



St Mary's RC High School

Self-Evaluation Form

November 2022

Stuart Wetson
Headteacher

School Details – Ofsted

October 2022

Unique Reference Number: 116992
Address: St Mary's RC High School
 Lugwardine
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School Details:	Voluntary Aided	Not an academy
	11-16 Comprehensive	Mixed
	Non-Selective	Non-boarding
	Roman Catholic High School	
	Priority is given to baptised Catholics in the Admissions Criteria	
Local Authority:	Herefordshire Council	
Archdiocese:	Cardiff	Anne Robertson Fr Bernard Sixtus

No. of Teaching Staff: 51

No. of Support Staff: 43

NOR (Total):	749	Y7	152	
		Y8	150	
		Y9	148	
		Y10	151	
		Y11	148	

Chair of Governors: Mrs Lynn Johnson
Appropriate Authority: Governing Body
Last Ofsted: Jan 2019 - Outstanding (Sec 5)
 April 2021 - Effective Education (Sec 8 NFD) L&M

Further Information About This School:

Pupils join in Y7 from a wide geographical area and from a large number of feeder primary schools.

The current proportion of the NOR who are Disadvantaged is: 14.7% 110

The current proportion of the NOR with SEND is: 19.1% 143

The current proportion of the NOR who are EAL pupils is: 20.3% 152

The current proportion of the NOR who are baptised Catholics is: 51.8% 388

St Mary's does not currently use any alternative provision for its pupils.

A Section 48 Inspection took place in April 2019 and the school was graded as 'Excellent' in all categories.

School Characteristics taken from IDSR November 2022

Number on Roll: Below Average (2022)	School % FSM: Well below Average (2022)
School % SEND Support: Well above average (2022)	School % EHC Plan: Below Average (2022)
School % EAL: Above Average (2022)	School % Stability: Above Average (2022)

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Areas for development From the January 2019 Ofsted Inspection

Areas for Development from January 2019 Ofsted Inspection

- Continue to strengthen the work to support disadvantaged pupils by carefully and systematically reviewing and evaluating the strategies employed to assess their effectiveness
 - Refine the assessment procedures in Key Stage 3 to ensure that pupils and parents know how well pupils are doing and what they need to do to improve
 - Develop the Careers programme in KS3 to provide worthwhile advice and guidance for pupils
1. Continue to strengthen the work to support disadvantaged pupils by carefully and systematically reviewing and evaluating the strategies employed to assess their effectiveness

The following measures have been put in place to address the above:

- Ensuring that all classroom teachers are aware of the disadvantaged learners in their classes and that differentiated support is identified and provided (for example, from PE Department Review: Final Report 2022: *'Differentiated teaching and learning by task, groupings (including different colour bibs and specific support for PP / disadvantaged pupils), flexibility, resources, support, assigned roles (leaders etc), choice and outcomes. The department are to be congratulated for the way in which they have experimented with various forms of differentiation so that it is now a highly effective part of teaching and learning in PE at both key stages.'* – From Music Department Review: Final Report 2022: *'The vocabulary task was differentiated to incorporate both straightforward and more challenging key words and concepts. The main performing task enabled pupils to independently choose various parts according to their playing ability / current level. All pupils were fully included – the SEND and PP / Disadvantaged were supported and more advanced pupils were sufficiently challenged'*)
- All Heads of Department focus on the progress of disadvantaged learners within their Department Development Plans (DDPs) ~ Copies available 2019-2022 (the following from the Science DDP Autumn 2022 is typical: *'Identify of all PP pupils in Year 11 - Teachers to highlight them on class profiles - Agenda item at all future department meetings - Results to be reviewed and catch up session organised during dept. meeting'*)
Target underperforming PP pupils in year 11 for revision sessions via parental engagement (letters/phone calls) and learning conversations. All year 11 pupils on the current mentoring programme are PP / disadvantaged. From Art & Design DDP Autumn 2022: *'Embed support for Disadvantaged (PP) pupils To include one on one support and further after school sessions. Communication with parents if not attending (ongoing)'*
- A focus on the provision for and progress of disadvantaged learners in all Department Reviews since the last Ofsted Inspection in 2019 ~ full 2021 Department Review Reports available for references to this and findings *the progress of disadvantaged pupils and minority groups'* - From Maths Department Review: Final Report 2022: *' Teachers have high expectations of what each pupil can achieve, including most able and disadvantaged pupils'* (for example, from the English & Drama Department Review: Final Report 2022 – *'The department uses data to track the progress of all pupils, including all disadvantaged learners. Colleagues are expected to use this data to plan and then implement their in-class interventions to support*
- During the pandemic and periods of remote learning, ensuring that all disadvantaged learners could access the live lessons and work/resources and that there were no barriers to this

- IT devices provided for all disadvantaged learners and additional learning resources and equipment where necessary, e.g. laptops/revision guides etc
- Maximising the number of disadvantaged pupils attending skeleton school during periods of lockdown in order that they could make use of school facilities and receive any additional support required
- Wellbeing calls to all disadvantaged learners from their respective Heads of Year during periods of lockdown
- Ensuring that disadvantaged learners are represented in Department Review Pupil Voice exercises in order that they can express various methods of support that they find most effective across the various subjects
- Prioritising disadvantaged learners with allocation of school-led tutoring income for targeted interventions e.g. Maths and English tutoring in 2021-22, to ensure that all have access to additional support
- Providing transport where necessary for disadvantaged learners in 2021-22, in order that they could attend 'in-school' study skills sessions and subject specific revision classes after school
- Ensuring that all disadvantaged learners have access to extra-curricular enrichment, including school trips

Reference for specific details and examples: [St Mary's RC High School: Remote Provision](#) folder

From St Mary's RC High School SEF: Remote Provision

- At St Mary's we are aware of the learning environment in the majority of our pupils' homes, and work with families to ensure that our pupils will be able to access education at home.
- Systems in place for checking daily whether pupils are engaging with their work, and parents or carers are routinely informed where engagement is a concern (HOY's increasingly involved in this process through follow-up calls and welfare meetings on Teams).
- Pupils with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right structures and provision in place to help remote education.
- Enabling effective home learning in relation to IT support, in particular through the setting up and dispatch of approximately 30 laptops to those pupils and families who did not previously have access or support.
- Ongoing IT support via dedicated email address helpdesk

The impact of these measures is summarised below:

- 2022: Progress 8 Score -0.65 (15 Students)
- Average Attainment 8 Score per disadvantaged pupil: 46.13
- % of disadvantaged pupils achieving grade 5 or above in English and Maths: 40%
- % of disadvantaged pupils achieving grade 4 or above in English and Maths: 80% (this is higher than national average for non-disadvantaged pupils: 76% and Local Authority Average for non-disadvantaged pupils achieving 4+ in Eng/Ma 72%)

Disadvantaged Pupils at St Mary's 2022

Of the 15 pupils from 2022 GCSE cohort,

- 11 had attendance less than 90%, with one pupil whose attendance was 60.97%
- 4 pupils had attendance above 90%, with the highest at 98.05

Of the 15 pupils from 2022 GCSE cohort,

- 2 have performed in line with their FFT20 targets

Avg. Grade	FFT20	Difference
5.7	5.7	0
3.78	2.78	0

- 2 have performed above FFT20

Avg. Grade	FFT20	Difference
6.67	5.67	1
7.8	7.1	0.7

- 3 pupils of the remaining 11, significantly underperformed

Avg. Grade	FFT20	Difference
3.9	6.7	-2.8
3.44	6.78	-3.33
2.78	6.22	-3.44

Disadvantaged Pupils – Exam Data Summary

Exam Results v FFT20

Exam Results v FFT20

Year (Summer Exams)	Grades	No. of Disad. Pupils	% Attendance to May Half Term	Average Grade Points	FFT20 Average Points	Grade v FFT20 Difference	Subject Progress Index	FFT Subject Progress Index	SPI v FFT SPI Difference	>= FFT 20 Targets	> FFT 20 Targets	= FFT 20 Targets	< FFT 20 Targets	% Grades >= FFT 20
2018	Exam Results - Disadvantaged	19	94.55	3.69	4.97	-1.28	-0.95			33	20	13	108	20%
2019	Exam Results	10	93.74	4.83	4.82	0.01	0.64	0.63	0.01	51	42	9	36	55%
2020	CAGS	13												
2021	TAGS	14												
2022	Exam Results	18	87.90	4.42	5.52	-1.10	-0.77	0.32	-1.09	49	31	18	104	35%
2023	Predicted Grades (Oct 22)	20	92.76	4.14	4.57	-0.43				88	23	65	71	49%

Subject Progress Index: A SISRA-exclusive measure showing how each pupil performed in each subject compared with all students with the same KS2 Prior in the Data Collaboration.

P8 Overview

Year (Summer Exams)	Grades	No. of Disad. Pupils	KS2 Prior	A8 Pts	Average A8 Grade	A8 Est	Eng P8	Mat P8	EBacc P8	Open P8	P8	Total Slots Filled
2018	Exam Results	19	4.76	38.29	3.83	46.8	-0.808	-0.411	-1.443	-1.352	-1.082	9.26
2019	Exam Results	10	4.43	49.30	4.93	41.74	0.877	0.543	0.854	0.719	0.756	9.7
2020	CAGS	13										
2021	TAGS	14										
2022	Exam Results	18	105.0	44.06	4.41	52.13	-0.560	-0.915	-0.979	-0.728	-0.806	9.67
2023	Predicted Grades (Oct 22)	20	103.0	41.6	4.16	47.75	-0.819	-0.372	-0.329	-0.553	-0.503	9.65

2. Refine the assessment procedures in Key Stage 3 to ensure that pupils and parents know how well pupils are doing and what they need to do to improve

This area for development is still very much a work in progress. This is due to the fact that we did not consider it wise to make changes to assessment and reporting procedures during the period most affected by the pandemic including school closures, remote learning and enforced changes to working practices.

However, with the appointment of an Assistant Head (Standards & Provision at KS3), a comprehensive review of our assessment procedures began in September 2022 and is ongoing.

The review to date includes:

- Reviewing all 2021-22 Department Review Reports to build a picture of assessment methods across departments. Common areas for development arising to feed into potential assessment renovation
- Exploring of new marksheets in SIMS to enable more regular assessment at KS3 and in turn, quicker interventions
- Plans to pilot some age-related expectations/skills statements (in conjunction with Ofqual Assessment Objectives for each subject)
- Exploring simplified flight paths

- Analysing disparity between Y7 current performance and projected End of KS4 grades/outcomes via the use of case studies and recent Autumn 1 Assessment Data
- Contact made with other local 'Outstanding' schools to find out about their assessment systems
- Reviewed subject based assessment policy and criteria with a view to creating greater consistency across the curriculum at KS3
- Desk top exercise comparing current system to 3 other options prior to consultation about 'best-fit' approach for St Mary's
- Establish a working party for Assessment & Reporting from HODs and other interested colleagues

3. Develop the Careers programme in KS3 to provide worthwhile advice and guidance for pupils

The following measures have been put in place to address the above:

- The appointment of a Careers adviser at St Mary's - Post Graduate Diploma in Careers Guidance (PGDip Careers Guidance). This is a level 7 qualification. The post holder is a registered careers guidance and development professional with the Careers Development Institute (CDI). The recognised professional body for careers guidance and development Post Graduate Award in Careers Leadership (L7) via Warwick University this year.
- Regarding KS3 work, we now have the following within the broad careers timetable in addition to the careers lessons for each year group within 'Learning 4 Life'
- **Drop down careers days - Y7-9** One full day for each year group completed last year. (Pupil feedback available for all 3 days)
- **Form time Careers based videos - Y7-9.** Y7 & 8 have occupational videos during form time once a week throughout the year. Y9 have occupational videos once a week through most of the year, from January to Options choice time they having careers linked to GCSE subjects videos.
- **Visiting Speakers** – In addition to the visitors during the careers drop down days, Y9 have had visiting speakers to promote MFL study at GCSE and beyond linked to learning and career opportunities. Last year we had two employers running languages based businesses and the Head of Languages from Hereford Sixth Form College. Y9 also had speakers from 'Aim Higher' talking about decision making and the range of qualifications and how to achieve them from GCSEs through to post-16 and post-18 options. These activities will run again this year.

Careers & Curriculum Links - Department displays linking subjects to careers in many departments, Y9 visit to the Lapworth Museum included a 'Careers and HE in Geography' quiz, all Department Development Plans highlight links to Careers (IAG).

- **1-2-1 Careers Interviews available via self or staff referral Y7-9** including interviews available and prioritised for LAC pupils and those with EHCPs
- **Careers Teams maintained** - Each year group has a Microsoft Careers Team to have on demand access to notifications of careers events and information.

The impact of these measures is summarised below:

- For the 3 x Drop down Careers Days Y7-9, feedback from the pupils in response to evaluation questions was as follows:

Q1: I was well prepared for this event and understood the purpose of the event.

Y7: 83% strongly agreed/agreed

Y8: 82% strongly agreed/agreed

Y9: 67% strongly agreed/agreed

Q2: I enjoyed the event.

Y7: 76% strongly agreed/agreed

Y8: 93% strongly agreed/agreed

Y9: 69% strongly agreed/agreed

Q3: Employers & staff seemed well prepared for this event.

Y7: 95% strongly agreed/agreed

Y8: 80% strongly agreed/agreed

Y9: 62% strongly agreed/agreed

Q4: The event has helped me to develop my understanding of careers and the world of work.

Y7: 63% strongly agreed/agreed

Y8: 84% strongly agreed/agreed

Y9: 52% strongly agreed/agreed

Q5: This event has helped develop my key skills related to work e.g. listening, teamwork, careers information.

Y7: 58% strongly agreed/agree

Y8: 71% strongly agreed/agree

Y9: 44% strongly agreed/agree

- There is now a much greater focus on how department area can support the GCSE Options process in Y9, by delivering specific subject related IAG within lessons

- Compass+ (Careers Benchmarking Tool) for July 2022 and Nov 2022 Reports show a score of **100%** (total achievement) against each of the 8 Gatsby Benchmarks:
 1. *A stable careers programme*
 2. *Learning from career and labour market information*
 3. *Addressing the needs of each pupil*
 4. *Linking curriculum learning to Careers*
 5. *Encounters with employers and employees*
 6. *Experiences of workplaces*
 7. *Encounters with further and higher education*
 8. *Personal guidance*

- During week commencing 26.09.22, all Year 11 pupils engaged in a week-long work experience placement with local businesses and employers

- During week commencing 14.11.22, all Year 11 pupils were given a mock interview by external interviewers in preparation for their next steps in education, employment and training

- Careers is a key component of all DDP's; (for example, from History DDP Autumn 2022: 'Increase Departmental awareness and emphasis of the transferable skills developed through the study of History and the careers available in History.' – From MFL DDP Autumn 2022: 'Year 9 Careers links: Explicit lessons in English linked to options, exploring: Future HE/FE courses linked to languages - Famous people who have studied languages. - Number of French/ German/ Spanish speakers in the world (job market possibilities). - Potential jobs linked to language ranging from traditional teacher/ translator to companies in UK to links with other French/ German/ Spanish speaking countries - Future salary increase if a student of languages. – From Geography DDP Autumn 2022: 'At Options time we draw attention to careers in geography by playing 'Geography Careers Top Trumps' which includes levels of qualifications, starting salary and 'help the world' rating for a range of jobs linked to geography'. – From Computer Science DDP Autumn 2022: 'New SOW includes a careers lesson in all year groups where the students are required to perform different tasks such as research potential jobs in the computing industry and look at pathways into that position. - Within lessons, links between topics and potential careers are highlighted to the pupils, for example when learning about cyber security we discuss ethical hacker courses and the pathway to becoming a penetration tester. - Room 25 has a careers noticeboard with OCR provided posters showing career opportunities').



Quality of Education

Quality of Education

Current Evaluation: Outstanding

- The intent, implementation and impact of the curriculum is held under constant review at St Mary's – its effectiveness is evaluated by the rigorous Department Review schedule (Deep Dives into all departments over a period of a week at a time across the academic year – all Department Review reports are available)
- The implementation and impact of the curriculum is a focus of every individual subject's DDP (Department Development Plan) and every subject has carefully sequenced learning so that pupils can link new learning to existing knowledge and develop their conceptual understanding, as well as facts and methods (for example, from RE Department Review: Final Report 2022: 'Pupils will follow the People of God syllabus that links directly to, and builds on, the Come and See curriculum used in Catholic primary schools in the Archdiocese of Cardiff...The differentiated curriculum allows for equality of access for all pupils and the sequencing of units are reviewed regularly to match ambition and to ensure a clear rationale for learning and teaching'. – From Art & DT Department Review: Final Report 2022: 'HOD regularly reviews the POS to ensure compliance with the National Curriculum requirements, as well as fitness for purpose within the boundaries of Intent, Implementation and Impact, as well as the strategic vision of the department as a whole')
- The Department Review Process 2021-22 focused on the curriculum at St Mary's, its design and ability to give all pupils the knowledge and cultural capital they need to succeed in life. All Department Review: Final Reports 2022 include a detailed Curriculum Statement & Summary
- Time is routinely given to all Heads of Department (Subject Leaders) to review the design and sequencing of their subject's curriculum – this has led to revisions and amendments being made to ensure sequencing leads to sufficient knowledge and understanding (for example, from History Department Review: Final Report 2022: 'At KS3, in Years 7, 8 and 9 pupils carry out numerous historical enquiries on many different themes, including: The Power of the Church, Conflict and Cooperation, Empire, Migration and Movement, and The Rulers and Ruled' – From Maths Department Review; Final Report 2022/23: 'Continue to develop the new KS3 SOW, maintain focus on shared planning and keep up with online training for Mastery (ref: Maths Department Review: Final Report April 2022)')
- Increasing the proportion of pupils taking the EBacc suite of subjects has been a focus, to ensure that our offer continues to be ambitious
- In 2021-22, there was an increased whole school focus on differentiation (see examples from Section B: Areas for development from the January 2019 Ofsted Inspection). In 2022-23, we continue to develop the progress made in this area and additionally focus on Literacy across the curriculum (for example, from Music DDP Autumn 2022: 'Differentiation and Literacy will be a focus of the department this year, with priorities in place in the DDP and performance management. - More focus on keywords at KS3 - Improve the elements of music displays to include more vocabulary – helping answers in listening tasks. - Greater focus on sentence structure in KS4. - Research effective ways to develop literacy through music' – From Art & Design DDP Autumn 2022: ((DT): 'Use of technical terms in all projects - Word banks provided - Marking at all Key Stages include spelling corrections - Exemplar texts provided to students - Extended writing tasks in evaluations of projects - Longer questions in KS4 exam papers - Practice papers include longer written answers - Connective words sheets on walls in DT2 - Descriptive word bank used in KS3 when analysing designs or products')
- Teachers at St Mary's are largely specialists in their field, with strong knowledge of their subjects who teach the various courses in a coherent way enabling pupils to make excellent progress
- The small minority of teachers who teach outside of their specialism are given strong support and guidance by Heads of Department

- Through timetabled lessons and also via tutor time, reading is prioritised at St Mary's. Our focus on Disciplinary Literacy in 2022-23 will be supported by INSET delivered by the National Literacy Trust in Jan 2023
- Pupils at St Mary's are ready and well prepared for the next stage of education, employment and training with the skills and knowledge they need to succeed

The impact of the above is summarised below:

Headline Measures 2022

Progress 8 score:	0.28 (lower confidence interval 0.05, upper confidence 0.52)
Average attainment 8 score per pupil:	56.01
Average Grade:	5.6
Attainment 8 Score for English:	12.03
Attainment 8 Score for Maths:	10.73
Progress 8 Score for English element:	0.43
Progress 8 Score for Maths element:	0.17
% achieving grade 4 or above in English & Maths:	86
% achieving grade 5 or above in English & Maths:	66

Headline Measures 2019

Progress 8 Score:	0.43
Average attainment 8 Score per pupil:	54.98
Average Grade:	5.5
Attainment 8 Score for English:	11.76
Attainment 8 Score for Maths:	10.38
Progress 8 Score for English element:	0.53
Progress 8 Score for Maths element:	0.22
% achieving grade 4 or above in English & Maths:	81.9
% achieving grade 5 or above in English and Maths:	59.7

*Increase in % taking EBacc – Now at 50% for current Y10 who will be taking exams in 2023

*Destinations data, including University destinations (Russell Group & Oxbridge)



Behaviour & Attitudes

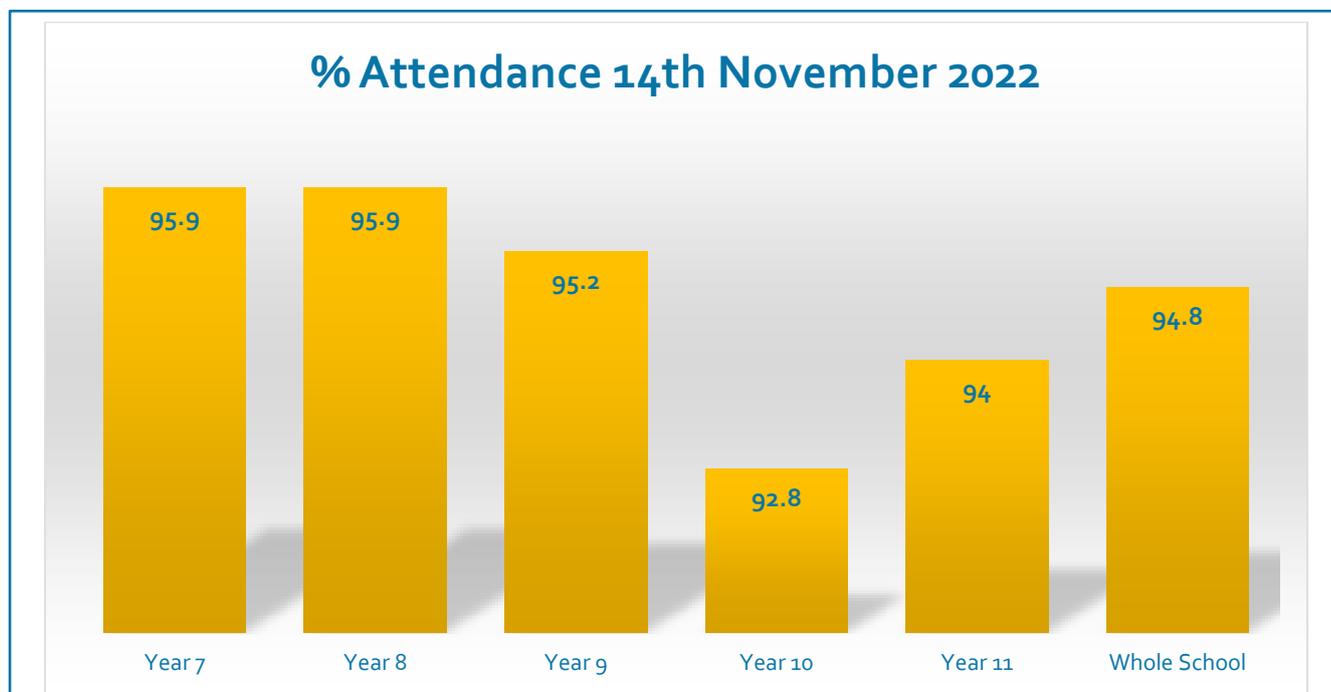
Behaviour & Attitudes

Current Evaluation: *Outstanding*

- At St Mary's we continue to have the highest expectations for pupils' behaviour and conduct – this is supported by staff at all levels: Pastoral managers, form Tutors, Classroom teachers, Heads of Dept, Heads of Year and SLT
- The culture of the school is one where learning is taken seriously by staff and pupils alike and this is reflected by pupils' positive behaviour and conduct in the classroom and wider school
- Low-level disruption is not accepted and appropriate action/sanctions put in place swiftly where any rare instances of this occur
- At St Mary's, we deal with any instances of bullying, derogatory or discriminatory language or behaviour swiftly and effectively. Pupils know that this is not acceptable and that it will not be tolerated
- We also insist on a restorative approach following any of the above, in order that pupils learn and understand why their behaviour caused harm or offence. This has a positive impact on reducing repeated incidences
- We also put great emphasis on behaving in accordance with our virtue pairs and the gospel values – this is reinforced via assemblies, acts of collective worship and tutor time
- Improving behaviour and/or attendance is rewarded as is consistently high standards in both areas

The impact of the above is summarised below:

- Attendance at St Mary's is high (whole school fig. 95% to October 31st 2022. Pupils enjoy attending and have an overwhelmingly positive attitude to their learning. This is reflected in their behaviour and attendance



- The pupils behave very well. They are aware of our high expectations and are characteristically punctual, well presented and courteous. As a result, suspension rates are low and permanent exclusions are used as a very last resort

Suspension & Permanent Exclusion Summary Spring & Summer Term 2022

	Spring Term (01 January 2022 – 17 April 2022)		Summer Term (18 April 2022 – 31 July 2022)	
	No. of Suspensions	No. of Permanent Exclusion	No. of Suspensions	No. of Permanent Exclusion
	11	0	6	0
SEN Provision				
Pupils with SEN provision E – Education, Health & Care Plan	1	0	0	0
Pupils with SEN Provision K – SEN Support	5	0	2	0
Pupils with SEN Provision (Code N)	5	0	4	0

- The proportion of pupils who access the school’s Behaviour Recovery room is low. Those who do, work on restorative and educational programmes to reduce the likelihood of repeating the negative behaviour

Behaviour Recovery Numbers

Total number of student entries in Behaviour Recovery from September 2022 –21st October 2022 is 36

Total number of students is 22

	Year 7	Year 8	Year 9	Year 10	Year 11
Total number of entries Sept 22-Oct 22	1	7	8	17	3
Total number of students Sept 22-Oct 22	1	6	6	7	2

Year 9 Intervention Received

- Anger management – initial part of programme. Understanding bullying type behaviours, feelings, perspectives of others. Tips to stay calm, grounding techniques
- Anger management programme complete and anxiety support

Year 10 Intervention Received

- Anger management support (parts of programme), reflection work, building positive relationships with others; discussion on positive behaviour
- Substance misuse, perspectives, risks and ‘what is a drug’ work carried out

- Types of behaviours, recognition of bullying type behaviours. Research on being more physical, looking after your health, supporting mental health
- Understanding anti-social behaviour and behaviour choices

- o Bullying is extremely rare – an Anti-Bullying approach is promoted via pastoral staff, assemblies, Learning 4 Life and displays around school. Pupils know who to refer any concerns they have
- o Pupils are polite and courteous in their behaviour in and around St Mary's. They readily hold doors open, assist visitors, stand up for senior staff and visitors, give up their time voluntarily to help with school events



Personal Development

Personal Development

Current Evaluation: *Outstanding*

St Mary's consistently promotes the extensive personal development of pupils. We try to go beyond what is expected in order that our pupils have access to a wide, rich set of experiences. We believe opportunities at our school for pupils to develop their talents and interests are of exceptional quality.

- At St Mary's, pupils' Spiritual, Moral, Social and Cultural development is at the heart of everything we do. As a Catholic school, Christ is placed firmly at the centre of our community. Pupils therefore worship on a daily basis via collective prayer in form time, assemblies, voluntary morning prayers in the chapel, and larger celebrations such as voluntary mass, House masses and whole school masses. Our pupils contribute to the liturgical life of our school by preparing readings, intercessions, music etc. to complement school masses and worship at St Mary's
- Pastoral support and pupils' wellbeing is the highest of priorities. Our pupils know how to achieve a healthy lifestyle, keep themselves safe (inc. online) and maintain positive mental health. This has been further enhanced by:
 - The appointment of a Mental Health Lead (with all relevant training)
 - Appointment of additional Pastoral Support Manager
 - Streamlining of referral processes and pathways to support
 - Further work with WEST (Wellbeing and Emotional Support Teams/CAHMS) in school
 - Delivery of exam stress and Anxiety workshops
 - Introduction of wellbeing and mental health signposting pages to pupil planners
 - Wellbeing workshops
 - Wellbeing Wednesdays
 - External Mentoring Service – South Wye Boxing Academy
 - Thrive trained practitioner able to deliver 1-to-1 Thrive interventions
 - 1-to-1 drop-in service for pupils who are experiencing difficulties and require support and/or mentoring
 - Mental Health & Wellbeing focus at Y7 Summer School
 - Multi-Agency Approach: School Nurse/Attendance/Careers
 - Anti-Bullying Week – raising the profile of this amongst pupils
 - Restorative work in Behaviour Recovery
 - Immersion Days
- The school's 'Learning 4 Life' programme incorporating RSE ensures that pupils at St Mary's have a sound understanding of (and age appropriate) healthy relationships.
- At St Mary's we provide a wide range of opportunities to nurture, develop and stretch pupils' talents and interests, including but not exhaustive:
 - The annual Eisteddfod
 - The annual Sports Day
 - House events including annual Inter-House Games Day
 - Significant participation and success in Herefordshire Performing Arts Festival (HPFA)
 - Dance Show at HSFC
 - Extensive fixtures schedule and daily training sessions/sports clubs

- Art Club
 - Music: Orchestra, Choir and various other groups, Annual Summer Concert
 - School Production 'School of Rock' Feb 2023
 - Annual Art & Design Exhibition
 - Chaplaincy – Shepherds & Lambs
 - This Girl Can
 - SportsMark Gold accreditation
- Extensive Trips/Pilgrimages inc:
 - Rome & Lourdes (Pilgrimages)
 - Ski Trip (Austria)
 - Battlefields (History)
 - Morocco (Geography)
 - Paris (MFL)
 - German Christmas Markets (MFL)
 - Outdoor Education (PE)
 - Various field trips to local museums, castles and businesses
- Via assemblies, tutor-time activities and our 'Learning 4 Life' programme, we prepare our pupils for a life in Modern Britain and promote diversity. Including: Parliamentary democracy, liberty and freedom, financial management, laws and the justice system, communities and identities and, rules, fairness, rights and responsibilities. We celebrate the things we share in common across cultural, religious, ethnic and socio-economic communities e.g. International Peace Day (Non-uniform to raise funds for Ukraine, Guest speakers from Ukraine in assembly etc)
 - At St Mary's, we promote opportunities for our pupils to contribute meaningfully to society and develop and demonstrate their ability to be respectful and responsible citizens. This is largely, though not exclusively, achieved through our significant CAFOD fundraising work (add in how much we raised last year).
 - Extensive work to support the people of Ukraine including a large scale appeal for food and clothes which we delivered to local representatives
 - We value our pupils' feedback, input and contribution to all aspects of school life. Our active school council are involved in ongoing decision-making on issues relating to rewards and sanctions etc, and they routinely interview potential teachers/candidates as part of our established recruitment processes
 - We take student leadership seriously at St Mary's and regularly invite the Head Boy & Girl to SLT meetings to share pupil voice/feedback
 - Pupils have to apply for their leadership roles e.g. Prefects and those wishing to be considered for most senior positions (Head Boy/Girl) are interviewed by SLT
 - Our pupils including those in positions outlined above, enjoy giving back to the school and this is best highlighted by 400+ of our 750 (NOR) volunteering as guides or department helpers at our Open Evening and mornings
 - We pride ourselves on preparing our pupils for future success in education, employment and training. In accordance with the Gatsby Benchmarks, we provide comprehensive Careers IAG and opportunities including the Year 11 work experience placement



Leadership & Management

Leadership & Management

Current Evaluation: Outstanding

- At St Mary's we take seriously the responsibility with which we have been entrusted. We want our pupils to be safe, happy and make good progress during their time with us and to set them up well for the future. This is reflected in our consistently high standards, shared values and day-to-day practice and policy
- We prioritise the career professional development of our staff and signpost them to the most effective ways of meeting their needs/personal objectives. We subscribe to the National College CPD programme in order that colleagues have instant access to relevant training courses and support staff who seek external professional development in particular syllabus and specification updates
- We currently have a number of colleagues undertaking NPQML and NPQEL qualifications at St Mary's
- We also engage with wider CPD e.g. external training to be provided in Disiplinary Literacy at St Mary's by representatives from the National Literacy Trust in January 2023
- Leadership Develop: Opportunities for aspiring Senior Leaders have been created at St Mary's in recent years with two rounds of SLT secondments (most recently Oct 2022 with 3 middle leaders seconded to the extended SLT)
- ECT Development: Together with Hereford Sixth Form College (in partnership), we run the *Hereteach Alliance* – Initial Teacher Training Programme. The *Hereteach Alliance* is a partnership of 16 local secondary schools providing a PGCE with QTS from the University of Worcester
- We take advantage of CPD events for our staff through our developing collaboration with the *Heart of Mercia Trust*
- Communication is a strength of the school, parents receive regular and purposeful updates and information. Face-to-face communication with colleagues at St Mary's is frequent, adding to a sense of community and cohesiveness
- We enjoy positive relationships with local businesses and employers, best highlighted through our extensive work experience offer and network
- In order to address any workload concerns, extensive time is given to colleagues for planning and assessment purposes, including protected and dedicated INSET time, where on occasion staff can work from home
- Heads of Department are encouraged to use the School-led Tutoring grant to enable multiple subject related interventions to take place, whilst relieving them of some of the burden for doing so
- Deadlines for assessment and reporting often reviewed or extended in order to take into consideration other work pressures.
- Initiatives such as 'Wellbeing Weeks' for staff including opportunities for breakfast, fitness and mindfulness activities
- Subscription to 'Education Support' in order that all colleagues have 24 hour confidential, independent, specialist support
- There are clear systems and policies in place should staff have any concerns about bullying or harassment and leaders at St Mary's are trusted to protect staff from this
- There is a strong culture of safeguarding at St Mary's with all members of SLT, the Head of Year team and a Pastoral Manager fully DSL trained. Systems and processes are robust and those responsible for governance ensure that we fulfil our statutory duties

- Leaders at St Mary's lead with integrity and the objective of serving all within the school community
- **Governance:** Governors at St Mary's have strategic oversight of the school and work closely with senior leaders to ensure the very best education and outcomes for our pupils. The committee structure; 'Standards & Curriculum', 'Safeguarding' and 'Finance & Resources', means that key areas of performance at St Mary's are closely scrutinised. Governors play an active role in the life of the school, and like its leaders, are focused on ongoing and continual improvement