



Strategic Overview 2020 – 2023

V2 February 2021 update

Vision

Provide world-class education and care that allows every child and young person to reach his or her potential, regardless of background

System goals

Safety and wellbeing

All children and young people are protected from harm and vulnerable children are supported to succeed with opportunities as good as those for any other child

Educational excellence everywhere

Every child and young person can access high-quality provision, achieving to the best of his or her ability regardless of location, prior attainment and background

Prepared for adult life

All 19-year-olds complete school, college or an apprenticeship with the skills and character to contribute to the UK's society and economy, and are able to access high-quality work or study options

McAuley Delivery Priorities

Full implementation of curriculum and assessment changes at KS3, KS4 and KS5

To develop a 7 year pledge through a curriculum which has sufficient depth and ambition is Equitable to a Diverse range of needs

Improve achievement across all key stages for all students regardless of starting points

Greater analysis of data and monitoring at whole school level

Effective evidence for accountability and headline

Implement a whole school approach to effective target setting, tracking and intervention

Students and staff able to use digital communications and technology effectively to support learning and reducing workload

Insist upon excellence in teaching

Maintain our distinctive mission alongside the changing national agenda

Achieve International School Status and other Nationally recognised standards to further promote the Mission of the school

Principles

Children and young people first

Ensure children and young people, along with their families and carers, are satisfied with the quality of the education system and children's services

High expectations for every child

We are unapologetically ambitious for every child and young person, and will ensure there are no forgotten groups or areas

Outcomes, not methods

Set stretching, well-measured outcomes and empower professionals to determine how to achieve them, through innovative local solutions

Supported autonomy

Align funding, control, responsibility and accountability in one place, as close to the front-line as possible; ensure institutions can collaborate and access the support they need, to set them up for success

Responsive to need and performance

Ensure institutions respond to changing user needs and performance – autonomy can be earned and lost, with our most successful leaders earning their autonomy, extending their influence and vice versa

The McAuley Story; Equity and Diversity

The story my education at McAuley is about developing the knowledge, skills, qualities and attributes that I need to thrive as an individual, a family member and a responsible member of society; to live a healthy, safe, productive, capable and balanced life. It encourages me to be enterprising and supports me in making positive learning and career choices and in achieving economic and spiritual wellbeing; being happy and fulfilled.

To allow me to do all this I will achieve qualifications that the data said was never possible. As such, I am never set limits and staff always work to remove obstacles so that I can be the best version of myself that I can possibly be.

Everyone working on my behalf has set the ambition of delivering '**world class education**' for every child who chooses to come to McAuley. **Their job is to make this a reality for every single learner without exception. This is my narrative.**

During my first three years at the school, the skills, attitudes, values, knowledge and understanding that I learnt and developed at primary school are built on. Some may not have been 'secondary ready' so they are given extra support to make sure that the same quality opportunities are open to all. We are all expected to excel and nobody ever talks down ambition for me or others.

By the end of Year Nine I will have made informed choices about my programmes of study for Year Ten and beyond so that **between Years Nine and Eleven**, I will extend and rehearse the skills and further develop attitudes and values, and deepen my knowledge and understanding learnt in Key Stage 3. I will be helped and encouraged to be more independent, taking on greater responsibility for myself and others. The knowledge, skills and understanding at Key Stage 4 give me the firm foundations for qualification success by the end of Year Eleven which is worth celebrating.

In Y12 and Y13 I will continue to excel because I have been guided onto the right pathway for me from a broad range of programmes of study at KS5, be it a purely academic route, a vocational route or a transition programme expecting some students to stay into Y14. I am increasingly independent developing lifelong skills and achieving those qualifications which enable me to successfully choose the next phase of their education and training.

By the end of my seven year journey at the school, I will leave home for the first time and live as an independent adult, possibly in new and distant locations. Importantly, I will always consider myself, first and foremost at service to others and when I return to the McAuley as much valued alumni I will consider myself blessed to have come to this school.

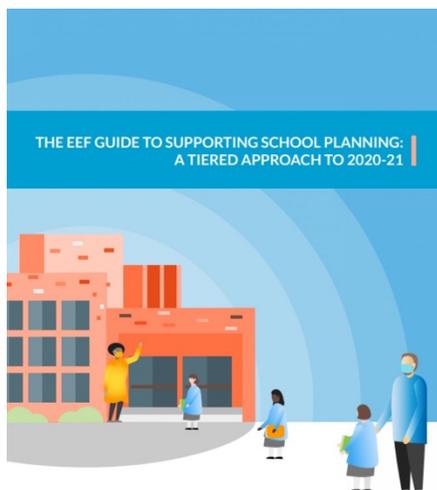
“Every learner has an entitlement to leave school with a narrative of success”.

What do we need to do to get there?

Tiered Approach

At the end of August 2020 the EEF promote a tiered approach to school improvement. The intro from Alex Quigley states;

'This coming academic year, 2020-21, is unlike any before. Excitement at schools' full re-opening is likely to be understandably mingled with some trepidation. School leaders are having to juggle logistical challenges that attend pupil and staff safety and well-being, alongside new routines and re-establishing practices that support high-quality teaching and learning. Though there is little evidence to steer many of the logistical challenges faced by school leaders, there is plenty of good evidence that can support and re-establish great teaching for all pupils. (click on the image below to take you to the full document).



This coheres the best available evidence into one easily accessible resource, and has been developed in partnership with expert school leaders from across the country.

The guide proposes a tiered approach to prioritising your efforts and honing existing plans, geared around

1. high-quality teaching for all,
2. targeted academic support, and
3. wider strategies to support pupils in the year ahead.

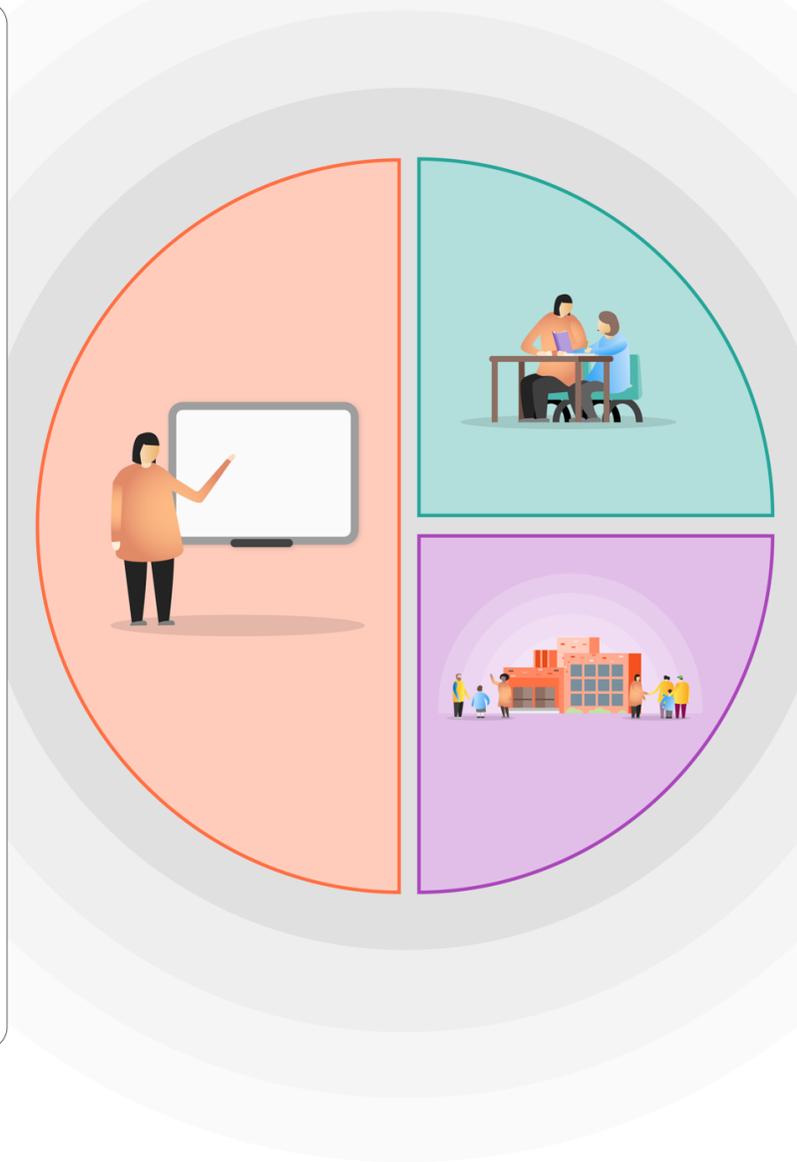
If this feels familiar, it's because it explicitly builds on the model featured in our recent [EEF Guide to the Pupil Premium](#), with appropriate adaptations.

Its purpose then was to help schools focus on a small number of strategies that are likely to make the biggest difference, making the most of schools' finite funding, energy, training and time. Given the pressures schools are now under, and the likely widening of the attainment gap in the past six months, we believe it to be even more relevant and important now.

Many of the featured approaches supported by the best available evidence will be familiar to experienced school leaders. This guide supplements such expertise, offering handy questions and recent school case studies that can hold up a mirror to existing leadership plans. The past six months of partial school closures has been an intensely challenging period. Equally, it has reasserted, if there was ever any doubt, the commitment and expertise of school leaders in supporting their pupils and their local community.

Many children – particularly those from disadvantaged backgrounds, or who are vulnerable in other ways – will have been adversely affected by extended time away from school. At the same time, some children will have thrived through home learning and additional family time.

School plans that address high-quality teaching, targeted academic support, and wider strategies, enacted with skill and determination, will enable all pupils to come back stronger and go on to succeed in the academic year ahead.



1 Teaching

High Quality teaching for all
Metacognition and self-regulation
Flexible grouping

A Curriculum at all Key Stages which has sufficient depth and ambition;
A three year Key Stage 3
A two year Key Stage 4
An expanded offer at Key Stage 5

A Literacy Strategy which focusses on reading comprehension, vocabulary and tier 2 and tier 3

Support for Progression 11-16 through assessment; formative and diagnostic and summative

Supporting Remote Learning through Digital technology and extended learning

Staff first; focussing on Professional Learning, staff needs and well-being

2 Targeted academic support

High quality one to one and small group tuition deploying TAs effectively

Nurture group

Catch up Strategy and Academic Tutoring

SEND

ENGAGE

EMMAUS

3 Wider strategies

Supporting students social, emotional, spiritual and behavioural needs

Planning carefully for social and emotional learning

Communicating with and supporting parents

Sustaining the implementation of this ambition

1. TEACHING

High Quality teaching for all
Metacognition and self-regulation



Research and Support

7 recommendations from EEF Report on metacognition and self-regulation.
School self-audit as benchmark. High impact for very low cost.

Flexible grouping



EEF Closing the attainment gap – small group and 1-1, setting
EEF Collaborative learning. Moderate impact for very low cost.

A Literacy Strategy which focusses
on reading comprehension,
vocabulary and tier 2 and tier 3



EEF Reading comprehension strategies – High impact for low cost
Vocabulary development at tier 2 and tier 3
Accelerated reader EEF
Closing the attainment gap EEF

Supporting Remote Learning
through Digital technology and
extended learning



Rapid evidence assessment of distance learning EEF
4 recommendations for improving digital learning EEF
Priority one training for SEND students

Support for Progression 11-16
through assessment; formative and
diagnostic and summative



Feedback – High impact for very low cost EEF
Review of marking practices to increase impact but reduce workload
Pearson – Progression 11-16 target setting and tracking.

A Curriculum at all Key Stages which
has sufficient depth and ambition;
A three year Key Stage 3
A two year Key Stage 4
An expanded offer at Key Stage 5



Principles of good curriculum design EEF Summary
All support for the development of the curriculum and its successful delivery
are included in every strand of our work. A renewed curriculum on its own
will not improve the life chances of success for students.
However the curriculum for September 2021 must be coherent, ambitious
and challenging.
Pearson scheme of work support materials – Progression 11-16

Staff first; focussing on Professional
Learning, staff needs and well-being



Reference the school McAuley Career Stage Framework

2. TARGETTED ACADEMIC SUPPORT

High quality one to one and small group tuition deploying TAs effectively



Nurture group

Catch up Strategy and Academic Tutoring



SEND
ENGAGE
EMMAUS



Deploying TAs effectively



2. The Research and the support

EEF Closing the attainment gap
EEF Collaborative learning

The National tutoring programme

Peer tutoring - moderate impact for very low cost
EEF Guide to the spending of the pupil premium

EEF 5 recommendations for SEND in mainstream schools, SEND Key questions for schools

Integrated diagnostic, testing, referral, tracking and monitoring system including exiting.

Reference the school McAuley Career Stage Framework

3. WIDER STRATEGIES

Supporting students social, emotional, spiritual and behavioural needs



Planning carefully for social and emotional learning



Communicating with and supporting parents



Realising and sustaining the implementation of this ambition



3. The Research and the support

EEF 5 Recommendations on improving behaviour in schools – Links to all areas
Metacognition and self-regulation

PSHEE/RSE programme

Integrated diagnostic, testing, referral, tracking and monitoring system including exiting

EEF Working with parents to support parents learning – covers all areas
PARENTKIND

EEF Putting the evidence to work – a school's guide to implementation
Reference the school McAuley Career Stage Framework
EEF Guide for Governors 2019

M. Staff First - Professional Learning, workload and well-being

- 1. A school culture which unapologetically puts staff first and has policies and practices which make this happen. Staff professional learning and career development first, Staff welfare and well-being needs first, Staff workload first, First in our thinking and planning, First in our resourcing, First in our delivery.**
- 2. An explicit declaration that says that the leadership of the school aims to remove the obstacles to preventing teachers from teaching.**
- 3. Every strategy will be rated, regulated and re-visited to weigh against workload and impact on the students.**
- 4. At every stage of their career staff will be afforded personalised development opportunities**
- 5. Developing curriculum expertise will be at the heart of this professional development supported by resources.**
- 6. All staff are expected to commit to their own learning.**
- 7. Recruitment will be thorough, fair and humane.**
- 8. SLT will prioritise improving students attitude to learning so that teachers can teach and students can learn in peace.**
- 9. Policies around teaching and learning will involve the expert practitioners; the Curriculum Leaders.**
- 10. The Leadership of the school will be ethically driven to enable this to continue in the long term.**

McAuley Catholic High School and Sixth Form College; a Community of Learners committed to Gospel Values

Staff First

The school culture is determined by making our vision a reality through action. The culture is cemented by the actions of the senior leadership team. We are central in putting staff first. Ethical school leadership (promoted by ASCL) has 7 principles.

FRAMEWORK FOR ETHICAL LEADERSHIP IN EDUCATION

1. **SELFLESSNESS** | School and college leaders should act solely in the interest of children and young people.
2. **INTEGRITY** | School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.
3. **OBJECTIVITY** | School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.
4. **ACCOUNTABILITY** | School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
5. **OPENNESS** | School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.
6. **HONESTY** | School and college leaders should be truthful.
7. **LEADERSHIP** | School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles, and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do.

Leaders should show leadership through the following personal characteristics or virtues:

- a. **TRUST** | *leaders are trustworthy and reliable*
We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.
- b. **WISDOM** | *leaders use experience, knowledge and insight*
We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.
- c. **KINDNESS** | *leaders demonstrate respect, generosity of spirit, understanding and good temper*
We give difficult messages humanely where conflict is unavoidable.
- d. **JUSTICE** | *leaders are fair and work for the good of all children*
We seek to enable all young people to lead useful, happy and fulfilling lives.
- e. **SERVICE** | *leaders are conscientious and dutiful*
We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.
- f. **COURAGE** | *leaders work courageously in the best interests of children and young people*
We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.
- g. **OPTIMISM** | *leaders are positive and encouraging*
Despite difficulties and pressures, we are developing excellent education to change the world for the better.



In terms of the way we act we have already committed to the 7 personal attributes. I know that our staff recognise, value and respect this approach.

It is the only way we will continue to improve and bring staff with us, keeping staff first.

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The Verification

