's we acknowledge that each person is a unique individual and strive to respect each individual irrespective of circumstance, gender, race or creed. To ensure we are meeting the needs of our pupils we regularly collect pupil voice about all areas of school life and act on the feedback we receive. Within our House system in school there will be elected house captains in addition to Y11 head pupils. These pupils meet regularly to discuss various aspects of school life and pupils are able to express their views through this forum.

British values

We strive to ensure that pupils leave St Patrick's with a good understanding of British values, in particular; democracy, liberty, respect and tolerance. Through the meticulously planned PSHE programme, meaningful tutor sessions and assemblies, we support pupils to understand current affairs beyond their local area. We support our pupils in appreciating diversity, recognising different religions, races, beliefs, and lifestyles.

We guide pupils to live healthy lifestyles, both physically and mentally, providing them with age appropriate guidance on the importance of physical activity, diet, financial responsibility, alcohol, drugs and e-safety. Positive behaviour is consistently modelled to guide our pupils to be responsible, respectful, active citizens who contribute positively to society.

Careers

We are committed to the Gatsby benchmarks and plan so that they can be achieved. We also work closely with Tees Valley Combined Authority to be able to access the very latest information and opportunities that can benefit all of our children in school.

As a Tees Valley Combined Authority Career Hub school, we have a dedicated Enterprise Co-ordinator and Enterprise Advisor, Victoria Richards from Jacobs. This partnership offers support and resources to inspire pupils to achieve their full potential in the World of Work.

A career education curriculum is offered to students, matching the Careers Development Institute framework for Careers, Employability and Enterprise, and the Gatsby benchmarks. Through high quality careers education, information, advice and guidance our pupils are supported to make realistic and informed decisions about their future career pathways. We provide access to differentiated, impartial and independent information and guidance about the range of options (including academic, vocational, apprenticeships and T levels) that are most likely to help them to achieve their ambitions. Pupil pathways and destinations are tracked to offer inspiration to younger pupils, and increase the Alumni support to St Patrick's.

We have developed and established strong links within the local community with both employers and Post 16 destinations. This has meant that our pupils have had high levels of access to visitors from Post 16 providers and the world of work. One of the many benefits of this has been the introduction of a Work Experience Programme. All of these links and experiences allow all of our pupils to ensure that they have a wealth of information and are highly informed of the options open to them upon leaving St Patrick's Catholic College. Partnerships with Tees Collaborative Trust, Durham University, King's College, Cambridge and Trinity College, Oxford have allowed pupils to access campus visits, workshops and guidance for Higher Education pathways.

Excellent Careers in the Curriculum links have been made by all departments, but in particular with Engineering - Caterpillar, Bring it On events and Jacobs, Science - Hartlepool Power Station and EDF, Maths - Advanced Maths Support Programme and Teesside University.

Cultural capital

'...the essential knowledge, those standard reference points, that we want all children to have.'

Spielman (2019)

One of our aims is to increase the cultural capital of all our students through providing a stimulating and rich curriculum within the classroom and numerous opportunities to extend the acquisition of knowledge and understanding outside of the classroom.

We have a SMSC theme of the week that links with the Catholic teachings of that week, these together help to highlight to our pupils key national and international events and the effects that one individual can have.

Various trips and visits are organised throughout the year for students in all year groups to allow access to additional experiences. Some examples of these are trips to the Life Centre in Newcastle, theatre trips, visit to the Farne Islands, Lourdes pilgrimage, Beamish trip and

One of our key targets moving forward is further emphasis on fostering a love of reading for all pupils. We have renovated our library so that it provides the environment for quiet reading and is resourced to allow all pupils to access their choice of reading material.

We have broadened our after school enrichment programme which already included activities such as the Duke of Edinburgh Award for Y10 students and key stage 3 Science club, with various musical clubs and sport clubs in addition to technology and Art clubs.