

St Francis Xavier's College

High Lee, Woolton Hill Road, Liverpool, Merseyside, L25 6EG

Inspection dates

9–10 February 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Governors have not challenged leaders sufficiently to bring about rapid improvement of pupils' achievement.
- Pupils' achievement requires improvement. Too many pupils, over a number of years, have not made enough progress in mathematics and English. Current pupils' progress is not improving swiftly enough.
- Gaps between disadvantaged pupils and others in the college are not closing rapidly enough at Key Stage 4, particularly for mathematics and science.
- The quality of teaching, learning and assessment across the college is inconsistent and has declined since the last inspection. Leaders have not established strong systems to boost teachers' skills and secure improvements in pupils' achievement.
- Leadership of support for pupils who have special educational needs or disability requires improvement. Pupils do not always receive appropriate support.
- Literacy and reading are not promoted well across the college; pupils' skills are underdeveloped. Opportunities for pupils to read are not well established or encouraged by teachers.
- Not all teachers have high expectations of pupils; they do not insist that pupils' work is of a high standard.
- Teachers do not always plan work that is challenging and well matched to meet pupils' individual needs. This is especially apparent for most-able pupils.
- Teaching does not always capture pupils' interest and encourage a thirst for learning.
- Teachers do not consistently apply the college's marking policy. Their feedback is not always effective in helping pupils to improve their skills.
- Pupils' persistent absence is higher than the national average.

The school has the following strengths

- The sixth form is effective and learners make good progress.
- Pupils are safe, well cared for and enjoy positive relationships with staff.
- Leaders have established an ethos built on respect and tolerance for everyone.
- The spiritual, moral, social and cultural education of pupils is rich and varied; pupils' experiences effectively promote their positive attitudes.
- Pupils receive good-quality careers advice; virtually all pupils proceed into further education, training or employment.

Full report

What does the school need to do to improve further?

- Strengthen the impact of leadership on pupils' achievement by:
 - ensuring that governors provide more robust challenge to the headteacher and senior leaders for the progress of different groups of pupils, particularly the most able and those with special educational needs
 - identifying and sharing good teaching skills widely and frequently across the college
 - improving the leadership of special educational needs and intensifying the academic support for pupils who have special educational needs or disability, so that it is consistently good across the college
 - ensuring that teachers consistently apply the college's marking policy so that pupils know what they need to do to improve
 - ensuring that literacy teaching is coordinated well across the curriculum so as to improve pupils' literacy skills
 - creating good opportunities for pupils and learners to read widely and often across the college.

- Improve the quality of teaching and learning across the college by ensuring that teachers:
 - use pupils' assessment information to plan learning which fully meets the needs of all groups of pupils, including the most-able pupils
 - set work for all pupils, which consistently provides a high level of pace and challenge
 - have high expectations of the quality of pupils' work in all subjects and all year groups
 - provide more lessons that stimulate and excite pupils' love for learning
 - contribute to a stronger reading culture and raise the importance of reading across the college.

- Improve pupils' progress across the college, particularly for disadvantaged pupils in science and mathematics, so that it is at least in line with that of pupils nationally.

- Reduce the proportion of pupils who are persistently absent by strengthening the range of strategies undertaken to engage with parents and other agencies.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Although leaders and governors have a strong desire to support pupils in their care, they have not acted swiftly enough to bring about the necessary improvements, particularly in pupils' achievement.
- Leaders' views of the quality of teaching are too positive; they do not always sharply identify areas for development. Strategic plans to improve teaching and learning are not always effective. Leaders do not provide regular opportunities for teachers to share good practice and to develop their teaching skills. Consequently, teachers' skills are underdeveloped and pupils' achievement is not rapidly improving across all areas of the college. Some actions taken by effective leaders have improved pupils' achievements. For example, there has been an improvement in the rates of progress made by disadvantaged pupils in English, mathematics and science at Key Stage 3.
- Leaders have correctly identified some areas of the college that need further support and have sought expertise from successful schools and the local authority. For example, the local authority has provided support in developing the new mathematics curriculum. While it is too early to fully assess the impact of all support, initial indications are that it is beginning to have a positive impact on the work of the college and pupils' outcomes at Key Stage 3. However, leaders have not been quick to act since the last inspection and valuable time was lost before engaging additional support for teachers and pupils. Consequently the impact on pupils' achievements has been reduced.
- Leadership of special educational needs does not always successfully support pupils' achievement and consequently there is mixed success across subjects in the college. Teachers' training and understanding of how to support pupils with special educational needs is not strongly embedded across the whole college.
- Literacy is not well coordinated by all leaders involved and consequently strategies to improve pupils' literacy do not have a wide enough impact. Errors in pupils' spelling, punctuation and grammar stubbornly remain.
- Leaders and the school librarian do not promote the importance of reading well across the college. Consequently, some pupils' reading skills are not well developed.
- Subject leaders do not regularly check that teachers' planning is well matched to the needs of all pupils. Consequently, the most able pupils are often underchallenged and do not make the progress of which they are capable.
- The funding for disadvantaged pupils is spent on a range of different strategies. Leaders measure the impact of strategies carefully and there are strong systems to track and monitor pupils' progress. Disadvantaged pupils are now making good progress across many subjects at Key Stage 3. Destinations for disadvantaged pupils are very strong; nearly all move onto successful next steps. However, the headteacher has rightly identified achievement for disadvantaged pupils, at Key Stage 4, as an area to improve further.
- Safeguarding is taken seriously by all leaders. Staff are well supported and receive regular training relating to child protection. For example, all staff have completed online training for keeping children safe and they have received 'Prevent' training to heighten their awareness of the risks of radicalisation and extremism.
- The local authority has a good relationship with the college and meets with the headteacher regularly throughout the year. It is providing a good level of support including support programmes for middle leaders and further leadership, 'masterclass', training.
- Middle leaders of subject areas are skilled in tracking and monitoring pupils' assessments within their subject areas. They make effective use of information on pupils' progress to ensure that pupils who are falling behind receive the additional help they need. They hold teachers in their charge to account and ensure that underachievement is swiftly identified and supported. For example, identified pupils can gain further support by attending classes after normal hours, 'night owl'.
- Leaders evaluate whether staff meet their performance targets. These targets are linked to pupils' achievement. Progression for teachers to an upper pay band is declined if their pupils make insufficient progress. Leaders ensure that all staff have access to external professional development. Staff who spoke to inspectors welcomed the opportunities they were given to attend external courses. A high number of staff have been supported through gaining professional qualifications, which have sharpened their skills in leadership and subject knowledge.
- The college provides rich diverse opportunities for pupils to widen and enhance their range of social skills. For example, pupils regularly take part in the college orchestra, choir, art club and debating clubs. Pupils show a willingness to participate and extend their understanding of the world around them by grasping

opportunities to take part in extra-curricular visits, including abroad. Teachers and leaders encourage pupils to immerse themselves in challenges that support their community and charities. In this way, many pupils make a positive contribution to life in modern Britain.

- The college offers a broad and balanced curriculum and pupils have a wide range of choices available. All pupils study religious education at GCSE. There is a high level of coverage of other world faiths and a clear focus on respecting differences. The curriculum is further enhanced by 'Learn 2 Learn', studied by all pupils, which provides them with information and guidance about how to lead safe, healthy lives and make appropriate lifestyle choices.
- Newly qualified teachers and trainees are provided with good-quality support from leaders.
- **The governance of the college**
 - Governors are committed to improving the college, attend regular meetings and are aligned with the ethos of the Catholic provision.
 - Governors are appropriately involved in making decisions about whether teachers should receive pay rises, based on their pupils making good progress.
 - Finance and budgets are well managed by governors, they keep a close eye on resources and deployment, ensuring that a sensible balance is achieved for the benefit of pupils and learners.
 - Governors are loyal to the college and offer support to senior leaders. They are well informed about some aspects of the college's work. However, they do not always provide robust challenge to leaders, nor do they always question deeply enough, to understand the lack of pupils' achievement across the college. Consequently, pupils' progress and attainment are not improving swiftly enough.
- The arrangements for safeguarding are effective. The college makes safeguarding a high priority through topics that pupils are taught in the curriculum, information promoted via their website and through liaison with a range of external agencies; pupils are fully supported and safe. Pupils who attend off-site provision are checked upon by leaders and care is taken to ensure that they are appropriately safeguarded.

Quality of teaching, learning and assessment requires improvement

- Teaching, learning and assessment require improvement because teachers' expectations of what pupils can achieve are not consistently high enough. As a result, there is too much variability in the quality of teaching and learning across subjects and between years.
- Teachers do not always have high enough expectations of pupils' presentation of work; pride in pupils' work is not consistent in pupils' books. There has been too little improvement in the presentation of work in books, despite this being an area for improvement during the last inspection. Leaders and teachers do not promote reading as a high priority. There are no effective initiatives to develop or support reading strongly across the college; low reading skills remain a barrier to learning for some pupils.
- Teaching for disabled pupils who have special educational needs or disability is too variable. In some lessons, teachers make sure that the particular learning needs of individuals are accurately met, which means that pupils are able to make progress. However, too often work is not well matched to pupils' skills and abilities and support from teaching assistants is not always provided, so progress is sometimes hindered.
- Teachers do not effectively check pupils' understanding before moving on to new learning. Opportunities to address misunderstandings in the classroom are sometimes missed. Consequently, pupils' progress slows and they do not reach their potential in all subjects.
- The quality of teaching and assessment varies too much between teachers and subjects. Teaching is too often bland and lacks adventure to engage pupils. However, in modern foreign languages teaching and achievement are stronger. This is because teachers have high expectations of the pupils, plan lessons to suit all types of learners and insist that pupils complete tasks to a high standard.
- The college-wide feedback policy asks teachers to give pupils feedback and suggest areas for improvement which build on the work that pupils have completed. However, the policy is not applied consistently by teachers and opportunities are regularly missed to accelerate pupils' progress because they do not always know what they need to do to improve. Teachers do not always follow the college's marking policy; consequently, pupils' understanding of spelling, punctuation and grammar is not effectively developed across subjects.

- Teachers do not always have high expectations of what pupils can achieve; there is sometimes insufficient pace and challenge in lessons. Too often, most-able pupils are not given work that stretches and deepens their learning and their progress is narrowed. The slow pace of learning and the absence of challenge in some lessons, supported by work seen in exercise books, highlights the need for greater expectations of pupils.
- The leader of mathematics has adjusted and improved the teaching and learning within the Key Stage 3 curriculum; developing mastery and building in problem solving and reasoning skills. Pupils' achievement and enjoyment are showing signs of improvement.
- Most teachers have a good subject knowledge. Teachers frequently check pupils' assessments across their departments and also with some external providers, improving the accuracy of their judgements.
- In most lessons there is a positive ethos for learning; good relationships exist between teachers and pupils. Pupils spoken to during the inspection expressed high regard and loyalty towards their teachers.
- Teachers recognise the importance of their subjects in supporting pupils' spiritual, moral, social and cultural development and teachers ensure that their curriculum incorporates these aspects clearly during lessons. For example, pupils are able to explore moral issues and dilemmas through the literature of *Lord of the Flies* and *An Inspector Calls*.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The college's work to promote pupils' personal development and welfare is good. Pupils wear their uniform smartly and are proud of their college, which is tidy and free from graffiti. Pupils show respect for each other's background, faith and sexual orientation.
- The ethos of the college is calm and built on strong relationships and respect for each other. All pupils spoken to by inspectors said that they felt very safe in college and that if there was any bullying, it was dealt with swiftly by teachers. Pupils are knowledgeable of the different types of bullying that can occur; pupils understand that homophobic attitudes are unacceptable and also know how to keep themselves safe online.
- No derogatory or abusive language was heard during the inspection. Pupils agreed that if an incident did occur, they would confidently report it to teachers. Those spoken to know the name of the designated safeguarding lead officer.
- Providing good quality parental support is of high importance to leaders. Leaders have invested in a social worker to provide further support for some parents and families alongside outreach support from a local school that specialises in behaviour.
- The college is committed to providing pupils with reflection opportunities and promoting the spiritual, moral, social and cultural development of all pupils through a well-planned assembly programme. For example, pupils have reflected morally on the Holocaust and have taken part in anti-bullying week.
- Tutorial time is used to check upon the welfare of pupils; teachers skilfully use the time to ensure that pupils can reflect upon world issues. For example, the topic 'Ash Wednesday' was used by teachers to develop deep and meaningful discussions with pupils about why they should 'love thy neighbour'.
- Some selected Key Stage 3 pupils are able to develop their skills through well-led weekly activities from an outside provider, 'Commando Joe's'. Pupils told inspectors how this had improved their confidence and resilience to life challenges; leaders reported improvements in behaviour and attendance as a result of pupils' participation in the project.
- Pupils receive effective careers guidance, and support for pupils selecting their options is well structured. Year 10 pupils receive one-to-one interviews with an independent careers adviser to ensure that they are fully briefed on the skills and qualifications they need to succeed in their next steps. Careers conventions are well organised and attended by a wide range of providers to support the aspirations of Year 10 pupils and post-16 learners. Leaders are keen to develop pupils' employability skills and ensure that all Year 10 pupils complete a curriculum vitae and take part in 'practice interviews' with external employers. Leaders have a strong grasp on pupils' aspirations and ensure that appropriate steps are put in place to support successful destinations of all pupils.

Behaviour

- The behaviour of pupils is good. The vast majority of pupils behave well during social times and lesson times. Almost all pupils have good attitudes to learning and try their best, even when the pace of learning slows as a result of weaker teaching.
- Relationships between pupils and staff are very positive. Pupils are respectful and courteous of staff and of each other. They speak warmly of the efforts that staff make to look after them.
- Pastoral leaders promote the importance of good attendance and effectively deploy a wide range of strategies. This includes agencies, attendance officers, youth services and support staff. As a result, pupils' attendance across the college is improving and is very close to the national average. The rate of attendance this term for pupils is significantly above the rate at the same time last year, with no significant differences between any pupil groups. The attendance of the small number of pupils receiving off-site provision is checked regularly. There is an effective partnership that exists between the college's leaders and the provisions' leaders.
- The college has implemented a series of sanctions against parents to tackle persistent absence. Levels of persistent absenteeism, although reducing, are still too high.

Outcomes for pupils

require improvement

- Outcomes require improvement because there has been a significant trend of poor attainment and progress and current college information does not show a consistent trend of swift enough improvement. GCSE results for pupils gaining five GCSE qualifications at grades A* to C, including English and mathematics, were below the national average in 2013, 2014 and 2015. Although results in 2015 were moving closer to the national average, the improvement over time is not swift enough. Pupils' progress figures in English, mathematics and science reveal a two-year trend of significantly poor progress compared to that found nationally.
- The most-able pupils do not always reach the high levels of attainment of which they are capable. In the past, too few of these pupils have attained the highest GCSE grades. This is particularly the case in science, mathematics, geography and religious education. The college's own recent information shows that most-able pupils are beginning to make better progress but this is not yet consistent across all subjects.
- Overall, pupils who have special educational needs or disability, although well cared for, do not make the progress that they should because of inconsistent effective support.
- Not enough pupils, particularly those who are disadvantaged, made expected progress and more than expected progress in English and mathematics in 2015. Current information shows that disadvantaged pupils are now making better progress in Year 11.
- As with most other groups of pupils, lower-attaining pupils do not always make good enough progress to help them catch up with others. For example, last year pupils who received additional support through the Year 7 catch-up programme (which is additional funding given to schools to support those who join with attainment in English and mathematics below what is expected) did make the good progress required to catch up. However, current Year 7 pupils who are receiving this support are not making similar swift progress. For example, pupils who entered the college in Year 7 with lower than average reading levels are not making consistently good progress in reading programmes.
- In Key Stage 3, the gaps between the progress that disadvantaged pupils and others are making is narrowing with some closing altogether in religious education, humanities and languages. In Key Stage 4, gaps between the progress that disadvantaged pupils and others are making are reducing across a wide range of subjects in Year 11. However, progress gaps in Year 10 remain a concern.
- In Key Stage 3, the proportions of pupils making expected progress are in line with those found nationally. Consequently, more pupils in Years 7 to 9 are on track to making better progress from their relative starting points.
- According to current predictions based on accurate information, in 2016 pupils' progress in mathematics and English are set to improve. The gaps between disadvantaged pupils and others in school, and those nationally, will reduce. Improvements in English are greater than those in mathematics because of the comparative strength of teaching.
- Pupils attending off-site provision are making the progress that is expected of them.
- Attainment in modern foreign languages is consistently above the national average.

- Good careers advice is provided and this is reflected in very few pathway changes at Key Stage 4 and in the sixth form. Leaders ensure that pupils and learners can access well-structured impartial careers advice to support their next steps; as a consequence, the number of pupils and learners going on to sustained education, employment or training is well above national averages.

16 to 19 study programmes

are good

- This is a good sixth form; learners' achievement is good. The head of sixth form is devoted to ensuring success for all learners. Leaders monitor learners' achievement and attendance and keep parents informed of learners' progress.
- The sixth form provides a safe environment and teachers' expectations of learners are high. Learners are happy and attend well. Facilities available for learners are good, teachers provide regular support and learners have open access to the common room – a positive and purposeful learning environment.
- Learners' progress in developing their personal, social and employability skills are good; the college provides a well-balanced formal curriculum and ensures that all learners following vocational courses engage in appropriate work experience. The curriculum meets the requirement of the 16–19 study programme; learners follow individual study programmes that prepare them well for their next steps, with effective impartial careers advice.
- Routes and pathways for learners are evaluated by leaders and additional support for the most able is offered through a successful support programme, the 'mentoring programme'. Consequently there has been a significant rise in the number of pupils going on to higher education and attending top universities, along with continued success with employment and apprenticeships.
- The sixth form tailors its curriculum to meet learners' demands and abilities. The curriculum courses are wide and varied, with well-established and successful A-level qualifications. Leaders consciously adapt their curriculum for future learners, and plan to offer further curriculum choice, for example sports leadership courses. Leaders offer an extra hour on the timetable for additional support, 'lesson six'. This support is well attended and improves learners' outcomes. For example, learners studying modern foreign languages have increased their speaking and listening grade by accessing support during this additional time.
- Specialist teachers plan learning with a clear purpose and use their strong subject knowledge to engage and challenge learners so they make good progress. Discussions are expertly led by sixth form teachers to develop knowledge and inspire a curiosity for learning. Learners respond well to teachers' questions, and provide thoughtful responses that demonstrate good knowledge and understanding of the subject. Learners have positive attitudes and high levels of pride and commitment and told inspectors, 'we are shaping our future'.
- The proportion of learners completing courses within the sixth form has increased and is now strong.
- Very few learners join the sixth form without a GCSE grade C or above in English and mathematics. The college provides appropriate support and opportunities for these learners to gain this qualification quickly. Success rates for those re-taking English and mathematics at GCSE level are very high.
- Learners have the opportunity to immerse themselves in a rich variety of non-qualification activity: for example, taking part in public speaking events and the Duke of Edinburgh's Award programme.
- A comprehensive programme is in place to develop learners' spiritual, moral, social and cultural development during tutorial time. For example, learners recently developed their understanding of the political situation in Syria and the refugee crisis.
- Sixth form learners are excellent role models for younger pupils. They are proud to take an active part in college life and are encouraged to broaden their horizons and reflect on how their skills can benefit people other than themselves. For example, some learners volunteer to give their time to support younger pupils studying GCSE mathematics. Learners also act as prefects around the college and attend the college council meetings. Team work and organisational skills are developed through the organisation of charity fundraising events and by taking an active, 'management role' during the college performing arts production.
- Outcomes across the sixth form have increased for A-level and vocational qualifications. There are no significant differences between the achievement of disadvantaged learners and their peers.
- In 2015, learners' attainment in A-level qualifications was in line with national figures. There has been a rise in the number of learners gaining A-level grades A* to B and grades A* to C in 2015.

- The advice and support given to learners on entry to the sixth form is strong, as is the advice that learners receive in preparation for life beyond the sixth form: university, further training or employment. Leaders ensure that all learners access five days throughout the year to support their next steps, 'Future Focus Days'. These days provide learners with clear information on: finances and budgeting, personal statements, apprenticeships, university and employability skills.

College details

Unique reference number	138463
Local authority	Liverpool
Inspection number	10005522

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of college	Secondary
College category	Academy converter
Age range of pupils	11–18
Gender of pupils	Boys
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the college roll	1,135
Of which, number on roll in 16 to 19 study programmes	160
Appropriate authority	The governing body
Chair	Andrew Keeley
Headteacher	Les Rippon
Telephone number	0151 288 1000
Website	www.sfx.liverpool.sch.uk
Email address	admin@sfx.liverpool.sch.uk
Date of previous inspection	22–23 May 2013

Information about this college

- The college is a larger-than-average 11–16 secondary college for boys, with a small mixed sixth form.
- The proportion of pupils eligible for the government's pupil premium grant is slightly below the national average. The pupil premium is additional government funding for pupils who are known to be eligible for free college meals and those looked after by the local authority.
- The proportion of pupils of a minority ethnic heritage is well below national averages. Hardly any pupils speak English as an additional language.
- The proportion of pupils with a disability or special educational needs is above average and those with a healthcare plan are below average.
- A small number of pupils are educated off site at a range of providers: Alder Hey Centre for Education, and Everton Free School.
- The college meets the government's floor standards, which are the minimum expectations of pupils' attainment and progress in English and mathematics.

Information about this inspection

- Meetings were held with the headteacher, members of the senior team, middle leaders, members of the governing body and officers from the local authority. Inspectors also spoke by telephone with a member of staff from all external educational providers.
- Inspectors observed learning in a wide range of lessons across all year groups, including observations with senior leaders. During these observations, inspectors looked at pupils' and learners' work and talked to them about it. Inspectors also sat in on a one-to-one reading session.
- Inspectors viewed registration periods and an assembly, and made a visit to the college's internal inclusion unit.
- Inspectors formally interviewed a large number of pupils, and spoke to a range of pupils and learners informally at break and lunchtime. Inspectors also observed pupils' and learners' conduct and behaviour throughout the college day.
- Meetings were held with qualified teachers, including teachers undertaking training at the college.
- The inspection team observed the college's work; scrutinised data about pupils' and learners' achievement, behaviour and attendance; scrutinised pupils' and learners' work; looked at documents used by leaders to check the college's work; reviewed minutes of meetings of the governing body; and viewed records relating to the monitoring of teaching. During the inspection, detailed consideration was given to policies and practices relating to safeguarding and also how the college prepares its pupils and learners for life in modern Britain.
- Inspectors took account of the 39 responses to the Ofsted online questionnaire, Parent View, as well as data from the college's own parental surveys. Inspectors also considered the responses to the staff and pupils' online questionnaire and reflected upon documents relating to the most recent monitoring visit by the Archdiocese of Liverpool.

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