



Inclusion Quality Mark (UK) Ltd

22nd June 2016

Mr Sheldon Logue
Headteacher
St Damian's R.C. Science College
Lees Road
Ashton under Lyne
OL6 8BH

Assessment Date: 10th & 13th June 2016

Summary

St Damian's is an inclusive, heavily oversubscribed 11-16 voluntary aided Catholic Science College with 787 pupils on roll. The College is located in Ashton under Lyne in Tameside LA. A large majority of pupils [82%] are baptised Catholics and are white British, with small groups from a range of minority ethnic backgrounds. There are 362 boys and 422 girls. 30% of pupils are Pupil Premium. There are 11 LAC and 113 pupils with Special Educational Needs [14%], 10 pupils have an EHCP. There are 74 EAL pupils [9%]. The school deprivation factor is 0.25 [above the national average of 0.22]. The prior attainment of the Year 7 intake is broadly above average. The College was inspected by Ofsted in March 2014 and was graded 'Good' and has experienced rapid and significant improvement over recent years. More recently in March 2016 the College was graded 'Outstanding' in a Section 48 inspection led by the Diocese of Salford. In summer 2015, the College was the best performing school in Tameside at Key Stage 4 and in February 2016 the College was recognised by the DFE as one of the top 100 non-selective schools in the country. In summer 2015 79% of pupils achieved 5A*-C including English & Maths with 80% of pupils making expected progress in English and 38% making more than expected progress. 86% of pupils made expected progress in Mathematics with 39% of pupils making more than expected progress. 37% of pupils achieved the EBacc qualification [13% above the national average]. A*-C in English 82% and A*-C in Maths 90%. The gap for Pupil Premium 5A*-C including E&M has closed to -13. Valued added for best 8 GCSEs was 1011.6. Attendance is above average.

The inspirational head teacher sets the inclusive framework and, along with his senior team, ensures that staff focus on the needs of all students. The mission, written by the pupils, sums up the character of the College:

'We welcome all people into our community and we are committed to learning and achieving our best in all that we do. We care for all and promote mutual respect in our school community.'

Students are very happy, articulate and positive and behave very well around the College and in lessons. They are self-motivated, mature and engaging and are a credit to the College and to the hard work of staff. They speak very highly of their school and its staff, for whom they have great respect and they know that they have a strong voice in the College and are genuinely consulted. Students explained confidently, eloquently, and with enthusiasm, the many ways in which they are provided with opportunities to develop their individual skills and talents and the support given to them whatever their needs. There are a number of roles and responsibilities for students in the College and these include: Liturgy Group, Pupil Learning Forum, Peer Mentoring, Language Ambassadors, Prefects, STEM leaders & MAC Ambassadors. Pupils are also proud to be at St Damian's as evidenced by high levels of attendance, uniform appearance, Peer Mentoring, applicants to become prefects, Pupil Learning Forum, ASPIRE badges and high attendance at revision/extra-curricular clubs.

There is a very clear teaching and learning policy, which is applied consistently across the College. Staff speak very highly of inclusive practices in the College. They share the inclusive vision and they feel they are listened to, consulted and supported in their work. They are encouraged and enabled to develop their skills through a range of CPD opportunities and a thorough and highly supportive process of lesson observation. Teaching and support staff are valued and their hard work is recognised within the College. As a result, they work together superbly and team work is exceptional.

Detailed tracking of student progress helps to ensure that issues regarding individual students are picked up very quickly. Provision for More Able and Talented students is strong and provides these students with challenge and support to further develop their skills. There is a very thorough system of data analysis, which is well understood and consistently applied by all staff. Targets are set for students and an ongoing tracking system ensures that students, who are not progressing well enough towards the aspirational targets, are targeted for a range of different interventions according to need. These include many after school booster and revision sessions to enable students to catch up on, or improve, their work. The school's dedicated staff work extremely hard well beyond the school day for their students. As a result of this systematic approach and excellent teamwork by staff, students achieve very well at the College. Data shows that students with EAL and those with SEND achieve very well at the College and there are no significant achievement gaps between students on FSM and those who are not. The excellent rewards system provides a variety of rewards and awards for students, ensuring that their broad range of achievements and talents are valued and recognised by the whole school community.

Pupils have a clear understanding of the College's expectations on behaviour, bullying and harassment. High expectations and good behaviour are the norm in school evidenced by low exclusion figures and SLT call-outs are very rare. Bullying is low as a result of the pro-active approach, e.g. anti-bullying weeks [Nov 2015], PSHE lessons and introduction of 'Bully Busters' [June 2015]. The College was awarded the 'BIG Award' [Sept 2015] showing their commitment to anti-bullying. Where bullying does occur, swift intervention takes place, using the opportunity to change mind-sets through

counselling, reflection and reconciliation. Repeat or serious bullying is very rare. The recent Section 48 Inspection Report [March 2016] states: 'The Pupil Learning Forum provides an excellent vehicle for older pupils to express their opinions and to help younger pupils with social and emotional needs as well as acting as mentors in literacy and numeracy. The emphasis placed on the welfare of pupils and staff at St Damian's is a major strength of the school.'

The College has fostered strong relationships with parents and it finds various ways to communicate with them and to involve them in the life of the College. Parents spoken to were delighted by the support they have received from the College and the way in which their children are able to enjoy and thrive at school. One parent, for example, explained how invaluable the support given to her by the school had been when her daughter had some problems, while others mentioned the exceptional progress their children had made at the school. There is regular communication with parents to ensure that agreed action to support students where needed can be taken without delay. One comment from a parental questionnaire put it succinctly:

"Keep doing what you're doing, it's working brilliantly!"

The role of the College in the local community is also excellent and students make a very positive contribution to it, for example, through charitable projects to help local people. The governing body is also fully committed to the College vision and plays a very positive, active and supportive role in the College. They are aware of all aspects of the inclusion agenda and are active participants in the school's efforts to include and to care for all students.

The governing body is also fully committed to the College vision and plays a very positive, active and supportive role in the College. They are aware of all aspects of the inclusion agenda and are active participants in efforts to include and to care for all students. Examples of discrete support for pupils were offered. They also spoke with great passion about the impressive progress the College has made from 'Special Measures' to 'Good'. They were appreciative of the hard work and dedication of staff. The college has sought external expertise on mental health issues, eg Papyrus and MIND. To complement this, staff training, e.g. in self-harm and suicide has been a priority. This is ongoing as a response to the decrease in CAMHs involvement. The College has experienced Student Support Officers who support very vulnerable children along. Support staff have also received training (February 2016) on 'Suicidal Tendencies' to raise awareness.

Learner aspirations are high and the Careers programme within PSHE and collaborative work with Positive Steps, including one to one careers interviews, ensure all pupils have raised awareness of future opportunities. The College Ofsted Report [March 2014] states: 'The spiritual, moral, social and cultural life of the College is rich and varied, indicative of the inclusive ethos.'

Every year a Celebration Evening is held with staff, pupils and parents present. A variety of awards are presented to the pupils to acknowledge their achievements. The event not only celebrates the success of the pupils but also the work carried out by staff.

A strong sense of community was evident with the values based on tolerance, mutual respect and taking responsibility. In a history lesson, the impact of Rosa Parkes and Muhammed Ali were discussed in the context of Civil Rights. In a Y7 assembly, the theme was 'Everyone can worship God whatever their religion'. The assembly then explored one of the British values: 'mutual respect for and tolerance of those with different faiths and beliefs and for those without faith'. This was then followed by a short presentation from a number of Young Carers who explained what it meant to be a carer for a member of their family.

Equally strong is the sense of social responsibility embedded through the College. Numerous charity events take place culminating in the annual 'Share Day' each July. Over £12,000 was raised during 2014/15 underpinning the College ethos of helping others who are vulnerable. The College was awarded the Diana Award [June 2015] in recognition of their impressive charitable work.

The 'unofficial' motto of the College, "Believe to Achieve" is evident throughout policy, practice and ethos. In all classrooms students are happily engaged in learning and the College applies its inclusive principles to every aspect of its work. A great sense of optimism and belief abounds coupled with humility and respect. As a result, the College is an energetic, happy and harmonious place in which to learn.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. The areas for development outlined in this report are taken from the school's own development plan. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

I also recommend that the school consider applying for Centre of Excellence, which I would fully endorse. This would be subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Barry Carney

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



.....
Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd

Element 1 – The Inclusion Values and Practices of the School

Strengths:-

Inclusion Values and Practice are clearly communicated and are central to the mission statement of St Damian's Catholic College written by students of the College.

Inclusion is firmly set at the heart of the school's ethos and purpose. The ebullient and inspirational head teacher, ably supported by his deputy and senior team, sets the tone from which all the inclusive practices flow. The school's two mottos, 'Faithful in all things' and 'Believe to achieve' are combined with a tangible belief in inclusion and equality. Expectations are very high of everyone in the school community and these are combined with clear boundaries and a high level of nurturing care.

There is a strong sense of common purpose and commitment among all staff, who have students' best interests at heart and are prepared to work very hard to meet their needs.

Policies on inclusion, teaching and learning and behaviour are all very clear and ensure all staff know what is expected of them.

The College has put extensive interventions and support mechanisms in place to meet the diverse and individual needs of its students. These include mentoring, catch up groups, revision groups, EAL withdrawal groups, one-to-one support and in class support, nurture groups etc

Primary liaison and transition to secondary school is exceptionally well managed ensuring the early identification of a range of educational, social and emotional needs.

Staff are very positive role models for students and relations between staff and students are mutually respectful and caring. It is clear to students that the staff want the very best outcomes for them and consequently they work very well for them.

SLT lead by example and are highly respected by staff and students.

Areas for development:-

- There are no areas of development for this element.

Element 2 – The Learning Environment, Resources and ICT

Strengths:-

The school's learning environment is very well thought out with excellent subject specialist learning spaces for students and is continually being enhanced.

The Ambrose Suite, the Centre of Inclusion is easily accessible and is located at the heart of the school near the main office, hall and college entrance. It has adjoining rooms for one to one support and counselling and access to the lower library for small group work. Nearby is the Benedict Suite which offers personal care and shower facilities for pupils with additional physical needs.

All floors are easily accessible by lift for pupils with additional physical needs so that they are independent and fully integrated into college life.

All classrooms are equipped with interactive whiteboards and there is a dedicated ICT suite and a very well equipped and well-used library.

The school's very welcoming reception area and receptionist provide very positive first contact for all visitors.

The College website is clear and very informative including all the required policies and information. The ethos of inclusivity is reflected through the content.

There are positive displays around the College reflecting its mission and ethos as well as displays of students' work promoting and celebrating students' achievements.

The College is in very good condition and is free of graffiti and litter on the whole. It is clear that students respect their excellent environment and the systems in place to maintain the site are effective.

Areas for development:-

- There are no areas of development for this element.

Element 3 - Learning Attitudes, Values and Personal Development

Strengths:-

In all lessons observed, attitudes to learning were exceptionally positive.

Students are very clear about what is expected of them and they feel very well supported by it. There is a very positive, happy atmosphere in the College and there is mutual respect between staff and students.

Policies on behaviour and anti-bullying are very clear and provide a very effective framework for students. These are supported by assemblies and the pastoral system.

Students have high aspirations and they are supported in this through a wide range of curricular and extracurricular activities to enhance their learning. Students are also very clear on how to improve their learning as there is a rigorous monitoring and target setting system. Feed back to students is also of a very high standard and the consistent use of feedback marking is crucial in this.

Pastoral support and safeguarding arrangements are extremely thorough and ensure that all children's needs are catered for and that children are supported through any difficulties they may face.

Students' behaviour is very good and they are respectful and supportive of each other. Expectations of them are clear and the ethos of the College provides a secure framework within which students can flourish. Rewards are linked to this and these are wide ranging including achievement points, positive letters and post cards, and trips.

Attendance and punctuality are good and improving and there is a clear focus upon improving both still further.

There are a number of opportunities for students to take on roles of responsibility within the College. These include the classroom ambassadors, head boy and head girl and the Student council. Students are proud to take up these roles and undertake their roles seriously and effectively. Students know they are listened to and that their views are respected and taken into account within the College. Students spoken to were very articulate and positive about their College.

Pastoral care, the inclusive culture and the safety of the children is the number one priority of the College and this reflects in positive academic outcomes and very positive learner attitudes.

Pupil Leadership is thriving as demonstrated by, for example, Liturgy Group, Pupil Learning Forum, Peer Mentoring, Language Ambassadors, Prefects, STEM leaders and MAC Ambassadors.

Numerous charity events take place each culminating in the annual 'Share Day' each July. Over £12,000 raised 2014/15 underpinning the ethos of helping others who are



IQM Self-Evaluation Report



vulnerable. The school was awarded the Diana Award [June 2015] in recognition of their charitable work.

Areas for development:-

- Continue to work with 'Youth in Mind' and extend support from other external agencies in developing provision for mental health.

Element 4 - Learner Progress and the Impact on Learning

Strengths:-

The well-being and academic progress of the learner is at the heart of the College Improvement agenda.

The school has a highly effective primary transition programme.

Year 7 Catch up Premium, Pupil Premium, SEN & EAL strategies are well established and the progress of all pupils is closely monitored via tracking and the use of transition matrices for all subjects.

The use of data, tracking and monitoring systems are exemplary and lead to precise and effective interventions.

From varied starting points, students make exceptional progress at this school. The progress of disadvantaged students is above national averages and almost all students progress to further education or training, far exceeding national and local statistics.

All teachers have class profile folders available for monitoring and visitors to lessons. These are very useful documents, which outline the make-up of each class with data that informs their planning.

Areas for development:-

- There are no areas of development for this element.

Element 5 - Learning and Teaching (Monitoring)

Strengths:-

The College is thorough in monitoring all aspects of learning and teaching, to ensure a high degree of consistency of standards and approaches across the College. Targets are very challenging for students and they are supported and enabled to meet these in a variety of ways.

Senior leaders have a good understanding of strengths and weaknesses in the staff team. Performance Management is supportive but also sets clear targets. NQTs and RQTs are well supported and they look confident and well-prepared in class. The overview of teaching and judgements about teaching show a majority of good teaching, much that is outstanding and none that is inadequate. Senior leaders know what to do to move every member of the team forward.

Teachers are very accustomed to having their lessons visited (particularly by the Headteacher on a regular basis) and their work checked and there is a collegiate approach to this, which makes it very productive and supportive for teachers and leads to important discussions about teaching and learning strategies.

A range of differentiated approaches is used in lessons and learning is differentiated to meet all needs. Lessons are challenging and engaging with students collaborating very well and planning ensures the provision of motivating tasks for all.

Formal lesson observations, learning walks and planning checks take place regularly and targets are set for teachers, with support provided where necessary.

Support staff are deployed effectively to best support students' needs and they also receive relevant CPD to enable them to develop their skills.

Teachers have very high expectations of their pupils. Lessons are challenging for all pupils.

Areas for development:-

With the publication of new standards in CPD the school may wish to look at enhancing their current provision so that it aligns with the anticipated recommendations of the Expert Group for Teachers' Professional Development ensuring that it: -

- Has a strong focus on pupils' outcomes.
- Promotes strategies supported by robust evidence.
- Allows teachers to reflect upon their practice.

Element 6 – Parents, Carers and Guardians

Strengths:-

Parents spoken to were very positive about the supportive and caring ethos at the College. They value the attention the College gives to the individual needs of their children.

Parents are also happy with the rewards their children receive for their efforts and with the progress they make at College. All parents agree the College has very high expectations of their children and they help them to develop their self-confidence.

They find communication with the College is excellent and the staff are very approachable, enabling them to see a teacher when they need to. They are extremely happy with the support provided for their children with SEND or those who are vulnerable.

The work with parents is an excellent feature of the College. The school takes time to understand the individual needs of parents and seeks to help them wherever possible. The school is very open to parents who know that the school will listen to them and will provide advice and support for them. When problems do arise any parental concerns are listened to and acted upon very swiftly and effectively by the school staff.

Attendance at parents' evenings is outstanding and parents are very pleased with the support the school provides for their children.

Areas for development:-

- There are no areas of development for this element.

Element 7 - Governing Body and Management

Strengths:-

The governing body is very involved in, and supportive of, the work of the College. It is rigorous in holding leaders to account and is ambitious for its future development. The governors are fully committed to the inclusive ethos of the College and are very proud of its work.

There are linked governors for SEND and safeguarding and all governors are members of one of the committees. Governors monitor finances closely and are fully involved, for example, in monitoring the effectiveness of the pupil premium fund.

Governors challenge school leaders and ensure that all aspects of the school's work are rigorously quality assured.

The governors visit the school regularly and they appreciate the enthusiasm and hard work of the staff of the school and are impressed by the high expectations of students and the attention to the needs of every individual student.

The Governing Body regularly carry out a skills' audit and currently there are no vacancies or skill deficits.

The Governing Body are proactive in seeking support from Governor Support and a NLG.

Areas for development:-

Consider if and when it would be appropriate to engage with the Governor Mark.

Element 8 - The School in the Community

Strengths:-

The College is heavily over-subscribed indicating how highly it is valued by the local community.

The AHT i/c Inclusion and her team are involved in collaborative work on new mental health documentation for the Mental Health Services and Schools Link Pilot Project and are working with a range of other schools and organisations: Longdendale, Astley, CAMHS, Elmbridge Special School, New Charter Academy, Tameside & Glossop Clinical Commissioning Group.

Outreach for vulnerable families is excellent, and the College uses its knowledge of the community very well.

The school's profile in the local community has become very positive over the past few years during the journey from Special Measures to 'good' at its last inspection in June 2015.

The pupils and staff engage in a wide range of charitable activities including the Macmillan Cancer Coffee morning, Key 103 Mission Christmas Appeal, a Non Uniform Day to support the homeless, the Cornerstones Sleep Out to support the homeless & Cafod.

The College hosts the annual Senior Citizen's SVP Party. The Global Citizens Club has also voluntarily contributed time and given support to the local Food Bank Collection point in Stalybridge and led activities for Fair Trade Fortnight. The College also marks Young Carers Awareness Day.

The College's specialist sports facilities are extremely well used by the community and by the College in its extensive extra-curricular programme.

The College provides a good range of extracurricular enrichment opportunities.

A number of local organisations are involved in the College ASPIRE Day programmes which are an integral part of its PSHE programme work.

Areas for development:-

- There are no areas of development for this element.