



St Mary's RC High School

Self-Evaluation Form
February 2024

Stuart Wetson
Headteacher

School Details – Ofsted February 2024

Unique Reference Number:	116992		
Address:	St Mary's RC High School Lugwardine Hereford HR1 4DR		
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School Details:	Voluntary Aided	Not an academy	
	11-16 Comprehensive	Mixed	
	Non-Selective	Non-boarding	
	Roman Catholic High School		
Local Authority:	Priority is given to baptised Catholics in the Admissions Criteria Herefordshire Council		
Archdiocese:	Cardiff	Anne Robertson Fr Bernard Sixtus	
No. of Teaching Staff:	51		
No. of Support Staff:	46		
NOR (Total):	750	Y7	150
		Y8	150
		Y9	150
		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: 13.6%			
The current proportion of the NOR with SEND is: 17.9%			
The current proportion of the NOR who are EAL pupils is: 22.9%			
The current proportion of the NOR who are baptised Catholics is: 52.5%			
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 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 - Use of E-Revision for homework which adjusts to suit the ability of individual pupils - 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 2019-2023 (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 2023-24: ‘*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 assess 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 (see minutes of all HOD Seminars Autumn 1 2023-2024)
- 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 - following mocks PP students identified and allocated mentors for regular meetings
- Disadvantaged learners were prioritised for Year 11 weekly study skills / revision sessions and homework support club from October to December 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

- Full and interim reports remodelled, updated and added to SIMS including curriculum summaries in order to focus staff comments on learners
- Staff 'House Style' Circulated including document to support writing reports
- School literature updated across internal documents to maintain consistency
- Final modelling presented to Heads of Department January 2024 for final feedback. Circulated with summary of changes to be fed back to departments.
- Final rollout timetable shared with staff including details on progress to this point. Collated documents shared with Heads of Department in a specific area on Central Resource Library for reference.
- Data analysis of Autumn KS3/4 completed and shared with HODs including detailed breakdown of key groups (including disadvantaged)
- Range of nominal grade boundaries drawn from GCSE papers 2017-2023 created to establish internal tracking
- New 'marksheets' and data entry systems constructed in SIMS in liaison with Hoople

The review to date includes:

- Reviewing all 2023-24 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/carers 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 2nd 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 1st February 2023 (I'm not sure about this as it's not something I arranged)
- **Y7 Careers Day** 18th June 2024 with a mix of organisations attending
- **Y8 Careers Day** Wednesday 24th 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 21st May 2024 with some amendments to the organisations attending

- **Y9 Careers Day** planned for 12th 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 5th 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+ Evaluation: February 2024

Our results continue to be 100% across all benchmarks and can be seen via the link: <https://compass.careersandenterprise.co.uk/shared/yz25pe5hWjaVZutHtAb33f9pcEWVuzef>.

We have also been placed in the **Thriving+** category as regards progress in Careers provision within the Hub by DfE. To be in the category we are seen to be doing and/or being offered the following support from the Hub

- Consistently achieving 7-8 (Gatsby) benchmarks (including 100% BM1)
- Have an effective Enterprise Adviser
- Has on boarded to Compass+
- Careers Leader has completed/signed up for Careers Leader training
- Compass Audit and ad hoc support
- Annual Progress Report
- During week commencing 25.09.23, all Year 11 pupils engaged in a week-long work experience placement with local businesses and employers
- All Year 11 pupils were given a mock interview by external interviewers 17.11.23 in preparation for their next steps in education, employment and training. Interview feedback:
 - 74.4% felt well prepared for the day
 - 62.4% enjoyed the day, most said they were very nervous but they could see that it might help in the future but didn't "want" to do it
 - 80% felt the employers were well prepared
 - 73.6% felt that their confidence in interviews had improved
 - 72% felt that they had developed their interview skills
- **Sample comments from pupils:**
 - "Mrs Hanson was very kind and gave me lots of good advice"
 - "I learned I should have some questions to ask the interviewer"
 - "I learned that I should talk clearly and not be scared to ask questions"
 - "Need to not look down as much"
 - "Need to be myself rather than put on another character"
 - "I have further developed my interview skills and I am more comfortable with what I should expect from an interview"

- 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 took part in an Employability Enterprise Day run by Bright Futures. Workshop feedback is available via this link [Bright Futures Evaluation](#)
- 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 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 CSED 2023-24 '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 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 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"'.
- 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 2023-2024: A very impressive requirement of the developing KS3 curriculum is the introduction of five enquiries that feature in each year group as a key part of intent. All enquiries are thematic in nature and follow a cyclical approach, whereby themes are revisited each academic year allowing skills and knowledge to be revisited, built upon, and consolidated'

- Increasing the proportion of pupils taking the EBacc suite of subjects has been a focus, to ensure that our offer continues to be ambitious (52% 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 1st February 2023
- Options Evening – 7th March 2024
- Y9 literacy intervention class for a small number of Y9 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.
- In 2022-2023, 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 2023-2024, 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 2023-2: '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 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. successfully 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
- New SEND tracking documents designed and circulated including work on referral pathways and case studies. Liaison with SEND team about rollout for Spring 2024

The impact of the above is summarised below:

Headline Measures 2023

Progress 8 score:	0.14
(Lower confidence interval -0.09 , upper confidence 0.38)	
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

Headline Measures 2022

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

Headline & 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	50.20	51.28	56.01
Average Total Attainment 8 Grade	5.02	5.13	5.6
Students Achieving 4+ in English & Maths	78.9	86.5	86.4
Students Achieving 5+ including English & Maths	54.4	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	50.20	45.01
Students Achieving 4+ in English & Maths	78.9	65.3
Students Achieving 5+ in English & Maths	54.4	42.4

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

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

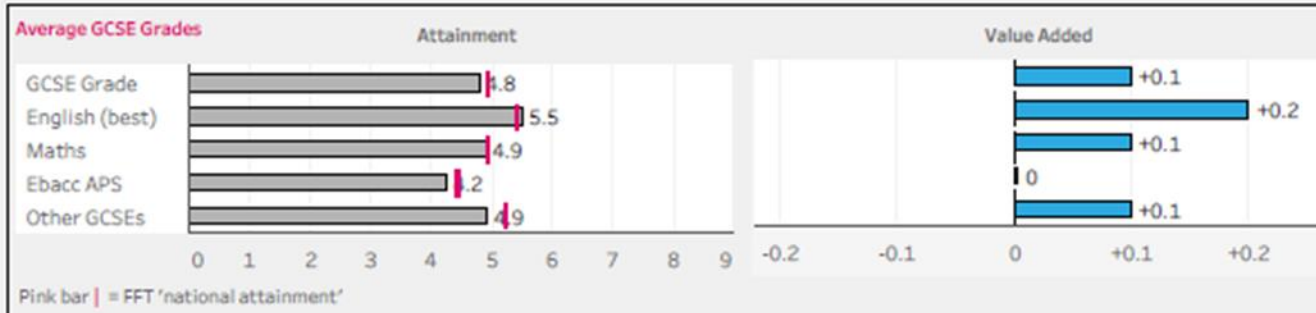
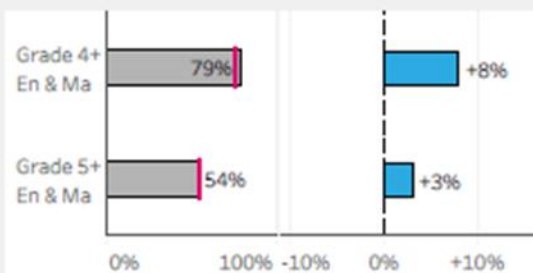
**A Provisional FFt Aspire Analysis has also been included for reference within this document.*

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)



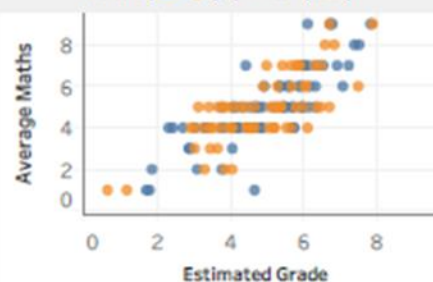
English (best): Estimated Grade

Female (orange) | Male (blue)



Maths: Estimated Grade

Female (orange) | Male (blue)



Show on X axis: Estimated Grade

Mock Headline Information – Jan 2024

Measure	Mock	FFT20	2023 Actual Outcomes
Attainment 8	48.65	53.63	50.23
Attainment 8 Grade	4.87	5.36	5.02
4+ in Eng & Maths	68%	84.7%	78.9%
5+ in English & Maths	38%	64.7%	54.4%

Background & Context from 2023

Measure	Mock 2023	Actual GCSE Outcomes 23	% increase between mock and actual 2023
Attainment 8	48.14	50.23	2.09
Attainment 8 Grade	4.81	5.02	0.21
4+ in English & Maths	66%	78.9%	12.9%
5+ in English & Maths	40%	54.4%	14.4%

2024 Projections based on 2023

Measure	Mocks 2023	Actual 2023	% increase from mock to actual	Mocks 2024	+ same increase as 2023	FFT 20 Targets for 2024
Attainment 8	48.14	50.23	2.09	48.65	50.74	53.63
Attainment 8 Grade	4.81	5.02	0.21	4.87	5.08	5.36
4+ in English & Maths	66%	78.9%	12.9%	68%	80.9%	84.7%
5+ in English & Maths	40%	54.4%	14.4%	38%	52.4%	64.7%

Predictions 2024 (Pre-Mocks)

Measure	Predictions	FFT20	Mock 2024
Average Total Attainment 8	54.28	53.63	48.65
Average Attainment 8 Grade	5.43	5.36	4.87
4+ in English & Maths	82.7%	84.7%	68%
5+ in English & Maths	54.0%	64.7%	38%



Behaviour & Attitudes

Behaviour & Attitudes

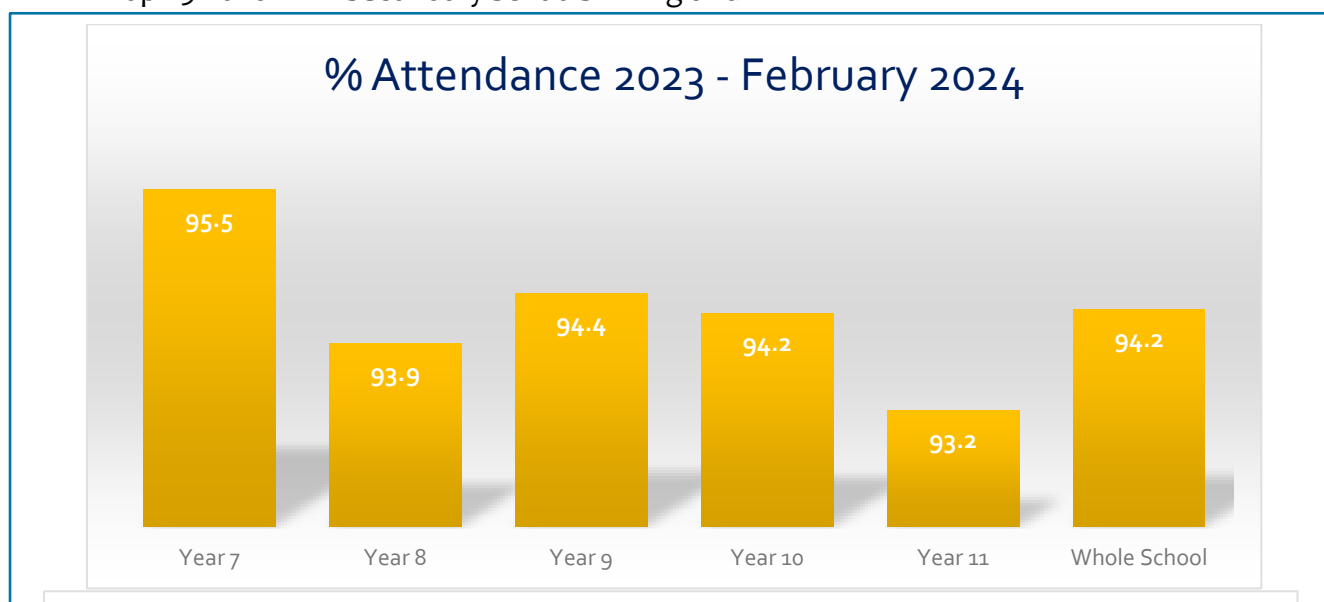
Current Evaluation: *Outstanding*

- 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.
- 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.
- 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.
- An Assistant Headteacher with responsibility for Behaviour & Expectations was appointed in September 2023.
- A full Behaviour Review was undertaken in June/July 2023, in order to make recommendations on possible areas for development. The follow up work is being led by a member of SLT and includes:
 - Academic research review
 - Interviews with HODs, Teachers & pupils
 - Interventions with HOY/SENDCO
 - Sharing findings with SLT and Governing Body with a particular focus on identifying trends
 - Review of the method in which online alerts are dealt with
 - Ensuring consistency in behaviour management across the school
 - Developing a taught behaviour curriculum
- 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.
- The revised policy and an explanation of the underlying values was shared with the Governing body in a presentation in December 2023.
- A dedicated section on Behaviour has been added to the school website.
- 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.

- The HOD team met in January 2024 to review how behaviour is managed in school and feedback has been given to the senior leadership team for consultation.
- 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 was introduced across all year groups in the Autumn term of 2023.
- Links between the quality of teaching and learning and the impact on behaviour were covered in the Literacy INSET January 2023.
- The Behaviour and SEND team work meet weekly to identify any pupils whose behaviour could be improved by adaptations to their learning or other interventions.
- 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, Learning 4 Life 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.
- 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.

The impact of the above is summarised below:

- Attendance at St Mary's is high (whole school fig. 94.22% academic year 2023 - 26.02.04. 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 and Autumn 2024 – 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 in line with our Catholic values and behaviour policy – we use a system of restorative work to support good behaviour.

Suspension & Permanent Exclusion Summary **Academic year 2023-24**

	No. of Suspensions	No. of Permanent Exclusions
	3	0
SEND Provision		
Pupils with SEND provision E – Education, Health & Care Plan	0	0
Pupils with SEN Provision K – SEND Support	3	0
Pupils without SEND Provision	0	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 23 – February 24: 77

Total number of students: 41

One month sample	Year 7	Year 8	Year 9	Year 10	Year 11
Total number of entries 28 th Jan – 27 th Feb 24	3	6	4	1	3
Total number of students 28 th Jan – 27 th Feb 24	3	6	4	1	3

Year 7, 8 and 9

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

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



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
- 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
- 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
- Governors Away Day (01.12.23)