

Our Lady and St Chad Catholic Sports College Profile

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Our Lady and St Chad Catholic Sports College

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<http://www.olsc.org.uk>

Local Authority:	Wolverhampton
Age range:	11-18
Number of pupils:	817
Head teacher:	Miss M C Keelan
Chair of governors:	Mr I.Middleton

What have been our successes this year?

The School continues to thrive in numerous areas :-

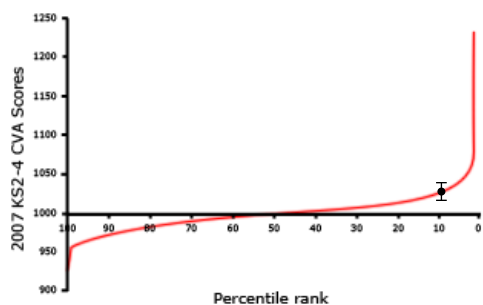
- This year was our best ever GCSE results
- Full service Extended School with extensive Community Sports Programme. This has been recognised with YST Innovation Award 2009. School recognised as "the most outward facing school benefiting community learning.
- Post 16 collaborative curriculum delivery is now extended to include Wolverhampton City Partnership offering an extensive range of pathways across 14-19.
- School is ranked in top 2% for CVA KS3 - 4
- Our Lady and St Chad Catholic Sports College is one of the top five most improved specialist sports colleges, and one of the top 5 specialist schools or academies in the West Midlands region.
- School achieves 100% A* - C at GCSE PE, placing it well above sports colleges nationally.
- School is ranked above sports colleges and selective sports colleges nationally for average CVA KS2 -4.

- School is ranked above sports colleges nationally and is in line with selective sports colleges for 2+ A* - C GCSEs in Science

What are we trying to improve?

- To utilise opportunities within BSF to enhance personalised learning and raise attainment.
- Continue upward trend of attainment in English and Maths in KS4 to exceed floor targets.
- Establish transition curriculum Year 7 and plan for progression with impact on Literacy and Numeracy.
- Further extend community access through Sports College and Extended School Provision.
- Enhance leadership of Learning Support Centre by means of rigorous entry and exit procedures and enhancement of resources with quality teaching of basic skills
- Revise Praise and Rewards system in response to student voice

How much progress do pupils make between 11 and 16?

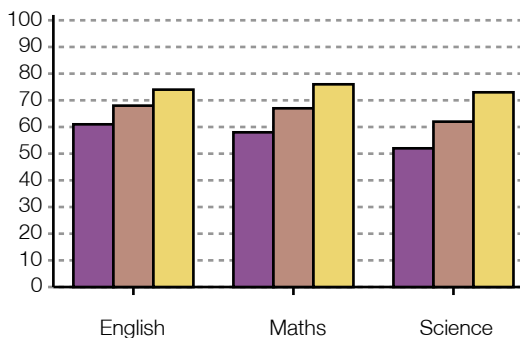


- Our School I Confidence interval

The chart shows our school's contextual value added (CVA) score relative to that of other secondary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

This graph shows our school's contextual value added score relative to the national mean of 1000. This shows the results for 2007 with a score of 1029.6 placing us 5th highest in the country compared to similar schools. In 2008, we have for the 3rd consecutive year improved on our previous best and have achieved a score of 1036.1 with a percentile rank of 3 ie placing us in the top 3% of similar schools nationally.

How well do our pupils achieve at age 14?



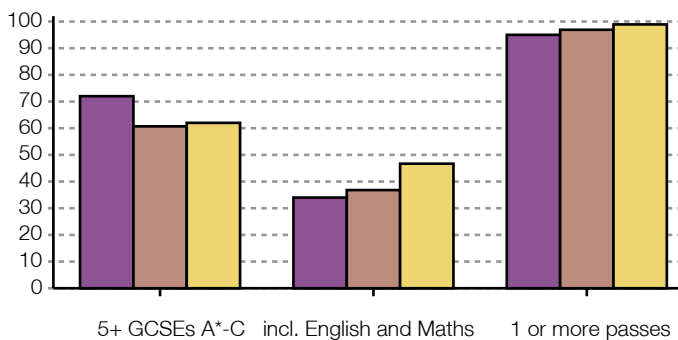
This shows Key Stage 3 results for 2007. It shows the percentage of pupils eligible for KS3 tests (usually 14 year olds) who achieved or exceeded level 5.

■ Our school ■ Local schools (Local Authority) ■ All schools

The above graph shows results for 2007 for L5 achievement only. 2008 results indicate further progress in this key stage.

On entry in year 7, standards are well below those expected nationally, especially in English and Maths. However, students make good progress over the key stage reflected in the new threshold measure of 2 Levels progress in English and Maths. This has increased in line with the top 25% of similar schools. Gifted and talented events throughout KS3 have contributed to L6+ targets being met or exceeded in all core subjects. This indicates an improved performance of 10% in both English and Science. In Maths, 36% of students achieved L6+ with 3 students achieving level 8. The progress made by students achieving level 6 in both English and Maths is same as students in top 25% of similar schools.

How well do our pupils achieve at age 16?



This shows the percentage of pupils (who were at the end of Key Stage 4) who in 2007 achieved 5 or more GCSEs (and equivalent) at grades A*-C, 5 or more GCSEs (and equivalent) at grades A*-C including English and mathematics GCSE, and one or more GCSEs (and equivalent) at grades A*-G.

■ Our school ■ Local schools (Local Authority) ■ All schools

The graph for 2007 results show we exceeded national by 12% in 5A*-C. Performance at the important 5A*-C(including English & Maths) has exceeded 30% for the past 2 years. 2007 result indicates an improvement of 7% on previous year.

In 2008, 77% of students achieved 5A*-C (13% above national); 94% achieved 5A*-G (1% above national) and 99% achieved at least 1 pass (equal to national). Significant progress was made by a number of groups. EAL students achieved 100% pass rate at 5A*-C. Statemented students made exceptional progress(above average). Boys achieved same as top 25% similar schools in 5A*-C(including English & Maths). The CVA KS3-4 has improved for the 3rd consecutive year and places us in the top 2% of similar schools nationally.

How have our results changed over time?

In KS3 there has been a steady increase in the % of pupils achieving level 5+ over the past three years. English has made most progress, with an increase of 19% since 2006. In 2008, the number of pupils achieving level 6+ increased in all core subjects. Upper ability boys have consistently performed well in Maths, making 2 levels progress across the key stage. Statemented pupils have performed well in Science achieving level 5+. Two levels progress in both English and Maths has increased broadly in line with top 25% of similar schools. For 2009 pupils, a range of assessment will be used to determine progress. This will include teacher assessment alongside test results.

In KS4 standards have improved considerably in the past 3 years. The % of pupils achieving 5A*-C has increased from 56% in 2006 to 77% in 2008 (13% above national). This places the school in the top 2% from KS3-4 & the top 3% from KS2-3 of similar schools using CVA. Boys performance has improved in the 5A*-C(EM) threshold in line with top 25% of similar schools. In 2008 EAL pupils achieved 100% pass rate at 5A*-C. Statemented pupils have made exceptional progress, achieving 100% pass rate at 5A*-G.

How are we making sure that every child gets teaching to meet their individual needs?

Extensive Gifted and Talented programmes nurture the abilities and talents of all. This extends to enrichment events off site; university summer schools and taster days for sixth formers with some opportunities for KS3 students.

Talent identification programmes are financed for students gifted in sport, music and art. Peripatetic music staff work in school. Special Educational needs provision is accredited with the Gold standard mark. Students benefit for one to one teaching where necessary as well as small group and ability setting where appropriate.

School works with a range of professionals to secure the entitlement to personalised learning. Intervention programmes are in place across the school..

Individual attainment interviews with DHT contribute to intensive personalised learning at KS4.

The year 7 Transition Curriculum with the cohort based in their own "house" and "home" in school ensures individual learning styles and needs are identified on entry to school.

Staffing at the school is generous to allow for personalised individual attention.

How do we make sure all pupils attend their lessons and behave well?

An effective Behaviour and Inclusion policy is reviewed annually and applied universally and consistently in school.

Teachers are well trained in Behaviour management and are well supported by a team of professionals including Counsellor, mentors and Home School Liaison Team. This team works with external partners to make sure individual needs are met and that attendance and punctuality records are good.

What have pupils told us about the school, and what have we done as a result?

- Raising Achievement Profile (RAP) interviews with Deputy Headteacher confirm strengths and weaknesses which are often already aware of in specific teaching areas and further support is subsequently arranged.
- Pupil Attitude to School Surveys (PASS) highlighted lack of confidence amongst a significant number of learners which has resulted in the creation of the student support centre and an extension of self esteem workshops through CPSHE lessons.
- Increased access to ICT out of hours necessary because of lack of availability of ICT at home which has resulted in a PDU programme being offered to some students.
- Increased homework according to published policy desired by parents resulted in review Spring 2009 which is monitored through departments.
- Post 16 requested Common Room facilities to be re-instated and this was completed in September 2007. Meeting ongoing with Headteacher to further improve facilities.
- Parents enjoy working with the school. 96 Parental questionnaires completed at last Year 7 review day gave us the following information :
 - 100% of parents found the interview informative
 - 99% of parents said their child generally enjoys school
 - 92% of parents know who to contact if there is a problem with their child in school

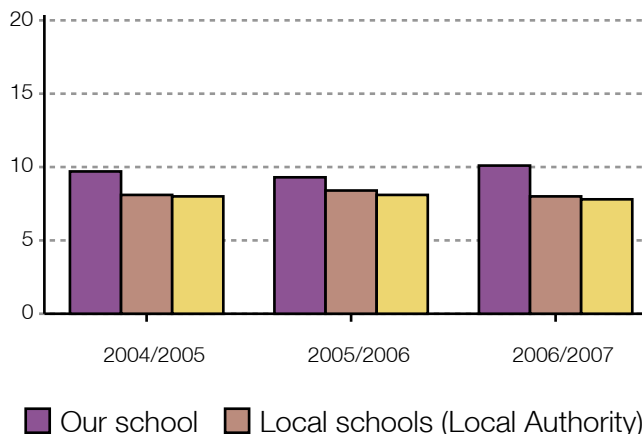
How are we working with parents and the community?

- An information coffee morning for SEN parents was introduced in 2007 and in response to evaluations, format in 2008 includes presentations from students. Attendance increased in 2008 and evaluations were very positive, particularly about enjoyment of pupil engagement.
- School awarded 2009 YST/SSAT Innovation Award for most outward facing school empowering community beyond the school.
- Community cohesion promoted through curriculum, assemblies, liturgies and behaviour and other policies. School ethos based on gospel values of justice, peace, reconciliation, truth and charity supports drive to foster good relationships between learners from different backgrounds.
- School has an open door policy and welcomes parents and community into school by day.
- School works closely with local partners as well as the wider church community.
- Parents are informed of student learning through termly reports, two formal parent interview sessions and curriculum information evenings.
- The extensive Sports College programme including fitness suite, hard court and indoor sports facilities are available each day, evening and weekend.

What activities and options are available to pupils?

- A wide and diverse curriculum offer is available to students.
- Extensive out of hours activities include peer mentoring, music, art, ICT, Sports, Youth council and junior magistrates experiences.
- Modern Foreign Languages are a strength of the school with 3 languages offered to 'A' level. This has resulted in 5 overseas visits for students in the past 18 months to France, Italy, Holland, Germany and Ireland.
- The curriculum is increasingly flexible and the range of subject choice 2008 to 2009 is as follows :
 - Year 10 & 11 courses include English Language and Literature, Food Technology, French, German, Geography, History, Mathematics, Science, Spanish, Religious Education. BTec courses include Art and Design, Health & Social Care, Travel & Tourism, ICT(DIDA), Music Technology, Sport, Sport Science, COPE
 - Subjects offered in years 12 & 13 across the partnership at level 3 include all of the above subjects + Business & Economics, Chemistry, Drama, Film Studies, German, Government & Politics, Forensic Science, Law, Media Studies, PE, Physics, Product Design, Psychology, Punjabi, Sociology, Textiles and Theatre Studies.

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

- Attendance at school is a key development issue and school is fortunate to have the support of diligent parents who ensure their children attend school.
- 2008 attendance percentage was in line with national data and school continues to work with the few persistent absentees

How do we make sure our pupils are healthy, safe and well-supported?

- Ofsted 2006 reported school to be outstanding in this area.
- A healthy canteen provision and food service in school is taken up by most students.
- Senior staff ensure students remain on site at lunchtime.
- Behaviour 2006 reported as outstanding ensures children are safe and enjoy lessons.
- The student support centre and extensive pastoral staff team ensure students always have an adult advocate in school.
- The school has received the LA Healthy School Award.

What do our pupils do after year 11?

- Post 16 Partnership and city wide arrangements ensure that students have a wide range of subjects to choose from with the opportunity to study a variety of subjects at Levels 1 - 3.
- Recruitment from Year 11 to Year 12 (2008) was 56% of Year 11 cohort

What have we done in response to Ofsted?

- 2006 Ofsted reported school was a good school with outstanding features
 - Extend the range of personalised learning opportunities with increased use of new technologies
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Information about our sixth form

Our results this year

At A2 level the pass rate was 95%. A number of subjects achieved 100% pass rate including Law, English Literature, German, Music, Spanish, Art & Design and PE. BTec level 3 courses including Sport and Travel & Tourism achieved 100% pass rate. The average point score per student has increased from 498.5 in 2006 to 567.3 in 2008. In the LA, girls achieved the fourth highest points per pupil outperforming the boys. At AS level the following subjects all achieved 100% pass rate ; - IT, English Literature, Citizenship, Physics, History & Music.

How have our results changed over time?

Success at KS4 has created a challenge to ensure pupils have best progression routes. Results have gradually improved over time, along with the increased variety of courses available to pupils. There has been an increase in the number of students taking level 3 BTec courses, following the successful level 2 Btec courses in KS4. The pass rate has been 100% on these courses. Pupils can now choose a mix of traditional A levels & BTec courses. This has resulted in an improved APS per student from 498.5 in 2006 to 567.3 in 2008. Law and Psychology have proved to be both popular and successful courses. Law has recently offered a BTec as well as the traditional AS & A level route.

What have been the successes of the sixth form this year?

- Increased recruitment and retention of sixth formers with outstanding achievements in key subjects of English, Maths, Science, Law, Psychology and Sport.
- The sixth form students are leaders and role models who are respected across the City
- Performance of girls is 4th highest in Wolverhampton.
- Progress of less able students to HE courses.
- Increasing numbers progressing to HE including highly competitive courses such as Medicine and Law
- Increase in number of BTec courses at L2/3
- Post 16 newsletter
- Programme of tutorials including visiting speakers/form tutor reviews
- UCAS guidance material
- Student voice including voice box, student questionnaire and school council
- Extended project

What are we trying to improve in our sixth form?

- School is continuously reviewing progress in all subjects offered at Post 16
- Continue & extend provision, particularly at BTec L2/3 to ensure appropriate progression routes 14-19
- Projections indicate that standards gap between school and national will narrow
- Expand links with training providers and businesses to offer part-time educational opportunities with part-time working
- Sixth form facilities including ICT availability
- Post 16 mentor to support student achievement
- To raise standards and achievement with appropriate IAG for students to take appropriate progression routes

What do our students do after leaving the sixth form?

- Following a programme of high quality IAG on access to Higher Education, supported through appointment of an experienced teacher has resulted in a significant increase in recent years of students who go on to Higher Education and in doing so, break new ground in their family histories.
- Partnerships with HE institutions has enabled students to access highly competitive courses ie medicine & law.
- Below is a list of final destinations & subjects being studied for 2008 students :-
- University of Wolverhampton - German
- Nottingham Trent University - International Relations and Spanish
- Bangor University - Bioveterinary Science
- University of West of England Bristol - LLB European and International Law
- University of West of England Bristol - Bioveterinary Science
- Keele - Music and Music Technology
- Bedfordshire University - Physical Education (Secondary Teaching)
- University of Bristol - Spanish
- University of Wales, Aberystwyth - German with Spanish

- Newman College - Sports Studies
- Coventry University - Biomedical Science
- Aston University - International Relations with German and Spanish
- Nottingham Trent University - English
- University of Birmingham - Medicine

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01902 558250

Our website <http://www.olsc.org.uk>
