



St Mary's RC High School

Self-Evaluation Form

October 2023

Stuart Wetson  
Headteacher

## School Details – Ofsted October 2023

|  |  |                                     |            |
|--|--|-------------------------------------|------------|
| <b>Unique Reference Number:</b>  | 116992   |                                     |            |
| <b>Address:</b>  | St Mary's RC High School<br>Lugwardine<br>Hereford<br>HR1 4DR                                  |                                     |            |
| <b>Website:</b>  | <a href="http://www.st-maryshigh.hereford.sch.uk">www.st-maryshigh.hereford.sch.uk</a>         |                                     |            |
| <b>Contact Numbers:</b>  | 01432 850416/850755  |                                     |            |
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| <b>School Details:</b>   | 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                             |                                     |            |
| <b>Local Authority:</b>  | Herefordshire Council  |                                     |            |
| <b>Archdiocese:</b>  | Cardiff  | Anne Robertson<br>Fr Bernard Sixtus |            |
| <b>No. of Teaching Staff:</b>  | <b>51</b>  |                                     |            |
| <b>No. of Support Staff:</b>   | <b>47</b>  |                                     |            |
| <b>NOR (Total):</b>  | <b>747</b>   | <b>Y7</b>                           | <b>150</b> |
|  |  | <b>Y8</b>                           | <b>150</b> |
|  |  | <b>Y9</b>                           | <b>149</b> |
|  |  | <b>Y10</b>                          | <b>149</b> |
|  |  | <b>Y11</b>                          | <b>149</b> |
| <b>Chair of Governors:</b>   | Mrs Lynn Johnson   |                                     |            |
| <b>Appropriate Authority:</b>  | Governing Body   |                                     |            |
| <b>Last Ofsted:</b>  | Jan 2019 - Outstanding (Sec 5)   |                                     |            |
|  | April 2021 - Effective Education (Sec 8 NFD)   |                                     | L&M        |
| <b>Further Information About This School:</b>  |  |                                     |            |
| 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:  |  | <b>13.5%</b>                        |            |
| The current proportion of the NOR with SEND is:  |  | <b>22.6%</b>                        |            |
| The current proportion of the NOR who are EAL pupils is:   |  | <b>22.8%</b>                        |            |
| The current proportion of the NOR who are baptised Catholics is:   |  | <b>52.7%</b>                        |            |
| St Mary's currently has alternative provision for five pupils.   |  |                                     |            |
| A Section 48 Inspection took place in April 2019 and the school was graded as 'Excellent' in all categories. |  |                                     |            |

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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 2022-23: *'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 2022-23: *'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 2019-2023 (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 2022/23 Department Review Reports available for reference to *the progress of disadvantaged pupils and minority groups'* - From Maths Department Review: Final Report 2022-23: *'Teachers have high expectations of what each pupil can achieve, including most able and disadvantaged pupils'* - From the English & Drama Department Review: Final Report 2022-23 – *'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 2022-23: '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 2022-2023 through pupil voice interviews and book / folder scrutinies ). This level of representation will continue in the new Department Review cycle for 2023-2024
- Disadvantaged learners prioritised within 2022-23 and 2023-2024 School Led Tutoring initiatives
- Progress of disadvantaged learners was a priority within all Headteacher & Head of Department Seminars
- Prioritising disadvantaged learners with allocation of school-led tutoring income for targeted interventions; for example, Maths and English tutoring in 2022-23, to ensure that all have access to additional support
- Prioritising disadvantaged learners for Year 11 mentoring programme - 14 PP students on the revised mentoring programme following Mock Exam analysis - February 2023)
- Prioritising disadvantaged learners for Year 11 weekly study skills / revision sessions from October 2023
- Disadvantaged learners are also prioritised in the Year 11 weekly homework support club
- Providing transport where necessary for disadvantaged learners in 2022-23 & 2023-24, 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

The impact of these measures is summarised below:

- 2023: Progress 8 Score -0.83 (20 students)
- Average Attainment 8 Score per disadvantaged pupil: 34.42
- % of disadvantaged pupils achieving grade 5 or above in English and Maths: 20%
- % of disadvantaged pupils achieving grade 4 or above in English and Maths: 50%

## **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 continues to be a work in progress: 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. Refinements to assessment are being rolled out in the 2023-24 academic year with a 'quality first' approach. Consultation with parents, staff and students in 2022-23 has helped shape the ongoing refinements to assessment that will be in place for the 24/25 academic year.

Following 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 2022-23 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 mark sheets in SIMS to enable more regular assessment at KS3 and in turn, quicker interventions – liaising with local authority over best practice and data control systems
- Plans to pilot some age-related expectations/skills statements (in conjunction with Ofqual Assessment Objectives for each subject) Liaison with Heads of Department over skills and knowledge covered in KS3
- Exploring simplified flight paths, descriptors and reporting for staff and parents
- Producing a range of draft reports, including varied data selections, for consultation
- Producing a range of assessment models reflecting best practice in other contexts and using these to consult and refine for best fit at St. Mary's
- Analysing disparity between Y7 current performance and projected End of KS4 grades/outcomes via the use of case studies and recent 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

- Development of a 'strand' model approach and consultation with core and key subject Heads of Department over efficacy in different subject areas
- Parent/carer assessment survey and voice completed, summarised and fed back to staff
- Establish (ACA) a working party for Assessment & Reporting from HODs and other interested colleagues
- Establish a Literacy working party to develop work from January INSET on Disciplinary Literacy – first meeting February 2023, further meetings with key focus calendared, minutes documented and resources shared
- Literacy - Updated intervention timetable and arranged series of targeted interventions which are data driven. For example: NGRT-driven focussed reading interventions, targeted SEN group intervention with weakest readers and EAL interventions with targeted groups
- Some Y9 pupils withdrawn from second language to complete literacy and numeracy intervention with timetabled small group intervention
- Some Y10 pupils withdrawn from modern foreign language to complete literacy and curriculum intervention with subject specialists
- Intervention provision reviewed September 2023 and new overview model for building, tracking, and quality assurance launched
- Completed feedback from staff survey of assessment procedures and calendar to inform redevelopment – feedback to curriculum and T&L
- Devised and calendared KS3 Assessment Review to inform redevelopment and launched with Heads of Department 2<sup>nd</sup> February 2023
- Collected and collated KS3 assessment points across subjects and assessment materials from HODs - to form part of review and next steps
- Final developmental decisions circulated to SLT June 2023
- Year 11 report formatting updated to reflect coming changes – including a now centralised bank of curriculum summaries for parents/carers information September 2023



### 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 '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 ‘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 2024.
- **Careers Fair** – introduction of a Careers Fair visit for Y8 January 2023 (Three Counties Showground, Worcestershire). An application for attendance again in January 2024 has been submitted.
- **Y7 Enterprise session** for all of the year group by VAV 1<sup>st</sup> February 2023
- **Y7 Careers Day** 18th June 2024 with a mix of organisations attending
- **Y8 Careers Day** Wednesday 24<sup>th</sup> May 2023, with the following organisations in attendance
  - Hereford College of Art
  - Tiger Helicopters
  - HWGTA
  - West Mercia Police
  - Futureproofed Media

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

- **Y9 Careers Day** planned for 12<sup>th</sup> March to support Options Choices with a variety of organisations and occupational areas to be represented
- **Y9, planned 3-Day Residential Army Work Experience** course at Crickhowell, Powys
- **Y10 planned 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 5<sup>th</sup> February 2024 across all subject departments, display in the library, Twitter posts and additional video links on the Careers section of the website.

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: 84% strongly agreed/agreed

Y8: 76% strongly agreed/agreed

Y9: 86% strongly agreed/agreed

**Q2: I enjoyed the event.**

Y7: 76% strongly agreed/agreed

Y8: 68% strongly agreed/agreed

Y9: 87% strongly agreed/agreed

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

Y7: 83% strongly agreed/agreed

Y8: 78% strongly agreed/agreed

Y9: 85% strongly agreed/agreed

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

Y7: 59% strongly agreed/agreed

Y8: 66% strongly agreed/agreed

Y9: 81% strongly agreed/agreed

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

Y7: 64% strongly agreed/agree

Y8: 61% strongly agreed/agree

Y9: 58% 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, November 2022 and January 2023. 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 25.09.23, 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. This is planned again for this year on 17<sup>th</sup> November 2023
  
- During October 2023 and November 2023 Y11 will have assembly speakers from Hereford Sixth Form College, Hereford & Ludlow College and Herefordshire & Worcestershire Group Training Association
  
- In January 2024 Y11 will attend Hereford Sixth Form College Taster Day
  
- In January 2024 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 History DDP Autumn 2022-23: *'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 2022-23: *'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 2022-23: *'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 2022-23 *'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'*).
  
- 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 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 2022-23: *'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 Art & DT Department Review: Final Report 2022-23: *'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 2022-23 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 2022-23 include a detailed Curriculum Statement & Summary. This will remain a priority for the 2023-2024 review cycle
- All HOD's have updated their respective Curriculum and Position Statements – they feature on the school website for reference
- 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 2022-23: *'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*
- Increasing the proportion of pupils taking the EBacc suite of subjects has been a focus, to ensure that our offer continues to be ambitious (49% of current Y11 pupils are taking the EBacc suite of subjects - 57% of current Y10 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 1<sup>st</sup> February 2023

- In 2021-22, 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 2022-23, 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 2022-23: *'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 2022-23: (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'*) – 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 also 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. successful introduction of Health & Social Care qualification in Y11 and the offer of Travel & Tourism and Catering in the Options program

### **Monitoring of Teaching & Learning**

- Fully inclusive Department Review process completed by July 2023 – detailed final reports compiled for all departments
- Head of Department meetings with Headteacher January 2023 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)
- Revised Department Review process to commence October 2023

The impact of the above is summarised below:

### **Headline Measures 2023**

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

### **Headline Measures 2022**

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



## Headline & Subject Analysis

The tables below highlight the actual results achieved for key measures, comparison against 1) FFT20 targets 2) 2022 performance 3) 2023 Predicted Grades 4) Mock grades 5) Herefordshire LA Averages 6) SISRA Collaboration Data

| Measure   | 2023 GCSEs   | FFT20 for 2023 Cohort | 2022  |
|---|--------------|-----------------------|-------|
| Average Total Attainment 8                      | <b>50.20</b> | 51.28                 | 56.01 |
| Average Total Attainment 8 Grade                | <b>5.02</b>  | 5.13                  | 5.6   |
| Students Achieving 4+ in English & Maths        | <b>78.9</b>  | 86.5                  | 86.4  |
| Students Achieving 5+ including English & Maths | <b>54.4</b>  | 58.8                  | 66    |

| Measure   | 2023 Predicted Grades | Mock Grades |
|---|-----------------------|-------------|
| Average Total Attainment 8                      | 52.45                 | 47.82       |
| Average Total Attainment 8 Grade                | 5.25                  | 4.78        |
| Students Achieving 4+ in English & Maths        | 81.1                  | 65.5        |
| Students Achieving 5+ including English & Maths | 50.7                  | 39.9        |

**NB:** Compared to targets, the biggest disparity is the 4+ English & Maths %, which is due to a drop in English 4+ from the previous year (92.5 in 2022 compared to 84.5 in 2023)

The 5+ including English & Maths is lower than target and 2022 due to drops in both English and Maths 5+ figure from the previous year: (English 88.4 to 70.9) and (Maths 70.7 to 57.4)

| Measure                                  | St Mary's 2023 | Herefordshire LA Average |
|--|----------------|--------------------------|
| Average Total Attainment 8               | <b>50.20</b>   | 45.01                    |
| Students Achieving 4+ in English & Maths | <b>78.9</b>    | 65.3                     |
| Students Achieving 5+ in English & Maths | <b>54.4</b>    | 42.4                     |

| Measure                                    | St Mary's 2023 | SISRA Collaboration Data 2023 |
|--|----------------|-------------------------------|
| Average Attainment 8                       | <b>50.20</b>   | 46.47                         |
| Average Attainment 8 Grade                 | <b>5.02</b>    | 4.65                          |
| Students Achieving 4+ in English & Maths   | <b>78.9</b>    | 65.5                          |
| Students Achieving 5+ in English and Maths | <b>54.4</b>    | 44.8                          |

**NB:** The SISRA Collaboration Data is based on the data of **271,985** students from **1458** schools who opted into the collaboration. \*some adjustments above take account of provisional performance data DfE October 2023

It is clear from the tables above, that whilst there is a deficit between FFT20 targets and 2022 performance, the 2023 outcomes in the key measures remain significantly stronger than LA averages and the 2023 SISRA Collaboration Data (which provides an early indicator of the national picture/averages).

Early indications of our P8 (Progress 8) Score is that it will be in the region of **0.14** (based on DfE Provisional Performance Data 2023) compared to 0.28 in 2022. This figure is subject to change\*

### Exceeding Fft20:

- DT
- Drama

### In line with Fft20:

- English Literature
- PE

### Less than half a grade away from Fft 20

- Art
- Bus Studies
- English Language
- Food & Nutrition
- Geography
- Maths
- Chemistry
- Spanish
- Textiles

### More than half a grade away, but less than 1

- French
- Biology
- Physics

### More than 1 grade away from Fft20

- Computer Science
- History
- German
- Music

## Areas for Development Arising from 2023 Outcomes

- Average Total Attainment 8 = 5.81 lower than in 2022
- % of pupils achieving 4+ in E/M = 7.5% lower than in 2022
- % of pupils achieving 5+ in E/M = 11.6% lower than in 2022
- % of pupils achieving 4+ in English 7.5% lower than in 2022
- % of pupils achieving 5+ in English 13% lower than in 2022
- % of pupils achieving 4+ in Maths 2.7% lower than in 2022
- % of pupils achieving 5+ in Maths 12.2% lower than in 2022

### **Performance of:**

- Disadvantaged pupils (20 pupils): Average Points 3.44 FfT20 4.57 (-1.13)
- SEN Support pupils (27 pupils) Average GCSE Value Added -0.2
- FSM6 (15 pupils) Average GCSE Value Added -0.8

### **Subjects:**

- **Computer Science** Average Grade: 3d FfT20: 5d (-1.92) (48 pupils)
- **RE** Average Grade: 5e FfT20 6e (-1.2) (whole cohort)
- **French** Average Grade 5e FfT20 6e (-0.75)/German Average Grade 3e FfT20 4e (-1) (French 36 & German 6 pupils)
- **History** Average Grade 4m FfT20 5m (-1.19) (78 pupils)

### **Weaker Performers in the SISRA Collaboration Data Using the SPI (Subject Progress Index)**

- Computer Science (-1.05) (48 pupils)
- Food & Nutrition (-0.81) (8 pupils)
- Music (-0.6) (12 pupils)

### **Strongest Performers in the SISRA Collaboration Data Using the SPI (Subject Progress Index)**

- PE (0.94) (42 pupils)
- Spanish (0.91) (12 pupils)
- D&T (0.85) (23 pupils)
- Drama (0.69) (9 pupils)

*\*This measure (SPI) shows how a student has performed in a subject compared with all students with the same KS2 prior attainment in the SISRA Data Collaboration.*

## **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 2023.
- SDP 2023-24
- Focused action plan which includes: priority areas, key actions, support, monitoring milestones (e.g. mocks) and SLT lead responsible for evaluating impact/progress for areas of concern (above). These will be formally reviewed on a half-termly basis and feed into whole school SEF.
- Progress updates with the above to be a standing item on weekly SLT agenda.
- Department Review processes (2023-24).
- Review pupil mentoring system to ensure that it includes pupils in the key groups outlined above and enables regular, meaningful and focused 1-to-1 support.
- Year 11 early interventions and strategic mapping of additional catch-up funding (if available).
- Targeted and focused CPD support for Heads of Subjects listed above, to include links with colleagues (HODs) from other settings.
- SLT support/induction for incoming new Head of History.
- Closer collaboration and planning with SENDCO to identify key priorities and appropriate support.
- Bespoke attendance plans for pupils in the above listed groups.

## **Predicted Grades for Current Year 11 2023-24**

| <b>Measure</b>                                       | <b>2024 Predicted Grades</b> | <b>FFt20 (2023-24)</b> |
|--|------------------------------|------------------------|
| <b>Average Total Attainment 8</b>                    | <b>54.5</b>                  | <b>53.85</b>           |
| <b>Average Attainment 8 Grade</b>                    | <b>5.44</b>                  | <b>5.39</b>            |
| <b>Students Achieving 9-4 in English &amp; Maths</b> | <b>86%</b>                   | <b>84%</b>             |
| <b>Students Achieving 9-5 in English &amp; Maths</b> | <b>58%</b>                   | <b>65.3%</b>           |

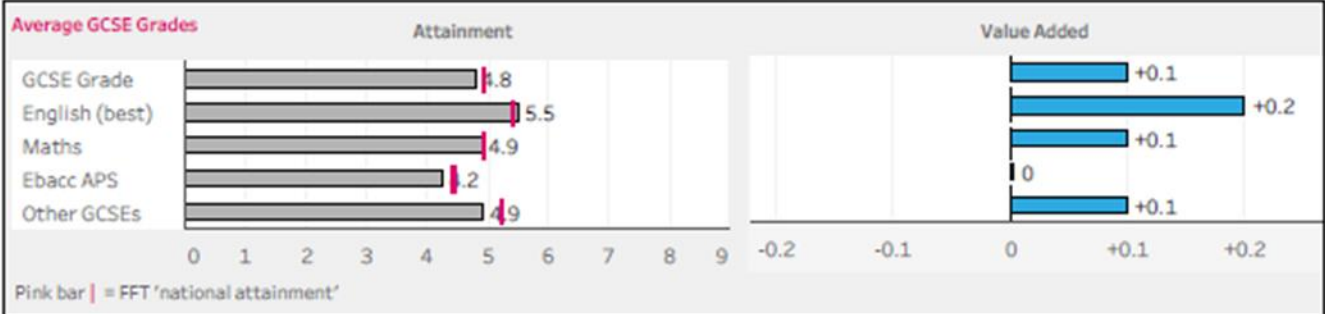
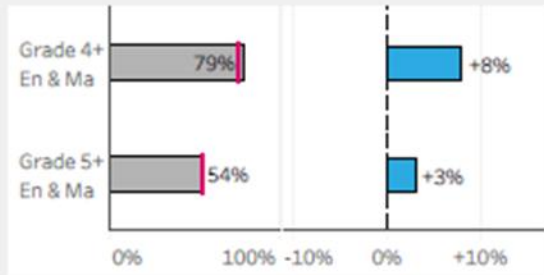
*\*A Provisional FFt Aspire Analysis has also been included for reference within this document.*

| Avg. GCSE Grade |      | Attendance |          |
|-----------------|------|------------|----------|
| School          | Nat. | Cohort     | Nat. Y11 |
| 4.8             | 4.6  | 94%        | 89.4%    |

St Mary's RC High School (8844601)

|             |     |
|-------------|-----|
| GCSE Pupils | 146 |
| With KS2    | 138 |

|                  | School Attainment | FFT Nat. 2023 | FFT Nat. 2022 | School Value Added |
|------------------|-------------------|---------------|---------------|--------------------|
| GCSE Grade       | 4.8               | 4.6           | 4.9           | +0.1               |
| English (best)   | 5.5               | 5.1           | 5.4           | +0.2               |
| Maths            | 4.9               | 4.7           | 4.9           | +0.1               |
| Ebacc APS        | 4.2               | 4.2           | 4.4           | 0.0                |
| Other GCSEs      | 4.9               | 4.8           | 5.2           | +0.1               |
| Grade 4+ En & Ma | 79%               | 67%           | 71%           | +8%                |
| Grade 5+ En & Ma | 54%               | 47%           | 51%           | +3%                |



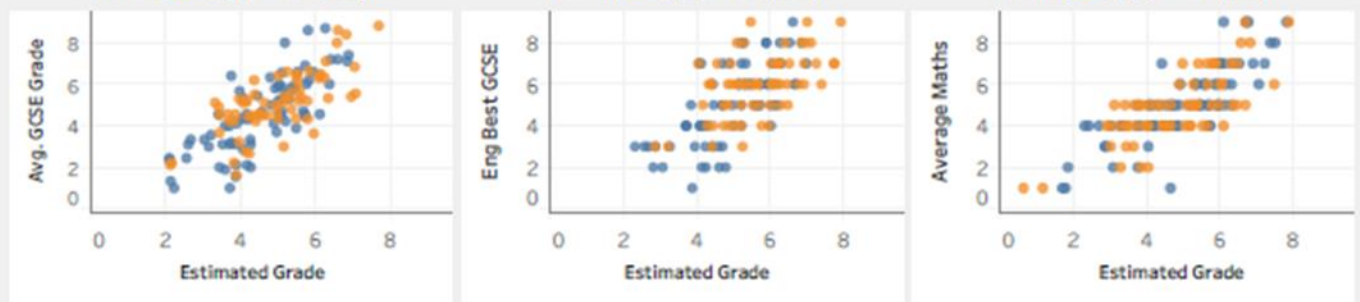
Pupil groups

|            | Pupils | Average GCSE Grade | Average GCSE Value Added | English (best) Grade | English Value Added | Maths Grade | Maths VA | Attendance |
|------------|--------|--------------------|--------------------------|----------------------|---------------------|-------------|----------|------------|
| All Pupils | 146    | 4.8                | +0.1                     | 5.5                  | +0.2                | 4.9         | +0.1     | 94%        |
| Female     | 68     | 5.0                | +0.1                     | 5.9                  | +0.3                | 4.8         | +0.1     | 92%        |
| Male       | 78     | 4.6                | 0.0                      | 5.1                  | +0.1                | 5.0         | +0.1     | 95%        |
| Higher     | 39     | 6.2                | +0.2                     | 6.8                  | +0.3                | 6.5         | +0.1     | 94%        |
| Middle     | 84     | 4.5                | 0.0                      | 5.2                  | +0.2                | 4.6         | -0.1     | 93%        |
| Lower      | 15     | 3.1                | +0.3                     | 3.6                  | +0.2                | 3.1         | +0.6     | 95%        |
| FSM6       | 15     | 3.3                | -0.8                     | 3.9                  | -0.8                | 3.6         | -0.5     | 90%        |
| Not FSM6   | 131    | 5.0                | +0.2                     | 5.7                  | +0.3                | 5.1         | +0.1     | 94%        |
| EHCP       | 2      | 2.1                | -0.7                     | 2.5                  | -1.2                | 1.5         | -0.4     | 95%        |
| Support    | 27     | 3.7                | -0.2                     | 4.1                  | -0.3                | 4.0         | +0.1     | 93%        |
| Not SEN    | 117    | 5.1                | +0.1                     | 5.9                  | +0.4                | 5.2         | +0.1     | 94%        |
| Autumn     | 44     | 4.9                | +0.1                     | 5.7                  | +0.4                | 4.9         | 0.0      | 96%        |
| Spring     | 48     | 4.9                | +0.3                     | 5.5                  | +0.4                | 4.9         | +0.3     | 93%        |
| Summer     | 54     | 4.6                | -0.2                     | 5.3                  | -0.1                | 4.9         | 0.0      | 93%        |

Average Grade: Estimated Grade  
Female (orange) | Male (blue)

English (best): Estimated Grade  
Female (orange) | Male (blue)

Maths: Estimated Grade  
Female (orange) | Male (blue)



Show on X axis: Estimated Grade



# Behaviour & Attitudes

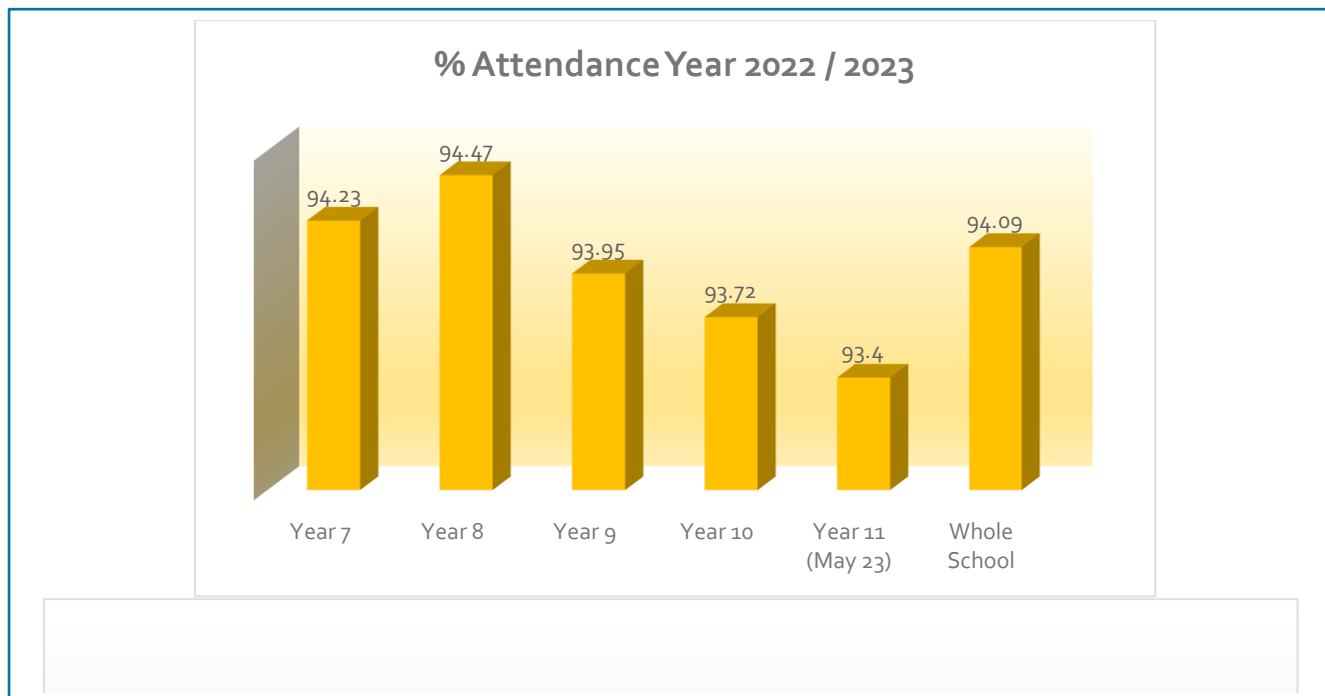
## Behaviour & Attitudes

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, HoD, HoY and SLT
- Assistant Headteacher with responsibility for Behaviour & Expectations has recently been appointed and delivered whole staff INSET in September 2023
- 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
- Links between quality of teaching and learning and impact on behaviour were covered in the Literacy INSET January 2023
- Behaviour policy was revised and re-launched September 2023
- Behaviour and SEND team work closely together to identify any pupils whose behaviour could be improved by adaptations to their learning or other interventions

The impact of the above is summarised below:

- Attendance at St Mary’s is high (whole school fig. 94.09% academic year 2022 /2023. 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 2022-23 Autumn and Spring Term – Top 25% 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

### Suspension & Permanent Exclusion Summary Academic year 2022-23

|  | Spring Term<br>(5 <sup>th</sup> January – 31 <sup>st</sup> March 2023) |                             |
|--|--|-----------------------------|
|  | No. of Suspensions   | No. of Permanent Exclusions |
|  | 12   | 1                           |
| <b>SEND Provision</b>  |  |                             |
| Pupils with SEND provision E – Education, Health & Care Plan | 1  | 0                           |
| Pupils with SEN Provision K – SEND Support                   | 2  | 0                           |
| Pupils without SEND Provision                                | 9  | 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 – July 2023: **209**

Total number of students: **131**

| One month sample   | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|--|--------|--------|--------|---------|---------|
| Total number of entries<br>27 <sup>th</sup> Feb - 31 <sup>st</sup> March 23  | 9      | 3      | 1      | 8       | 7       |
| Total number of students<br>27 <sup>th</sup> Feb - 31 <sup>st</sup> March 23 | 7      | 2      | 1      | 5       | 4       |

Year 7, 8 and 9

- Racism Intervention Workshops – helping pupils to develop their own critical thinking skills, including Show Racism the Red Card

Year 9 Intervention

- 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

- 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

- 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
- Anti-bullying Week promoted throughout St Mary’s (Autumn Term) including thematic assemblies for all year groups
- Anti-bullying Policy updated January 2023

- 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
- Full Behaviour Review was undertaken in June/Jul 2023, in order to make recommendations on possible areas for development. The review will be led by a member of SLT and include:
  - Academic research review
  - Interviews with HODs, Teachers & pupils
  - Interventions with HOY/SENDCO
  - Compilation of research findings
  - Sharing findings with SLT and Governing Body
  - Proposals including recommendations and priorities
- The newly amended whole school Behaviour Policy was shared with all staff in September 2023
- All staff received training on Behaviour and Expectations at September INSET 1 2023
- Assemblies on Behaviour and Expectations delivered to all year groups – September 2023
- A dedicated section on Behaviour has been added to the school website



# 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 2023)
- 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
  - 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
  - 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
  - Safer Streets Workshops for Y8, 9, 10 and 11s

- 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
  - D of E (revived for 2023-2024)
  - This Girl Can
  - Sports Mark Gold accreditation
- 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 '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 & International Languages 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
- Holocaust Memorial Awareness February 2023
- 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
- 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



# 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 supporting a number colleagues to undertake NPQML and NPQEL qualifications in Behaviour/Executive Leadership/Headship/T&L at St Mary's
- 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 )
- 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 (restoration of face-to-face Parents' Evenings for 2022-23 etc)
- 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 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
- Staff consulted on their wellbeing via recent survey. Findings used to inform ‘next steps’ in supporting colleagues with their wellbeing and workload
- Staff wellbeing group established which is representative of both teaching and support staff
- 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
- Annual staff INSET to provide updates on Safeguarding (key agenda item in September 2023 and January 2024)
- School Suspensions & Permanent Exclusions: Understanding & Applying Updated DfE Statutory Guidance September 2022 (Certification)
- Safer Recruitment: Embedding best practice measures when hiring new staff – secondary (Certification)
- Safeguarding & Employment Law
- External review and check of Safeguarding practices, systems and protocols June 2023

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