



ST. MARY'S R.C. HIGH SCHOOL

**Self-Evaluation Form
September 2024**

**Stuart Wetson
Headteacher**





School Details – December 2024

Unique Reference Number:	116992		
Address:	St Mary's RC High School Lugwardine Hereford HR1 4DR		
Website:	www.st-maryshigh.hereford.sch.uk		
Contact Numbers:	01432 850416/850755		
Email:	admin@st-maryshigh.hereford.sch.uk		
Headteacher's PA:	sturley@st-maryshigh.hereford.sch.uk		
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:	50		
No. of Support Staff:	47		
NOR (Total):	750	Y7	151
		Y8	150
		Y9	149
		Y10	150
		Y11	150
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: 12.0%			



School Details – December 2024

STAFFING	
No. of Teaching Staff	50
No. of Support Staff (excl. invigilators)	47
No. of ECTs	3
As at 09/12/2024	

	LAC	FSM	DISADV	PP	SEN (All)	SEN Support	EHCP	EAL	Roman Catholic
Year 7	2	15	17	25	36	32	4	46	97
Year 8	2	15	17	22	37	24	13	41	86
Year 9	2	12	14	23	25	19	6	38	88
Year 10	1	21	22	30	28	21	7	38	80
Year 11	2	20	20	26	25	23	2	30	69
Total	9	83	90	126	151	119	32	193	420
%	1.2%	11.1%	12.0%	16.8%	20.1%	15.9%	4.3%	25.8%	56.0%

As at 09/11/2024

ENROLLMENT STATUS	No. of Pupils	
Single Registration	746	
Main – Dual Registration	2	Hereford Hospital Hub
Subsidiary – Dual Registration	2	School to School Off-Site Direction
	750	

As at 09/12/2024



Contents

<i>Areas for development from the January 2019 Ofsted Inspection</i>	7
<i>Quality of Education</i>	17
<i>Behaviour & Attitudes</i>	25
<i>Personal Development</i>	31
<i>Leadership & Management</i>	37







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 / adapted support is identified and provided (for example, from **PE Department Review: Final Report 2023**: *'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 **Business Studies DDP Version 1 2023-2024**: *'Priority 4: Continue to look for opportunities to provide adaptive learning: Differentiation of resources and classroom support to ensure pupils identified are making the most of lessons - Maximise the impact of TA with two EHCP pupils in year 10'* From **RE DDP Version 1 2023-2024**: *'Ensure that differentiation is planned effectively so that all learners at KS3/4 make progress in line with expectation - by sharing best practice to ensure differentiated tasks are used frequently and consistently across the department'*
- All Heads of Department focus on the progress of disadvantaged learners within their Department Development Plans (DDPs) ~ Copies available up to 2024 (the following from the **Science DDP Version 1 2023-2024** is typical: *'Focus on PP pupils in Year 11: Teachers to highlight PP pupils on class profiles - Agenda item at all future department meetings - Target underperforming PP pupils in year 11 for revision sessions via parental engagement (letters/phone calls) and learning conversations'*
- 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 Version 1 Autumn 2023**: *'Embed support for Disadvantaged (PP) pupils to include one on one support and further after school sessions. Communication with parents if not attending (ongoing) - 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 2023-2024 Department Review Reports available for reference to the progress of disadvantaged pupils and minority groups** - From **Maths Department Review: Final Report 2023**: *‘Teachers have high expectations of what each pupil can achieve, including most able and disadvantaged pupils’*
- **From the English & Drama Department Review: Final Report 2023** – *‘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’*
- **From RE Department Review 2023-2024**: *‘Continue to strengthen the work to support vulnerable/disadvantaged pupils, especially those pupils who have continued to struggle with their subject knowledge by carefully and systematically reviewing and evaluating the strategies employed to access their effectiveness. To bridge any gaps in learning the department has produced learning packs / study skills booklets for each year group. Continue to monitor, evaluate and develop these key resources’*
- 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 (for example, disadvantaged learners were represented in all Department Reviews for 2023-2024 through pupil voice interviews and book / folder trawls). This level of representation will continue in the new Department Review cycle for 2024-2025.
- Disadvantaged learners prioritised within 2023-24 School Led Tutoring initiatives
- Progress of disadvantaged learners was a priority within all Headteacher & Head of Department Seminars (**see minutes of all HOD Seminars Autumn 1 2023-2024 & 2024-2025**)
- Prioritising disadvantaged learners with allocation of school-led tutoring income for targeted interventions; for example, **Maths and English tutoring in 2023-24, to ensure that all have access to additional support**
- Prioritising disadvantaged learners for Year 11 mentoring programme (**see records**)
- Disadvantaged learners prioritised for Year 11 weekly study skills / revision sessions and homework support club from October to December 2023 and 2024 (**see records**)
- Providing transport where necessary for disadvantaged learners, in order that they could / can attend ‘in-school’ study skills sessions and subject specific revision classes after school (for example, school minibus transport provided weekly)
- Ensuring that all disadvantaged learners have access to extra-curricular enrichment, including school trips (see enrichment section of Music DDP July 2024 as an example of inclusion)



- Post-data analysis meetings with a focus on key groups where case studies 'Pupil Progress and Provision reviews' are created for disadvantaged students with a focus on attendance, behaviour and progress concerns. These are then actioned accordingly by HOY/HOD
 - Pupil voice interviews conducted with disadvantaged and vulnerable students to ensure their feedback is included
- 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**

A new assessment system was launched for whole school implementation in September 2024 supported by staff CPD on INSET, parental communication prior to launch and a bespoke assessment handbook incorporating information for parents, students and staff.

The new assessment system includes some of the following key actions:

- Improved clarity in communication with parents/carers – former 'EDM' system has been replaced by a progress model with clear 1-5 descriptors
- An individualised and bespoke 'Strands' assessment model with a clear focus on progress as priority for individual students, and staff CPD (primarily via dedicated INSET rotation) to support this implementation
- EDM at KS4 has been replaced with a +/- model which reflects degree of confidence in a grade
- New behaviour descriptors which are consistent with our progress model (graduation is the same) and reflect our relaunched behaviour policies and systems
- Developing a curriculum assessment map for every subject at KS3 including the key knowledge, skills and communication developed by students in this stage – these are now available on the website and have been shared with parents/carers
- Increased ability to track students, interrogate data, and intervene accordingly - HOYs and HODs now have access to detailed breakdown of students, key groups and progress and attainment – consistent and detailed marksheets available in SIMS
- New internal systems of reporting and a data timeline reflective of this – published in school calendar and advertised to staff with supporting documentation
- New internal boundaries at KS3 to guide teacher judgements and support quantitative analysis (percentage model) as well as qualitative (descriptor model).
- ***In reviewing, researching and implementing the system up to this point, the following actions have contributed to the development or roll out [not in any chronology or order of gravity]:***
- Extensive review of legacy assessment system including detailed consultation with parents, staff and students

- Extensive research and development of new assessment system in liaison with leadership team, heads of department, heads of year, support staff and external agencies
- Student, parent and staff voice surveys completed at key points in the development and actions arising completed as relevant
- Established assessment working party and liaised with key members of staff to beta test draft policies and procedures
- Drafting, modelling, editing and testing of a range of systems, strategies and flowcharts in relation to assessment and piloting with key members of staff
- Presentation to the Board of Governors to provide context, rationale and training
- Development of consistent language and descriptors for the system in conjunction with newly refreshed behaviour approaches
- Full and interim reports have been remodelled, updated and added to SIMS including curriculum summaries in order to focus staff comments on learners – these can now be updated annually with any curriculum changes (both KS3 and KS4)
- Communication with parents and carers via letter Summer 24 – containing parent pack, student pack and detail on the Strands model, reports and where to find further information
- Website updated with curriculum plans for each department at KS3 Summer 24 & Sept 24 – featuring breakdown of key knowledge, skills and communication relevant to department
- Website updated with parent and pupil assessment documents including context and exemplars
- Analysis of key data trends at KS3 and strategies to support effective tracking and intervention established including new case study models
- Staff ‘House Style’ Circulated including document to support writing reports
- School literature updated across internal documents to maintain consistency and ensure legacy language is eliminated
- Staff CPD sessions on new system held in Summer 2 of 23-24 academic year to support implementation in September 2024
- Central folders created on the internal system for teachers to access assessment documents -this signposted to staff and accessible on the intranet
- Creation of a Virtual staff handbook ‘minisite’ which houses key documents, policies and resources relevant to new assessment easily accessible from the internet.



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.
- Regarding KS3 work, we now have the following within the broad careers timetable in addition to the careers lessons for each year group within PSHRE
- **Drop down careers days - Y7-9** One full day for each year group completed last year. (Pupil feedback available for the 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 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 'AimHigher' 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 are planned to run again this year.
- MFL visiting speakers x2 will be arranged, leading up to GCSE Options choices March 2025.
- **Careers Fair** – introduction of a Careers Fair visit for Y8 January 2023 (Three Counties Showground, Worcestershire). An application for attendance again in January 2025 has been submitted.
- **Y7 Careers Day** - Summer term with a mix of organisations attending



- **Y8 Careers Day** Wednesday 24th May 2023, with the following organisations in attendance
 - Hereford College of Art
 - Green Dragon Hotel
 - Architect
 - Balfour Beatty
 - Futureproofed Media

This event is planned again for 21st May 2024 with some amendments to the organisations attending

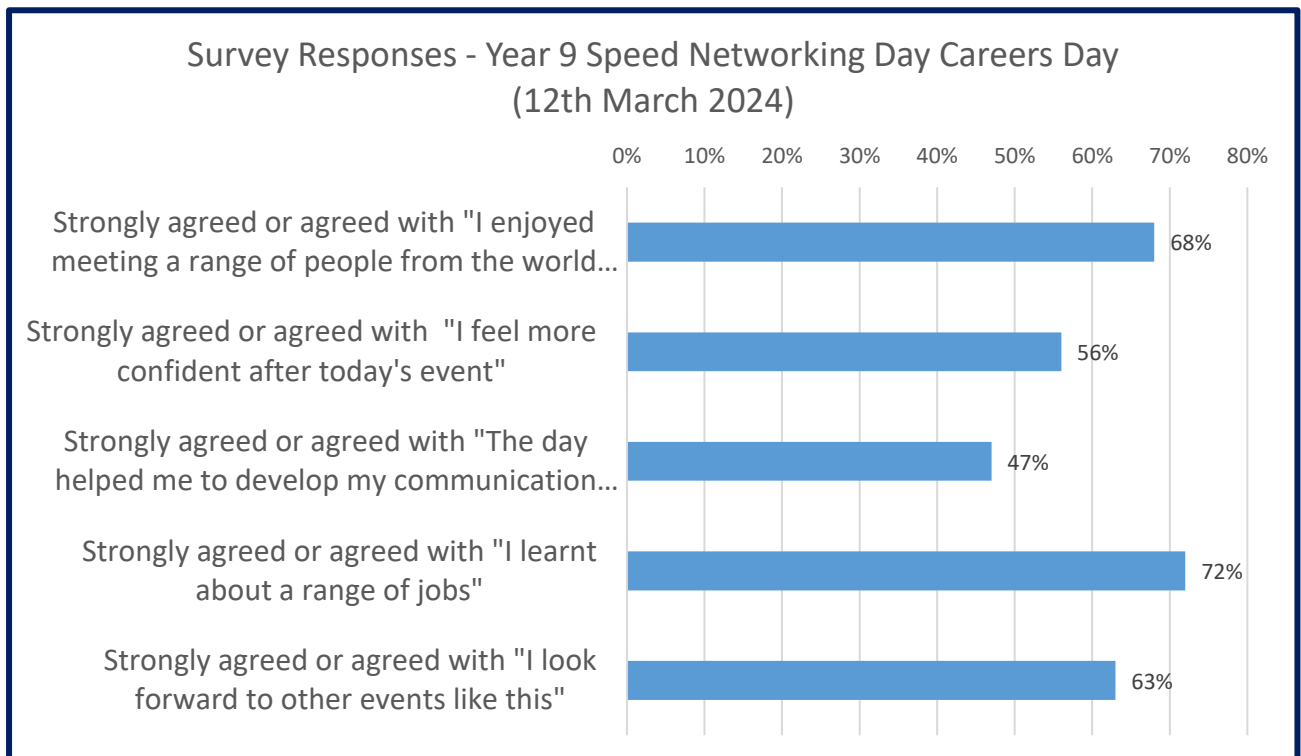
- **Employer Networking Event – Y9 half day session with 30 employers where Y9s have prepared questions to ask them about their individual roles and their industries generally**
- **Y9 opportunity - 3-Day Residential Army Work Experience** course at Crickhowell, Powys
- **Y10 opportunity - 3-Day Residential Army Work Experience** course at Crickhowell, Powys

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.
- **National Apprenticeship Week** – promotion of National Apprenticeship week beginning 10th February 2025 across all subject departments, display in the library, Twitter posts and additional video links on the Careers section of the website.



PUPIL SURVEY RESPONSES



- 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 November 2023, April and July 2024 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*

Categorised at a Thriving+ school

- During week commencing 7th October 2024 all Year 11 pupils engaged in a week-long work experience placement with local businesses and employers
- On 15th November 2024 all Year 11 pupils will have a mock interview by external interviewers in preparation for their next steps in education, employment and training.
- During Autumn & Winter terms 2024/25 Y11 had assembly speakers from Hereford Sixth Form College, Herefordshire College, Hereford College of Art and Herefordshire & Worcestershire Group Training Association
- In January 2025 Y11 will attend Hereford Sixth Form College Taster Day
- In January 2025 Y10 will take part in an Employability Enterprise Day run by Bright Futures
- **Careers is a key component of all DDP's, for example, From Maths DDP Autumn 2023-24:**
'Priority: Raise awareness and promote maths related careers or further education opportunities - Ensure display boards promote careers in Maths and evidence the applicability of maths skills in the job market. Organise FE visits/workshops at local colleges and universities - Promote extracurricular maths activities to enhance transferable skills. The maths fest in October was a great success. The weekly challenges are popular. MT 'A level club' ran for 6 weeks after the year 11s left with approximately 10 pupils returning for sessions helping to prepare them for A Level/ Further maths, they were great success! 20 year 10 set 1 pupils have started to attend the Level 2 further maths sessions with MT each week'
- All information, advice and guidance regularly updated on the dedicated Careers section of the school website throughout the year





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 that culminates in a detailed final report for each subject
- The implementation and impact of the curriculum is also a focus of every individual subject's DDP (Department Development Plan): 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 **CSED 2024-2025**: *'The KS3 RE curriculum is determined by the Bishops of England and Wales as presented in the RE Curriculum Directory (2012). 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. 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 our pupils 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 History Department Review: Final Report 2023-24**: *'The history curriculum is a dynamic and adaptable framework that is constantly refined to reflect the challenges of the modern day. This adaptability ensures that pupils engage with history in a relevant context, "fostering a deep connection between the lessons of the past and the complexities of contemporary society". LWI outlined the very laudable aims of the holistic curriculum: to nurture well-rounded individuals who are not only informed about the past but also inspired and prepared to shape a future guided by the principles of democracy, justice, and compassion underpinned by Catholic virtues'*
- The Department Review Process 2023-24 and 2024-25 is focused / will focus 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 2023-24** include summaries of curriculum intent, implementation and impact in all subjects, for example; **From MFL Department Review: Final Report 2023-2024**: *'There are also clearly defined aims of the curriculum as the department prepare for the first time teaching of the new MFL GCSE syllabus in all languages from September 2024. The current MFL curriculum has distinctive aims for pupils, including: confident and coherent communication in both speech and writing, the capacity to read and deuce meaning, and the ability to apply newly acquired grammar and vocabulary. The department recognise the importance of language learning in today's modern society and providing pupils with maximum opportunities in lessons, trips and visits to develop a passion for linguists. The MFL Curriculum Statement expresses the importance of "allowing pupils the opportunity to achieve success that opens doors to future language learning and aspirational and exciting career opportunities"'*



- Increasing the proportion of pupils taking the EBacc suite of subjects has been a focus, to ensure that our offer continues to be ambitious (53.3% of current Year 11 pupils are taking the EBacc suite of subjects)
- All Y9 pupils attending in small groups for aspirational conversations about careers and options choices
- Introduction to Option program including the value of the EBacc 1st February 2023 (current Year 10 pupils)
- Options Evening – 7th March 2024 (current Year 10) – Y9 Options evening 13th March 2025
- Y9 literacy intervention class for a small number of Year 9 pupils who have timetabled literacy support lessons with a subject specialist in place of studying a second language.
- Y10 literacy intervention class for pupils who need support with literacy across the curriculum and have timetabled lessons with a subject specialist in place of one of their options.
- Y11 literacy intervention class for pupils who need support with literacy across the curriculum and have timetabled lessons with a subject specialist in place of one of their options.
- In 2023-2024, there was an increased whole school focus on **differentiation / adaptive learning (see examples from Section B: Areas for development from the January 2019 Ofsted Inspection)**. In 2024-2025, we are continuing to develop the progress made in this area, as well as a renewed focus on **Disciplinary Literacy (for example, from Music DDP Autumn 2023: ‘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 RE DDP Version 1 Autumn 2023-24: ‘Ensure that differentiation is planned effectively so that all learners at KS3/4 make progress in line with expectation - by sharing best practice to ensure differentiated tasks are used frequently and consistently across the department’ – January 2023 T & L INSET was dedicated to Disciplinary Literacy with a presentation from Catharine Driver, the National Literacy Trust and allocated Department time. Literacy is / will be a key component of DDP’s and Department Reviews**
- 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 via tutor time, reading is prioritised at St Mary’s. Our focus on Disciplinary Literacy in 2022-23 was supported by INSET delivered by the National Literacy Trust in Jan 2023 (as detailed above)
- 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



- Development of curriculum in line with pupils' need e.g. successfully introduction of Health & Social Care qualification and the offer of Travel & Tourism and Catering in the Options program

Monitoring of Teaching & Learning

- Fully inclusive Department Review process completed by July 2024 and resumed in October 2024 for the new academic year – detailed final reports compiled for all departments
- Head of Department meetings with Headteacher January 2024 to discuss mock analysis and outcomes in every subject
- Strategic use of School Led Tutoring fund to support pupil interventions across the subjects
- Second round of Head of Department meetings with Headteacher to discuss progress since mocks and final plans, preparations and scheduled interventions for GCSEs
- All Heads of Department completed 'Position Statements' for their various subjects, outlining; context & background, curriculum intent/implementation/impact and enrichment provision etc (see website)
- HOD meetings with Headteacher to discuss GCSE outcomes in all subject Sept 24.

The impact of the above is summarised below:

Headline Measures 2024	
Measure	Score
Average Total Progress 8 Score	0.05
Average Attainment 8 Score per pupil	51.3
Average Grade	5.1
Attainment 8 Score for English	10.57
Attainment 8 Score for Maths	10.29
4+ in English and Maths	76.8
4+ in English	88.7
4+ in Maths	80.1
5+ in English and Maths	62.0
5+ in English	77.3
5+ in Maths	67.3

Headline Measures 2023	
Measure	Score
Progress 8 score: (Lower confidence interval -0.09, upper confidence 0.38)	0.14
Average Attainment 8 Score per pupil	50.20
Average Grade	5.02
Attainment 8 Score for English	10.93
Attainment 8 Score for Maths	9.76
Progress 8 Score for English element	0.24
Progress 8 Score for Maths element	0.09
% achieving grade 4 or above in English & Maths	78.9
% achieving grade 5 or above in English & Maths	54.4

Comparisons of Key Measures		
Measure	2024	2023 (Last Year's Leavers)
Average Total Attainment	51.03	50.23
Average Grade	5.1	5.02
KS2 Prior Attainment	106.5	105.5
9-7 in English & Maths	9.9	12.9
9-5 in English & Maths	61.6	54.4
9-4 in English & Maths	76.2	78.9
9-7 in English	19.2	27.9
9-5 in English	76.8	72.1
9-4 in English	88.1	85.0
9-7 in Maths	28.5	19.0
9-5 in Maths	66.9	58.5
9-4 in Maths	79.5	85.7
Attainment 8 in English	10.57	10.93
Attainment 8 in Maths	10.29	9.80
Average EBacc Attainment 8	14.85	14.39

GCSE Outcomes August 2024 v FfT20 & Mock Performance			
Measure	Actual	FfT20	Mock
Attainment 8	51.03	53.75	48.33
Attainment 8 Grade	5.1	5.38	4.83
4+ in English & Maths	76.8	85.4	67.5
5+ in English & Maths	62	63.6	37.7

LA Outcomes 2024

2024 GCSE results day submissions		2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023
		Attainment 8		Achieving 4+ in English and Maths		Achieving 5+ in English and Maths		Achieving Grade 4+ English		Achieving Grade 5+ English		Achieving Grade 4+ Maths		Achieving Grade 5+ Maths		Achieving Ebacc (grade 5+ Eng&Maths)	
4004	Queen Elizabeth High School	39.5	41.4	51.4%	64.0%	34.7%	30.0%	63.9%	66.0%	52.8%	47.0%	61.1%	72.0%	38.9%	40.0%	5.6%	8.0%
4014	Whitecross Hereford	45.8	47.8	58.9%	67.0%	37.9%	43.0%	71.1%	78.0%	47.9%	60.0%	67.4%	72.0%	47.4%	46.0%	7.9%	18.0%
4015	Aylestone School	37.0	37.1	53.4%	47.0%	36.4%	29.0%	59.1%	53.0%	47.7%	32.0%	58.0%	62.0%	43.2%	47.0%	6.8%	4.0%
4021	Kingstone High School	41.9	46.1	63.2%	75.0%	43.2%	58.0%	68.0%	85.0%	44.0%	75.0%	68.8%	77.0%	47.2%	67.0%	16.0%	9.0%
4022	Lady Hawkins' School	41.5	40.0	59.0%	59.0%	34.4%	39.0%	80.3%	64.0%	67.2%	52.0%	63.9%	64.0%	34.4%	43.0%	13.1%	9.0%
4027	Earl Mortimer College and Sixth Form Centre	39.2	39.6	64.7%	59.0%	42.4%	33.0%	72.9%	66.0%	58.8%	48.0%	70.6%	64.0%	56.5%	40.0%	2.4%	9.0%
4032	Fairfield High School	52.6	55.3	74.5%	88.0%	52.9%	62.0%	84.3%	93.0%	68.6%	83.0%	75.5%	89.0%	53.9%	66.0%	27.5%	24.0%
4045	Weobley High School	48.2	48.1	69.5%	64.0%	50.5%	45.0%	74.3%	76.0%	64.8%	55.0%	78.1%	69.0%	56.2%	51.0%	32.4%	27.0%
4046	Wigmore School	45.7	52.5	61.4%	76.0%	35.2%	48.0%	73.9%	94.0%	54.5%	86.0%	64.8%	76.0%	37.5%	49.0%	14.8%	12.0%
4058	John Masefield High School	44.5	46.5	63.3%	68.0%	44.0%	45.0%	71.3%	76.0%	60.0%	61.0%	70.0%	72.0%	52.7%	49.0%	46.7%	25.0%
4428	John Kyrle High School and Sixth Form Centre Ac	47.0	46.1	67.0%	64.0%	44.8%	43.0%	76.1%	73.0%	58.7%	55.0%	71.7%	69.0%	52.6%	49.0%	18.7%	21.0%
4600	The Bishop of Hereford's Bluecoat School	42.9	44.8	62.0%	64.0%	43.5%	37.0%	71.0%	74.0%	57.0%	56.0%	66.0%	74.0%	48.5%	44.0%	11.0%	11.0%
4601	St Mary's RC High School	51.0	50.2	76.7%	79.0%	62.0%	54.0%	88.7%	85.0%	77.3%	71.0%	80.0%	86.0%	67.3%	59.0%	24.7%	10.0%
6905	The Hereford Academy	33.2	35.0	42.5%	47.0%	22.1%	28.0%	49.6%	58.0%	32.7%	35.0%	51.3%	62.0%	30.1%	46.0%	9.7%	0.0%
6906	The Steiner Academy Hereford	46.5	46.8	65.5%	56.0%	55.2%	40.0%	86.2%	76.0%	79.3%	60.0%	72.4%	64.0%	62.1%	52.0%	13.8%	8.0%
7008	The Brookfield School	0.0	5.6	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	7.0%	0.0%	0.0%	0.0%	0.0%

SISRA Collaboration Data 2024

Measure	St Mary's 2024	SISRA Collaboration Data 2024
Average Attainment 8	51.03	46.15
Average Attainment 8 Grade	5.1	4.61
Students Achieving 4+ in English & Maths	76.8	65.5
Students Achieving 5+ in English & Maths	62.0	45.5

NB: The above is based on the data of 289,963 students from 1528 schools who opted into the collaboration

Strongest Performers in the SISRA Collaboration Data using the SPI (Subject Progress Index)

D&T – Textiles	0.99
Business Studies	0.55
Spanish	0.44
Chemistry	0.23
PE	0.17
D&T	0.14

Weakest Performers in the SISRA Collaboration Data using the SPI (Subject Progress Index)

Computer Science	-0.96
RE	-0.46
Physics	-0.40
Music	-0.28
History	-0.24

Key Areas for Development

- Performance of disadvantaged pupils
- Performance of pupils with SEND
- Increase the proportion of Grade 9s
- Improve the performance of those underperforming subjects listed above

Actions Arising & Next Steps

- Whole staff presentation as part of September Inset re: Results & Key Priorities
- Head of Department Exam Analysis Seminars with HT/SLT in September 2024
- SDP 2024-25 (Prioritising provision for disadvantaged and SEND)
- SEND Review Autumn term 2024
- Short Term Action Plan (half-termly) reviewed at SLT
- Department Review Process (2024-25)
- Y11 interventions, study skills and revision sessions
- Ongoing actions and support for disadvantaged pupils (see SDP)
- Department Development Plans 2024-25
- Prioritise key areas for development within staff appraisal and target setting for 2024-25

Predicted Grades for Current Year 11 2024-25

Measure	2025 Predicted Grades	FFt20 (2024-25)
Average Total Attainment 8	51.09	48.59
Average Attainment 8 Grade	5.11	4.86
Students Achieving 9-4 in English & Maths	79.3%	79.3%
Students Achieving 9-5 in English & Maths	52.0%	57.3%





Behaviour & Attitudes



Behaviour & Attitudes

Current Evaluation: *Outstanding*

- As a Catholic school our approach to behaviour and attitudes is rooted in our Gospel values. These values provide the foundation for our teaching on how to behave and how we respond to pupils who experience difficulties in managing their behaviour.
- Following our Catholic values, we adopt a policy of restorative behaviour management. This approach links appropriate sanctions with education, in order that pupils learn and understand why their behaviour caused harm or offence. This has a positive impact on reducing repeated incidences and gives pupils the understanding to be able to make positive choices in the future.
- Significant emphasis is made on the link between the Catholic virtue pairs and our behaviour expectations – this is reinforced via assemblies, acts of collective worship and tutor time. It is also used as a basis for staff training on dealing with behaviour in school.
- We have the highest expectations for pupils' behaviour and conduct – this is supported by staff at all levels: Pastoral Managers, Form Tutors, Classroom teachers, HoD, HoY and SLT.
- Pupils are polite and courteous in their behaviour in and around St Mary's. They readily hold doors open, assist visitors, stand up for adults and give up their time voluntarily to help with school events.
- 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.
- An Assistant Headteacher with responsibility for Behaviour & Expectations was appointed in September 2023.
- Our behaviour policy was reviewed and re-launched in September 2023. The key principles were shared with the whole staff during INSET training in September 2023. This training was re-visited and updated in January 2024 and September 2024.
- The revised policy and an explanation of the underlying values was shared with the Governing body in a presentation in December 2023.
- Behaviour trends are monitored on a half termly basis and reported to the Senior Leadership team for analysis and action.

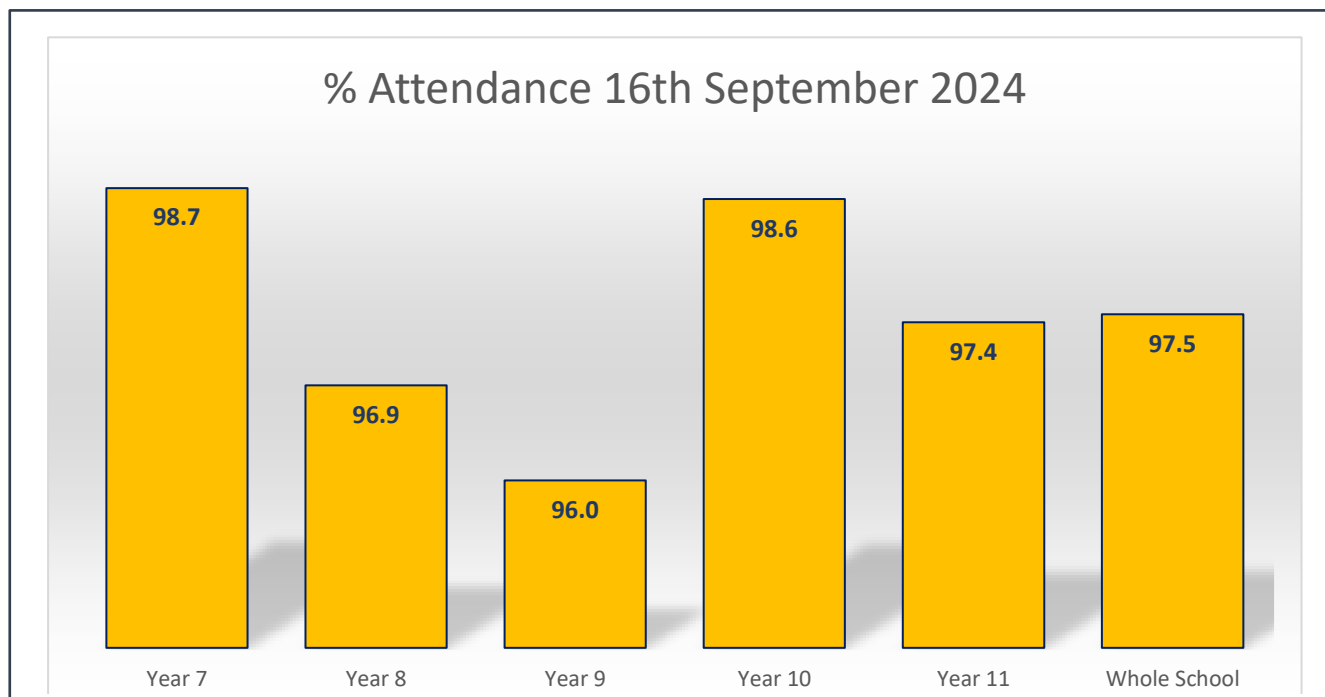


- Behaviour trends are shared with the pastoral team on a half termly basis so that trends can be identified and actions identified implemented.
- The Behaviour and SEND teamwork meet weekly to identify any pupils whose behaviour could be improved by adaptations to their learning or other interventions.
- There is a dedicated section on Behaviour on the school website and in the staff handbook.
- A full Behaviour Review was undertaken in consultation with staff during the Spring and Summer terms of 2024. Following the review, a new behaviour escalation procedure was launched in September 2024. The procedure was supported by staff INSET training.
- Dangerous situations or incidents of significant pupil disruption are extremely rare at St Mary's but to support staff and pupils, a Senior Leadership call out process was launched in September 2024.
- A simple set of behaviour expectations for pupils, the 4 P's, was developed as part of the staff consultation process and this was launched during pupil assemblies and form time during the first full week back. This new initiative has been supported by visual reminders in every classroom.
- The school's middle leadership team have, as part of the escalation process, taken on more responsibility for managing pupils' behaviour before it escalates to senior leadership level. This is important because it provide pupils with more opportunities to improve and regulate their behaviour before it becomes a significant barrier to their progress.
- Improving behaviour and/or attendance is rewarded on a termly basis via year group assemblies. A new consistent system for rewarding merits at different levels together with end of term reward assemblies was introduced across all year groups in the Spring term of 2024.
- 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.
- Bullying is extremely rare – an Anti-Bullying approach is promoted via pastoral staff, assemblies, PSHRE and displays around school. Pupils know who to refer any concerns they have.
- Anti-bullying Week is promoted throughout St Mary's (Autumn Term) including thematic assemblies for all year groups. The Anti-bullying Policy was updated January 2023.



The impact of the above is summarised below:

- Attendance at St Mary's is high (whole school fig. 94.3% academic year 2023-24). Pupils enjoy attending and have an overwhelmingly positive attitude to their learning. This is reflected in their behaviour and attendance
- National School Attendance Award achieved for Autumn 2022, Spring 2023, Autumn 2023, Spring 24 – Top 25% of all FFT secondary schools in England
- Spring 24 – Top 10% of all FFT secondary schools in England



- 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 in line with our Catholic values and behaviour policy – we use a system of restorative work to support good behaviour.

Suspension & Permanent Exclusion Summary 2023-24		
	No. of Suspensions	No. of Permanent Exclusion
	8	0
SEN Provision		
Pupils with SEN provision E – Education, Health & Care Plan	0	0
Pupils with SEN Provision K – SEN Support	5	0
Pupils without SEN Provision	3	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 2023-2024

Autumn term

Total Number of Student Entries in Behaviour Recovery from Wednesday 6th September 2023 – Friday 22nd December 2023 = 46

Total number of students = 23

Year Group	Year 7	Year 8	Year 9	Year 10	Year 11
Total number of entries in Behaviour Recovery	4	5	5	5	27

Spring term

Total Number of Student Entries in Behaviour Recovery from Tuesday 9th January 2024 – Wednesday 22nd March 2024 = 50

Total number of students = 39

Year Group	Year 7	Year 8	Year 9	Year 10	Year 11
Total number of entries in Behaviour Recovery	11	11	8	8	12

Summer term

Total Number of Student Entries in Behaviour Recovery from Thursday 11th April 2024 – Friday 19th July 2024 = 43

Total number of students = 36

Year Group	Year 7	Year 8	Year 9	Year 10	Year 11
Total number of entries in Behaviour Recovery	10	11	2	14	6

Behaviour Management Interventions carried out this year:

- Exploring homophobia, prejudice and respecting others.
- Healthy ways to process anger and how to cope in the moment.
- Managing friendships and empathy.
- Respecting students and staff members in school
- Consent and boundaries
- Exploring racism and its impact.
- Vandalism and respecting our environment

- Exploring respect, autonomy and setting boundaries.
- Consequences of physical violence.
- Truancy.
- Think before you speak and the power of words work.
- Social thinking skills work.
- Perspectives of others, and consequences to actions.
- Conflict resolution discussions held between pupils; ground rules agreed to help move forward.
- Healthy friendships.
- Behaviour reflection: choices work.
- How to be assertive rather than aggressive.
- Understanding body language, and the importance of having positive communication skills.
- Taking responsibility for behaviour; boundaries and safety plans.
- Managing strong emotions and feelings
- The Protected Characteristics
- The Cognitive Triangle: the link between our feelings - thoughts – actions
- Looking after our physical and mental health.





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 (reference: **RE Department Review: Final Report January 2023 - The RE Department and 'The Catholic Life of our School': Updated Statement – Updated CSED 2024-25**)
- Pastoral support and pupils' wellbeing is the highest of priorities. Our pupils know how to achieve a healthy lifestyle, keep themselves safe (including 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 during form time
 - Staff Wellbeing Week including Mental Health Workshop, yoga, pottery, daily free breakfast, setting of less homework, reduction of marking workload, no emails after 5pm
 - Staff mince pies and mulled apple juice at Christmas
 - External Mentoring Service – South Wye Boxing Academy
 - EBSA and ELSA trained practice
 - 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
 - Safer Streets Workshops for Y8, 9, 10 and 11s
 - 1-to-1 Creative time/Art workshops
 - Keeping Safe assemblies to all year groups
- The school's PSHRE programme incorporating RSE ensures that pupils at St Mary's have a sound understanding of (and age appropriate) healthy relationships. Staff training on RSE has been a priority this year with a dedicated Twilight INSET and time allocated for further training during our INSET in September 2022 and January 2023.
- 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
 - 'History Achieve'
 - Music: Orchestra, Choir and various other groups, Annual Summer Concert School Production 'School of Rock' Feb 2023 and 'Back to the Eighties' November 2023
 - Annual Art & Design Exhibition
 - Chaplaincy – Shepherds & Lambs
 - Youth SVP Society
 - This Girl Can
 - Sports Mark Gold accreditation
 - CAFOD Fundraising group
 - Extensive Trips/Pilgrimages, including:
 - 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 'PSHRE' 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 & International Languages Day, Non-uniform to raise funds for Ukraine, Guest speakers from Ukraine in assembly, Mock Election 2024 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 (approx. £1,430 2023-24).
- Reverse advent
- Extensive work to support the people of Ukraine including a large-scale appeal for food and clothes which we delivered to local representatives
- Holocaust Memorial Awareness February 2023 / February 2024
- Spirituality & Catholic Life section on website updated, including updated CSED
- 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 pupil 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 350+ of our 750 (NOR) volunteering as guides or department helpers at our Open Evening and mornings in October 2023 and 2024
- Prefects in Y11 sign up on a new rota to provide support on parents' evenings – signing in parents and offering refreshments
- Pupil voice is a key component of our annual Department Reviews, with a range of pupils from all year groups involved in the process (ref: **Department Reviews: Final Reports**) – there is an increased emphasis on pupil voice in the revised Department Review process for 2023-24



- 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
- Promotion of British Values via summer term year group assemblies and PSHRE sessions – there is a new dedicated section on our school website
- Mental Health & Wellbeing Awareness Event (05.02.24) for all year groups Y7-11







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
- During 2023-24 a number of colleagues at St Mary's undertook NPQML and NPQEL qualifications in Behaviour Management / Executive Leadership/Headship/T&L. We are now utilising this knowledge and experience to support our ongoing sharing of good practice and to help with the implementation of policy and processes
- We also engage with wider CPD e.g. external training provided in Disciplinary Literacy at St Mary's by representatives from the National Literacy Trust in January 2023
- Leadership Development: 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 resulting in one permanent appointment of an AHT 'Behaviour & Attitudes Sept 2023). In 2023-24 one SLT secondment was extended to develop the school's approach to pupils' Rewards & Achievements
- 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
- Through our associated status with 'The Heart of Mercia Trust', we are able to access an extensive range of CPD for our staff and give them opportunities to be part of subject network groups focused on assessment, curriculum and sharing best practice.

The Executive Lead Secondary for the trust (Headteacher at St Mary's) plays a significant role in secondary school, improvement within the 'Heart of Mercia' by supporting colleagues via the coaching and mentoring of new headteachers and senior leaders, school development planning and Quality Assurance reviews. This work also enables good practice to be brought back into St Mary's as part of a mutually beneficial relationship.



Our collaboration with the ‘Heart of Mercia Trust’ also supports leadership development opportunities for newly appointed or aspiring senior leaders at St Mary’s.

- 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 (restoration of face-to-face Parents’ Evenings for 2022-23 etc.) Most recently Summer Term 2024, our parents were consulted on proposed new approaches to the setting of homework and our recently launched assessment policy
- We enjoy positive relationships with local businesses and employers, best highlighted through our extensive work experience offer and network (e.g. Beech House Nursery School, Cotswold BMW (Hereford), HWGTA, Coulson Read Lewis Solicitors). In 2023-24, local employers and businesses came to St Mary’s to work with our pupils at part of annual curriculum collapse days which took place for every year group Y7-11
- We prioritise staff wellbeing at St Mary’s and support colleagues in a number of ways. Through our subscription to ‘Education Support’, staff have 24-hour confidential, independent and specialist support should they require it.

Additional meetings are kept to a minimum ensuring that teachers can prioritise essential planning and reduce workload.

Throughout 2023-24, key documentation was increasingly provided for teaching staff and centralised, reducing any administrative burden or unnecessary repetition of labour.

Teaching staff at St Mary’s rarely cover, unless in exceptional circumstances.

In 2023-24, extensive time was given to colleagues for planning, assessment and moderation purposes including dedicated Inset time and opportunities to work from home.

Staff were consulted and invited to be part of the planning process for both the new school assessment policy and behaviour management systems/processes. Their views, ideas and suggestions are extensively represented in our newly implemented policies in these areas.

Alongside this, there were numerous staff wellbeing initiatives throughout 2023-24 including Easter and Christmas staffroom-based celebrations.

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 them 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
- In the summer term of 2023-24, key Safeguarding systems and processes were reviewed. Actions arising from the review were communicated to staff and additional training provided (for example, through dedicated training sessions as part of INSET September 2024)
- Annual staff Inset to provide updates on Safeguarding (key agenda item in January 2024 and September 2024). This was complemented by additional briefings and the sharing of key safeguarding documentation

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 '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. Via link visits with Heads of Dept. and attendance at the 'Governors Away Day', the Governors of St Mary's know and understand the school's priorities and the plans and strategies that have been put in place to address them. They provide clear challenges and hold the school's leaders to account for standards at St Mary's.

