

## **St John Henry Newman Catholic School Self –Evaluation 2021-22**

### **Catholic life of the school**

#### **What the school does really well**

- Within the new building, pupils witness the Catholic faith in every corridor. We are very proud of the wonderful chapel at the entrance to the school, which was funded by the pupils, staff and local Catholic community.
- “The Way” is embedded into school life and we pray as a school at the end of each day.
- We follow the liturgical calendar and assemblies and worship are linked to this. We allow pupils time for reflection in assemblies to reflect on the word of the Lord. Our pupils behave respectfully in assemblies.
- Staff are good role models for the pupils and embody gospel values throughout the school.
- All meetings and training sessions start with a prayer as we give thanks and ask for divine guidance and inspiration.
- Every pupil studies our RE qualification and outcomes are improving.
- All staff have read and had Inset on St Mark’s Gospel so they have a deeper understanding of the gospel values on which our school is based.
- Pupils show great reverence during the Mass (as they do at all times of traditional prayer and reflection).
- Inspired by the gospel message, there is a coordinated approach to works of charity and pupils show a keen awareness of the needs of others in local, national and international contexts.
- Several leaders have undertaken training in Catholic school leadership and some staff have either started or completed the Catholic Certificate in Religious Studies.
- How to teach in Catholic school is part of our induction process for all new staff and is delivered by local clergy so new staff understand our principles and values as they start their career at St John Henry Newman Catholic School

#### **Where the school can show examples of good practice**

- The school actively participates in regular Diocesan events such as attending mass at Lancaster Cathedral and annual initiatives led by the diocese.
- We hold regular CPD sessions linked to the development of faith.
- RE Catholic syllabus is being followed and delivered.
- HRSE lessons cover elements of Catholic education and follows diocesan guidelines.
- Pupils are encouraged to consider ways to be caring and active citizens, for example by organising food bank collections together with the long-standing commitment to Carlisle SVP.
- Pupils are provided with opportunities to deepen their involvement and understanding of Faith in different ways.
- All staff and pupils are offered regular opportunities to attend mass and since we have moved to our new school we have been able to double the number of masses they were previously offered.

#### **Where we need to improve**

- The status of RE is improving with the pupils but we need to increase the number of pupils who wish to study at A Level.
- RE GCSE results are not yet to required standard but are improving.
- We need to ensure that pupils are more aware that their actions are related to God.
- There is some pupil participation in assemblies but we are working to widen the opportunities for pupils to participate.
- Following our school move to a new site, we want to ensure that we are an accessible option for Catholic pupils to the west, east and North of the city

## **The quality of education in the school**

### **What the school does really well**

- Regular curriculum reviews ensure the subjects on offer meet the needs of our pupils.
- We have specific programmes in place to support pupils who have a less than secure understanding of reading, writing and mathematics so that they can access the full curriculum
- Leaders plan the curriculum accordingly to ensure knowledge is built on previous learning including the KS2 programme of study.
- Interleaving and knowledge organisers have been introduced in most subjects
- Every lesson is visited by SLT to ensure our high standards are met. This allows us to deal with any concerns immediately.
- We teach every lesson with the door open to allow a transparent teaching environment. This is now showing a real improvement in the quality of teaching and a significant reduction in passive learning.
- If required we use tried and tested support packages to improve performance.
- Several departments, notably English, Geography, History, Spanish and RE are improving outcomes with teaching that is solidly good.
- School leaders have high expectations of teaching and marking and set these out clearly
- Staff are marking books in line with the marking policy and, as observed in regular pop-ins, verbal feedback is strong and happening more regularly.
- Our ITT programme in liaison with School Direct has been successful with most students finding employment upon completion of the course.
- During the period of remote learning we set every lesson in line with the expected curriculum plan and followed up non submission of work with parents. When pupils returned to school every department created a robust catch up curriculum to ensure that pupils could continue to learn at pace and our internal data shows that pupils are making positive progress in most subjects.
- More pupils follow the Ebacc pathway and that number has increased rapidly in recent years

### **Where the school can show examples of good practice**

- Schemes of work and interleaving, eg, ICT, maths, history.
- Careers and world of work, British Values have all been reviewed across all subjects, "DEAR time" is embedded into school life.
- Cultural capital has been incorporated into RSHE and assemblies have been redeveloped in order to exploit this knowledge.
- Monitoring by Subject Leaders and SLT is overall rigorous and challenging through a regular cycle of checks.
- We have introduced teaching and learning briefings held by different subjects so good practice is shared regularly and CPD is an integral part of our school year.
- Our CPD is successful according to staff voice and there is evidence of successful strategies being implemented, for example deepening pupil vocabulary and Freyer models are evidenced in pupil books and staff planning.
- The Rescue Reading programme has yielded significant increases in pupil reading ages.
- Pupil's oracy is improving but at times remains inconsistent but they have been given more opportunities to verbalise their thoughts and this has reduced their anxiety about speaking in public.
- Assessment and data structures are now in place to ensure thorough follow up occurs following assessment, both educationally and pastorally so pupils can make more progress.
- SALAD days have been embedded into the school calendar to encourage pupils to develop their speaking skills.

### **Where we need to improve**

- Raise aspirations and self-motivation- of pupils
- Develop independent learning further including homework
- Improve quality of feedback on pupil work; we need to develop and improve the quality of pupil feedback which will be a CPD priority this year.
- Review KS3 data system
- Extended writing opportunities exist but need developed further to include tier 2 vocabulary.

### **Behaviour and attitudes**

#### **What the school does really well**

- Embedded B4L policy that is consistently applied across the school resulting in high expectations of behaviour with a zero tolerance approach towards disruptive behaviour
- Pupils are happy, supported and safe in school
- Positive relationships with staff are observed in lessons
- Pupils are courteous, polite and respectful with only a few incidents of bullying, racism, sexual harassment and homophobia which are dealt with quickly
- Pupils are smartly dressed and take pride in their appearance.
- Incidents of littering, graffiti and damage to the school building are rare.
- We have a school counsellor and MHST worker to support pupil mental health and wellbeing

#### **Where the school can show examples of good practice**

- HoYs are focussed on pupils' progress as well as pastoral matters.
- The Pastoral team uses assessment data robustly to target and monitor pupils.
- The mentoring of pupils is linked to academic performance
- SAM days are used to raise attendance amongst disadvantaged pupils
- Embedded rewards system with achievements based on working hard, going above and beyond what is required, being a good neighbour and taking pride in academic excellence
- SEND base used for withdrawal of pupils and personalised interventions
- There is an established School Parliament that provides suggestions and improvements

#### **Where we need to improve**

- Pastoral leader and SENDCo training
- Pupil voice to have a half termly focus with feedback shared with the pastoral team
- Positive attitude to learning and a love of learning to be further developed
- PP and SEND attendance to improve

### **Personal Development**

#### **What the school does really well**

- Trained careers advisor - a very robust Careers Programme that is now covered throughout the curriculum. Promoting careers through career's week. Gatsby benchmark shows the tremendous improvements made in Careers and IAG.
- Promotion of values through assemblies.

#### **Where the school can show examples of good practice**

- The rewards system 'Student of the Month' in KS3 shows pupils have pride in their achievements as they wear their badges and like to receive achievement points.
- British Values –some good examples are found across the school.

- Debate – good examples within the school could be found, eg HRSE lessons with good discussions on equality and diversity. Pupils have taken part in the rotary club debates in the past couple of years.
- Our SALAD days have been embedded securely, showing excellent engagement and discussion.
- We have a full audit of where HRSE is delivered in different subject areas. HRSE is fully planned to meet the Statutory Requirements.
- PE clubs (Girls football team etc), D of E, choir & Library all showcase good examples of extra-curricular engagement.

#### **Where we need to improve**

- Extra-curricular activities – These need to be relaunched now that pupils are back in school and restrictions are more relaxed.
- Display British values posters in classrooms to promote understanding. Pupils and staff must be proficient in explaining what British Values are.
- Further promotion of equality and diversity in assemblies and lessons.
- Offer work experience
- Student Parliament is up and running again and needs some support post pandemic.

### **Leadership and Management**

#### **What the school does really well**

- New staff induction and individualised support for staff
- Gaining staff view on new policies eg Marking Policy has reduced workload
- ECT/ITT training
- Wellbeing (discussion, support and time)
- Safeguarding
- Introduction and support of school behaviour strategy which is embedded
- SLT presence around the school
- DIG meetings scheduled regularly with Governors challenging school leaders
- Create a positive environment for pupils to work in with clear rules and expectations and routines.

#### **Where the school can show examples of good practice**

- Subject leaders managing departments, having clear curriculum plans, clear monitoring spreadsheet of their department, constructive conversations regarding performance issues.
- Line management of departments –good structure and processes to ensure improving performance.
- Appraisal system – clear targets set for the year, interim meetings
- Inset plan, CPD and development of staff training.
- PP strategy providing support to enable progress of pp pupils
- Pupil voice

#### **Where we need to improve**

- More surveys with staff to ensure robust staff voice
- Share SEF and SIP with staff and parents in an abridged version
- Parental Voice

### **Sixth Form Provision**

**What the school does really well**

- Good quality careers advice is provided to ensure that the 6<sup>th</sup> form move onto suitable next steps and destinations broadly in line with national average
- Underachievement is tackled with strategies and interventions implemented to support pupils
- Pupil welfare issues are picked up quickly and dealt with and access is available to Pastoral Support workers and the school counsellor
- There is good communication between the school and parents and pupils
- Sixth Form Parliament – pupils are actively involved in running their own Parliament by discussing issues that affect them and fund raising.

**Where the school can show examples of good practice**

- Behaviour in social time
- Student use of non-timetabled time

**Where we need to improve**

- Recruitment program to attract pupils into the 6<sup>th</sup> form with calendared events throughout the year and the Sixth form being an active and visible part of the school
- Retention rates to be improved through ensuring pupils are on correct courses
- Aspirations of pupils to be raised through completion of portfolios, further awareness of destination choices
- Independent study developed through activities to read around the subject, develop a love of learning, work experience and enrichment opportunities, guidance regarding effective use of time and introduction of a study skills program through-out the year