



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

### **Statement of Action: June 2018**

Lincoln Christ's Hospital School  
Wragby Road  
Lincoln  
LN2 4PN

**Lincoln Christ's Hospital School has been judged by Ofsted as 'Good overall' and in every area during a section 5 inspection in February/March 2018.**



## **Introduction**

The Governors, Senior Leadership Team and staff are united in their ambition and commitment to ensuring that Lincoln Christ's Hospital School builds on the most recent inspection to consolidate the rapid improvements in pastoral and academic outcomes.

This statement accompanied by the Lincoln Christ's Hospital School's Development plan has been prepared by the senior staff at the school and addresses the priorities for improvement as highlighted in the inspection report March 2018.

All registered parents have received a copy of the Ofsted report and have been contacted by the Chair of Governors, Kate Wilson. The school has regular parental consultation events scheduled to share all actions for improvement. There will be follow up newsletters and correspondence informing all stakeholders of our progress.

The Governors have set out a clear vision for Lincoln Christ's Hospital School and it is this which drives the actions and desired outcomes of our plan. This vision is:

An outstanding education for all students.

To achieve an outstanding education we will ensure that:

- All students reach their full potential
- All students have a thirst for knowledge
- All students have access to a stimulating learning environment
- All teaching will be of the highest order
- All students will learn in a safe and nurturing environment
- All students will have the opportunity for and be encouraged to take part in enrichment and extra-curricular activities
- All staff and students will be respected, valued and included

### **Targets for improvement**

- Reduce the remaining variations at the school, with respect particularly to:
  1. The quality of teaching, learning and assessment
  2. The attendance of disadvantaged pupils
  3. The progress of boys.
- Ensure that all groups of students in the sixth form make consistently good progress in all subjects.
- Implement fully the outcomes of the external review of governance.

### **Outcomes for learners**

The school carefully tracks students' progress using Fischer Family Trust data; setting realistic but highly aspirational targets. All students are given an amended FFT 20 target to aim for. These are the targets which are in line with the top 20% of schools nationally but adjusted for some students, (including Pupil Premium students) to the top 5% of schools nationally given a greater level of aspiration and challenge and to mitigate any underachievement in Key stage 2. 2018/19 FFT shows the following:

#### FFT50 (Outcomes based on the top 50% of similar schools nationally)

- Basics (pupils gaining English and Mathematics) 4+ 60.5%
- Basics (pupils gaining English and Mathematics) 5+ 32.2%
- English Baccalaureate (pupils gaining English, Maths, Science, Humanities and a Language) 4+ 44.9%
- English Baccalaureate (pupils gaining English, Maths, Science, Humanities and a Language) 5+ 22.4%

#### FFT20 (Outcomes based on the top 20% of similar schools nationally)

- Basics (pupils gaining English and Mathematics) 4+ 73.2%
- Basics (pupils gaining English and Mathematics) 5+ 42.4%
- English Baccalaureate (pupils gaining English, Maths, Science, Humanities and a Language) 4+ 52.2%
- English Baccalaureate (pupils gaining English, Maths, Science, Humanities and a Language) 5+ 33.2%

**FFT20 Amended (Outcomes based on the top 20% of similar schools nationally with many amended to be in line with top 5% of schools nationally)**

- Basics (pupils gaining English and Mathematics) 4+ 73.7%
- Basics (pupils gaining English and Mathematics) 5+ 44.4%
- English Baccalaureate (pupils gaining English, Maths, Science, Humanities and a Language) 4+ 56.6%
- English Baccalaureate (pupils gaining English, Maths, Science, Humanities and a Language) 5+ 38.5%

**Context and overview of the school**

**Context:** Our school is driven by our clear, moral purpose to every single student and the wider community. It is an above average-size mixed comprehensive providing a broad and balanced curriculum through Key Stage 3, 4 and 5. Every student studies at least the full set of English Baccalaureate subjects, including at least one Language, both Humanities, Religious Studies, Physical Education, and SMSC and British Values up to Y9 while ensuring appropriate options are given in Y8; refined in Y9 in preparation for Key Stage 4. Our proportion of Pupil Premium students is significantly higher than the national at 33%, (and increasing with each new cohort). The proportion of pupils 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 students receiving SEN support, or who have a statement, is significantly higher than national levels at approximately 20% and the school deprivation indicator is slightly higher than national.

***Improvements within the last 18 months (from march 2017)***

- New SLT with a clear focus on driving improvements in outcomes and overall student experience through universal and targeted strategies in teaching, attitudes to learning, consistency and QA;
- Restructured leadership of core subjects, many middle leadership positions, and SENDCo;
- Improvements in sharing of data at all levels with a focus on progress of all: SISRA, target setting, residuals, Progress 8, Attainment 8;
- Improvements in attendance – focus on persistent absenteeism and forensic tracking of cohorts;
- Restructure of Governing Body;
- Greater focus on post 16 provision to bring practices in line with 7 – 11 provision.

**Academy strengths**

- Progress of students in all current year groups improving towards or exceeding national levels in many areas including English and Mathematics;
- A strong and ambitious target setting system in KS3 and KS4 and now in development for KS5;

- Resilience and fierce ambition of SLT to lead all and ensuring the March 17 SIR was a catalyst for change;
- Effective behaviour and pastoral systems support improved attendance, punctuality and student conduct;
- Thorough QA systems in place leading to increased consistency in following the marking and feedback policy;
- Use of Teaching Folders as a tool to ensure a forensic understanding of sub groups' attainment by all staff and enhance planning for the needs of all;
- Intervention strategies which are dynamic and personalized;
- Safeguarding and welfare;
- Significant improvement in the outcomes for Pupil Premium students;
- Enhanced SMSC programme which also includes coverage of national agenda items;
- Systemic change approach to school's DfL programme to support the development of self-assured and confident learners.

#### **School Improvement Priorities**

- Further improvements to teaching and learning to develop staff expertise: typicality to show all lessons are at least good; further improved planning for meeting needs of individuals and cohorts (boys); a focus on home study and DfL to create autonomous learners; a relevant CPD programme which is highly valued by all; continued PP first agenda;
- To continue to raise student achievement for all students to be at least in line with top 5% of schools nationally (forensic use of data to monitor progress and remove cohort gaps further: Boys, G+T, PP);
- PP students' progress and attendance to be in line with national non-PP;
- Building further leadership capacity of our middle leadership.

#### **Academic Outcomes**

The headline 'Basics' measure is forecast to continue its 3 year trend of improvement, from 45% A\* C in 2015, to 58% at 4+/C+ and 38% at 5+, in 2017. These are projected to increase to 60% and 39% for 4+ and 5+ respectively in 2018, broadly in line with national averages despite lower than national prior attainment.

The key headline measure of Progress 8 (P8) is predicted to maintain improvement in 2018. The first P8 score of -0.52 in 2016, attained by students following a legacy curriculum, increased to 0.03 in 2017, attained by students completing a revised 'P8 Ready' curriculum and current projections indicate that, if students continue to make progress in line with current levels, this will increase to +0.1 (logically based on 2017 points). Our disadvantaged

students gained a P8 score of -0.90 in 2016 which increased to -0.14 in 2017 indicating that the progress of disadvantaged pupils is improving towards that of other pupils as shown in the narrowing of the in-school gap and against non-disadvantaged pupils nationally.

Progress across all four elements of P8 demonstrates consistency of delivery across the curriculum and the impact of pastoral and academic interventions including the redesign of curriculum. Overall, a P8 score of +0.03 is gained from P8 Elements scores (national values in brackets): English +0.02 (-0.03), Maths -0.01 (-0.02), EBacc +0.17 (-0.03) and Open -0.06 (-0.04). These figures demonstrate that students gain secure knowledge and understanding across the curriculum.

In 2017, progress within the low ability cohort was significantly above national: 0.2 against -0.17 and broadly in line with national for middle and high ability cohorts. The in-school gender gap for P8, 0.61 in 2016 decreased to 0.35 in 2017 and is expected to decrease to 0.24 in 2018. The in-school Pupil Premium gap for P8 decreased from 0.39 in 2016 to 0.27 in 2017 and is expected to decrease further to 0.25 in 2018. The in-school SEN Support gap for P8 decreased from 0.31 in 2016 to 0.26 in 2017 and is expected to decrease further to 0.09 in 2018. Overall in 2017, the attainment of almost all groups was in line with national; while boys' progress was below national in 2016, it is improving rapidly (-0.83 in 2016, National of -0.12, to -0.22 in 2017, National of -0.24)

Internal data and tracking across all year groups is showing the closing of in-school gaps based on projections of attainment against FFT20 and FFT5 for PP students. Furthermore, the internal tracking last year was proved accurate in projection against the 2017 summer results to a gap of +0.23 Average Total Attainment 8 points and a gap of -0.01 Progress 8 points. These tracking systems are showing continued improvement in outcomes this year which allows confidence in the projection of continued improvement across a range of subjects.

Students are encouraged to read frequently across the curriculum. Furthermore, students complete independent reading in tutor time at least once a week, covering a range of fiction and nonfiction material. There is a full programme of wider activities that encourages students to regularly participate in wider reading.

In 2015, 91% of students moved into further sustained education, employment or training.

### **Pastoral Outcomes**

Reducing rates of exclusions has been a school priority which has seen the school's FTE come in line with national whilst there has also been a significant

reduction in fixed-period since 2015 (-34%) and permanent (- 79%). In 2016-17, repeat exclusions were below national average. Implementation of a new solutions-focused inclusion policy has seen the school maintain this level of improvement in the number of FTE in the first three terms of 2017-18. Also during this period after three terms, there are no permanent exclusions.

Whole school attendance in 2016-17 is above national average as are a number of cohorts including PP, SEN Support (including EHCP/statemented), and boys. Persistent absence rates have reduced by 1.7% over an academic year. There are highly effective systems in place for monitoring and tackling absence.

### **External Partnership and support**

Our school has clear links with a number of organisations which both support us with our improvement journey but also allow our school to share its expertise. These links are with both Primary and Secondary and it is planned to explore further partnership working which could consolidate or enhance the offer both to our students and staff.

Governors are keen to explore any opportunities for collaborative work which will enrich the educational experience at LCHS or has clear economic benefits.

### **Accountability and Monitoring**

Monitoring progress of the Development Plan will be through regular board meetings and conducted by the Governing Body sub-committees. These groups of Governors have significant expertise and experience and between them have held positions such as, Lead Ofsted Inspector, Headteacher, Executive Headteacher, Head of Programmes.

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.

**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

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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.

The priority of the Governing body is to review its committee structures, training needs and strategic vision for the school.

The Governing Body is committed to improving the school and will be closely involved in the strategies employed by the school to reach its vision.

| <b>Name</b>           | <b>Position</b>  | <b>Additional information</b>   |
|-----------------------|--|---|
| Mrs Kate Wilson       | Chair of Governors                                     | Cathedral Verger<br>BA (hons) History   |
| Mr Alan Mills         | Vice Chair of Governors                                | Forensic Vehicle Investigation  |
| Mr Jim Hanrahan       | Vice Chair of Governors                                | Town Planning Consultant<br>BA (hons) Town & Country Planning   |
| Dr Steve Puttick      | Chair of Teaching & Data and student welfare committee | Head of Programmes (Secondary, FE, Research Education), Bishop Grosseteste University<br>DPhil (PhD) Education<br>- MSc Educational Research Methodology<br>- MA Educational Leadership and Innovation<br>- PGCE Secondary Geography<br>- BSc Geography |
| Mr Paul Watson        | Chair of Finance and Audit Committee                   | Company director<br>BA (Hons); MA (distinction); NPQH<br>Former Ofsted inspector and Executive Headteacher  |
| Mr Richard Greenfield | Parent Governor  | NDT inspector   |
| Mrs Becky Malam       | Parent Governor  | Primary Headteacher   |
| Mrs Rachel Knowles    | Staff Governor   | Progress Leader Year 11 and Teacher of Music  |
| Miss Natalie Syson    | Staff Governor   | Teacher of Science  |

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|                          |   |   |
|--------------------------|---|---|
| Mrs Rebecca Guyon        | Staff Governor  | Joint Head of Performing Arts   |
| Mrs Sharon Wilkinson     | Staff Governor  | Catering Manager  |
| Mr David Gibbons         | Governor  | Headteacher<br>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 Teaching & Data and student welfare committee | Retired Teacher of MFL<br>MA (Hons) PGCE  |
| Revd. Canon John Patrick | Governor  | Subdean of Lincoln (Cathedral), Chapter Member<br>BA (Hons)   |
| Mr Mike Savage           | Vice Chair of Finance Committee                             | Retired Accountant<br>CIMA CGMA   |

### **Financial Statement**

The school has been under financial pressure during the past three 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.

The school has had a significant challenge to ensure a balance budget through its cash flow projections but is projected to be in a much improved position in the coming academic year (2018/2019) if the staffing costs continue to decrease at its current rate plus any inflation/pay increases.

The school will be dependent on pupil numbers 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.