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Access to the Curriculum

Access to the curriculum is monitored by Deputy Head Teacher (Achievement) and the Assistant Head Teachers with responsibilities for Key Stages 3 and 4.

All members of the Senior Leadership Team actively contribute to the monitoring of students' access to the curriculum through the school's Performance Line Management Structure, as they line manage Heads of Department, Heads of Year and the SENCo. SLT meet with those they line manage at least once each half term. Minutes from these meetings are analysed each half term to ensure that SLT have an overview of issues relating to teaching and learning. Concerns are identified and action to address planned, implemented and reviewing through PLM meetings, the Academic and Pastoral Boards and SLT meetings.

Students in Key Stages 3 and 4 have curriculum that is broad and balanced and responds to their needs. The following documents/policies support our provision of an appropriate, broad and balanced curriculum:

- School Development Plan (including subject departmental development plans)
- Curriculum Policy
- Equality Policy
- SEND Policy
- Teaching, Learning and Assessment Policy
- Behaviour for Learning Policy
- Medical Needs Policy

Within their teaching teams, Heads of Department monitor students' progress and review with their SLT line manager each half term. Similarly, Heads of Year meet with their SLT line managers and Assistant Head Teachers with responsibility for Key Stage 3 and 4 every half term to review the progress of students in their year groups, their A2L, attendance and punctuality. Concerns relating to individual students/ and groups' access to the curriculum are highlighted and raised with the Deputy Head Teacher (Achievement). The progress of students identified as 'Disadvantaged'/'Pupil Premium' is a particular focus for Heads of Department and their SLT line managers during these half-termly meetings.

The findings and actions resulting from these meetings are minuted. The minutes from all departments are analysed by the member of SLT with responsibility for the Quality of Teaching. Trends and anomalies across the school are identified and shared with SLT, who in turn, address with Heads of Department and Heads of Year. This information is used to inform our CPDL provision and to assess the access to the curriculum of individual students and groups of students.

Every term Academic and Pastoral Boards are convened to discuss the progress of students in all year groups. Progress data is analysed for groups of students and concerns about groups and individuals are addressed and action implemented. The impact of those actions are reviewed at the next Academic/Pastoral Board.

'Disadvantaged'/'Pupil Premium' students are a particular focus for the Academic Board, as well as any other groups that are raised as a particular concern for the school.

*Our school is an inclusive place of learning that celebrates and welcomes diversity.
Every member of our community is a unique and special creation of God and is known,
cared for and valued for the contribution they make.
Every student is challenged and supported to achieve his best.*



The school mainly uses a setting approach to teaching groups. Students in Key Stage 4 are in mixed ability classes for the Progression Pathways subjects (formerly option subjects).

When students join the school in Year 7, we use their Key Stage 2 results, complemented by CATs results to set students.

Termly progress data is reviewed by Heads of Department every term and students in all year groups are moved between sets in response to their needs and to facilitate access to the most appropriate curriculum delivery for them. The review is led by the Heads of English and Maths.

During Year 9, decisions are made regarding Progression Pathways for Key Stage 4 study. The decision process draws upon a range of data:

- Student/Parental preferences
- Students' career aspirations
- Students' further and higher education aspirations
- Assessment data over time
- Prior attainment data
- A2L (Attitude to Learning) data
- Guidance from the SENCo
- Recommendations from the Head of Year

This information is analysed in order to ensure that each student has a broad and balanced curriculum that is responsive to his needs and future plans. Further consultation takes place with students, parents and staff as the need arises in response to student, parent or staff queries. For students with particular learning or other needs a more bespoke curriculum is devised.

All students have access to the English Baccalaureate suite of qualifications through the mandatory suite of qualifications and the Progression Pathways process. For some students, the English Baccalaureate is the most appropriate path, given their ability, future progression routes and career aspirations, and so their Key Stage 4 is devised by the Deputy Head Teacher (Achievement) and discussed fully with students and their families should concerns be raised.

Data from primary schools, CATs and internal progress data inform differentiated mainstream classroom teaching and learning support interventions, together with information from parents, students and professionals.

The SENCo and SEND department support the tracking, monitoring, action planning, interventions and reviewing of impact of students with SEND and those who would benefit from investigation into the possibility of an undiagnosed special educational need.

Students with medical needs, unable to access school full-time, are supported by the SEND Department, as appropriate, and the Pastoral Team.

During Key Stages 3 and 4, as required, students are identified for Access Arrangements. The Learning Support Unit (LSU) and the St Ambrose Suite (SEND Department/Resourced Provision/Complex Needs Provision) manage sections of the curriculum for identified students, including short-term intervention and longer-term curriculum delivery, for identified students. This support is reviewed by the SENCo, Heads of Year and SLT Line managers to ensure that it is appropriate for the needs of these students and enables access to an appropriate curriculum for them.

If you require any further information on the Curriculum provided for students at St Columba's Catholic Boys' School, please contact Dr Fripps, Deputy Head Teacher (Achievement) on the school telephone number or via admin@st-columbas.bexley.sch.uk

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