



## CATHOLIC SELF-EVALUATION DOCUMENT (CSED)

<b>School</b>	St Mary's RC High School
<b>Headteacher</b>	Mr Stuart Wetson
<b>Religious education leader</b>	Mrs Rebecca Surman
<b>Other Catholic life and mission leader(s)</b>	Fr Andrew Berry
<b>Date of completion</b>	Updated October 2023

# SCHOOL INFORMATION

(See below) - Updated

<b>Full Postal Address:</b>	St Mary's RC High School Lugwardine Hereford HR1 4DR
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<b>Telephone Number:</b>	01432 850416 / 850755
<b>Email Address:</b>	<a href="mailto:admin@st-maryshigh.hereford.sch.uk">admin@st-maryshigh.hereford.sch.uk</a>
<b>Website:</b>	<a href="http://www.st-maryshigh.hereford.sch.uk">www.st-maryshigh.hereford.sch.uk</a>
<b>URN:</b>	116992
<b>Local Authority:</b>	Herefordshire Council
<b>Chair of Governors:</b>	Mrs Lynn Johnson
<b>MAT/MAC (if applicable):</b>	
<b>Chair of Directors (if applicable):</b>	
<b>CEO or CSEL (if applicable):</b>	

<b>Arch/diocese:</b>	Cardiff
<b>Parish in which school is located:</b>	
<b>Parish Priest/Priest Chaplain:</b>	Fr Andrew Berry
<b>Number on roll:</b>	748 (Feb 2023)
<b>Age range of those on roll:</b>	11-16
<b>Gender of those on roll:</b>	Mixed
<b>Phase:</b>	Secondary
<b>Foundation trustees:</b>	
<b>School type:</b>	Voluntary Aided, 11-16 Comprehensive, Non-Selective, RC High School

<b>Current statutory inspection grade:</b>	Outstanding (Sec 5)
<b>Current denominational grade:</b>	Excellent (Sec 48)

<b>Date of this inspection:</b>	January 2019
<b>Date of this inspection:</b>	April 2019



# CONTEXT

A brief outline of any circumstances that help contextualise the information contained in this document

St Mary's RC High School is a voluntary aided mixed 11-16 school. We are a school within the Catholic Archdiocese of Cardiff and are maintained by Herefordshire County Council.

We are a high performing and oversubscribed Catholic school *“with God at the centre of all that we do in our faith community”*. We strive to uphold the Gospel values and the standards we have set for ourselves, and are committed to providing outstanding academic, pastoral and spiritual development for all of our pupils. We are blessed with beautiful surroundings in which to work and learn and with talented teachers committed to helping our pupils realise their potential.

There are currently 747 pupils on roll; this compares with 745 pupils at the time of the previous Section 48 inspection in 2019.

We serve the north-eastern edge of Hereford and draw pupils from a wide catchment area including Bromyard, Ledbury, Leominster and Ross-on-Wye. Two of our three Catholic feeder primary schools are located in Hereford city, and the other is situated in Ross-on-Wye.

Our social and economic circumstances vary with around 11.4% of our pupils eligible for free school meals (FSM). 1.6% of pupils are currently looked after / LAC.

52.7% of our pupils are baptised Catholic children which is below the average when compared to other schools in the Archdiocese. An additional 38.2% of pupils come from other Christian denominations and approximately 2.5% come from other World religions ([See breakdown below – Page 3](#))

Most of our pupils speak English as their first language. Around 23.16% of pupils have special educational needs which is lower than the national average and 3.9% of these pupils have an Education Health Care Plan. Most pupils are from a white British background. Around 22.8% of pupils speak English as an additional language / are designated EAL, which is above the national average.

The leadership team is made up of the Headteacher, who has been in post since April 2018, a Deputy Head (DSL), five Assistant Headteachers and the school bursar. 33.3% of teaching staff and 14.3% of TA's are Catholic respectively.

The average individual school budget per pupil for St Mary's RC High School in 2022-2023 is £4,765 per pupil (£4,536 per KS3 pupil and £5,112 per KS4 pupil) which is in line with the other secondary schools in Herefordshire.

Anglican	1		
Baptist	14		
Christian	52		
Church of England	211		
Methodist	1	279	37.4%
Greek Orthodox	2		
Hindu	3		
Jewish	1		
Muslim	1		
Other Religion	22	29	3.9%
No Religion	38		
Refused	7	45	6.0%
Roman Catholic	394	394	52.7%
		747	

## CONTEXT OF THE RE DEPARTMENT 2023-2024

The RE department is made up of, Mrs R Surman Head of Department, two full-time colleagues, Mr D Coyne and Miss C Leslie (all three are practising Catholics), and a number of part-time non-specialists: Mr A Giampalma, Mr R Watson and Mrs C Dolan. Pupils at KS3 in Years 7 and 8 have five hours of curriculum time across a two-week timetable: in Years 9, 10 and 11, pupils have five hours of curriculum time across a two-week timetable. In Year 10, there are six groups (of set ability in A Band and mixed ability in B Band) with a total number of 149 pupils. In the current Year 11, there are also six sets and a total number of 148 pupils. One of the team, DCO is Head of Year 8. RSU has additional responsibility for RSE. Mrs Marion Smith is the Link Governor for the RE Department.

### WHOLE SCHOOL SPIRITUALITY - '*The Catholic Life of our School*' Updated Statement 2023

Our school is founded on Gospel values, we believe that by remaining faithful to Christ's teaching and example, we will continue to serve God and show selfless love to our neighbour in our daily lives. We believe that each one of us is created in God's image & likeness and is called to perform a special task. We also believe that we must use our God-given talents to fulfil our academic and spiritual potential. Our Priest Chaplain, Fr Andrew Berry works closely with the Department to plan and deliver key celebrations/worship within the liturgical cycle.

Our **Mission Statement** is supported by our school values ('*Pupil Profile*'), which proposes the qualities we wish to develop in our pupils. These qualities are simple, yet challenging, and seek to enable every member of our community to take the message of the Gospels to heart and apply it to their day-to-day lives. We challenge and encourage our pupils to be:

- **Grateful** for their own gifts, for the gift of other people, and for the blessings of each day; and **generous** with the gifts, becoming people of service.
- **Attentive** to their experience and to their vocation; and **discerning** about the choices they make, and the effects of those choices.
- **Compassionate** towards their neighbour, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words.
- **Faith-filled** in their beliefs and **hopeful** for the future.
- **Eloquent** and **truthful** in what they say of themselves, the relations between people, and the world.
- **Learned**, finding God in all things, and **wise** in the ways they use their learning for the common good.
- **Curious** about everything; and **active** in their engagement with the world, changing what the can do for the better.
- **Intentional** in the way they live and use the resources of the earth, guided by conscience; and **prophetic** in the example they set to others'

## Heart of the School

At the heart of our school stands our chapel, offering a silent oasis in the midst of our learning environment, a place of sanctuary and encounter with the living God. Here, we can spend time with Christ, present to us in the bread of life, the Eucharist, inside the Tabernacle. Our chapel is a physical symbol of our faith and beliefs at St Mary's, open and accessible to all pupils and staff at all times.

The Catholic Life of the school is at the centre of our education. We aim to nurture the holistic development of all our pupils through provision of a thriving chaplaincy, which is led by the RE Department staff, by our Priest Chaplain, Fr Andrew Berry and supported by our Pupil Chaplaincy team.

Each weekday morning there is an opportunity for pupils and staff to attend morning prayers in the chapel, and during form time on Thursday morning pupils are invited to the Rosary Club, and at lunchtime we have Adoration. Masses are provided on all Holy Days of Obligation that fall within term time, and the feast days of each of the patron saints of the school pastoral houses are celebrated: in addition, we celebrate Mass on the first Friday of the month during extended registration time.

Prayer and worship are central to our purpose as a Catholic School and our pupils are encouraged to lead liturgies and elements of assemblies during the year, as well as participating in Form time prayers. Sacred Spaces are designated days for each form to focus on prayer, scripture and reflection, setting up a 'sacred space' in each form room is a key element in establishing an environment of prayer. The visual reminders of our Catholic faith invite pupils to remember to quiet themselves in the presence of the God. For staff too, there are many opportunities to reflect and worship together throughout the working week; for example, Monday and Wednesday morning staff briefings always begin with a prayer led by a different colleague organised via a half-termly Prayer Rota. Departmental and weekly SLT meetings also always begin with a prayer.

There are numerous opportunities for pupils to develop their faith outside of the classroom, including by undertaking pilgrimages to Rome or Lourdes, and residential retreats within England. In March 2022, St Mary's hosted a weeklong exhibition on the Shroud of Turin; pupils were given the opportunity to visit a replica of the Shroud and the exhibition during RE lessons. Over the course of the second half of the spring term all pupils will be encouraged to engage in charity work and fundraising for CAFOD's [Big Walk for Lent 2023](#) campaign.

We consider that helping those less fortunate than ourselves is one way of encouraging our pupils to care and be concerned for others. A variety of events are organised; for example, non-uniform days, pupil led cake sales, raffles and games in order to provide practical ways to respond to the needs of others.

In November 2022, our school launched a [Youth SVP](#) group at St Mary's. The aim of this group is to help young people turn concern into action and engage with the community to make a positive difference, as well as learning new skills and developing faith. The Youth group meets weekly and is planning ways to provide support and assistance in practical ways that utilise each of the pupils' gifts and talents.



# RESPONSE TO LAST INSPECTION (April 2019)

Area for improvement	Actions taken	Impact of actions
<b>R1: Review the curriculum time given to Religious Education to ensure that it meets the requirements of the Bishops' Conference and Archdiocesan expectations</b>	Following the 2019 inspection, the curriculum has been reviewed to ensure that sufficient time is allocated to RE in order to meet the requirements of the Bishops' Conference and Archdiocesan expectations	<p>All pupils at St Mary's are given significant curriculum time to deepen their knowledge, skills and understanding of RE throughout KS3 &amp; 4 in line with Archdiocesan expectations (five hours across a two-week timetable in both key stages)</p> <p>RSE is delivered during PSHRE as part of a dedicated programme</p>
<b>R2: Embed the monitoring of standards and progress of pupils in Religious Education to ensure that attainment improves particularly for disadvantaged and middle attaining learners at key stage 4</b>	The RE Department are subject to a thorough SLT-led annual review process, culminating in a detailed final report (the most recent review was completed in January 2023, with a report issued within one week). There is a dedicated section on GCSE and mock exam outcomes relative to FFT 20 targets, and a focus on key groups of learners (primarily disadvantaged). The close monitoring of standards is also a vital component of the RE Department DDP (3 versions per academic year), RE HOD Seminars and annual appraisals.	<p>The RE department has developed an internal tracking document to enable more effective identification, intervention and support as required</p> <p>Average GCSE attainment in RE at St Mary's for 2023 was Grade 5e (Average Points 4.62): the % of Grade 4+ was 68.4% relative to a national average of .... For further detail / analysis, refer to <b>RE Department Report 2022-2023</b> and <b>RE Department DDP Version 1 (Autumn 2023)</b></p>

**R3: Ensure assessment procedures are consistent across the department to reflect the best practice**

The RE Department has developed its KS3 curriculum and assessment processes to ensure better rigour and uniformity, and to inform support and intervention work with pupils. There is also clear continuity between the key stages with GCSE level work and content commencing in the January of Year 9 (see updated **RE Department Curriculum Statement 2023 / 24**) – “A wide range of assessment data helps to identify those pupils in need of support to achieve their potential, and this in turn is used to inform planning. Pupil progress is closely monitored through an on-going intervention programme which targets the entire GCSE cohort through close monitoring, tutorial sessions and parental involvement”

The recent RE Department Review (January 2023) includes several references to greatly improved marking, feedback and assessment processes (see example opposite)

*“The department provides detailed assessment feedback based on a bank of statements - this is recognised in this report as a strength, largely due to the level of detail and precision...”*

There is a renewed focus on quality, frequency and impact of marking / feedback in the RE DDP for 2023-2024.

**From RE Department Review: Final Report Jan 2023: Marking / Feedback & Assessment**

All KS3 assessments (**Year 7: Messiah - Year 8: The Covenant**) are prepared in detail and marked thoroughly using success criteria; for example, Year 8 Assessments on **The Covenant & the New Covenant**: very effective combination of formative teacher comments and pupil self-assessment with grades and target grades also recorded, for example;

*‘A result showing potential. A great level of thought and effort has gone into this assessment, and this is highlighted by the information that you have gathered and the way you have presented your work – Your assessment shows an excellent depth of knowledge and understanding of the importance of the covenant that God made with the Patriarchs. You have clearly explained the significance of the covenant for Christians today and have shown an awareness of how religious beliefs influence moral values and behaviour. You made good use of religious key words and included some quotes – excellent! To improve in your next assessment: Remember to use and explain all key words to show that you understand what they mean. Continue to use Bible (scripture) quotes to support your arguments. Consider showing insight on the opportunities and challenges shown by having religious beliefs. Use structure strips to help you revise and organise your writing’*

**R3: Ensure assessment procedures are consistent across the department to reflect the best practice**

**Assessment feedback is typically in accessible language to enable pupils to respond to advice and instruction, for example;**

*To improve in the next assessment : Continue to know and include a broader selection of religious language that will enable you to... .. Continue to back up / support your arguments with further references to biblical quotes....Consider showing insight on the opportunities and challenges posed by having religious beliefs....*

*‘Good effort on your first assessment. I really like how you have tried to structure the longer question A1e to gain higher marks – Take care to respond to all of my corrections’*

*‘Good effort in your first assessment, especially the shorter questions where you clear and accurate – In the 12-mark question try to give the same number of points as marks allocated (12 points for 12 marks)’*

**R3: Ensure assessment procedures are consistent across the department to reflect the best practice**

**Sample: Year 10 Assessment 2023-2024: Catholic Christianity Feedback**

*'The result shows you have prepared with some effort. This is evident in your end of unit assessment where subject knowledge, understanding, key vocabulary and scripture used accurately throughout. Key vocabulary is included but more is required. Your evaluation questions structured as suggested using PEEL and informed before being summarised with a personal conclusion. Your use of SPaG requires improvement. This is a result that proves, with some tweaks, you can fulfil your potential'*

*To achieve a Grade 5, you need to:*

- Continue to acquire and include more key vocabulary in all answers*
- Create a response that allows you to include key quotes....*
- To achieve 12-marks on this key question you must show: excellent knowledge, understanding and insight, a selection of smaller points using PEEL*
- Remember to use structure strips in your planning*
- Check closely for SpaG errors*
- You must continue to fully explain the teachings of Catholic Christianity*
- Take on board and put into practice any written feedback you get on future pieces of work*

**R4: Ensure that differentiation is planned effectively so that all learners at key stage 3 make progress in line with expectation**

Effective differentiation has been an ongoing whole school teaching and learning target over the past three years – there has been dedicated INSET, and it has been a key element of our SDPs, DDPs and Department Reviews. Differentiation has featured prominently in RE DDPs and RE Review Reports since 2019 (notably in key priorities and lesson observation feedback respectively).

The RE Department Review: Final Report 2022-2023 recognises significant progress in relation to differentiation (see opposite) and offers suggestions on how this could be developed further:

*“As a further aspect of differentiation, have extension tasks available. Continue to work on effective differentiation by task, outcome and process (refer to INSET PPT on Differentiation – January 2022): for example, offer choice – student-led activities (leading a plenary?) – Writing frames – differentiated worksheets.... (‘All pupils completed all tasks despite differentiation by task – is there room to offer a connected reflection task (stretch and challenge)?)’”*

From **RE Department Review: Final Report Jan 2023:**

*“To bridge any gaps in learning the department has produced differentiated learning packs / study skills booklets for each year group”*

From Lesson Observation feedback:

*“Differentiation – stretch activity added to the starter and aim higher task added to tasks throughout the lesson... Use of scaffolding to help the pupils answer the exam style question at the end of the lesson”*

*“Differentiated writing tasks – rising challenge model by task. Individual task working through five tasks of rising difficulty ‘mild-spicy’ model. All pupils to complete all 5 tasks”*

*“Differentiated task options (grade related) 3-6 or 7-9. Some individuals who had not quite achieved a 7 in the recent mock were encouraged to tackle this level of question”*

**R5: Continue to develop opportunities for all children to be involved in the systematic preparation and delivery of worship and provide opportunities for spontaneous prayer**

Opportunities for pupils to be involved in the preparation and delivery of worship and prayer has continued to a priority (see updated statement above on *'The Catholic Life of our School'*); examples opposite

For example, prayers in the chapel prior to the beginning of each school day, Rosary Club, Adoration at lunchtime, whole school and House Masses, pupil-led liturgies, assemblies, form time prayers / Sacred Spaces utilising as many different pupils as possible, Reconciliation Services, the Angelus....

Year group assemblies enable a large number of pupils to participate in collective worship with Heads of Year organising termly rotas

# GRADE SUMMARY

## Overall Effectiveness

1

### Catholic Life and mission

1

### Religious education

1

### Collective worship

1

**CLM1** The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

2

**RE1** How well pupils achieve and enjoy their learning in religious education

1

**CW1** How well pupils respond to and participate in the schools' collective worship.

1

**CLM2** The quality of provision for the Catholic life and mission of the school

1

**RE2** The quality of teaching, learning and assessment in religious education

1

**CW2** The quality of collective worship provided by the school

1

**CLM3** How well leaders and governors promote, monitor, and evaluate the provision for the Catholic life and mission of the school

1

**RE3** How well leaders and governors promote, monitor, and evaluate the provision for religious education

1

**CW3** How well leaders and governors monitor and evaluate the provision for collective worship

2

# CATHOLIC LIFE AND MISSION

Overall  
Grade for  
CLM

1

CLM1 The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Grade

2

## Strengths – what is the impact of the actions you have taken?

The Catholic life of the school is at the centre of our education. Our **Mission Statement** is supported by our school values (**Pupil Profile**), which proposes the qualities we wish to develop in our pupils. These qualities are simple, yet challenging, and seek to enable every member of our community to take the message of the Gospels to heart and apply it to their day-to-day lives. Pupils are able to reflect on the virtue pairs from the **Pupil Profile** each half term. The virtues are explored from their foundation in scripture and time is devoted to considering how they can be applied on both a personal basis, within our school community and how they can be extended globally. Our ethos is very much rooted in Gospel values / the Word of God. Our Mission Statement is a clear and inspiring expression of the educational mission of the Church and of the school's particular charism. It is regularly revisited and is known, lived and witnessed to throughout the school (ref: Updated statement on '**The Catholic Life of Our School**')

We pride ourselves on being a welcoming and supportive school community, with the highest standards of pastoral care and provision for pupil welfare (including an explicit and concrete commitment to the most vulnerable). Pupils feel valued for everything they achieve and have spoken highly of this caring and inclusive ethos previous Section 48 inspection commented that *"Pupils are immensely proud of their school and speak enthusiastically about the school's distinctive Catholic nature"*. Our inclusive and welcoming ethos involves valuing and supporting those from different cultures and belief traditions, enabling them to live and pray in fidelity to their own commitments (for example, the provision of space for other faith worship, bereavement services for pupils of all or faiths, or none)

Pupils from all five year groups are actively involved in the spiritual life of the school (for example, prayers in the chapel prior to the beginning of each school day, Rosary Club, Adoration at lunchtime, whole school and House Masses, Year 7 Welcome Mass (as planned in Form groups to ensure widespread participation), pupil-led liturgies, assemblies, form time prayers / Sacred Spaces, the Angelus, Reconciliation Services, Youth SVP group, work with the Gideons (including the distribution of free Bibles), charity work and fundraising for CAFOD (**Walk for Lent 2023**)....).



The provision for R(S) HE is carefully planned to ensure that as well as meeting all statutory requirements using CES accredited resources and in line with the Catholic Schools Inspectorate, it is firmly rooted in the teaching of the Church and celebrates a holistic vision of the human person. As a consequence, a culture of inclusivity has been created where pupils are able to express what they have learned in these lessons with increasing confidence.

In terms of Chaplaincy provision at St Mary's, a member of the RE Department has added responsibility for spirituality development and enrichment (see examples)

#### **Evidence of strengths / impact:**

- **St Mary's RC High School: Mission Statement**
- More opportunities for regular prayer as detailed in the updated statement on '**The Catholic Life of Our School**' – for example, prayers in the chapel prior to the beginning of each school day, Rosary Club, Adoration at lunchtime, whole school and House Masses, pupil-led liturgies, assemblies, form time prayers / Sacred Spaces, Youth SVP group, charity work and fundraising for CAFOD (**Walk for Lent 2023**)....)
- **RE Department Reviews: Final Reports** (inclusive of **Pupil Voice**)
- **2019 Section 48: Final Report**
- **Pupil Case Studies**
- **Ten: Ten RSE programme** (fully planned, mapped and resourced)
- Expanded **Pastoral Support Team**
- Staff are Eucharistic Ministers at whole school Masses, they lead prayers in assemblies / form time, taking and treating sacred spaces with reverence and respect

#### **What could be improved?**

- A further increase in the number of pupils involved in the planning and delivery of liturgy / collective worship
- Evaluation of the Ten: Ten resource following its first completed cycle of teaching (staff, pupils and parents / carers to be canvassed)

## Strengths – what is the impact of the actions you have taken?

Staff training on **Spirituality** and the importance of our **Mission Statement** is a priority with a dedicated INSET scheduled every year, typically at Belmont Abbey. Other ongoing training sessions also occur throughout the year, for example, twilight training this academic year on Ten: Ten RSHE programme. All staff INSET days begin with a prayer service in our chapel. Staff enthusiastically participate in and contribute to those activities which reflect the life and mission of the school, and the service it offers to the community. They are increasingly assured about the delivery of our RSHE programme on the basis of training / support, resourcing and mapping, recognising that the programme is rooted in the teaching of the Church and celebrates a holistic vision of the human person. Staff are also acutely aware of the need to be good role models, bearing witness to our school's Catholic life and mission; for example, staff led prayers in assemblies and form times, participation in school Masses, delivery of the RSE programme during PSHRE lessons.... Staff also receive ongoing CPD via our annual Spirituality INSET (typically in the second term of the school year). The introduction of **Sacred Spaces**, selected days for each form to focus on prayer, scripture and reflection, is a key element in establishing an environment of prayer. The visual reminders of our Catholic faith invite pupils to remember to quiet themselves in the presence of the God, and form tutors play a fundamental part in this process.

As a school, we access and contribute to diocesan training at various levels - chaplaincy, teacher level, HOD and SLT. We regularly join all Teams meetings and the face-to-face events in Cardiff. The RE HOD has a continued role within the Archdiocese of Cardiff RSE Leads working party and has offered the opportunity to share good practice with other schools within the diocese. The Ten: Ten *Live Life to the Full* scheme of work was also carefully reviewed and shared within the RE Department following training. Ten: Ten programme has been mapped into the wider PHSRE (L4I) curriculum for KS3 and KS4 to comply with the RSE Best practice toolkit.

The extension of our Pastoral Support Team over the past two years is also a key element of our supportive and caring community grounded in Gospel values. Our pupils' wellbeing is constantly supported and cared for with sensitivity and compassion (for example, restorative work, anti-bullying, exam-related support, all of which are aimed at creating a community that loves and cares for each other). Everyone is welcomed and valued in a spirit of generous hospitality, especially those who are most vulnerable.

The school environment effectively witnesses to its identity, mission and charism through explicit and effective signs of our school's Catholic character; for example, regularly updated displays in our chapel and RE classrooms, as well as a Chaplaincy noticeboard in a central location in the school, and prominent displays of our school values / virtues (**'Pupil Profile'**), which proposes the qualities we wish to develop in our pupils. These qualities are simple, yet challenging, and seek to enable every member of our community to take the message of the Gospels to heart and apply it to their day-to-day lives.

### Evidence of strengths / impact:

- **Ten: Ten RSE programme** (fully planned, mapped and resourced)
- Annual **Spirituality INSET** (published schedules) - staff get the dedicated and protected time to talk to one another about what it means to them to work in a faith school and to explore their responsibilities around this. Non-Catholic staff deepen their understanding and have the opportunity to ask questions, explore and access necessary support. All staff INSET days begin with a prayer service in the Chapel.
- **Diocesan training**
- **Pastoral Support Team**
- **Pupil Case Studies**
- **Sacred Spaces**
- **School Environment:** for example, chaplaincy noticeboard, prominent displays of virtues....

### What could be improved?

- To extend the number of staff working towards the **Catholic Teacher Certificate**
- To widen the number of staff involved in the preparation of **Sacred Spaces** resources (beyond the RE Department)

Strengths – what is the impact of the actions you have taken?

St Mary's school leaders, Head of RE and governor's regularly review and promote the school's policy on prayer and liturgy. It is written in such a way that makes it accessible and useful to relevant staff who use it consistently as a reference point when preparing prayer and liturgy. This is reinforced through Spirituality INSET and other related staff training organised by SLT and Head of RE every academic year. The Head of RE is also given a platform on other INSET days to reinforce the importance of the planning and delivery of prayer to enable staff to feel increasingly confident and secure, especially during daily form time. As a result, St Mary's continues to be a thriving Catholic community with Gospel values at our core.

In addition, there is a regularly updated section on ***Spirituality / Catholic Life of the School*** on our school's website, including a daily prayer. This is an important means of updating and communicating with parents / carers. This is also an important means of enabling pupils, parents and carers to remotely access prayers.

Leaders, including governors, have planned the school calendar and timetable carefully to ensure that opportunities to celebrate the Eucharist are regularly offered to the whole school community, particularly at key times in the liturgical year and at significant moments within the life of the school. All holy days of obligation and other significant days, such as the respective Feast Days of our House Saints, are prioritised in the school's calendar and timetabled to ensure that all those who wish to are able to participate in Mass, or other appropriate liturgies, on such days. In addition, the Sacrament of Reconciliation is always offered in school at key times in the liturgical year, such as Lent and Advent.

The Catholic life and mission of the school is an ongoing agenda item at weekly SLT meetings to ensure that all leaders have the understanding and knowledge to assist others in planning and leading experiences of prayer and liturgy. SLT- led assemblies for all year groups are calendared every year. SLT also evaluate the impact of the provision for the Catholic life and mission of the school and its impact on Cultural Capital at St Mary's.

It is a priority, and part of a clear strategy, to fully involve staff and pupils in the prayer life of the school: the Year 7 Welcome Mass is an important starting point for our new intake, with ongoing opportunities to participate in prayers in the chapel prior to the beginning of each school day, Rosary Club, Adoration at lunchtime, whole school and House Masses, Year 11 Leavers' Mass, pupil-led liturgies, assemblies, form time prayers / Sacred Spaces, Youth SVP group, charity work and fundraising for CAFOD etc All public exams also begin with a prayer.

The annual Department Review process in which all subject areas are thoroughly reviewed by SLT is inclusive of the Catholic life and mission of the school. This is most explicit in the final published RE Department Report but is also referenced across different subjects. In addition, the Catholic life and mission of the school is a key component of whole school SEF / SDP, subject DDP's and HOD seminar discussions. All HOD's provide an annual report in person to the school governor's: this process allows the governing body to question each HOD on how their department promotes '**Catholic life**'.

**Evidence of strengths / impact:**

- **A dedicated and active working group on RSE** including members of SLT, the governing body and the Head of RE Department
- Updated school policy on **Prayer & Liturgy**
- **School Calendar 2023-2024**
- **School Website: Spirituality / Catholic Life of the School**
- **Spirituality INSET**
- **SDP & SEF 2023-2024**
- **Department Reviews: Final Reports**
- **DDP's 2023-2024** (Note: **RE Department: Cultural Capital**)
- **HOD Seminar** minutes
- **School Website: Cultural Capital**
- **Pupil Profile Virtues and Fruits of the Holy Spirit** revisited in year group assemblies

**What could be improved?**

- Develop the dedicated '**Catholic Life**' section on our school website
- Updates and amendments to policy on **Collective Worship**
- Update the school's **Mission Statement** to reflect the prominence of the **Pupil Profile** in the daily life of the school

# RELIGIOUS EDUCATION

Overall Grade  
for RE

1

## RE1 How well pupils achieve and enjoy their learning in religious education

Grade

1

### Strengths – what is the impact of the actions you have taken?

The annual RE Department Review is inclusive of a **Pupil Voice** activity with a variety of pupils drawn from all five year groups: the outcome of **Pupil Voice** interviews is a prominent part of the final RE Department Report. In summary, pupils can speak fluently and confidently about what they have learned in religious education, using key concepts and subject-specific vocabulary. They have a clear understanding of how they are doing and what they need to do to progress further. As an example, in response to a question about the most enjoyable features of RE lessons, **pupils replied**

*‘Pupils like learning about different cultures and religions and they agreed that visiting the chapel and the Shroud of Turin experience is good. They like the active learning such as role-plays and the weddings from different cultures as they enjoy them. They all agreed that in RE they feel their opinions are valued and at no time do they feel pressured to think or feel in a particular way. They agreed that this is conducive to learning. They feel safe and relaxed in the RE department. Two of the pupils said that their time in the chapel was valuable and they like spending time with the Chaplain, where they were given space and time to “chill out”. One pupil stated the teacher what is coming up in terms of future learning, which they appreciate, tells them and if they want to carry out additional research then resources and books have been made available for them’*

The lesson observation element of the **Department Review** also reveals very good pupil engagement, focus and participation in RE lessons. There are positive references in the final report for 2022-2023 to: excellent behaviour, informed and enthusiastic responses, incisive questions, enjoyment, reflection and challenge / differentiation. A variety of teaching and learning strategies are employed in RE lessons.

Some sample content from the lesson observation feedback section of this year’s **Department Review**:

- ‘Another very laudable feature of the lesson was how X was happy to engage in discussion about any other questions raised by pupils (even if a little off-topic): for example, an excellent explanation of how brain dump works most effectively through repetition or the reason for consuming all remaining consecrated hosts at the end of Holy Communion). Pupils are clearly secure about asking questions and initiating discussions’
- ‘Behaviour and dedication was very good from the outset and sustained throughout the lesson – a positive and productive learning environment’
- ‘One of the most striking features of this lesson was the exceptional relationship between the teacher and pupils. There was respect for what they were learning which translated into purposeful work and good progress by all learners’

**GCSE attainment in RE** (see RE DDP Autumn term and RE Department Report 2023 for further details):

Summary: 68.4% at Grade 4+, 51% at Grade 5+ and 18.4% at Grade 7+ (including Grade 9 x 7 and Grade 8 x 7) from 146 entries (whole cohort entered as is the norm at St Mary's – there is a single tier of entry with no Higher or Foundation level distinction). The average grade attained was 5e (Strong Pass) with Average Points at 4.62.

**Note: It is difficult to compare outcomes from St Mary's HS with those of the Archdiocese due to the different grading system used in Wales.**

**Evidence of strengths / impact:**

- **RE Department Review 2022-2023: Final Report** (inclusive of: Curriculum Statement, Lesson observation feedback, marking / feedback scrutiny & Pupil Voice)
- **RE DDP 2023 (Versions 1)**
- **HOD Seminar minutes** – most recent October 2023

**What could be improved?**

- Further exam board training (AQA) for all GCSE level teachers in the RE Department
- Further moderation, including external moderation work
- Targeted interventions for identified Year 11 pupils within different ability groups (informed by tracking document)
- Increased use of school-led tutoring fund to support areas of identified need
- More precise tracking of pupil performance at KS4 (informed by tracking document)
- Increase % of pupils achieving FFT 20 targets in RE

## GCSE OUTCOMES 2023 – FURTHER DETAIL

From HOD: ‘GCSE outcomes in RE for 2023 were generally in line with expectations. Overall, there were some good results, for example, 27 pupils (18% of the cohort) achieving grades 7-9. There were notable successes for individual pupils across the different sets as well, with some surpassing FFT 20 target by two grades. The key challenge for 2023-24 is to enable even more pupils on the crucial 3-4 borderline to access Grade 4 (22 pupils were just one grade below a pass). Another specific target is to continue to further improve the progress and performance of PP / Disadvantaged pupils’

### 9-1 GCSE (Att8 Points) EXAMS BY GROUP

Grade	9	8	7	6	5	4	3	2	1	F	U	X	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index	Positive SPI	In A8 Basket
11E/RE1 RSU	6	6	4	7	4	2	1	0	0	0	0	0	30	7e	6.77	0.22	0.77	18	27
11E/RE2 DCO	1	0	4	8	4	7	2	2	0	0	0	0	28	5d	5.11	-0.09	-0.18	14	25
11E/RE3 CLE	0	1	5	4	7	3	6	2	0	0	0	0	28	5d	4.86	-0.38	-0.41	11	17
11F/RE4 DCO	0	0	0	3	4	6	7	2	2	0	1	1	26	3m	3.42	-0.26	-0.92	8	20
11F/RE5 CLE	0	0	0	1	3	8	4	4	3	0	0	0	23	3m	3.30	-0.56	-1.33	4	17
11F/RE6 RSU	0	0	0	2	0	0	2	3	3	0	1	0	11	2m	2.45	0.08	-1.29	2	9
Summary	7	7	13	25	22	26	22	13	8	0	2	1	146	5e	4.62	-0.17	-0.44	57	115

### 2023 EXAM OUTCOMES FOR PUPILS v FFT 20

Grade	9	8	7	6	5	4	3	2	1	F	U	X	Total Grades	Average Grade	Average Points	Residual
Summary	7	7	13	25	22	26	22	13	8	0	2	1	146	5e	4.62	-0.17
FFT 20 Targets >	1	15	29	40	28	15	10	0	0	0	0	0	138	6e	5.81	0.41
Difference >	6	-8	-16	-15	-6	11	12	13	8	0	2	1	8		-1.20	-0.58



### DISADVANTAGED PUPILS SUMMARY

	Disadvantaged	9	8	7	6	5	4	3	2	1	F	U	X	Total Grades	Average Grade	Average Points	Residual
Summary	All	7	7	13	25	22	26	22	13	8	0	2	1	146	5e	4.62	-0.17
	N	6	7	13	23	20	22	20	12	3	0	0	0	126	5d	4.87	-0.17
	Y	1	0	0	2	2	4	2	1	5	0	2	1	20	3d	3.00	-0.20

### GENDER SUMMARY

	Gender	9	8	7	6	5	4	3	2	1	F	U	X	Other	Total Grades	Average Grade	Average Points	Residual
Summary	All	7	7	13	25	22	26	22	13	8	0	2	1	0	146	5e	4.62	-0.17
	Female	5	2	5	13	14	15	8	4	2	0	0	0	0	68	5d	4.97	-0.05
	Male	2	5	8	12	8	11	14	9	6	0	2	1	0	78	4m	4.31	-0.28

## GCSE 9-1 2023 EXAMS V MOCKS

Name	9	8	7	6	5	4	3	2	1	F	U	X	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index	SPI	In A8 Baske t
<a href="#">11E/RE1 RSU</a>	6	6	4	7	4	2	1	0	0	0	0	0	30	7e	6.77	0.22	0.77	18	27
Mocks >	6	2	8	10	2	2	0	0	0	0	0	0	30	7e	6.80	0.23	0.77	19	28
Difference >	0	4	-4	-3	2	0	1	0	0	0	0	0	0		-0.03	-0.02	0.00	-1	-1
<a href="#">11E/RE2 DCO</a>	1	0	4	8	4	7	2	2	0	0	0	0	28	5d	5.11	-0.09	-0.18	14	25
Mocks >	1	0	2	10	7	3	3	1	1	0	0	0	28	5d	5.07	0.07	-0.18	13	25
Difference >	0	0	2	-2	-3	4	-1	1	-1	0	0	0	0		0.04	-0.17	0.00	1	0
<a href="#">11E/RE3 CLE</a>	0	1	5	4	7	3	6	2	0	0	0	0	28	5d	4.86	-0.38	-0.41	11	17
Mocks >	1	2	3	9	7	2	4	0	0	0	0	0	28	6e	5.54	0.52	0.40	17	26
Difference >	-1	-1	2	-5	0	1	2	2	0	0	0	0	0		-0.68	-0.90	-0.81	-6	-9
<a href="#">11F/RE4 DCO</a>	0	0	0	3	4	6	7	2	2	0	1	1	26	3m	3.42	-0.26	-0.92	8	20
Mocks >	0	0	0	2	6	2	7	7	2	0	0	0	26	3m	3.35	-0.06	-1.00	6	24
Difference >	0	0	0	1	-2	4	0	-5	0	0	1	1	0		0.08	-0.20	0.08	2	-4
<a href="#">11F/RE5 CLE</a>	0	0	0	1	3	8	4	4	3	0	0	0	23	3m	3.30	-0.56	-1.33	4	17
Mocks >	0	0	1	3	9	3	6	1	0	0	0	0	23	5e	4.43	0.64	-0.23	6	23
Difference >	0	0	-1	-2	-6	5	-2	3	3	0	0	0	0		-1.13	-1.20	-1.10	-2	-6
<a href="#">11F/RE6 RSU</a>	0	0	0	2	0	0	2	3	3	0	1	0	11	2m	2.45	0.08	-1.29	2	9
Mocks >	0	0	0	0	0	2	3	0	5	0	1	0	11	2e	2.00	0.04	-1.59	1	10
Difference >	0	0	0	2	0	-2	-1	3	-2	0	0	0	0		0.45	0.04	0.30	1	-1
<a href="#">Summary</a>	7	7	13	25	22	26	22	13	8	0	2	1	146	5e	4.62	-0.17	-0.44	57	115
Mocks >	8	4	14	34	31	14	23	9	8	0	1	0	146	5d	4.88	0.26	-0.15	62	136
Difference >	-1	3	-1	-9	-9	12	-1	4	0	0	1	1	0		-0.26	-0.43	-0.28	-5	-21

Strengths – what is the impact of the actions you have taken?

The recent **RE Department Review** highlighted some excellent T & I practice (for example, - **teacher subject expertise and enthusiasm – teacher/ pupil rapport – behaviour for learning - effectively structured lessons with graduation in challenge in the very best – familiarity of routines – lessons were clearly part of a planned sequence – quality of resources (both paper and electronic) – focus on revision / study skills. - clarity of teacher instruction, explanation and directed questioning – GCSE-style questions as the basis of KS4 classwork- regular monitoring and support throughout lessons – effective starter activities – differentiation - some very good evidence in relation to literacy in RE lessons, notably key vocabulary / structuring longer answers – non-specialists supported and delivering good lessons as part of KS3 P of S – modelling & variety...**)

Some sample content from the lesson observation feedback section of this year's **Department Review**:

*'Modelling BfL / Progress expectations throughout lesson - plenty of reminders about means of participation and refusal to reward misconceptions evident'*

*'Lesson design and resourcing was detailed and thoughtful – links between multimedia and final task provide continuity and the development of perceptivity / synthesis skills. Variety of tasks and pace at which they were completed meant coverage was impressive in the hour'*

*'Subject knowledge was clearly on display at all times and intra-curricular links were teased out where appropriate – literacy in particular was a strength with references to etymology, paragraphing and sentencing, and sequencing of tasks mirroring organisational features'*

The RE teachers have secure specialist subject knowledge and offer ongoing support to those non-specialists teaching exclusively at KS3 level. There are high expectations of pupils, effective levels of communication and impressive use of directed questioning. The quality of supporting resources, both in paper and electronic forms, is another excellent feature. There is time to reflect, and also links to the wider world (SMSC / topicality).

The marking scrutiny strand of the review revealed some exemplary formative feedback with precise instruction on how to improve, modelled examples and literacy-specific marking (***“Pupils have a clear understanding of how well they are doing, of what they need to do to improve, and can fully articulate how they have made progress”***). The final report identifies the following key strengths of marking and feedback: ***quality of supporting resources / worksheets – volume of work covered – focus on neatness / presentation – praise and recognition of good work / effort – variety of formats - some very good formative marking (the best of which had modelled examples and specific guidance on how to improve) – marking for literacy / SpaG – assessments (detailed marking – bank of key statements...) - SMART teacher comments / targets (formative marking) - References to pupils’ current grade and target grade - Dialogue with pupils (responding to teacher questions / tasks) - Comments that demonstrate to pupils how to make progress - Incorporating DIRT time into lessons so that pupils can respond appropriately - Precise and consistent marking for literacy / SpaG and numeracy***

\*See examples of best formative marking / assessment feedback above (Pages 7-9)

The RE Department has recently updated its **Curriculum Statement** with a precise focus on **Intent, Implementation and Impact**. The statement clearly outlines the process of assessment across both key stages that builds on prior knowledge, allows for differentiation, and has equality of access.

A new RE Department Position Statement has also been added to our school website.

#### **Evidence of strengths / impact:**

- **RE Department Review 2022-2023: Final Report** (inclusive of: Curriculum Statement, Lesson observation feedback, marking / feedback scrutiny & Pupil Voice)
- **RE DDP 2023-2024 (Version 1)**
- **RE Department:** updated **Curriculum Statement & Position Statement**
- **HOD Seminar** minutes – most recent October 2023

### What could be improved?

- The final report following the recent **RE Department Review**, identified the following areas for further development:
- Teaching, Learning & Curriculum: *Even greater variety in pursuit of better engagement and challenge – check progress at timely intervals / reinforce LO's – continue to integrate develop literacy into lesson content and delivery – other forms of differentiation (task, groupings etc) – inclusivity and full class participation (check whole class understanding before progressing – further develop directed questioning & modelling – effective plenaries....*
- Marking / Feedback & Assessment: *Address variations between teachers in relation to the amount and quality of formative marking -- DIRT: Give pupils time to act on feedback – expand the use of modelling in feedback. – incorporate more differentiated feedback (Example – Scaffold – Prompt) – develop precise and consistent marking for literacy (SpaG – sentence starters – key terminology...) – accessibility of assessment feedback for SEND / EAL / weaker readers – re-establish peer / self-assessment....*
- To ensure the roll out of the new **RED** in accordance with the Archdiocese timeline (*“All RE teaching in our schools in all year groups will be ‘RED-compliant’ by September 2025”*)
- Delivery of some **RED** content to some year groups by September 2024
- Delivery of all content to all year groups by September 2025 as required

## Strengths – what is the impact of the actions you have taken?

St Mary's school leaders and governors ensure that the curriculum for religious education is a faithful expression of the **Religious Education Curriculum Directory**. Religious education programmes and/or other resources are used imaginatively and creatively to enhance the delivery of the Directory. RE also has parity with other core curriculum subjects, which includes professional development, resourcing, timetabling, staffing and accommodation. There is also a parity of demand with other core subjects in relation to whole-school policies, such as homework, marking and reporting to parents. RE is a core subject at St Mary's and meets the requisite curriculum time – it has a similar profile to other core subjects.

The Head of RE is performance managed by Sean Warde, a member of SLT, and reports to a key Link Governor, Mrs Marian Smith. The HOD has a clear vision for teaching and learning and a good level of expertise in securing this vision. Her individual lesson appraisals and quality of marking / feedback are consistently appraised as excellent (reference: **Appraisal October 2023 – RE Department Review 2022-2023**). The school's leadership are supportive of requests for professional development and intervention work (for example, Diocesan training for staff / governors and National Tutoring funding respectively).

Excellent links are forged with other appropriate agencies and the wider community to provide a wide range of enrichment activities to promote pupils' learning and engagement with religious education (for example, links with feeder primary schools, CAFOD, Hope House, Shroud of Turin exhibition, fundraising through non-uniform days, SVP Youth Group, pilgrimages to Rome and Lourdes...)

**Evidence of strengths / impact:**

- **RE Department Review 2022-2023: Final Report**
- **RE DDP 2023 (Versions 1)**
- **RE Department: updated Curriculum Statement & Position Statement**
- **Spirituality / Catholic Life of the School: updated statement /dedicated section of our school's website**
- **HOD Seminar minutes** – most recent October 2023
- **Spirituality INSET**
- **Enrichment / community links** (as detailed above)

#### What could be improved?

- Greater use of stakeholder surveys to capture views of parents / carers and pupils re: provision of RE at St Mary's HS
- To further promote community links
- To further explore and develop transition opportunities with Catholic feeder Primary schools
- To further promote the profile of RE linked CPD and training within the whole school schedule (in order that spirituality permeates across the curriculum)

# COLLECTIVE WORSHIP

Overall Grade  
for CW  
**1**

CW1 How well pupils participate in and respond to the school's collective worship

Grade  
**1**

## Strengths – what is the impact of the actions you have taken?

Prayer and worship are central to our purpose as a Catholic School and our pupils are encouraged to lead liturgies and elements of assemblies during the year, as well as participating in Form time prayers. **Sacred Spaces** are designated days for each form to focus on prayer, scripture and reflection, setting up a 'sacred space' in each form room is a key element in establishing an environment of prayer. The visual reminders of our Catholic faith invite pupils to remember to quiet themselves in the presence of the God.

As many pupils as possible are invited to participate in whole school and / or House Masses across the school year, as well as year assemblies.

Pupils respond well to the experiences of prayer and liturgy provided by the school; this evident in **prayer services, silent reflection, singing, music, understanding of the liturgical year, form time and PSHRE lessons...** Pupils also lead the Angelus in their respective teaching groups during Advent.

## What could be improved?

- To vary the pupils who routinely take an active part in the preparation and delivery of collective worship in order that a greater number have the opportunity to participate, and gain from the experience
- To provide further opportunities for more spontaneous acts of worship



Strengths – what is the impact of the actions you have taken?

There is a naturally embedded daily pattern of prayer at St Mary's: there is a creative balance between routine and innovative times of prayer, notably during form time every morning (for example, **Sacred Spaces** – Other examples include, **the Angelus, prayers at the beginning and / or end of RE lessons, weekly assemblies...**). Daily prayers for all form groups are available on the school CRL network. All PPT presentations for reference link to *Pupil Profile* and **Virtue Pairs**.

Well-chosen Scripture passages that are informed by the liturgical season form the heart of prayer and liturgy, and there are intrinsic links between these passages and the whole of the celebration (for example, during our **Advent service or Lenten assemblies...**). The RE Department take a leading role in preparing pupil participation in collective acts of worship: the RE staff are highly skilled in helping pupils to confidently plan and lead well-constructed prayer and liturgy. They have a thorough and comprehensive understanding of the liturgical norms of the Church and are adept at helping pupils to faithfully reflect these norms in their preparation. The Music Department also supports acts of collective worship by preparing the school choir and musicians as necessary.

What could be improved?

- To invest in the school's audio system in order to enrich the whole school Mass experience for all involved
- Greater use of the Music Department to support assemblies
- To give renewed focus to Altar server succession training

### CW3 How well leaders and governors promote, monitor, and evaluate the provision for collective worship

#### Strengths – what is the impact of the actions you have taken?

The school's policy on prayer and liturgy is carefully devised, regularly reviewed, accessible and fit for purpose.

St Mary's school leaders, including governors, have a clear understanding of the different levels and skills of participation that are reflective of the age and capacity of pupils. There is a strategic approach to building up these skills of participation as pupils' progress through school. Over time pupils are able to participate in liturgy and prayer with increased confidence, understanding and frequency.

Leaders, including governors, have also planned the school calendar and timetable carefully to ensure that opportunities to celebrate the Eucharist are regularly offered to the whole school community, particularly at key times in the liturgical year and at significant moments within the life of the school. All holy days of obligation and other significant days are prioritised in the school's calendar and timetable to ensure that all those who wish to are able to participate in Mass, or other appropriate liturgies, on such days. Equally, school leaders ensure that the Sacrament of Reconciliation is offered in school at key times in the liturgical year, such as Lent and Advent.

Finance and time are also allocated to ensure that professional development, staff INSET and resources are available to staff to support provision for prayer and liturgy (for example, **Ten: Ten training for staff, annual Spirituality INSET (typically at Belmont Abbey – see below), Virtue Pairs, staff training on Sacred Spaces....**

#### What could be improved?

- Monitoring and evaluation of collective worship to be discussed termly via our *Governor's Safeguarding Committee*
- Greater staff involvement from across the curriculum in the spiritual life of the school

**Spirituality INSET from 2019** (INSET interrupted by pandemic 2020 & 2021)

**2019 Belmont Abbey (Fertile Heart) – 2022 Belmont Abbey ('God in Everything') – St Mary's 2023 (Ten: Ten)** – programmes available

# PUPIL AND STAFF INFORMATION (October 2023)

Year Group or Class	No. of pupils	% Catholic pupils	% FSM eligible	% SEND	% EHCP	% Significant ethnic groups (i.e. >5% of cohort)	% EAL
7	150	57.3	10.7	22.0	8.0	20.0	26.7
8	150	59.3	8.7	19.3	4.7	13.3	24.0
9	149	54.4	14.1	23.5	4.7	10.7	24.8
10	149	46.3	12.1	24.2	1.3	8.7	20.1
11	149	46.3	11.4	26.9	0.7	14.3	18.1
Total	747	52.7%	11.4%	23.2%	3.9%	13.4%	22.8%
Compared to national averages			22.5%	11.9%	2.2%	34.5%	19.5%

## Religion Data

Published Admission Number (PAN) of Pupils:	<b>750</b>
Percentage of pupils who are baptised Catholics:	<b>52.7%</b>
Percentage of pupils from other Christian denominations:	<b>37.6%</b>

Percentage of pupils from other religions:	<b>3.6%</b>
Percentage of pupils who are non-religious:	<b>6.0%</b>

## Staffing

*Primary – give details of all teaching staff; Secondary and Sixth Form College – give details of staff teaching Religious Education*

Name	Responsibility	RE specialist? (Y/N)	Experience	Current service	FTE	CCRS or equivalent (Y/N)
Rebecca Surman	Head of RE Department / Responsibility for RSE	Y		Sept 2015	FT	N
Daniel Coyne	Full time teacher of RE / Head of Year 8	Y		Sept 2015	FT	Y
Catherine Leslie	Full time teacher of RE	Y		Sept 2021	FT	Y
Richard Watson	Part timer teacher of RE	N		Sept 2022	FT	N
Anthony Giampalma	Part timer teacher of RE	N		Sept 2006	PT	N
Catherine Dolan	Part timer teacher of RE	N		Sept 2021	PT	N

### KEY

Experience – years in teaching; Current service – years in this school; FTE – where 1.0 represents full-time

## Senior Leaders

Name	Responsibility	Experience	Current service	FTE	CCRS or equivalent (Y/N)
Stuart Wetson	Headteacher		April 2018	FT	N
Angela Leslie	Deputy Headteacher / DSL / Leadership of Pastoral		Sept 1989	FT	Y
Sean Warde	Assistant Headteacher / Leadership of Teaching & Learning		Sept 1996	FT	Y
Anthony Giampalma	Assistant Headteacher / Leadership of Curriculum		Sept 2006	FT	N
Arron Cassidy	Assistant Headteacher / Leadership of KS3 Provision & Standards		Sept 2022	FT	N
Vikki Avery	Assistant Headteacher / Behaviour & Expectations		Sept 2020	FT	N
Brendan Finlow	Bursar		Dec 2015	FT	N

# CURRICULUM INFORMATION

## CURRICULUM STATEMENT: Updated 2023 - 2024

The aim of the curriculum within the RE Department at St Mary's is to:

- *Serve the needs of students from the Catholic tradition, from other faith traditions and those with no faith. In doing so ensure all of our pupils have the knowledge and understanding to think spiritually, ethically and theologically and to be aware of the demands of religious commitment in everyday life*
- *To ensure that pupils develop spiritually and morally, understanding the school's mission to serve each other through the teachings of Christ.*
- *Provide every pupil with high quality Religious Education that meets the needs of every pupil as fully as possible.*
- *Enable pupils to engage in learning that helps develop their faith as well as acquire the knowledge necessary to make academic progress.*
- *Provide a curriculum that presents opportunities to explore values and virtues that support the ethos of the school.*

Pupils at KS3 and KS4 have five hours of curriculum time across a two-week timetable. In Year 10 there are six groups (of set ability in A Band and mixed ability in B Band) with a total number of 150 pupils. In the current Year 11 there are also six sets and a total number of 147 pupils.

As a Catholic school, the Religious Education department curriculum follows the Religious Education Curriculum Directory syllabus as set out by the Catholic Bishop's Conference of England and Wales. This curriculum has recently been revised and will be implemented for all year 7 students in September 2023, the remainder of KS3 will follow in 2024 and 2025.

- The KS3 RE curriculum is determined by the Bishops of England and Wales as presented in the **RE Curriculum Directory (2022)**. Pupils will follow the **Source to Summit** syllabus which links directly to, and builds on, the curriculum used in Catholic primary schools in the Archdiocese of Cardiff. There is a logically agreed sequence to the topics studied and each one builds on prior learning, as work becomes more challenging as terms progress. There is flexibility within the topics to allow for pupils in our school to develop their own skills and to explore topics of interest to them. The curriculum is differentiated allowing for equality of access for all pupils and the sequencing of units is regularly reviewed to match ambition and to ensure a clear rationale for learning and teaching. As a Catholic Christian community, the focus is on Church and Gospel values in our modern world but students will also explore other World Religions, namely Hinduism, Judaism and Islam, in recognition of the UK as a multi-faith and multicultural society and of a Church which looks outwards and not inwards. Regular revision coupled with mid and end of unit assessments, encourage students to know and remember more, whilst reflecting on their own faith journeys.

- The curriculum at Key Stage 4 builds on the work started at KS3 and, once again, it follows the guidelines laid down by the Bishops of England and Wales. At St Mary's, pupils will start the GCSE in the January of Year 9, thereby allowing enough time for students to explore units in greater depth and to allow for the development of SMSC across the learning experiences. Regular revision coupled with mid and end of unit assessments, encourage students to know and remember more, whilst reflecting on their own faith journeys. The curriculum is differentiated allowing for equality of access for all pupils and the sequencing of units is regularly reviewed to match ambition and to ensure a clear rationale for learning and teaching. As a Catholic Christian community, the key focus is on Church and Gospel values but within a modern world; students will also explore Judaism and how this has influenced Christianity today.
- A wide range of assessment data is used to identify those pupils in need of support to achieve their potential and this in turn is used to inform planning. Pupil progress is closely monitored through an on-going intervention programme which targets the entire GCSE cohort through close monitoring, tutorial sessions and parental involvement.

Please indicate the amount of the taught week allocated to the teaching of religious education

Year Group or Class	Total curriculum time (in minutes)	Total RE curriculum time (in minutes)	% RE curriculum time (to one decimal place)
7	5 hours per two week-timetable (300 minutes)	5 hours per two week-timetable (300 minutes)	10
8	5 hours per two week-timetable (300 minutes)	5 hours per two week-timetable (300 minutes)	10
9	5 hours per two week-timetable (300 minutes)	5 hours per two week-timetable (300 minutes)	10
10	5 hours per two week-timetable (300 minutes)	5 hours per two week-timetable (300 minutes)	10
11	5 hours per two week-timetable (300 minutes)	5 hours per two week-timetable (300 minutes)	10

Settings offering sixth form provision – please indicate the amount of the taught week allocated to the teaching of core religious education – **N/A**

Year Group	Total curriculum time (in minutes)	Total RE curriculum time (in minutes)	% RE curriculum time (to one decimal place)
12			
13			
14			

Please indicate the programme(s) of study followed (Sixth form providers, include A-level Religious Studies and Core RE) – **N/A**

Key Stage	Details of programme(s) of study followed

Please indicate the capitations for each of the following areas

Subject	Last year	This year
Religious Education	£1,950	£1,950
English	£1,950	£1,950
Maths	£1,950	£1,950

- All three departments qualified for the same initial allocation – same no of pupils (450 at KS3 and 300 at KS4) at the same rate per pupil (£2 for KS3 and £3.50 for KS4) therefore £1,950 allocation for each of the three departments. At present our bursar is working on the basis of the same amount for 23/24 (with possible scope to increase a little for each department)