

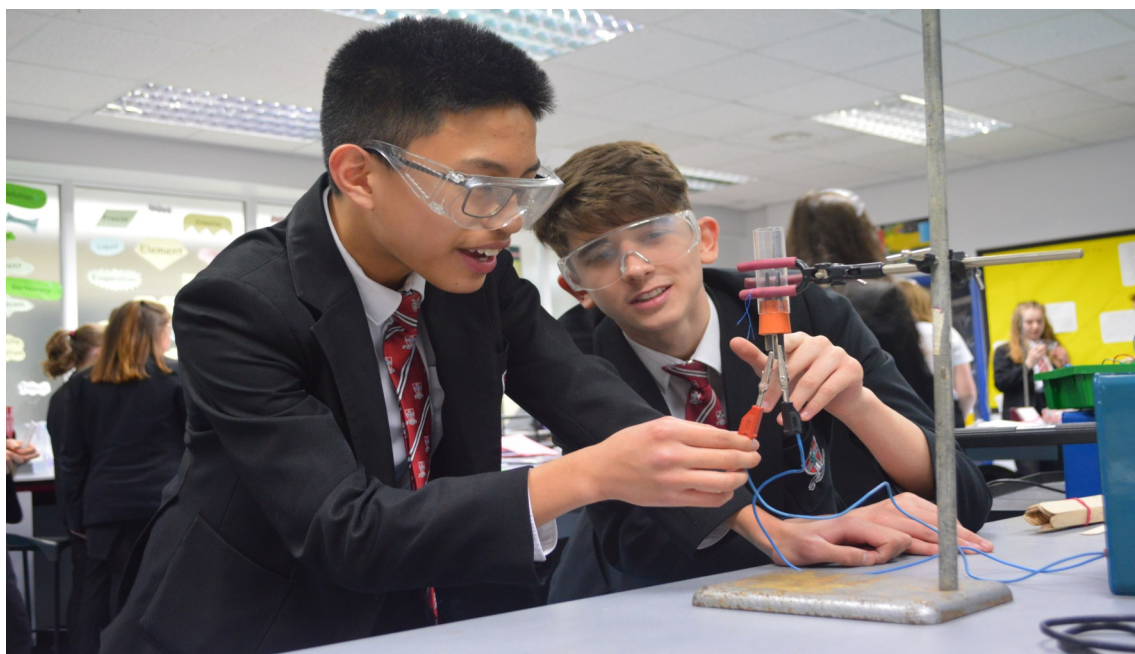


ST JOHN FISHER CATHOLIC VOLUNTARY ACADEMY



**(Part of the Blessed Peter Snow Catholic Academy
Trust)**

Executive Headteacher Recruitment Information for Applicants June 2017



**Diocese of Leeds
Office for Education and Schools**

Our Academy



St John Fisher Catholic High School was opened in 1958, under the trusteeship of the Diocese of Leeds. It was reorganised in 1974 and the Sixth Form was added in 1979.

In October 2014, the school became an academy and was renamed St John Fisher Catholic Voluntary Academy. The academy is part of the Blessed Peter Snow Academy Trust which currently includes three Catholic schools (ourselves and two primaries) in the Kirklees and Calderdale metropolitan areas. The academy's purpose is to serve the Catholics living in Dewsbury, Batley and surrounding areas.

Our school is an 11-19 mixed Roman Catholic Academy with approximately 1200 pupils on roll, including 210 in the Sixth Form. The school was founded to help parents provide a Catholic education for their children. The academy is over-subscribed. Currently 85% of students are Catholic.

We endeavour to create positive interaction between home, academy and parish that will provide a basis for the children's future. We are committed to showing Christian care and concern for all staff, students and parents.

The academy exists therefore:

- to help pupils to know and love God and the wonders of creation
- to help pupils to understand and live the Catholic faith
- to enable pupils to grow in self-esteem
- to help pupils to become responsible and responsive adults
- to enable pupils to develop their physical potential
- to enable pupils to develop their intellectual potential
- to prepare pupils for life in a multi-cultural and technological society
- to create a community in which individuals respect each other regardless of
age, gender, ethnicity, ability, sexuality, religion or social status.

The Spiritual Life of Our Academy



The practice of our Catholic Christian faith is fundamental to the life of St John Fisher Catholic Academy. This is evidenced in the academy's worship, involvement in charitable events, periods of retreat and reflection and in-house displays. Prayer life is closely linked to the Church's year with services of reconciliation and meditation during Advent and Lent, prayers for the dead in November and the Rosary in October. Additionally, the academy gives a public witness to her faith by re-enacting the Nativity story and Passion of Christ to the people of Dewsbury.

The academy is fortunate to have its own Chapel where the Blessed Sacrament is reserved during term-time. The Chapel is open throughout the day providing peace and tranquillity amidst the bustle of academy life. Pupils are encouraged to use the Chapel for private prayer in their free time.

The academy also has a full-time Lay Chaplain whose responsibilities include being available to pupils, students and staff as a listening ear. The Chaplain organises days of reflection, retreats and pilgrimages for various year groups, and co-ordinates the masses. Our masses are real and genuine celebrations with many pupils and staff volunteering to take part in music, drama, readings and reflections.

All staff, especially those from the religious education and music faculties, support the work of the Chaplain therefore making a significant contribution to the mental, physical and spiritual well-being of the pupils. The Chaplain also liaises with the priests and teaching staff to ensure that all members of the community receive the spiritual guidance and pastoral help they need.

In December 2012, Diocesan Section 48 inspectors stated the following.

"The overall effectiveness of the school is Outstanding. St. John Fisher is a school that lives out its Mission Statement. There is an excellent shared understanding between all members of the community of the school's ministry to young people and its service to the Church. A strong commitment to that statement, and to the Spiritual Development Policy, is evident in the practices of Governors, Headteacher, Senior Leaders and other staff, and in the way they express that commitment. They ensure that the mission of the school informs all policies including those related to curriculum, staff and pupils and the general life of the school. This commitment is clear in the status and role of the RE faculty (which includes PHSCE and Music); the good Chaplaincy provision; excellent liturgy and worship; high quality pastoral care; and the opportunities to support the social, moral and spiritual development of pupils, supported by a range of partners."

For further details, please refer to the academy's spiritual development policy on the school website.

The School Curriculum and Organisation



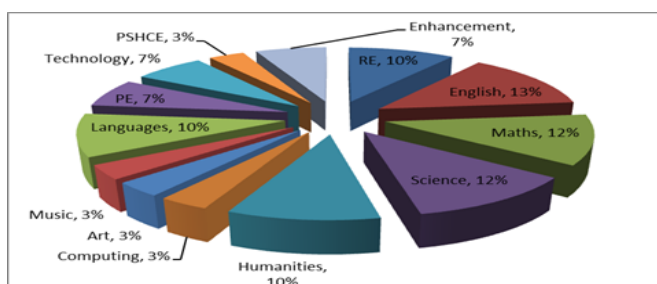
At St John Fisher Academy we seek to ensure that the whole curriculum has a spiritual dimension highlighting the aims, values and teachings of the Catholic faith. To assist the personal development of all pupils, whatever their backgrounds or individual needs, we seek to provide a curriculum which has breadth, balance, relevance, differentiation, progression, continuity and which provides opportunities for all pupils to experience success. This was confirmed by Ofsted in November 2012 who concluded that:-

"The school enables students to study a suitable range of subjects for GCSE and work-related qualifications. Options for the current Year 10 show an increased emphasis on giving more students the chance to study subjects that contribute to the English Baccalaureate. In the sixth form, a broad mixture of courses caters appropriately for the range of students' needs and interests."

The curriculum supports the school's Catholic values in promoting students' spiritual, moral, social and cultural development well. Teachers foster good relations, help students to support each other and chair discussions that challenge students to think about difficult issues. For example, one boy explained to an inspector how his study of the book Of Mice and Men had made him rethink his attitudes to people with mental disabilities."

Content

A total of twenty-five hours is spent on timetabled lessons including Religious Education, PSHCE (Personal, Social, Health, and Citizenship Education) and Form Period but excluding registration time.

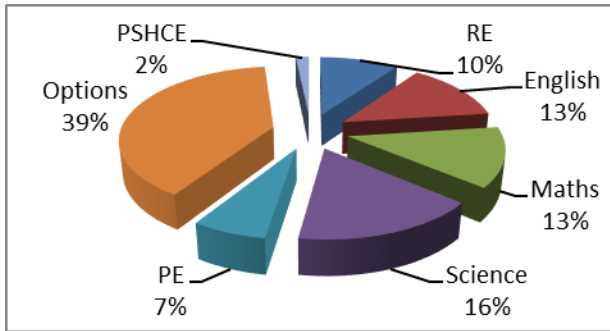


Years 7 to 9 (Key Stage 3)

All pupils study Religious Education, Art, Design Technology (including Food/Textiles), English, French or Spanish, Geography, History, ICT, Mathematics, Music, PE, PSHCE and Science.



Years 10 and 11 (Key Stage 4)



All pupils take Religious Education, English, Mathematics and Science to GCSE or equivalent level. PE and PSHCE are also compulsory subjects.

In addition, pupils can select subjects from the following:

Art, Business Studies, Computer Science, French, Geography, Health and Social Care, History, ICT, Computer Science, Media Studies, Music, PE/Sport, Spanish and Technology (four options available). ICT is also a part of all subjects.

All students are able to follow the advice of the government, and access qualifications in more traditional subjects. All students are asked to make either one or two selections from French, Spanish, History, Geography or Computer Science. Success in these traditional subjects is increasingly necessary as students compete for jobs and places in Higher Education.

OCR National or BTEC courses are available in a limited number of the subject areas. Some pupils follow a modified curriculum to suit individual needs e.g. work based learning programmes.

It is possible for some young people to attend neighbouring schools/colleges for the equivalent of 2 hours per week to study additional subjects. This offer is available through the Kirklees Collegiate programme and Dewsbury Learning Partnership which involves educational institutions working together to provide the best possible opportunities for our young people. Recent courses studied have been Photography, Hair and Beauty, Dance, Drama and Construction.

Religious Education

Religious Education lies at the core of the curriculum for all pupils and is in accordance with the teachings of the Catholic Church. No alternative provision is made. The courses taught have the approval of the Bishops' Conference of England and Wales. Years 10 and 11 follow either the GCSE course or a Religious Education Certificate course. Sixth Form students follow an approved General Religious Education course, except where they opt to study for the Advanced (or Advanced Subsidiary) Level course in Religious Studies.

Sixth Form

Most students choose to remain at St John Fisher to follow courses for one, two or three years. One-year Vocational Courses are available in Business, Health and Social Care, Finance, Product Design and Photography. These can be combined with GCSE courses eg Maths and English.

Students who have done well in their GCSE examinations, or after a one year Sixth Form course, may commence Advanced level courses in traditional AS/A-levels, vocational AS/A-levels or a BTEC National Diploma in Applied Science (Sports Studies) or ICT.



The following Advanced level courses are available: Art, Biology, Business Studies, Chemistry, English Language, English Literature, Financial Studies, French, General Studies, Geography, Health & Social Care, History, ICT, Law, Mathematics, Further Mathematics, Media Studies, Music, PE, Physics, Product Design, Psychology, Spanish, Sports Science, Science, Textiles, Theology, Travel & Tourism. In addition all sixth form

students follow a certificated course in Religious Education.

Academy Student Council

The Academy Student Council is a very important part of the school. This body represents the pupils and students and is made up of pupils elected from each year group. In addition, each year group has its own council. These bodies are consulted by management about new policies etc. and thereby all students can sample citizenship education in a real context.

Pastoral Care

In December 2012, Diocesan Section 48 inspectors reported the following.

"The care of pupils and their wellbeing is outstanding.... All pupils described the school as "welcoming" and understood that they had a responsibility to maintain the ethos. There is an active anti-bullying policy, which is revisited yearly, during Anti-Bullying Week. Pupils are encouraged to report any bullying and know the different ways in which they can do this, including the possibility of anonymous reporting through a designated box or on the school's website. Pupils said of the Assistant Head (Pastoral) "I'd always go to her – she listens then acts on what you tell her", suggesting that there is a general belief that the policy is robust.

All pupils take good advantage of the many opportunities for spiritual development."

Directors of Study are in charge of pupil welfare, responsible to a Senior Director and an Assistant Headteacher.

Outcomes 2016



Year 13 2015 – 2016 (note figures vary slightly from Performance tables to allow year on year comparison of performance on a like for like basis)

A2 Level and Equivalent (Academic & Vocational)	ALL 2016	GIRLS	BOYS	ALL 2015
No. of students entered	83	39	44	79
% entries at A*/A grades	32%	30%	36%	18%
% entries at A*/A/B grades	50%	50%	52%	34%
% entries at A* - E grades	99%	99%	99%	99%
% entries ungraded	1%	1%	0.7%	1%
Average total A2 points	123 (772)*	131 (815)*	122 (758)*	(642)
Average A2 points per entry	37 (228)*	36 (228)*	37 (231)*	(204)
Average A2 Academic points per entry	29 (205)*	30 (207)*	28 (202)*	(192)
Average A2 Vocational points per entry	42 (247)*	43 (250)*	42 (246)*	(228)

Value Added A Level	ALL 2016	GIRLS	BOYS	ALL 2015
No. of students entered	83	39	44	79
% achieving or exceeding ALPS predicted grades	92%	95%	89%	85%

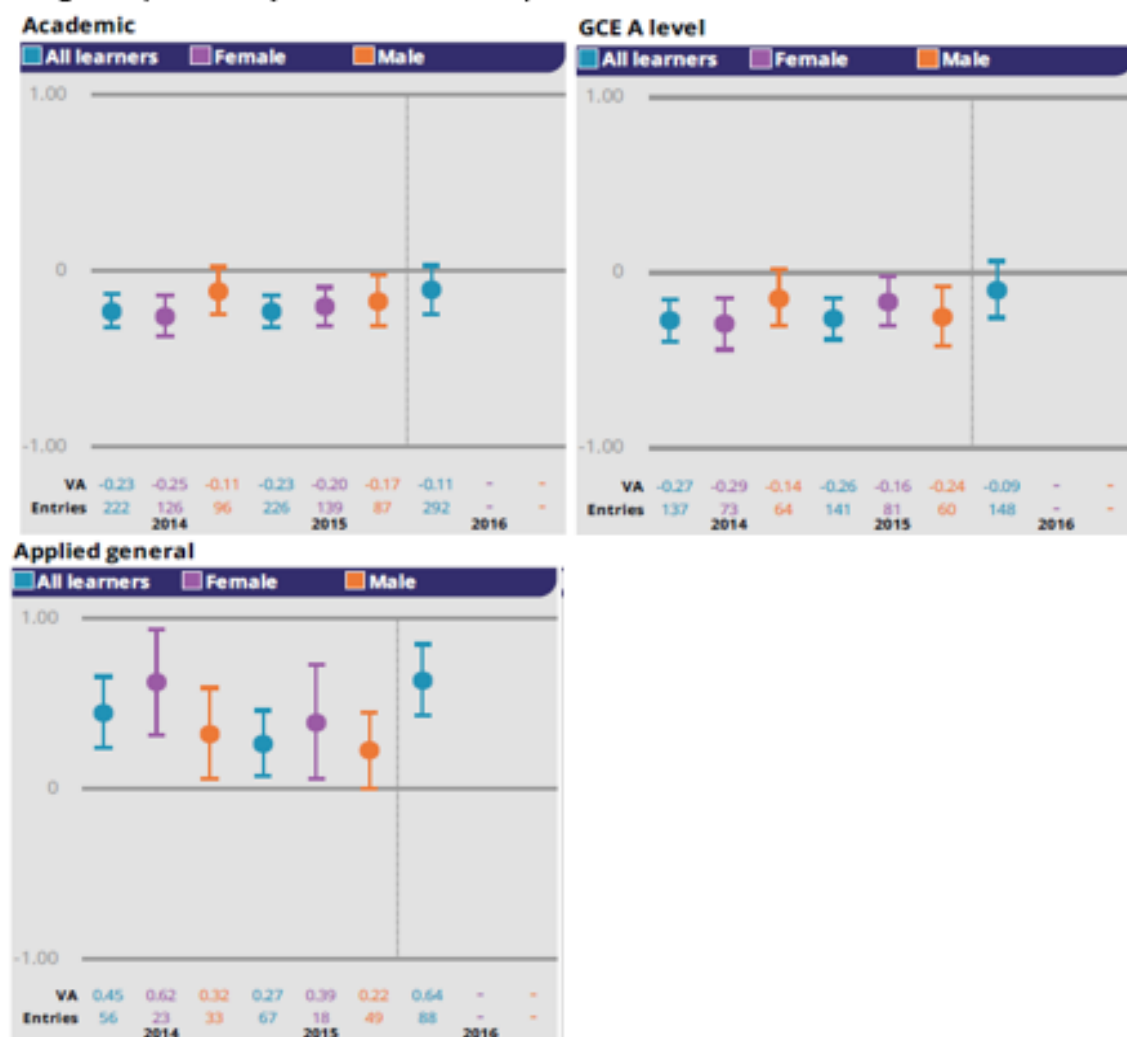
Total	ALL 2016	GIRLS	BOYS	ALL 2015
No. of students entered	83	39	44	79
Average total GCE points (A2 + AS 2016 + AS 2015)	(825)*	(837)*	(815)*	(749)*

*Figures in brackets are points scored using 2015 methodology to allow for comparison to previous year's results.

Y12 Summer 2016 (Academic & Vocational)	ALL 2016	GIRLS	BOYS	ALL 2015
No. of students entered	104	52	52	99
% entries at A grades	10%	5%	15%	10%
% entries at A/B grades	26%	21%	30%	21%
% entries at A - E grades	91%	90%	92%	92%
% entries ungraded	9%	10%	8%	8%
Average total AS points	36 (268)*	29 (225)*	44 (313)*	(287)*
Average AS points per entry	13 (92)*	12 (89)*	14 (97)*	(91)*

*Figures in brackets are points scored using 2015 methodology to allow for comparison to previous year's results.

Progress (From inspection dashboard)



With Form GCSE English/Maths Progress

School better than national and significantly so for those previously attaining D grades.

	School Performance Progress	National Performance Progress	Difference
GCSE English	0.381	-0.094	0.475
GCSE Maths	0.150	-0.107	0.257



Year 11 GCSE and Equivalent results 2016 - headlines

Measure	2016	2015	Difference 2016-2015
5+ A*-C (incl. E & M) 2015 methodology	51%	55%	-4%
Progress 8 (2016 methodology)	-0.5		
Attainment 8 (2016 methodology)	46.2	43.1	+3.1
3LP (4LP) English	57%(17%)	53%(14%)	+4%(+3%)
3LP (4LP) Maths	73%(35%)	63%(18%)	+10%(+17%)
Ebacc achieved	9%	15%	-6%
5+ A*-G	96%	96%	0%
5+ A*-G (inc. E&M)	96%	94%	+2%
1+ A*-C	84%	86%	-2%
1+ A*-G	100%	99%	+1%
Average total points score (2015 methodology)	339	323	+16
Average capped points score (2015 methodology)	296	286	+10
Average points score per entry (2015 methodology)	38	37	+1



Internal Data Spring/Summer 2017



Y13 Progress to April 2017 (Forecasts in light of Mock Examination results)



The value added scores for academic and A level progress are above national levels and are statistically significant. For vocational progress, improvements have been made since the Spring 1 collection in January and the VA score is no longer significantly below national average. Finance was a concern in January and has now made excellent progress to become significantly positive in terms of expected outcomes. ICT which has served the Sixth Form well in recent years in terms of VA is now a concern as this has dropped from -0.18 to -0.73 since January, as this is still a 100% coursework based subject for this year, work will continue to improve upon this by the Summer.

A-Level VA Score

Cohort VA Score	0.31
Cohort Upper CI	0.46
Cohort Lower CI	0.16
Entries	178

A-Level VA Score + CI - Significantly Above

0.16 | 0.31 | 0.46

Applied General VA Score

Cohort VA Score	-0.24
Cohort Upper CI	0.01
Cohort Lower CI	-0.49
Entries	61

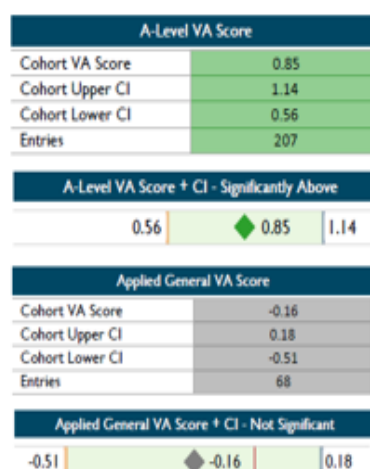
Applied General VA Score + CI - Not Significant

-0.49 | -0.24 | 0.01

Y12 Progress to April 2017 (Forecasts in light of Mock Examination results)



The value added scores for academic AS and A level progress are above national levels and are statistically significant, with no subjects showing a negative VA score. For vocational progress, the score is below national, however improvements have been made since the last data collection point and this is no longer statistically significantly below. The Academic Forecasts have remained strong in 3 data collection points and are promising for the future. The low forecasts in Vocational subjects is a reflection that the majority are new courses that are being delivered for the first time in 2016/17 and due to structural (introduction of examined elements) as well as content changes, teachers are being cautious with their forecasts. Staffing issues in Health and Social Care are being addressed and should see improvements made in terms of outcomes over the next 12 months.



Current Year 11 (2016/17) Achievement – performance in key measures

Threshold	2016 Results	Spr 2
5 A*-C EM (level 4/level 5)	52%	73% / 52%
Basic EM	58%	52% (5) 75% (4)
EBACC	9%	8%
English A*-C (Level 4)	59%	82%
Maths A*-C (Level 4)	75%	81%
1 A*-G	100%	99%

Progress measures

Threshold	2016 Results	Spr 2
English 3LoP	59	74%
Maths 3LoP	73	76%
English 4LoP	17	26%
Maths 4LoP	35	28%
A8	4.62 (C-)	47.12 (4.712)
P8 (Estimate)	-0.5	-0.12

Priorities for Academy Improvement



Mission

Ensure that St John Fisher Academy contributes to the enlargement of the CMAT by further developing partnership working within the Blessed Peter Snow Academy Trust Area whilst also developing partnership working across the Catholic schools within Kirklees, Calderdale and further afield.

Develop opportunities for the spiritual, moral and cultural formation of students and staff in line with the school Spiritual Development Policy.

To further raise standards in RE by further improving teaching and learning so that students in all year groups make at least their expected progress and a greater proportion make better than expected progress.

Improve the provision for and outcomes achieved by students with Special Needs and the more able. .

Learning and Success

Ensure that the standard of teaching and learning in key curriculum areas is consistently good or better thereby promoting strong outcomes:

To ensure that key groups of students make better progress at Key Stage and significantly better progress at Key Stage 4

To lead and manage further improvements in the quality of teaching in all subjects, by ensuring a focus on challenge and differentiation so that:

To lead and manage further improvements in the quality of teaching in all subjects not by ensuring a focus on literacy and marking .

Pursue improvements in student progress through the further development of a learning culture

Improve attendance

Ensure that the curriculum at KS3 and KS4 both develops further our commitment to the personalization of learning, including vocational pathways, and is a coherent response to Department for Education initiatives.

Embed the new systems for assessment and tracking and ensure that throughout the school there is rigorous analysis of data that effectively identifies under-achievement. Ensure appropriate responses to improve student progress towards their targets.

Ensure strong outcomes for the Sixth Form

Leadership

Ensure that leadership structures at all levels allow well-planned strategic and operational Change to be implemented effectively and efficiently

Support transformational Change in learning by focusing on Improving the buildings and environment.

Ensuring the highest possible take up of places at 11 years and 16 years of age.

