



## **Lincoln Christ's Hospital School**

### **Statement of Action and Support Plan: April 2017**

Following Ofsted inspection on 15<sup>th</sup> and 16<sup>th</sup> March 2017

Lincoln Christ's Hospital School

Wragby Road

Lincoln

LN2 4PN

URN: 137442

Inspection Number: 10031302

**Lincoln Christ's Hospital School has been judged by Ofsted to require Special Measures**

## **Introduction**

The Governors, Senior Leadership Team and staff are united in their ambition and commitment to ensuring that Lincoln Christ's Hospital School is removed from special measures within the shortest timeframe possible and has a target of September 2018.

This statement accompanied by the Lincoln Christ's Hospital School's Rapid Improvement Plan has been prepared by the senior staff at the school and addresses the priorities for improvement as highlighted in the inspection report March 2017.

This post-Ofsted improvement plan has been shared with the whole staff body and scrutinised by the school's Governors. In addition, the school's Local Authority advisor will be involved in the further development of this plan, its effectiveness of delivery, impact upon the quality of provision. The advisor will report back to the governing body.

All registered parents have received a copy of the final report and have been contacted by the Chair of Governors, Kate Wilson. The school has a parental consultation evening scheduled to share all actions for improvement. There will be follow up newsletters and correspondence on a fortnightly basis and consultation and information evenings after every HMI monitoring visit.

### **Targets for improvement**

1. Rapidly improve the quality of teaching, learning and assessment by:
  - Making sure that teachers use information about pupils' attainment and progress and have high expectations of what they can achieve in order to provide work that is appropriately challenging;
  - Developing the quality of teachers' questioning, so that pupils' thinking is challenged and, thus, they develop a deeper understanding of the topics that they study.
  
2. Improve the effectiveness of leadership and management by:
  - Ensuring that leaders and Governors routinely evaluate pupil premium expenditure so that it is spent on activities that improve outcomes for disadvantaged pupils, including the most able;
  - Developing the skills of middle leaders so that they can improve the quality of teaching in their subjects;
  - Strengthening the role of governance so that school leaders are effectively supported and held to account;
  - Strengthening the leadership of post-16 provision and special educational needs and/or disabilities;
  - Making sure that school leaders closely track and monitor the work that they do to check that their actions are having a positive impact on pupils' outcomes;
  - Ensuring that teachers consistently use the school's assessment policy to give effective feedback to pupils so that they are clear about what they have to do to improve their learning.
  
3. Improve the personal development, behaviour and welfare of pupils by:
  - Improving the attendance of disadvantaged pupils and pupils who have special educational needs and/or disabilities;
  - Reducing the number of permanent and fixed-term exclusions to be in line with or below national averages.
  
4. Improve students' progress in 16-19 study programmes so that it is at least good by ensuring that leaders make rigorous checks on the quality of teaching to ensure that it is appropriately challenging.

### **Context and overview of the school**

Lincoln Christ's Hospital School became a converter academy in 2011. The predecessor school was judged to be good by Ofsted and in June 2013, was again, judged to be good in all areas. In 2014, the Headteacher of 9 years retired and a new Headteacher was appointed. The appointed Headteacher has extensive leadership experience having supported a failing school in Humberside to become the region's first outstanding academy, supporting catchment area schools to improve, supporting Hull College with its Studio School project, supporting the leadership team at Humberston Academy and completing the NPQH while training staff on behalf of the National College at NPQSL level. More recently and following a professional development course with the SSAT, he is a 'Scholar of the SSAT, 2016'.

The Headteacher rapidly identified that low aspirations, complacency and underachievement were common at many levels of the school and, as a result, a full restructure of senior and middle management took place.

By September 2015, a completely new senior team was in place with the remit of rapidly transforming the school to maximise the potential of every student. The team now consists of the 1(2) Deputy Headteacher(s) and 3 Assistant Headteachers - leading on safeguarding, pastoral care, teaching and learning and curriculum - all of whom have completed a nationally recognised qualification in preparation for senior leadership, including Leadership Pathways and NPQSL with the Deputy currently completing the NPQH and with leadership experience in a number of schools. In order to build the capacity at this level, the school also has an extended leadership team consisting of 2 Associate Senior Leaders with responsibility for 6<sup>th</sup> Form and Data Analysis. There are a further four colleagues currently completing their NPQSL who have projects including Discipline for Learning, marking, homework and a student peer coaching programme. In addition, our successful bid for a place on the SSAT Leadership Legacy Programme has ensured that one of our emerging leaders has a pro-active and collaborative role to play in ensuring our continued improvement.

An academy risk assessment report, led by LTSA on behalf of the LCA highlighted on 15<sup>th</sup> December 2016:  
*'the headteacher, supported by governors and senior leaders is taking effective action to address the underperformance of pupils.'*

A letter from Martin Smith, Children's Services Manager – Schools Standards, on the 3<sup>rd</sup> February 2017 said:  
*'we are assured that positive progress is being made that will impact outcomes for Lincolnshire's children.'*

A review of the senior team in October 2016 by an educational consultant, Sue Baxter, reported:

- *'A clear vision for improvement'*
- *'Highly effective team'*
- *'Outstanding capacity to improve'*

Moreover, following a middle leadership restructure, a consultation with all stakeholders to radically alter the curriculum was completed. This was implemented in Years 7 and 9 in 2016 with full implementation scheduled in September 2017. The timings of the school day have also been altered to fit in with the new curriculum model.

Following a pupil premium review in December 2015, in partnership with CfBT and a practising Ofsted inspector, a full re-structure of the pastoral team was put into place. A 'health-check review' in January 2016 showed significant gains with our disadvantaged students. These include:

- PP Basics increased by 12% in 2 years (2014 – 2016);
- PP Ebacc increased by 7% in 2 years (2014 – 2016);
- PP English 3 LOP increased by 17% in 2 years (2014 – 2016);
- PP Mathematics 3 LOP increased by 17% in 2 years (2014 – 2016);
- PP 5 A\*- C including English and Mathematics increased by 9% in 2 years (2013 – 2015) with a 13% close in the gap with National Others during this period. This further increased by 6.3% in 2016 giving an overall improvement over this period of 15.3%;
- PP students' attendance has improved from 90% in 2014/15 to 92.3% in 2015/16 and 93.8% in 2016/17 which is 1% higher than national levels.

In March 2017, the academy received notification of their section 8 inspection which converted to a section 5. The lead inspector judged the school to have declined since the last inspection and an overall inadequate judgement was given. Ofsted did, however, acknowledge the school's progress in many areas including Discipline for Learning, curriculum, British Values, SMSC and safeguarding. Furthermore, while the school is proactive in sourcing external reviews from Local Authority Advisors, practising Headteachers and Ofsted Inspectors over the past 2 years, these did not accurately identify the areas of weakness.

- The school is an above average–size mixed comprehensive with a curriculum across Key Stage 3, 4 and 5;
- The proportion of pupil premium students is higher than national proportions at around 33% but this is increasing year-on-year with every new year group;
- The proportion of students from a minority ethnic background is low in comparison to national statistics and the proportion of students whose first language is not English is broadly in line with national levels at about 10%;
- The proportion of Looked after children is higher than national levels and significantly higher than schools in our Local Authority; drawing LAC students from 3 different counties.
- The proportion of students receiving SEN support or who have a statement is significantly higher than national levels at approximately 20%;
- The school deprivation indicator is slightly higher than the national indicator;
- LCHS is a fully inclusive school with successful integration of transgender pupils onto our roll following the Cornwall Guidance
- Numbers in the lower school are at or over PAN. In 2015, the school was oversubscribed for the first time in 14 years with over 65 first choice

applications being unsuccessful. This trend was repeated in 2016. In 2017, the school has increased its PAN in Year 7 by 8% to cope with local demand. Numbers in 6<sup>th</sup> Form are approximately 290;

- The rate of both permanent and fixed-term exclusions have significantly reduced in the last two years:
  - In the academic year 2015 – 2016 the school reduced the number of permanent exclusions by 74% from the previous year. This has reduced by a further 25% this academic year;
  - In the academic year 2015 – 2016 the school reduced the number of fixed-term exclusions by 17% from the previous year;
  - In 2014 – 2015 disadvantaged students were excluded at 9x the rate of non-disadvantaged students. This year the rate is 1.5x. (Lower than national trend of 4x);
  - This year, disadvantaged students at LCHS have been excluded at a rate of 6.26% (2.27% for non-disadvantaged). This is below the national figure for all schools for disadvantaged of 10.11% (and 2.77% for non-disadvantaged);
  - The school has reduced the rate of FTE by 1.72% since 2014 – 2016 (from 5.2% to 3.48%). The current rate is also below the national rate (3.97%);
- Attendance has improved in recent years from 92.6% in 2013 to 94.5% in 2015 and a projected 95% in 2016;
- The school has been awarded the RSQM (gold), coaching school status, Stonewall champion, ISQM and is on track for the Arts Mark (Platinum);
- The school is a member of the Lincolnshire Learning Partnership and is a member of the Lincoln and Kesteven collaboration;
- CPD is completed in collaboration with SSAT and using the Dylan Wiliam Embedding Formative assessment Programme (Year 2 of 2).

From September 2017 the school will employ 85.2FTE Teachers to teach 1390 (using projected Year 7 and Sixth Form numbers) students with a total of 82 support staff including teaching assistants, cover supervisors and administration support.

- The school is projecting 0 vacant positions in September 2017;
- LCHS is a lead school for School Direct and partner with Bishop Grosseteste University. LCHS is also a partner school with the University of Nottingham and Sheffield Hallam.

The networks and structures of the school, as identified above and in the Rapid Improvement Plan, can now support the immediate and sustainable progress of the school.

### **Support requested**

- As recommended in the inspection report, an external review of governance will be undertaken to ensure that the governors are in a good position to hold the Senior team effectively to account through this rapid improvement phase;
- As recommended in the inspection report, an external review of pupil premium funding should will be undertaken in order assure long-term and sustained improvement for all disadvantaged students;
- The school will work with the Regional Schools Commissioner over the coming months to best ascertain the current position of the school and the necessary bespoke support package to guarantee rapid and sustained improvement;
- Lincolnshire Learning Partnership will support through collaboration and sharing of best practice. Reviews will be completed by current Headteacher of schools which have Ofsted grades good or outstanding in the local area. The first subject area reviews are scheduled for the English, Science and Mathematics departments and will assure and verify the rapid progress in these areas;
- SSAT external consultant support for teaching and learning to verify and validate the rapid gains in planning, questioning and assessment;
- Access to the Strategic School Improvement Fund from the National College for Teaching and Leadership to engage with a MAT and gain support from an NLE as the 'out of MAT' school to improve outcomes for pupil premium and SEND students;
- Exam board consultant support with the English and Mathematics teams on securing accurate assessments and understanding the examination criteria;
- Staff at all levels will be expected to engage in professional development opportunities prioritising challenge, differentiation, questioning and feedback;
- Work with outstanding local post-16 providers to share best practice and develop a plan to improve;
- Completion of professional qualifications through the National College of Teaching and Leadership for identified middle and aspiring senior leaders;
- Current extended senior leadership to complete NPQSL and NPQH qualifications;
- Use internal expertise from our specialised leader of education (SLE) to develop a consistent approach in teaching and learning.

### **Accountability and Monitoring**

Monitoring progress of the Rapid Improvement Plan (RIP) will be through regular board meetings and conducted by the RIP sub-committee of the Governing Body. This sub-committee will consist of the Chair of Governors: Kate Wilson, Paul Watson, David Gibbons, Steve Puttick and Alan Mills. This group of Governors have significant expertise and experience and between them have held positions such as, Lead Ofsted Inspector, Headteacher, Executive Headteacher, Head of Programmes.

This group will meet with the Headteacher on a two week cycle to ensure that the intended outcomes on the RIP have been achieved or exceeded. A RAG rating will be highlighted on each action point along with any associated commentary to show what evidence which has been considered during the meeting.

This sub-committee will work to triangulate evidence offered and will look to verify progress with the wider staff, students, and parents along with the scrutiny of classwork books, learning walks and examination of the various Key Performance Indicator systems which have been developed.

External support and consultancy will be used to verify the work of this group of Governors and validate their appraisal of the plan.

In addition, the Governing Body has a number of scheduled formal meetings and is split into various sub-committees. These include the data and teaching committee, the Pupil Care and Guidance Committee, Finance Committee and the Property Committee. Progress of the plan will be reported back to these committees on particular dates as highlighted in the RIP.

In addition, please find attached a spreadsheet highlighting the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> reviews and final evaluation dates for every area of the plan which will be used to accurately track the impact on the quality first agenda.

### **Milestones**

Each aspect of the Rapid Improvement Plan has an associated Key Performance Indicator sheet which clearly shows if progress data, attendance data, fixed term exclusions data and quality of teaching data is on track to improve as intended or if they are on track to match or exceed national levels for that indicator.

Please find below an overview of the first 3 terms for the Rapid Improvement Plan. The Rapid Improvement Plan will provide more detail, along with the accountability wallchart which will be used to ensure that all milestones are being met during the fortnightly Governing Body Sub-committee meetings.

<b>Summer Term 2 2017</b>
Restructure Senior Team including 6th form
Restructure SEN department
Appoint SENDCo
Appoint Head of Mathematics and Head of Science
Establish planning expectations
Establish marking expectations
Launch Quality Assurance and accountability processes
Establish grading baseline for T&L: delivery, progress, questioning, marking and planning
Complete full training need plan for all staff at all levels
Set Teaching and Learning waypoints to aim for 90% Good and 20% Outstanding by Dec 17
NLE to complete a Governing Body Review
NLE to complete a full Pupil Premium Review
<b>Autumn Term 1</b>
Finalise KPI sheets using progress from summer term 2
Quality assurance shows rapid progress towards 90% Good and 20% Outstanding by Dec 17
Support, capability and disciplinary procedures
SWAT team training
Discipline for Learning programme Launch
Staff Teaching files completed
Departmental SWOT analysis complete
Performance management centred around student progress
External professional development opportunities offered

Middle leadership coaching
Headteacher and Senior team accountability measures
TLR holders review
Core Department external reviews
<b>Autumn Term 2</b>
Quality Assurance will show 90% good or better for all indicators
Develop Parental forum
Attendance year to date will be on track to exceed National Levels (95%) for end of year
Exclusions rates for all cohorts are at or lower than national levels
6th form enrichment published
Year 10 taster lessons
Sixth Form master classes introduced
Internal data shows that every year group is on track to reach their FFT20 attainment 8 target
All Year 10 = 49.64    SEN Year 10 = 44.4
All Year 9 = 48.4    SEN Year 9 = 44.41
All Year 8 = 48.99    SEN Year 8 = 43.09

### **Position of Governance**

The Governing body consists of a diverse selection of people bringing different experiences to the table. Each sub-committee is chaired by an expert in their field and each and every member is committed to the life and work of the school. All the governor positions are filled and attendance at meetings is very good.

The governors have recently undergone a self-evaluation process to review their current situation in the school with regard to effective governance and to discover the areas needing improvement in order to fulfil their statutory responsibilities. This document is reviewed annually and looks at all aspects of school life and governance. One of the results of this undertaking is that we will be seeking more training opportunities.

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The Governing Body is committed to improving the school and will be closely involved over the next months as the school works with HMI and the RSC to move out of SM. We believe that we have the capacity within the school to see this plan through, but would be willing to explore the possibility of entering negotiations with a local supported MAT.

<b>Name</b>	<b>Position</b>	<b>Additional information</b>
Mrs Kate Wilson	Chair of Governors	Cathedral Verger BA (hons) History
Mr Alan Mills	Vice Chair of Governors Chair of Pupil Care & Guidance Committee	Forensic Vehicle Investigation
Mr Jim Hanrahan	Vice Chair of Governors Chair of Property Committee	Town Planning Consultant BA (hons) Town & Country Planning
Dr Steve Puttick	Chair of Teaching & Data Committee	Head of Programmes (Secondary, FE, Research Education), Bishop Grosseteste University DPhil (PhD) Education - MSc Educational Research Methodology - MA Educational Leadership and Innovation - PGCE Secondary Geography - BSc Geography
Mr Paul Watson	Chair of Finance Committee	Company director BA (Hons); MA (distinction); NPQH Former Ofsted inspector and Executive Headteacher
Mr Richard Greenfield	Parent Governor and Vice Chair of Teaching & Data Committee	NDT inspector
Mrs Dawn Slaney	Parent Governor	Teaching Assistant (Primary) BA Hons in Applied Studies of Children and Youth Work
Dr Dan Ellin	Parent Governor	Archive and Exhibition Curator for the International Bomber Command Centre -PhD in History -MA in Historical Studies -BA in English and History
Mrs Rachel Knowles	Staff Governor	Progress Leader Year 11 and Teacher of Music

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Miss Natalie Syson	Staff Governor	Teacher of Science
Mrs Rebecca Guyon	Staff Governor	Joint Head of Performing Arts
Mrs Sharon Wilkinson	Staff Governor	Catering Manager
Mr David Gibbons	Governor	Headteacher BA Hons and PGCE
Mr John Males	Governor	Retired Teaching Assistant, having formerly worked for the Tourist Board and as an editorial copywriter
Mrs Diana Scammell	Vice Chair of Pupil Care & Guidance Committee	Retired Teacher of MFL MA (Hons) PGCE
Revd. Canon John Patrick	Governor	Subdean of Lincoln (Cathedral), Chapter Member BA (Hons)
Mr Mike Savage	Vice Chair of Finance Committee	Retired Accountant CIMA CGMA

**Arrangements to inform parents**

Parents/carers have been informed of the outcome of the inspection via a letter from the Chair of Governors on 10<sup>th</sup> May. A copy of the report has been sent via email or posted to all registered parents on the same date.

Parents of Year 11 SEND and PP students have been invited to a consultation event on 11<sup>th</sup> May to discuss how to best support their child through the exam period.

All parents will be invited to a consultation evening (in year groups) on various dates from 5<sup>th</sup> June on (TBC). These meetings will be led by the Headteacher, board members and the Chair of Governors and will inform parents/carers of the outcome of the inspection as well as actions that are being taken by the school to bring about the required improvements. This process will be repeated following any subsequent monitoring inspection.

The school will seek to develop the use of the current parental governors to establish a parental feedback forum. This will provide opportunities for parents/carers to raise concerns or issues about the school. A Parent Champion will be appointed from the Governing Body as well as a member of SLT to take the leadership of communication with parents/carers and to action the issues and concerns raised.

Parents/carers will also be kept up to date by a series of newsletters to be sent out by the Headteacher, once per fortnight, and following any monitoring inspection.

Parents/ carers will be invited to share any further views during every parent's evening asking for specific feedback on the school's areas for development.

### **Financial Statement**

Please see below table outlining the 3 year financial position of Lincoln Christ's Hospital School

	<b><u>2017-18</u></b>	<b><u>2018-19</u></b>	<b><u>2019-20</u></b>
Salaries	£6,000,000	£6,100,000	£6,220,000
Premises	£462,500	£475,000	£485,000
Supplies	£286,250	£300,000	£310,000
Other Expenditure	£709,000	£720,000	£730,000
<b>Expenditure</b>	<b>£7,457,750</b>	<b>£7,595,000</b>	<b>£7,745,000</b>
School Block Allocation	5,235,406.00	5,340,000.00	5,475,000.00
Extra Income (efa GAG)	£0	£0	£0
16-19 Allocation	1,264,281.00	1,265,000.00	1,265,000.00
Other Income	£1,080,000	£1,100,000	£1,120,000
<b>Income</b>	<b>£7,579,687</b>	<b>£7,705,000</b>	<b>7,860,000.00</b>
Surplus/Deficit	£121,937	£110,000	£115,000

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Use of Reserves	£121,937	£110,000	£115,000
<b>Balance of Reserves</b>	<b>£86,805</b>	<b>£196,805</b>	<b>£311,805</b>

The school has been under financial pressure during the past two years due to a large decrease in the school budget share allocation set by the Education Funding Agency based on pupil numbers and formula factors. Due to this funding decrease, the school has had to re-structure its staffing levels and review all its non-staffing expenditure in order to ensure the school could make the necessary efficiency savings.

As the table demonstrates, the school will be financially viable during the next 2 levels if the staffing costs remain at a similar level to the 2017/2018 projected cost plus any inflation/pay increases.

The school will be dependent on pupil numbers gradually increasing over the next few years, based on higher Year 7 cohorts replacing the Year 11 leavers. As a consequence, the school should be able to build up reserves over the next few years and be financially sustainable.

The National Funding Formula (NFF) may also provide the school with additional funding, as the current AWPU (Age Waited Pupil Unit) is currently below the national average and this will increase when the NFF is implemented.