



**St Cuthbert's
Catholic High School**
Live life in all its fullness

High Ability Students' Action Plan 2021-2022

In July 2021, we asked some of our High Ability students what their dreams, aspirations and hopes are for the future. This is a summary:



High Ability Students' Offer

TRANSITION

- Year 5 Curriculum Enrichment sessions
- Year 5 Literacy and Numeracy Challenge day
- Extended Project Qualification
- Year 6 Masterclasses
- Summer school
- Primary transition involves leadership roles for Year 10 Maths students
- KS4 subject specific trips
- Reward trips
- Liverpool University visit
- Year 9,10 and 11 Dream Plan Achieve groups with John Moores University
- Shaping futures

IDENTIFICATION/MONITORING/ASSESSMENT

- Identified from Primary Teacher Assessment, KS2 Scores, Baseline Data
- Academic mentoring programme
- HA IEP's
- Student Voice from HOY/CLs
- Views of key staff - Leads within this doc
- Progression Data – Numbers progressing to different post 16 courses / university etc

WELLBEING AND MENTAL HEALTH

- Focus on Resilience aspect of Learning Profile for HAs cohort
- HOY and AHOY Mentoring for High Flyers Cohort
- Progress clinics
- Regular Parent/Student Voice
- Healthy living lessons
- Health day programme



School context

Yr	All	HA	MA	LA	SEN	PP
7	184	29 (16%)	103 (56%)	52 (28%)	42 (22%)	65 (35%)
8	182	42 (23%)	126 (69%)	7 (4%)	34 (19%)	84 (46%)
9	184	68 (37%)	78 (42%)	32 (17%)	43 (23%)	93 (50%)
10	183	52 (28%)	122 (67%)	6 (3%)	31 (17%)	86 (47%)
11	181	53 (29%)	105 (58%)	22 (12%)	27 (15%)	97 (54%)

Rationale

St Cuthbert's aims to encourage all students to realise their potential and to promote challenge and excellence across the curriculum.

This is not a fully extensive list of activities/strategies being offered, but gives a flavour of what is offered at St. Cuthbert's for our HA students.

AIMS

- To meet the learning needs of our HAs, ensuring that lessons are differentiated and are stretching and challenging
- To ensure that the development of provision for HAs is inclusive, impacting on the quality of
- Provision for students of all abilities through teaching techniques which effectively extend the skills and challenge for all
- To improve motivation through increased opportunities and skill development in independent learning techniques

CHARACTER AND CULTURE ENRICHMENT

- Targeted Engagement of Extra-Curricular e.g. STEM, Drama, Music, Art, Sport
- Philosophy group
- Student council
- St Helens Youth Parliament
- D of E Opportunities
- Debating Competitions
- Culture Days
- Trips for elite Sports/athletic students

ACADEMIC EXTENSION

- Stretch & Challenge within T&L Strategies (CPL)
- Advice for HAs and their parents on GCSE and A level subject choices informed by the Russell group booklet
- HAs to commit to one after school club each week
- Weekly HAs booster sessions in Year 11
- Dream, Plan, Aspire
- High Flyer Mentor Programme

PREPARING FOR THE FUTURE

- Advice on subject Choices during options/KS4/Post 16 - Targeted Support with SLT
- Links to Universities
- Targeted engagement during Careers Fair
- Mock Interviews with professionals
- Future Talent Programme- Governors

July 2021 Track Data for current Year 11

	2021	2020	2019
HA's A8	7.42	5.62	4.64
HA's P8	1.88	0.29	-1.06

	Current Y11 July Predictions
HA All P8	-0.1
HA Non-PP P8	0.39
HA PP P8	0.09

	Current Y11 July Predictions
HA All A8	5.62
HA Non-PP A8	5.49
HA PP A8	5.72

Year 7 – July 2021

What type of teaching works best for you (you can choose more than one option)

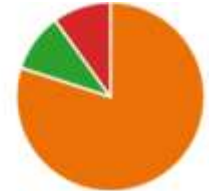
[More Details](#)

Group work	3
Knowledge retrieval tests	0
Extended writing	0
Discussion	3
To be shown an example of ho...	2
To share answers/ideas and lear...	0
To have a challenge task availab...	0
To have a quiet task in which I ...	3
Other (please explain below)	3



In general, how often do you feel you are stretched and challenged in your lessons at St. Cuthbert's?

Very often	0
Often	8
Not often	1
Never	1



Generally, I know what I need to do in my subjects to achieve high grades...

[More Details](#) [Insights](#)

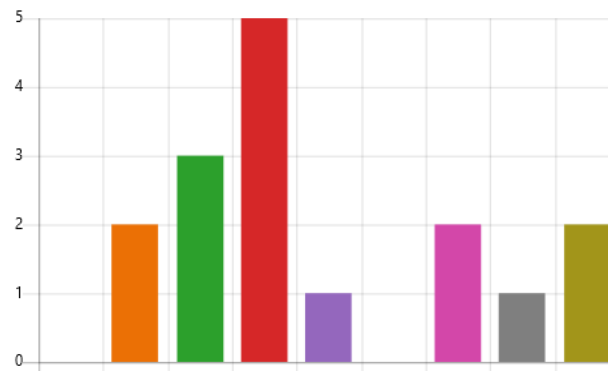
Definitely	5
For some subjects, yes	5
Not really	0
Not at all	0



What might be a barrier(s) to you achieving high grades in your subjects at GCSE? (I know this is a long time away!)

[More Details](#)

My attendance	0
I don't feel inspired	2
I don't think I am good enough	3
I struggle to focus	5
I don't feel challenged enough	1
I don't read enough outside of ...	0
I don't push myself	2
I don't fully understand what I ...	1
I can't be bothered	2



Year 9 – July 2021

What type of teaching works best for you (you can choose more than one option)

[More Details](#)

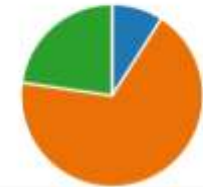
● Group work	7
● Knowledge retrieval tests	0
● Extended writing	0
● Discussion	4
● To be shown an example of ho...	7
● To share answers/ideas and lear...	0
● To have a challenge task availab...	0
● To have a quiet task in which I ...	2
● Other (please explain below)	2



In general, how often do you feel you are stretched and challenged in your lessons at St. Cuthbert's?

[More Details](#)

● Very often	2
● Often	15
● Not often	5
● Never	0



Generally, I know what I need to do in my subjects to achieve high grades.

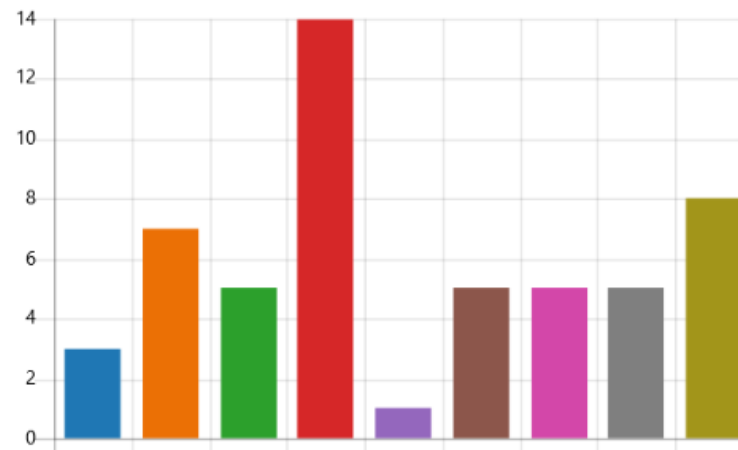
[More Details](#)

● Definitely	7
● For some subjects, yes	15
● Not really	0
● Not at all	0



What might be a barrier(s) to you achieving high grades in your subjects at GCSE?

● My attendance	3
● I don't feel inspired	7
● I don't think I am good enough	5
● I struggle to focus	14
● I don't feel challenged enough	1
● I don't read enough outside of ...	5
● I don't push myself	5
● I don't fully understand what I ...	5
● I can't be bothered	8



Year 10 – July 2021

In general, how often do you feel you are stretched and challenged in your lessons at St. Cuthbert's?

[More Details](#)

Very often	1
Often	24
Not often	2
Never	0



Honestly, how much independent study/revision or research do you do at home?

[More Details](#)

Very often	0
Often	7
Rarely	16
Never	4

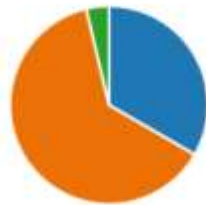


Generally, I know what I need to do in my subjects to achieve a grade 7-9 (what I need to do in my exams to hit higher level grade descriptors, higher level bands/marks etc)

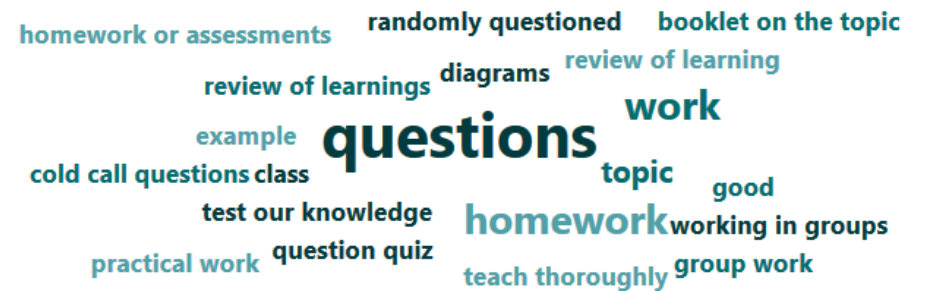
[More Details](#)



Definitely	9
For some subjects, yes	17
Not really	1
Not at all	0



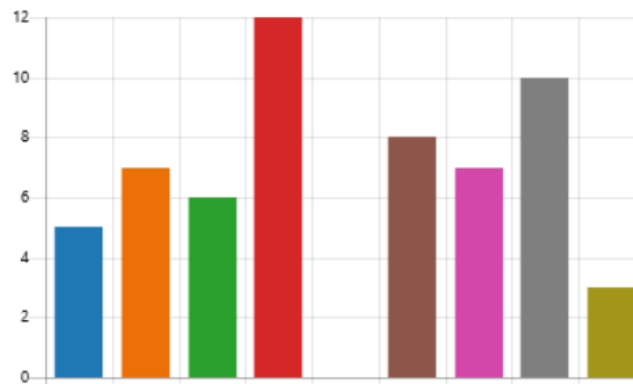
Can you give an example of a teaching approach that you find works well for you? This could be a particular type of activity, homework, assessment or classroom routine.



What might be a barrier(s) to you achieving grade 7-9 across your subjects next year?

[More Details](#)

My attendance	5
I don't feel inspired	7
I don't think I am good enough	6
I struggle to focus	12
I don't feel challenged enough	0
I don't read enough outside of ...	8
I don't push myself	7
I don't fully understand what I ...	10
I can't be bothered	3



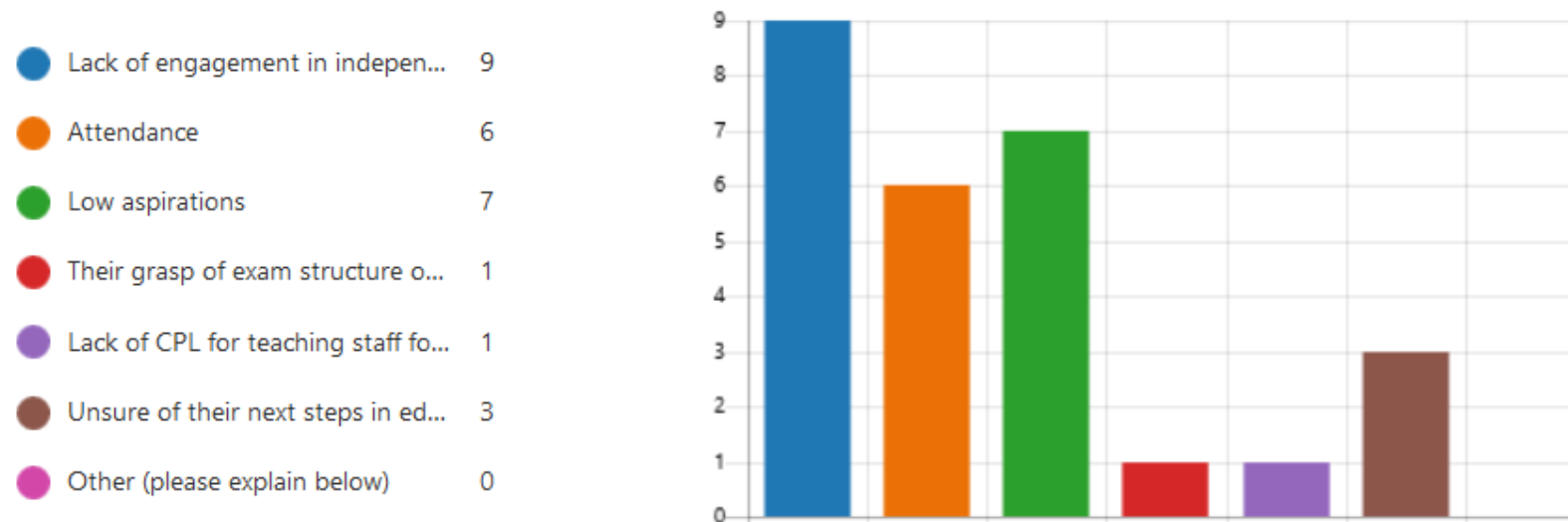
Please give details of any activities outside the classroom that you think would be useful or enjoyable ways to support your learning or well-being. This could include educational visits, projects, workshops, guest speakers, physical activities, clubs or anything else outside of normal lessons.



Staff group with Y10 HA focus

Thinking about our HA students in Y10, what do you think is the biggest barrier(s) to them achieving 7-9 grades at GCSE?

[More Details](#)



Staff were also asked:

- Please can you expand on your selection above?
- Please could you give some examples of how you use stretch and challenge within your own teaching, and across your curriculum area?
- What would help your own CPL in terms of helping our HA's to succeed?

Responses to these questions have been analysed and are available separately.

Rationale:

The actions outlined in this plan are being taken as a result of our student and staff voice responses, meetings with curriculum leaders and pastoral staff, and using evidence from research and good practice. Our aim is to raise the achievement of our High Ability students by breaking down their barriers, raising their aspirations, and ensuring that they receive the very best teaching.

Some of the actions are broad and fit into other plans and strategies. This is purposeful and micro-strategies have been avoided.

Key staff:

All staff have a responsibility to enable our High Ability Students to achieve their very best.

Person with overall responsibility for High Ability Students: Mr. S. Holland: Assistant Headteacher (Academic & Personal Development)

- Miss. J. Grimes: Deputy Headteacher (Quality of Education)
- Miss. D. Anderson: Assistant Headteacher (T&L/CPL)
- Mr. J. McAuley: Assistant Headteacher (Behaviour/Safeguarding)
- Mrs. L. Dawber (Transition)
- Miss. N. Ward (Personal Development lead)
- HOY's/AHOY's (Wellbeing, HA IEPs)
- Mrs. C. Peaker (LAC/PP co-ordinator)

Links and reading:

<https://thebrilliantclub.org/>

<https://www.nace.co.uk/blogpost/1814360/Perspectives-on-more-able>

Our Vision:

Preparing the young people of St Cuthbert's for life in the modern world, empowered by our dedicated staff to become caring citizens and resilient learners who achieve excellence.

Success Criteria	Actions	Timescale	Lead	Intended outcome
Our High Ability students are regularly stretched and challenged, and receive quality first teaching suited to their high academic ability	Analyse results from student voice about stretch and challenge, and individual curriculum areas to respond to any areas of concern.	Oct 2021	SHD	SLT clearer on which curriculum areas offer quality and regular stretch and challenge. Curriculum areas who need to develop this further can work with those who are stronger.
	Analyse results from staff voice and respond to CPL needs as necessary.	Oct 2021	SHD	Identified CPL needs, and develop offer.
	Curriculum leaders to meet with SHD half-termly to discuss progress of PP students, particularly HA students.	On-going	SHD	Regular conversation about HA students, adjustments to interventions, teaching strategies as necessary.
	Curriculum leaders to focus on HAs (particularly HA PP students) when composing their 2021-2022 curriculum area disadvantaged students plan.	Sept 2021	CL's	All teachers aware of needs within Curriculum Area in order to raise profile and culture of HA students
	Curriculum leader CPL – T&L strategies for HA's	Sept 2021	DAN	
	Develop a focus group of teaching staff (who teach HA KS4 students)	Autumn 2021	SHD	Share good practice, discuss lessons learnt, research and support.
	Challenging low expectations (colleagues/students)	On-going	SHD	Higher aspirations within the classroom and improved outcomes.

Success Criteria	Actions	Timescale	Lead	Intended outcome
Underachieving HA students are rapidly identified and receive targeted academic support	More rigorous analysis of HA PP report comments	Winter 2021	SHD	Detailed overview and sharing of good practice that works with each individual HA PP student
	HOYs/AHOYS to identify HA students who are underachieving after data drops and RAG. RAG to inform targeted strategies such as FT meetings, academic mentoring. SHD to meet with HOY's/AHOY's after data drops to discuss HA's.	On-going	SHD/ HOY/ AHOY	Robust support in place which is bespoke for students' needs. Impact of strategies measured regularly and outcomes improved.
	Y10 and Y11 underachieving HAs to receive weekly academic mentoring from SLT and curriculum leaders.	Sept 2021	LTN/ SHD	Rigorous mentoring programme in place which helps improve outcomes and develop higher expectations.
	All underachieving HA's to meet with HOY/AHOY's and an IEP to be produced.	Autumn 2021	HOY/ AHOY	Individualised plans produced and strategies in place, monitored and adjusted as necessary.
	Increased focus on HAs in Y6/7 transition including creation of KS4 academic support buddies for HA Y7s.	Winter 2021	CPE/ LDR/ SHD	Improved transition for HA students
Barriers in student voice are overcome to ensure all of our HAs are resilient, confident, inspired and focussed	Growth mindset programme targeting HA PP males across all year groups to be delivered by AHOY's	Autumn 2021 and ongoing.	AHOY/ NWD	Increased resilience and determination amongst our HA students in all year groups.
	'Yes you can' group – 10 Year 10 HA PP students who have been identified as having low aspirations to work for two Form times per week with NWD.	Autumn 2021 and ongoing.	NWD	Increased confidence in these students in expecting more from themselves, particularly in their GCSEs
	Brilliant club, Scholars Programme for Y8 HA students	Spring 2022.	SHD	A rise in aspiration in our KS3 HA students.
	Aspirational focus to every assembly	On-going	ALL	
	Drive on HA attendance			

Success Criteria	Actions	Timescale	Lead	Intended outcome
	Personal development Bitesize sessions to be delivered as part of Form times. Humanutopia to deliver a day for Y9 with a focus of resilience and inspiration.	Autumn 2021 Autumn 2021 September 2021	SHD/ JMY NWD SHD	