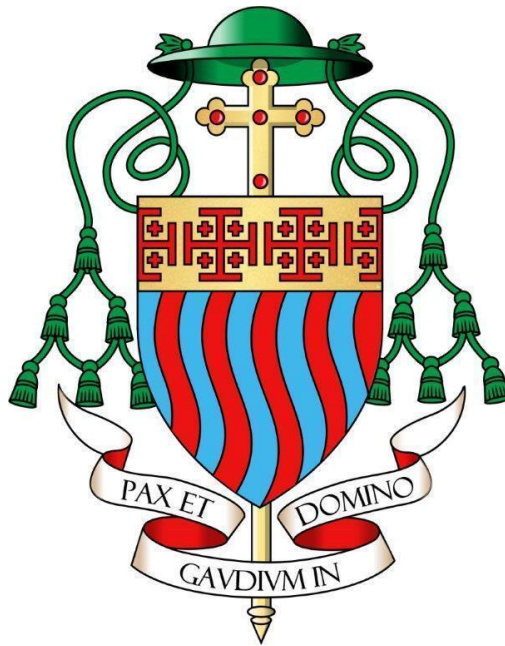


THE DIOCESE OF ARUNDEL AND BRIGHTON



DIOCESAN SELF EVALUATION FORM

Date of this version: October 2018

St Richard's Catholic College
Ashdown Road, Bexhill on Sea, TN40 1SE

Telephone: 01424 731070
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DFE Number: 845/4606
URN Number: 114612

Headteacher: Miss Doreen Cronin
Chair of Governors: Mrs Alison Horan

Canonical Inspection under Canon 806 on behalf of the Diocese of Arundel and Brighton and inspection of Denominational Education under Section 48 of the Education Act 2005

Date of previous inspection: 28-29 November 2013

SECTION 1 : SCHOOL DATA

SCHOOL CONTEXT

Brief statement about school - location, type, population, feeder parishes etc

St Richard's Catholic College is a Voluntary Aided 11-16 school. It is situated in the Hastings & St Leonards Deanery of the Diocese of Arundel and Brighton. It is maintained by East Sussex LA. The school serves the parishes of Eastbourne, Hastings, St Leonards, Bexhill and Hailsham. The college entrance criteria is based on faith background and the percentage of Catholics currently in the school is 83.1%.

The number of pupils on roll is 1020. The academic profile of the college reflects the full ability range. The average KS2 point score on entry for the current Year 10 and 11 is above the national average. The current Year 7, 8 and 9 are on a new system based on a standard score of 100. The Year 9 group is at the national average for maths and above the national average for English. Year 7 and 8 are above the national average in both English and Maths. The percentage of Pupil Premium is 14.2%. 18% of pupils are on the SEN or additional needs register; of these 7.63% of pupils have an EHCP plan or receive SEN support; 67.58% of pupils identify themselves as 'White British' or Irish, while 6.95% are Asian and the remaining 25.47% are from a variety of backgrounds. The proportion of pupils from homes where English is an additional language is 12.83%.

STAFFING PROFILE

Total of full-time teachers	50
Total of part-time teachers	20
Total full time equivalent (f.t.e.)	61.34
Number of teachers who are Catholic	35
Percentage of teachers who are Catholic	50%
Number of teachers who teach Religious Education	6
Number of teachers with CCRS	10
Number of teachers with other Catholic qualification (e.g. Theology, leadership)	4
Hours per week of additional staff support (e.g. Teaching Assistant) given in Religious Education lessons	19 lessons

SENIOR LEADERSHIP TEAM

Name	Role and Responsibilities
Miss Cronin Principal	The distinctive nature of the Catholic school, mission and ethos Whole School organisation, strategy and development Leading and managing teaching and learning Health, safeguarding, safety and discipline Management of staff and resources Promoting CPD for all staff Communication - internal/external The Teaching School Monitoring: Lay Chaplain Strategy B/Literacy (CIP)
Mrs Bligh Vice Principal	Pastoral Care Safeguarding Lead Day to day organisation Monitoring: Strategy C (CIP) English/SEN/Pastoral Leaders
Mr Tadros Assistant Principal	Assessment: Intervention/data/tracking progress Raising Attainment Lead Oversight of Curriculum risk assessments Monitoring: Strategy A (CIP) Science/MFL/ Product Design
Mr Doherty Assistant Principal	Pastoral Leader: Year 11 Behaviour for Learning Lead Oversight of train and bus behavior Monitor website and VLE More Able Lead Monitoring: Art/Performing Arts/Asdan
Mrs Hoyle Assistant Principal	Subject Leader: Geography Teaching and Learning Lead School trips liaison Pupil Premium/Disadvantaged Groups Lead Monitoring: Geography/PE & Strategy D (CIP)

<p>Mr Campbell Assistant Principal</p>	<p>Pastoral Leader: Year 10 Attendance Lead Co-ordination of the House and Rewards systems Monitoring and supporting ICT services Community Links Monitoring: Computing/Business Studies/RE</p>
<p>Mr Jacobs Assistant Principal</p>	<p>Subject Leader: Maths SSAT Exceptional Education Lead Teaching and Learning Deputy Lead Oversee cover arrangements/Monitor Senior Cover Supervisor Monitoring: Maths/History/Numeracy & Strategy D (CIP)</p>
<p>Mr Clark</p>	<p>One day LMT support a month. Organisation of whole-school events - masses/block days/revision workshops/exams Strategic support to the Principal</p>

Pupils' religious identity

(Figures are accurate to: 01/11/2018)

	N	R Y7	Y1 Y8	Y2 Y9	Y3 Y10	Y4 Y11	Y5 Y12	Y6 Y13	Totals
Number of pupils on roll		207	216	197	200	200			1020
Number of Catholic pupils		181	184	160	160	163			848
% of Catholic pupils of total		87.4	85.1	81.2	80	81.5			83.1
% of children from other Christian faiths		9.66	7.87	14.72	15.5	12			12.15
% of pupils from other faith backgrounds		1.93	2.77	0.5	2	2			1.5
% of pupils from no faith background		0.96	4.16	3.55	2.5	4.5			3.1

Pupil Data

Number of pupils with a Statement of Special Educational Needs	8 (EHCP)	
Number on SEN register (all categories)	78	
Number of pupils receiving Pupil Premium	145	
Number of pupils excluded in the last academic year	<i>Permanent</i> 1	<i>Fixed Term</i> 20

Classroom Religious Education Time (not including PSHEe and Registration)

Total teaching time - per week	1460 minutes KS3 RE: 3 X 100 minutes = 300 minutes (based on 50 minute lessons) KS4 RE: 2 X 150 minutes = 300 minutes
Total teaching time for classroom Religious Education - number of lessons and %	KS3: 2 lessons a week KS4: 3 lessons a week KS3: 7% KS4: 10%

Classroom Religious Education Budget

	2015-2016	2016-2017	2017-2018
Religious Education budget over the last three years	£5800	£6999	£7212
English budget over the last three years	£8250	£7425	£7500 (but spent £9197)
Mathematics budget over the last three years	£24000*	£12250	£12814 (but spent £13786)

*The Governors provided almost £15,000 for the purchase of up-to-date textbooks.

Attainment Data - Secondary

Please use numbers not percentages, unless otherwise stated.

Key Stage 3 - Teacher Assessment (over the last three years) - NB no longer levels since 2016

Year	No. in cohort	Level 3		Level 4		Level 5		Level 6		Level 7		Level 8		EP	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2016	203	6	3	10	5	27	13	125	62	35	17				
2017															
2018															

GCSE Results (over the last three years)

Year	No. in cohort	A* - A (9-7)		Grades 9-5		A* - C (9-4)		A*-G (9-1)	
		No.	%	No.	%	No.	%	No.	%
2016	185	108	58.4	n/a	n/a	172	93	185	100
2017	203	93	46	n/a	n/a	145	91	203	100
2018	184	90	49	152	83	168	90	184	100

AS Level Results (over the last three years)

Year	No. in group	A		B		C		D		E		U	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2016	27	10	37	12	44	4	15	1	4				
2017	18	8	44.4	4	22.2	6	33.3	0	0				
2018	22	3	14	8	36	6	27	5	23				

A2 Level Results (over the last three years) N/A

Year	No. in group	A*		A		B		C		D		E		U	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%

Please detail any additional attainment data, teacher assessment, related to Religious Education not included above (e.g. General RE at post-16).

Please detail participation in the following for Key Stage 3: internal moderation, external (Deanery/Diocesan) moderation.

Within Key Stage 3, pupils are assessed regularly. For each topic they are given a grade and clear targets for one extended piece of writing and then assessed at the end of the term with a test. Following this test, pupils are then assessed on whether they are making progress towards their target. The Subject Leader monitors all work and progress to ensure all pupils are moving forward. If pupils are underperforming, they receive intervention sessions and materials to help them get back on track.

In addition, during department meetings, the department moderate their marking of the assessments pupils have completed. This has been especially important with the change to 1-9 grading system. The department has identified an area for development as carrying out moderation with Catholic schools within the Diocese. This has been done at the Diocesan Heads of RE meeting but there is a need for training all departmental staff, with respect to the new assessment criteria, to ensure we continue to achieve outstanding outcomes for all groups of pupils.

SECTION 2: SELF-EVALUATION

CATHOLIC LIFE

Catholic Life

- CL1: The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- CL2: The quality of provision for the Catholic Life of the school.
- CL3: How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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CL1: The extent to which pupils contribute to and benefit from the Catholic Life of the school.

- *Pupils' sense of belonging to the school community and their relationship with those from different backgrounds*
- *The extent to which pupils take on responsibilities for developing the Catholic character of the school*
- *The impact of the school's Catholic ethos on pupils' attitudes and behaviour and the extent to which pupils are committed to the school's mission*
- *The impact of the school's Catholic ethos on the spiritual and moral development of all students and the extent to which it enables them to discern their own unique vocation*

CL1

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

Pupils' behaviour towards one another and the care they have for each other is testament to their spiritual, moral and social development. Diversity is recognised and differences celebrated, always in the understanding of the uniqueness of each individual made in the image of God. There is an intolerance of discrimination and prejudice. All are welcomed in a spirit of Christian love and fellowship. Pupils treat each other with respect and this attitude is extended to the great variety of people they meet regularly through college. Visitors always comment on the respectful and friendly manner in which our pupils greet and interact with them. Regularly, we receive compliments from members of the public about the way our pupils show respect and good manners on their way to and from school and on public transport. Their friendly and confident attitude to others speaks volumes for the way they develop here at college. Pupils support each other through a variety of leadership and caring roles: School Council Representatives, Liturgy Reps, Student Listeners, Anti-bullying Ambassadors, Prefects, Form Representatives and Well-Being Ambassadors. These roles support the character development of our young people.

During assemblies and Services we celebrate and affirm the positive attitudes and selfless behaviour of groups and individuals. Assemblies examine spiritual, moral and social duties

and expectations. All pupils plan and prepare for assemblies and services. This last academic year (2017-18) there has been a focus on embedding a growth mindset so that all pupils are challenged to reach their God-given potential. It is also a focus this academic year.

The Catholic philosophy of service to those in need is embedded in the school and evident in the willingness of pupils to engage in a variety of charity work. Pupils regularly respond to the needs and difficulties of others through a programme of charity work which involves every pupil throughout the year in a variety of different fundraising activities. Annually, the pupils raise approximately £15,000 for a wide variety of charities and worthy causes. This past academic year (2017-18) pupils raised over £24,000 with one major fundraising project, 'Sophie's Secret Postcard' in memory of a pupil who died in April 2017, raising £12,500. The pupils spend time learning about different causes and the need to respond positively in form time, assemblies, RE and PSHEe. Led by the Spiritual Life team and RE department, pupils take part in a range of justice and peace campaigns throughout the year that enhance their moral development. A Community Cohesion Day is organised annually for Year 9 pupils. All pupils work towards achieving the CREST Award with a series of challenges that set out to develop their character and lead them to greater awareness of their own spiritual growth and awareness of their local, national and global neighbours.

Pupils have been enthusiastically involved in CAFOD's annual Lenten Campaign, Water Aid Appeal, Love in a Box Appeal, End Polio Now Campaign, Send My Friend to School campaign and Fairtrade activities. They have supported the Bexhill Food Bank by donating food and helping the organisers arrange items into food parcels.

The school has achieved its Fairtrade Achievers' Status which is valid until December 2019. This is due to the hard work of the volunteer committee of Fairtrade champions made up of pupils from all year groups. The Fairtrade champions lead in delivering events throughout Fairtrade Fortnight such as Fairtrade Big Brew coffee morning and the Fairtrade stall. They have organised a raffle for Year 7 parents' evening; annually they organise a Fairtrade Easter raffle and a stall at the Summer Fayre. They also organise the Fairtrade Bake-off in conjunction with the MFL Department, exploring other cultures in the process of promoting the use of Fairtrade products. The group continue to meet to ensure Fairtrade is an ongoing commitment within the school.

The Lay Chaplain regularly consults with the elected Liturgy Reps from each form and asks for feedback on the spiritual life of the school. Liturgy Reps regularly update their form Liturgy board and assist the Lay Chaplain in ensuring these boards are reflective. The Lay Chaplain is supported by the Liturgy Captain (a leadership role for a Year 11 pupil) and two Deputy Captains, one of whom is in Year 10. The Captains are commissioned at the End of Year Mass in summer, along with Eucharistic Ministers.

In 2016, the community set about reviewing the Mission Statement of the school. All pupils were asked to contribute to this and the School Council, led by the Head Boy and Head Girl, spent some time discussing this. Staff opinions/ideas were sought as were the views of parents and Governors. The design for the Mission Statement was created by a Year 7 pupil and the revised Mission Statement was launched in September 2016. It continues to be referred to daily and is the focus of our endeavours as a worshipping community with Christ at the centre.

Annually, Year 10 pupils volunteer to facilitate the Infants' Christmas party at Glyne Gap Special School. Pupils collect and prepare food and party items and gifts for this event, which are donated by pupils and staff. Volunteers then facilitate games and play with the children at the party. It is always a memorable event for all involved.

We recognise diversity in our college community and incorporate the many different

languages in our school into our Advent Services. The Lay Chaplain, in collaboration with the MFL Department, has made a prayer resource to use on international day of languages.

Areas for Development

- To promote more opportunities for pupils to put faith into action through social justice campaigns based on Catholic teaching.
- To encourage more Upper School pupils to prepare for the Sacrament of Confirmation.
- To develop greater pupil leadership and participation in the preparation of resources for all acts of collective worship.
- To promote the Pope's monthly prayer intention in acts of Collective Worship.
- To provide opportunities to increase prayer and formation throughout the liturgical seasons.

CL2: The quality of provision for the Catholic Life of the school.

- *The centrality and efficacy of the school's mission statement*
- *The extent to which the school makes its Catholic identity and ethos explicit through the learning environment, chaplaincy provision and community cohesion*
- *The quality of community life evident in the pastoral care shown to all members of the community, both pupils and staff*
- *The extent to which the school promotes standards of behaviour that reflect Gospel values and how effectively it develops positive relationships between all members of the school community*
- *The quality of pastoral programmes, including PSCHE and RSE*

CL2

The quality of provision for the Catholic Life of the school.

Mission and Ethos

Our college Mission Statement is inspired by Gospel values and ensures Christ at the centre of our school. Its formation was a powerful opportunity to re-evaluate our mission and provided both affirmation and a renewed focus for strengthening our core purpose in this time of change. Our last Liturgy INSET allowed staff to explore prayer and worship in the school. This was led by the Catholic Bible School who provided workshops and insights to support staff in mission integrity. Our next Liturgy Inset is scheduled for January 2019. Liturgy is a focus of all staff inset days with time allocated to the Lay Chaplain for prayer and sharing of resources and information.

Ours is a community where everybody matters and where high emphasis is placed on supporting the vulnerable. We fully embrace the Catholic education vision of preferential treatment for the poor. Diversity is recognised and differences are celebrated. There is an emphasis on all pupils achieving their potential academically, socially and spiritually and the removal of barriers to learning and life opportunities. Our Catholic ethos is evident in the relationships between staff and pupils; the environment in which pupils learn and the promotion of justice and peace campaigns. The pupils are committed to regular charity campaigns for those less fortunate including Surviving Christmas, Love in a Box and CAFOD's Lenten campaign. Each year, our pupils raise at least £15,000 for those in the world who are less fortunate.

The Spiritual Life Team, led by the Lay Chaplain, works effectively alongside the LMT, RE department and clergy in promoting the Catholic ethos of the school. Opportunities to attend retreats, pilgrimages (Lourdes and Rome) and weekly Mass are made available. A new initiative being trialled this year is to bring two forms from the same House together for the celebration of Mass.

The Lay Chaplain has prepared resources to ensure these masses are planned to be spiritually beneficial. This plan was rolled out in September 2018 and initial feedback has proved positive. The resources are regularly updated and the Lay Chaplain and Spiritual Life team will continue to evaluate them. The Lay Chaplain seeks feedback from the Liturgy Reps and Clergy to ensure that pupils are experiencing a thoughtful, meaningful service or Mass as a

form, year group or as a whole school. Liturgy Reps take a key role in evaluating and promoting spiritual development during their termly meetings.

Learning Environment

Throughout the school there is clear evidence of its Catholicity. Each Form room has a Liturgy Notice board, which is regularly updated by form tutors and their Liturgy Rep. Liturgical events and displays are refreshed across the school throughout the year. The Lay Chaplain has created a Liturgy Box which each form uses to support the creation of a visual focal point for prayer. This is referenced regularly in staff meetings to ensure it remains an integral part of form life.

A Peer Review conducted in October 2016 by two former NLEs and one current practitioner, two of whom were Ofsted trained, observed over 50 part-lessons. They commented, *“Incidents of poor behaviour are rare and the behaviour of pupils is exemplary. Pupils report that bullying is rare and that any incidents are always dealt with effectively.”*

Pastoral Care

St Richard’s has an effective Pastoral Care system. Each year group is split into 8 form groups, each one led by a tutor. The tutors are supported by experienced Pastoral Leaders. Alongside this, each year group has a Teaching Assistant Coordinator. This ensures there are a number of staff for pupils to turn to in times of need. The Lay Chaplain actively supports all tutors and Pastoral Leaders. The Pastoral Care team meets once a term to enable effective intervention with pupils who may have difficulties at home or in school. We have key members of staff identified as mentors to more challenging/complex pupils; we also have a trained designated teacher for LAC.

The safeguarding of pupils is a priority and staff receive termly training at our staff meetings. All meetings have safeguarding on the agenda and there are regular assemblies/PSHE lessons about the importance of keeping oneself safe. The safeguarding team meet termly.

The Lay Chaplain’s office has an open-door policy to ensure that pupils and staff feel they have somewhere to go in times of struggle. This is also available to staff with designated times put aside and a confidential option for accessing support outside of these times.

Currently, three TA Coordinators run the SPECTRUM counselling programme for young people who suffer bereavement and loss. It runs as two groups, one for Upper School and one for Lower School following a realisation of need. Training is in place (2018-19) for the Lay Chaplain and another TA, to ensure this programme continues to develop and meet the needs of the pupils. Our Principal gave a presentation on supporting bereaved pupils and staff at a national conference for The Children’s Society in May 2017.

There has been a big focus on emotional well-being with the appointment of a Mental Well-being Champion. Pupils receive designated assemblies, form time activities and PSHE lessons to begin to break down the stigma associated with mental health. We are also focusing on how our young people can take responsibility for their own emotional well-being, through exercise, prayer and meditation, hobbies, volunteering, spending less time on their phones and more time with their families and talking things out. We secured £17,000 of funding in total over 2 years to improve our work in this area. This means that pupils will have greater access to quality resources and support around emotional well-being. Pupils’ physical activity has been enhanced through the use of pedometers and new PE equipment such as bicycles and rowing machines. We also believe in the importance of role modelling emotional well-being and supporting staff with their own mental well-being. There is an annual programme in place that includes the following activities for all staff members wishing to partake: weekly

meditation, mindfulness walks, 'knit and natter', introduction to mindfulness workshop, art for relaxation and a range of exercise classes to include yoga and pilates. The Lay Chaplain has also offered designated times for staff wishing to talk to her in private. Signposting for both staff and pupils for support in this area is visible around the school. Most staff have accessed twilight training on mental health and CBT in the last academic year.

Our school recognises the dignity of all its pupils and staff. A member of the pastoral team, Miss Easton, has taken on the role of LGBTQ+ Champion for pupils who may have questions or worries related to sexuality and gender. With a clear focus on equality, a staff member has led training with staff and governors on this topic. Pupils receive assemblies with a clear focus on standing up to anti-homophobic language and bullying. The school has adopted the resource from St Mary's University Twickenham entitled 'Made in God's image' in their PSHE schemes of work.

We are also working strongly with external partners who support the pastoral work of the school; namely, the Education Attendance Officer, behaviour support, school nurse, the mental health and well-being team. The school employs a counsellor for three days a week and pupils can self-refer to this service.

PSHEE

St Richard's places high priority on the delivery of PSHEE with weekly 50 minute sessions delivered by tutors. The aim of our programme is to provide pupils with:-

- accurate, balanced and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and, if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to develop positive, personal attributes such as resilience, self-confidence, self-esteem, and empathy

The spiralled schemes of work are overseen by the Pastoral Leaders and are regularly reviewed and updated at termly meetings and through the support of the PSHEE Co-ordinator who is an RE specialist. Relationships and Sex education is taught in keeping with the teaching of the Catholic Church. The principles of Christian love as manifest by Christ and the dignity of the human person as made in God's image underpin and shape the delivery of all lessons exploring the themes of love and responsibility regarding sex and relationships.

Additionally, Year 10 pupils attend a retreat day during the school year focussing on personal relationships and love. Year 10 also receive a presentation from the Challenge team around chastity before marriage. All pupils get the opportunity to participate in theme weeks and days such as Anti-bullying week, Mental Health Week and Safer Internet Day to name just a few. Events are highlighted to parents in the termly newsletter to encourage positive discussions with their child in relation to these and the forthcoming programmes of study that will be delivered.

Currently, the Lay Chaplain is exploring a new venue to hold retreats. A contact has been made with the Salesian's Retreat centre in Battersea. Retreat days are planned for Year 7 (Creation/Stewardship) and Year 8 (Catholic Social Teaching) in the summer term 2019.

We continue to promote and advertise Diocesan retreats amongst all pupils. Annually, we attend the Good Shepherd Retreat day for the primary and secondary schools in the Diocese

and the secondary school pilgrimage to Arundel Cathedral. In the summer term of 2018 we took a group of pupils to the 'Life of Christ' Wintershall.

Year 9, 10 and 11 pupils have the option to attend a bi-annual pilgrimage to Rome; this trip allows them to explore their Catholic heritage and culture. A highlight of this trip is the opportunity to attend an audience with the Pope.

Year 10 and Year 11 are given assemblies on the Youth stream of the Diocesan Pilgrimage to Lourdes, the Redshirts, in order that they might consider joining the Diocesan support group.

St Richard's has a service group in the HCPT Lourdes pilgrimage, Group 715. This is offered to Year 11 and takes place in the Easter Holidays. Pupils provide a service to the pilgrimage as a whole and, in particular, to our local groups, 154, 71 and 210. This ensures that the groups can provide a pilgrimage experience to a large number of children in need in the Diocese. Regrettably, it has not been possible for our pupils to take up the opportunity of the HCPT pilgrimage in 2018 and 2019 due to the close proximity of their GCSE exams.

In the summer term, the Lay Chaplain provides a retreat opportunity for our main feeder primary schools. This offers a spiritual dimension to the transition programme and gives the incoming Year 7 a chance to see spiritual life in action in St Richard's. She also delivers retreat workshops at St Thomas a Becket Catholic primary school.

We see British Values as grounded in Christian Values. All pupils receive lessons, assemblies and extra-curricular opportunities that explore British Values. Following the rise of Islamic extremism, we have developed our schemes of work and used assemblies to emphasise that Islam is a religion of peace. Members of the Bexhill Islamic Community have also given presentations to RE classes. We have a very successful community cohesion block day for Year 9 in the summer term. Staff and Governors have all been trained in the PREVENT (anti radicalisation) agenda. Designated lessons have taken place in RE. Pastoral staff are confident on how to deal with any incident that arises linked to radicalisation or extremism.

Areas for Development

- To ensure that all pupils and groups (in particular PP pupils) reach their God-given potential.
- To continue to improve the appearance and use of the Chapel for all pupils, as we await LCVAP funding for a new chapel on the field.
- To establish new venues for retreats for Lower School and Upper School pupils.

CL3: How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

- *The depth of the commitment of leaders and managers to the Catholic Life of the school*
- *How well leaders and managers monitor and evaluate provision and outcomes in order to plan future improvements*
- *How well pupils, parents, governors and other stakeholders understand and are committed to the mission of the school*

CL3

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

Leadership

Leadership at all levels is outstanding. The Principal leads by example in promoting authentic Christian values and a high quality of care and education for all pupils. Mission integrity is central to the leadership strategy of the LMT. All leaders are committed to ensuring that pupils receive a first class education through high expectations and an optimistic belief that all pupils can make outstanding progress. The leadership and management team support the Principal in promoting the spiritual and moral development of all pupils through assemblies, acts of worship, pastoral care and a curriculum that promotes success. These are evaluated and guidance and support is given to those members of staff who lead these areas.

Middle Leaders are rigorous in their support of our young people and all are developed through a comprehensive programme of CPD. Staff support each other and there is an ethos of sharing best practice. As a Teaching School, our staff benefit from a range of leadership training. The rigorous process of self-evaluation and quality assurance is evident in all training programmes. Each term there is a detailed monitoring cycle based on lesson observations, book scrutiny, data analysis and pupil voice. Where there is underachievement in a subject or pupil group, intervention is put in place to close the gap.

Governors' Role

The Governors are actively involved in the leadership and management of the college. Our Chair of Governors is committed to all aspects of college life and visits the college on a regular basis. Each department has a Governor link who visits and attends departmental meetings. There is robust monitoring of the Catholic life of the college, reviewing the S48 SEF, the RE SEF, the RE SIP, the RE curriculum, the provision for vulnerable groups and the pastoral welfare of all who come to St Richard's (various reports are available to Governors). The Lay Chaplain provides Spiritual Life reports for all Full Governor Body meetings and termly newsletters. Governors and school leaders share a vision of the Catholic curriculum which draws on church teaching and a vision for education and provides pupils with the opportunity to encounter Christ.

The Mission of the School

All stakeholders (pupils, parents, Governors and staff) understand and are committed to the Mission of the school. The views of all were sought in creating our Mission Statement. Governors interview pupils about prayer life and the views of parents are sought at Parental Focus Group meetings. The RE department contributes to the termly newsletter informing

parents what is happening in RE both in terms of the curriculum and extra-curricular trips and events. Staff meetings begin in prayer or reflection and Inset Days often begin with a Mass. Twice a week, staff briefings begin with a prayer led by a range of staff and all LMT/team meetings begin with a prayer.

The PTFA have had a supportive role in helping to strengthen Prayer life in the school. They have helped to fund Liturgical dance costumes and the Tutor Prayer boxes. They also organise refreshments at all evening Services.

Once a year, the college hosts a joint Deanery meeting with Eastbourne and St Leonards. All of the clergy from both Deaneries are invited to attend. Topics for discussion are the impact of clergy participation in school services and Masses; areas in which they can improve their interaction with the school and our feeder schools, and the content and delivery of the RE curriculum. This is attended by the Lay Chaplain, Principal, Subject Leader of RE, Chair of Governors and feeder Primary Schools Heads and Chairs of Governors.

Alongside this, the school supports Diocesan events as they arise. We also actively promote the Diocesan Youth events such as 'Encounter' and the Youth Group of the Diocesan Lourdes Pilgrimage - The Redshirts.

Areas for Development

- To develop effective follow up to our annual Deanery meetings.
- To encourage parental participation in whole-school liturgies.

COLLECTIVE WORSHIP AND PRAYER LIFE

Collective Worship and Prayer Life

- CW1: How well pupils respond to and participate in the school's Collective Worship.
- CW2: The quality of Collective Worship provided by the school.
- CW3: How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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CW1: How well pupils respond to and participate in the school's Collective Worship.

- *The quality of pupil response to Collective Worship*
- *To what extent pupils are acquiring skills in planning and leading Collective Worship*
- *How well Collective Worship contributes to the spiritual and moral development of pupils.*

CW1

How well pupils respond to and participate in the school's Collective Worship.

Pupils enjoy and respond maturely to opportunities for worship. Worship matches the age and nature of the pupils and through participation they are engaged and given opportunities to deepen their faith.

At the beginning of every year the music department spend time researching a new mass setting for all year groups. They start each year with the Induction Mass for Year 7 and introduce the new mass setting to them during class singing. They sing with every class that they teach and will always include a hymn/mass setting as a reflective and prayerful moment in their day. This is also a great way to introduce new material. As a department, they attend every year group assembly in the mornings and sing at least one hymn at the start. Once a term, each year group has a hymn practice for 20 minutes which supports the wonderful singing culture that we have here at St Richard's.

Mrs Byrne and Ms Mason prepare the 102 strong choir and orchestra for all of the liturgical events inside and outside of school. The overall impact of music/singing in these liturgical events is huge. They organise the music for form services, parish masses, baptisms, funerals and weddings in support of the wider community. They also participate in the HCPT Westminster Cathedral Carol Service and the Holocaust Remembrance Service in Hastings. The music department is constantly researching traditional and contemporary hymns for the choir and orchestra to prepare to engage all of our pupils. All of the themes of the mass, readings and liturgical calendar are kept in mind at all times. The department works very closely with the Lay Chaplain.

Liturgical celebrations are enhanced through drama, dance, the spoken word and music. For our Diocesan Jubilee Celebration in the Amex Stadium our School Choir was the only secondary school selected to be part of the lead choir. Our senior Dance Company

demonstrated their development of Liturgical dance as part of their company repertoire, and danced to the psalm for the final celebration of the Mass. The St Richard's choir were also selected to sing at the Induction Mass for Marie Ryan at Worth Abbey. Last Christmas, St Richard's were again asked to sing at the HCPT Christmas Carol Service at Westminster Cathedral: (<https://drive.google.com/file/d/0B6evb79VknToVERyZGQxRnlkclU/view>). Once again, pupils performed a moving tribute at the Holocaust Memorial Service at St Mary in the Castle; this involved music and dance to convey a powerful message.

Once a year, Year 7 and 8 Liturgy Reps are given the opportunity to attend the Diocesan Good Shepherd celebration alongside primary and secondary schools in our Diocese. We also attend the annual Secondary Schools Pilgrimage to Arundel Cathedral. Pupils support the Arundel and Brighton Crisis Fund as part of this.

Pupils respond respectfully and prayerfully in assemblies and acts of worship. Each Form has an opportunity to lead an assembly and Service which results in engaging topics that focus on Gospel values.

Annually, we celebrate the Diocesan 'Grandparents Week' with our own Grandparents event. Grandparents join their grandchildren for Mass and then are taken on a tour of the school. In 2018, over 150 grandparents attended. This has proved to be a popular event in our school calendar and offers the opportunity to extend links beyond our school gates and into the Parish.

We celebrate the Feast of St Richard every year with a Mass for all pupils co-ordinated by the Lay Chaplain and Liturgy Reps. As with all masses, pupils participate in the readings, drama and liturgical dance for this celebration.

At the end of the school year, we have a whole school Mass outside and we give thanks for the school year. Pupils who have received their Confirmation continue to be selected to train as Extraordinary Ministers and are commissioned at our end of year Mass. This has a good uptake among both pupils and staff to this important ministry. Alongside this, pupils take part in specific ministries such as altar serving, Ministry of the Word and other aspects of the liturgical celebration, namely offertory, singing and liturgical dance.

The RE department and Lay Chaplain support the parishes in bringing awareness of the confirmation programmes to pupils. The Lay Chaplain will be running a joint trip, with the Deanery confirmation groups, to the FLAME Annual Youth Congress in Wembley. A large number of staff, including LMT and the RE department attend the various confirmations in the parishes in support of the pupils. Staff also celebrate pupils making their confirmation in Anglican churches by attending their services. Additionally, form tutors and RE staff have attended pupil baptisms within other Christian churches.

Over 100 pupils take leading roles in our larger celebrations such as our Advent and Easter services. Pupils also take an active role in helping to select the theme of their year services; this is led by the Liturgy Reps who meets with the Lay Chaplain as a team to plan Year and whole school services. Pupils also participate in the Sunday Masses across our Deanery parishes led by the school three times a year. We look for all opportunities to involve pupils in whole school services, for example in preparation for the Advent Service last year, in which the Lampedusa cross was central, all pupils in the school wrote messages of hope to refugees which were offered up in the service and then sent to CAFOD.

This academic year (2018/9), we have introduced into the year assembly rota a hymn practice; in order to improve the participation and standard of singing in Whole School Masses and assemblies.

Areas for Development

- To improve participation and singing during Upper School assemblies and Year Masses.
- To ensure that all Form/Year Services are consistently of a high standard.
- To ensure that the evaluation of Collective Worship feeds into future planning.
- To increase the involvement of SEN, PP and EAL pupils in collective worship.
- The Lay Chaplain, in liaison with the SENCO, to create a support pack for SEN pupils.

CW2: The quality of Collective Worship provided by the school.

- *The centrality, quality and variety of Collective Worship opportunities provided by the school*
- *How skilled the school is in helping pupils to experience a richness of liturgical experience that includes the liturgical life of the Church without excluding any members of the community*
- *How well the school provides opportunities for the pupils to develop spiritually through acts of Collective Worship, taking into account their age, aptitudes, family backgrounds and the Catholic character of the school*

CW2 The quality of worship provided by the school

Prior to arrival at St Richard's, prospective pupils/parents are made aware of the importance of the spiritual dimension of the college. As part of our transition programme, we give each Year 6 pupil and their parents/carers a presentation on the St Richard's philosophy and the care given to pupils when they join us. This is reinforced early in the school year with a Year 7 Induction Mass to which all families are invited. Year 7 pupils play an active role participating in the liturgy with singing, dancing, acting and reading the Word of God at this thanksgiving Mass.

Each day at St Richard's starts and ends with a prayer of thanksgiving or reflection, as does every RE lesson. Grace before meals is offered at the end of lesson four before the lunch break. The subject of Form prayers is often decided by the pupils and the Lay Chaplain has provided a Liturgy Prayer Box for each form to facilitate this. The box contains items such as a bible, cross, cloths in liturgical colours and rosary beads. Our Lay Chaplain has also put together a comprehensive guide book to help tutors and pupils prepare morning prayer, assemblies and Form liturgies. She provides weekly prayer resources based on that week's Gospel reading with ideas/guidance for each day as well as regularly updating a bank of online resources that staff have easy access to. Priests are regular visitors to the college. They give support to pupils and staff and help tutors plan the form services. The comprehensive Liturgy lesson plan with accompanying resources has been in place for a year now and is being continually updated. Feedback has shown this has helped non-Catholic tutors feel more confident facilitating this important preparation.

Each Year group has a liturgy twice a year. The Lay Chaplain consults with the Liturgy Reps from each form and pupils take this opportunity to help choose themes from the Liturgical Calendar. Assemblies celebrate and affirm the positive attitudes and selfless behaviour of groups and individuals with a high emphasis on role models. They also examine spiritual, moral and social duties and expectations. All pupils plan and prepare for assemblies and Form Services. Assemblies are often interactive and encourage the response and participation of pupils. Our services and events try to take into account the various cultures we have in school. For example, our Advent Service in 2017 had this as a focus with many pupils participating with prayers and hymns in their native tongue. This was introduced in the 2015 Advent Service and, at the request of the Liturgy Reps, we have decided to make this an annual part of our Advent Service. The MFL department contribute and support this initiative.

Annually, Inset for new staff on 'Teaching in a Catholic School' is organised. This year Miss

Henry took the lead with the Lay Chaplain supporting her. The Lay Chaplain has put together a pack of resources, policies, and a Glossary of Key Religious Terms for new staff. She meets with all trainees to ensure they receive adequate support on working in a Catholic school.

The Lay Chaplain is currently preparing a set of resources on Meditation for use by tutors. It is envisaged that, following modelling of the resources in a rolling programme by the Lay Chaplain, that tutors will then take a lead to enhance spirituality during form time.

The Lay Chaplain, in liaison with a Year 7 tutor, who is a former Lay Chaplain, has also led an Inset at a staff meeting on the delivery of an outstanding Mass/service. The resources include detailed guidance on how to prepare for a service or Mass and also includes DVD clips of the resource material in action. These resources have been in action now for a year and have been well received by tutors and pupils. The Lay Chaplain and tutor delivered a presentation to the Diocesan Secondary Headteachers at their meeting in St Richard's and all resources were shared with them.

Additionally, two members of the Leadership and Management Team have completed a Masters Degree in Catholic leadership at St Mary's University, Twickenham. Two members of the RE department have completed Masters in theology and ethos. The Vice Principal has led a series of training sessions to promote the distinctive nature of Catholic education at St Richard's. These sessions have included time for all staff to reflect on their vocation; opportunity to discuss how to help form the faith of our pupils and the general theology of Catholic education.

Areas for Development

- To evaluate and review new resources prepared by the Lay Chaplain and Mrs Mountford to ensure that all form/year services are of a high standard.
- To plan for a whole-school Mission 2019-2020 in conjunction with the new Diocesan pastoral plan.
- To continue to plan a range of visits to places of Worship other than the Catholic Church.
- To continue to offer Inset to staff in preparing and delivering meaningful liturgies.
- To continue to train pupils in liturgical ministries, namely the Ministry of the Word.

CW3: How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

- *how skilled leaders are in planning worship and how knowledgeable they are about the liturgical rhythms of a Catholic community*
- *the extent to which leaders offer models of good practice as leaders of Collective Worship*
- *how well leaders and managers monitor and evaluate provision for Collective Worship in order to plan future improvements*

CW3

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

We are fortunate to have a full-time Lay Chaplain who leads staff in planning worship and liturgy.

The Lay Chaplain is line managed by the Principal. They meet regularly and are guided in their decisions by the Diocesan SEF and the Spiritual Life three year Improvement Plan. Both are reviewed regularly. In the first term of each academic year, the Lay Chaplain has to present the updated three year Improvement Plan to the Principal and Governor link. The termly newsletter contains a section celebrating the Spiritual Life activities of the college.

Miss Henry delivers Inset training to new staff and trainee teachers on being a staff member in a Catholic school. She also delivers presentations on how to plan an effective liturgy.

The LMT are committed to keep 'Christ at the centre of the school' and are always mindful of our Mission Statement when strategically planning. A major strand of the school SEF is the Catholic dimension of the school. All of LMT lead assemblies to role model to staff meaningful and impactful collective worship. An evaluation of services is always taken and points for consideration and improvement are implemented quickly. The Lay Chaplain also conducts pupil voice to inform future planning for Masses/Services.

Staff lead prayer in briefing on a Monday and Wednesday supported by the Lay Chaplain.

The Principal has delivered Inset to Aspiring Catholic Leaders on leading in a Catholic School. She has also given presentations to church groups on leading in a Catholic School and strengthening spirituality amongst pupils.

Areas for Development

- To ensure that the evaluation of Collective Worship informs future planning.
- To use the experience and beliefs of non-Catholic members of staff to enhance some of our liturgies.
- The Lay Chaplain to liaise more closely with the RE department in the preparation of whole-school masses/services.

Religious Education

- RE1: How well pupils achieve and enjoy their learning in Religious Education.
- RE2: The quality of teaching, learning and assessment provided in Religious Education.
- RE3: How well leaders and managers monitor and evaluate the provision for Religious Education.

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RE1: How well pupils achieve and enjoy their learning in Religious Education.

- *How well pupils enjoy their learning as shown by their interest, enthusiasm and behaviour;*
- *The extent to which pupils:*
 - *are becoming religiously literate;*
 - *have knowledge, understanding and skills appropriate to their age to think spiritually, ethically and theologically;*
 - *are aware of the demands of religious commitment in everyday life;*
- *Pupils’ progress in Religious Education in the last three years for the school overall and for different groups of pupils;*
- *The learning and progress of pupils currently in the school based on inspection evidence;*
- *Pupils’ attainment in Religious Education in relation to national and diocesan standards, based on data over the last three years, noting particularly any evidence of performance significantly above or below national and/or diocesan averages, and inspection evidence of current pupils’ attainment.*

RE1
How well pupils achieve and enjoy their learning in Religious Education.

Pupils take an active part in lessons and are highly motivated and engaged in their learning. This is shown within lessons and the monitoring performed on the department. In addition, pupils speak very highly of RE and their learning in pupil voice feedback. The strong engagement from pupils has been highlighted in the department's Performance Management observations as well as regular "drop ins" by members of the Leadership and Management Team.

Pupils are aware of their religion and the religion of others in society. They can confidently discuss religious issues and compare and contrast aspects of religion. As they progress through the school they increase their religious literacy by learning about other faiths. In Year 7, they focus on Sikhism; Year 8, Judaism and Hinduism; Year 9, Islam and in Year 10 and 11 a deeper knowledge and understanding of Islam.

During pupils' time in St Richard's their knowledge in spirituality and theology develops. In Year 7 we lay the foundations of the Catholic faith and engage pupils in the spiritual aspects of our faith. This is shown in activities such as Lectio Divina. As they progress into Year 8 we continue this work by spending some time looking at key theological issues, for example Philosophy. In Year 9 pupils are taught Sacred Scripture and contemporary moral issues. The units of sacred scripture cover themes of New Testament Christology and discipleship in Mark's Gospel. Our units of work on morality are underpinned by the study of scripture and church teaching, and include topics such as medical ethics, social justice and the sanctity of human life. Finally, in Years 10 and 11 pupils study the Edexcel Spec A course with Catholic Christianity and Islam. Included in this course is a study of some theological and ethical issues in society today.

Within RE lessons, pupils are given the opportunity to practise their faith. There is a prayer during every lesson. In addition, we practise Lectio Divina with pupils. During Advent and Lent we spend time preparing pupils for the sacrament of reconciliation. This includes a lesson with a guided examination of conscience.

Pupils have performed exceptionally well in RE. In 2018, 89% of pupils achieved 4-9 grades with nearly half the year group achieving 7-9 grades (national average 72% 4-9). In 2017, 91% of pupils achieved A*-C with over half the year group achieving A*-A grades (national average 71% A-C). In 2016, 93% of pupils achieved A*-C grade with nearly 60% of the year group achieving A*-A (national average 72% A-C). This clearly shows that pupils at St Richard's perform well above the national average in RE.

Our RE results are exceptionally high compared to the national standard. Within the school, our RE results are significantly higher than the other core subjects. RE is one of the top performing departments in the school, across the board (not just in the core subjects). This equates to our pupils achieving one grade higher in RE compared to the average of other subjects in the school, placing us in the top 2% in the country for progress according to FFT. In 2018, the average grade was 6, in 2017 the average point score was 48, and in 2016 the average point score was 48.7.

Since 2014 the AS Religious Studies course has been offered to a small cohort of Year 11 pupils. This was enabled by way of a small cohort sitting their GCSE early in Year 10. Pupils have always performed well in this subject and it has served their transition to A-level well. In 2018, 77% of pupils achieved A-C. This relates to 50% of pupils achieving A-B. In 2017, 100% of pupils achieved A-C. This relates to 81% of pupils achieving A-B. In 2016, 96% of pupils achieved A-C. This relates to 81% of pupils achieving A-B. Regrettably with the demands and challenges of the new GCSE curriculum, the feasibility of running this course

has ceased. Despite this the RE department is wholly committed in its endeavour to challenge the More Able cohort in its teaching of the new GCSE.

The majority of pupil premium pupils make outstanding progress in RE, irrespective of their starting point.

Within the school we have data capture points which allow us to track pupil progress. This gives us clear data allowing us to identify and act by providing intervention, support and an evaluation of schemes of work to ensure outcomes at Year 11 remain outstanding.

Areas for development:

- To maintain the high standards set with the new GCSE course.
- To reduce the gap between gender, SEN and PP pupils and the main cohort.
- To develop pupils' ability to critique and evaluate the ideas and concepts they study.

RE2: The quality of teaching and assessment in Religious Education.

- *How well teaching promotes:*
 - *enjoyment*
 - *purposeful learning*
 - *progress and attainment of pupils in Religious Education*
- *How well planning, marking and feedback contribute to pupils' learning and progress in Religious Education across the full range of abilities*
- *How well assessment is used to inform planning and to guide pupils in the improvement of their learning in Religious Education*

RE2

The quality of teaching, learning and assessment in Religious Education.

The teaching of RE in St Richard's is outstanding. All members of the department work very closely as a team and this is reflected in the lessons produced and taught. All lessons are planned so they include input, interactive activities, a time for pupils to discuss and finally an element of assessment. Monitoring visits to different RE lessons highlight how pupils are motivated and engaged in their learning. Pupil voice feedback reflects that pupils are enjoying their lessons and can see the hard work and motivation by the staff to help them in their learning. All members of the department are hardworking and ensure our pupils receive stimulating and engaging RE lessons. We are fortunate to have a department of fully qualified, specialist RE teachers with particular strengths in world religions, New Testament and dogmatic theology. Collectively, the subject knowledge of the department is a real strength.

Our lessons are well planned and resourced. This is reflected in our lessons continuously being updated and improved each year. The planning of RE lessons is shared out between the department. However, we all agree that if a lesson can be improved or changed for the better, that this is encouraged. We incorporate up-to-date examples and real life case studies for the areas we look at. This allows pupils to recognise the key importance and relevance of what they are learning in the classroom to the global world they are a part of.

We are not a "textbook" department we create our own lessons from scratch and resource our lessons in house. We are a highly creative department where we try and incorporate experiential learning within our lessons. For example, during our Year 8 unit on Judaism we re-enact a Passover meal. In addition, when we teach our pupils about places of worship (e.g. Synagogue, Mosque, Gurdwara) we set our classrooms out in the form of the place of worship. This allows our pupils the chance to experience as much as possible the different types of worship.

In addition to this, we visit places of worship. Our pupils have the opportunity to visit a Synagogue in Eastbourne and during the summer term they visit a Gurdwara and a Mosque. Each year we take all of our Year 7s to the local Catholic church, St Mary Magdalene's. We also have lots of visitors to RE lessons. During our Year 8 unit on Judaism a Jewish parent of the school came in to talk to our pupils on life as a Jew and the key festivals Jews celebrate. We have also organised for Year 7 a CAFOD campaign to promote the plight of refugees. This was run in school by our local CAFOD education volunteer, Miss Anne Barry.

It involved a reflective walk in solidarity with refugees including prayers and case studies. We have had talks from the Gatwick Detainee Welfare Group who talk to our Year 11 regarding issues surrounding immigration. A member of the Life charity comes in to talk to our Year 11 pupils regarding abortion. We are also very fortunate to have a former parent who is a Muslim who comes in to talk to our Year 9s on Islam. He and his wife have bought 45 copies of the Qur'an for our Year 10 and 11 pupils to use to support the new GCSE course. Finally, when we teach our pupils about vocation and ordination we invite our local priests and deacons to come in to talk to our Year 8 pupils.

To aid our More Able pupils we annually attend the Holocaust Memorial event at Chichester Cathedral. Our More Able pupils take part in national competitions, for example, the Young Catholic Writers Award. Finally, we organise a Summer Conference for the schools in our Diocese and local area. In 2017 we arranged for a Holocaust survivor to be our keynote speaker. The department also organised and planned different workshops for our pupils and visiting pupils. The day ended with a debate on the issues surrounding the problem of evil.

Within RE, there is a "culture of success." Pupils perform very well in RE, KS3 through to KS4. We share the RE results with pupils to show that all pupils, no matter their ability, can and do perform well in RE. In RE, we regularly assess pupils and this is shared with pupils and parents through the data profiles. If a pupil is underperforming they are given intervention to enable them to get back to target.

It is the school policy that in KS3 there is one "deep" mark of an assessment and in KS4 there are two "deep" marks. In RE we set assessments that allow for pupils to write at length about a particular area they are studying. This allows pupils to practise their skills of essay writing as well as the skills of describing, explaining and evaluating (taking on board Blooms). In Years 9, 10 and 11 we set GCSE style questions as well. These questions are usually peer and self-assessed to ensure pupils know what an examiner is looking for in an answer and, in turn, allows the pupil to know what to include in an answer. In the teacher's marking feedback we give a positive comment and target for pupils to work on. When pupils get their books back they are given time to "purple pen" their work. This means they need to act upon the comments the teacher has made, so as to improve the quality of their work. This would also involve literacy mistakes, spellings etc.

At the end of each term all pupils are assessed on their learning. All pupils complete an assessment which is then used to comment and assess where their progress is at. We give pupils a + if they are working on or above their target, an = if they are working towards their target and finally a - if they are working below their target. At the beginning of each new term those pupils who received a - will be given intervention. The form of intervention varies from repeating the test, being given extra support materials to extra lessons at lunchtimes or afterschool. The aim of this intervention is to ensure their progress is brought back on track and that they understand the concepts and ideas they have learnt in the topic. This year we are trialling giving intervention before the assessment. This means that before the test key pupils are highlighted and given intervention with the aim that they will perform well in their assessment.

We prepare our pupils for the assessments they are going to complete thoroughly. For the GCSE we create a revision rotation. This is where the different Year 11 groups rotate around the department to complete the different topics in the course. We also create our own revision guides. These include all the information they need, several examples of

exam questions and model answers. We offer revision classes afterschool as well as Saturday morning revision sessions. These are always very well attended by pupils. We also write and go through with pupils a predicted paper prior to the GCSE exams. Finally, we have created detailed and extensive revision materials that are available on line for pupils to use outside of the classroom.

Last academic year, we provided support to another Catholic school in the Diocese who had few specialists. This support included lesson plans, resources and revision materials including predicted papers. The impact was seen in their best RE results for years with a 20% increase in 9-4 grades.

Areas for Development

- To embed the new assessment system at both Key Stages.
- To develop materials to support pupils in the achievement of the higher band answers at GCSE.
- To extend the More Able through involvement in Philosophy Club.

RE3: How well leaders and managers monitor and evaluate the provision for Religious Education.

- *The effectiveness of whole school leadership, including governance, in supporting Religious Education in terms of resourcing, training, and challenge*
- *The effectiveness of all leaders in monitoring, and evaluating the quality of Religious Education and the impact of these procedures on the quality of teaching and outcomes in Religious Education*
- *The effectiveness of the curriculum leader of Religious Education as an inspiration for the whole community and as a significant contributor to the moral and spiritual development of each pupil in the discernment of his or her unique vocation*
- *The effectiveness of curriculum planning in Religious Education and the extent to which it meets pupils' needs, diocesan requirements and the requirements of the Bishops' Conference*

RE3 How well leaders and managers monitor and evaluate the provision for Religious Education.

The department is strongly supported by the school leadership team and Governing Body. Fr Simon Dray is the Link Governor and takes a keen interest in the quality and provision of RE. At the start of the academic year, the link Governor for RE and the Subject Leader meet to review the subject SEF and Subject Improvement Plan. The Subject Leader regularly meets with the Line Manager to go through key issues.

Each term the department is monitored by the Subject Leader. However, monitoring is also carried out by other members of the team, so as to engage them in CPD related to leadership. This allows all members to feel valued and involved in the monitoring process. In addition, the Line Manager and members of LMT regularly come into RE lessons. With all these members of the school monitoring and being in RE lessons, RE can continually move forward.

The Subject Leader works very well with the department. The team all work very closely and discuss ideas, challenges and changes. The Subject Leader is always willing to contribute, advise and help the Chaplaincy provision. She is a member of the Spiritual Life team. The Subject Leader supports all moral and spiritual contributions. For example, lessons on Lectio Divina; pupils receiving the sacrament of reconciliation and the preparation lessons for reconciliation, as well as social justice campaigns.

Pupils are asked termly about their RE lessons and learning. Their feedback is shared with the department and it is discussed in relation to moving forward. The KS3 and KS4 curriculum has been planned according to the guidelines set out in the Catholic Bishops conference of England and Wales 2012.

Curriculum Requirements

At Key Stage 3, pupils have two fifty minute lessons of formal RE per week. While this is currently slightly less than recommended by the Bishops' conference, extra time is systematically set aside for Mass preparation, priest visits, retreat days and religious visits, all factors that contribute to ensuring that RE has a high profile. It is the intention stated

on the College's three year plan to move to securing 10% RE curriculum time at KS3. At Key Stage 4, pupils have three lessons of RE per week, which meets the requirements set out in the Bishops' Conference. Similarly, pupils get additional time as mentioned above.

Since the last full inspection we have developed life-long learning and post-16 provision through the embedding of the AS Religious Studies course and have shared teaching of A level RE at the local sixth form college. We have also appointed a significant number of former pupils to our staff both as support staff and teaching staff.

Support is given to Diocesan programmes which extend beyond Year 11 e.g. Encounter.

Areas for Development

- To ensure the new GCSE curriculum inspires all pupils and is fit for purpose in 2018/19.
- To continue to share best practice in RE to impact on the quality of teaching and learning across the college.
- To advertise again for a RE specialist for September 2019 so that 10% RE can be offered at KS3.

Overall Effectiveness

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Catholic Life

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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Collective Worship

- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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Religious Education

- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers monitor and evaluate the provision for Religious Education.

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