

**St John Henry Newman Catholic School**  
**Self –Evaluation 2023-24**

**Catholic life of the school**

**What the school does really well**

- Within the new building, pupils witness the Catholic faith in every corridor. We are very proud of the wonderful chapel at the entrance to the school, which was funded by the pupils, staff and local Catholic community.
- “The Way” is embedded into school life and we pray as a school at the start of the day, lunchtime and at the end of each day.
- We follow the liturgical calendar and assemblies, and worship are linked to this. We allow pupils time for reflection in assemblies to reflect on the word of the Lord. Our pupils behave respectfully in assemblies.
- Staff are good role models for the pupils and embody gospel values throughout the school.
- All meetings and training sessions start with a prayer as we give thanks and ask for divine guidance and inspiration.
- All pupils are given the opportunity to attend retreats at the Diocese Youth Centre
- Every pupil studies our RE qualification and outcomes are improving.
- All staff have read and had Inset on St Mark’s Gospel so they have a deeper understanding of the gospel values on which our school is based.
- Pupils show great reverence during the Mass (as they do at all times of traditional prayer and reflection).
- Inspired by the gospel message, there is a coordinated approach to works of charity and pupils show a keen awareness of the needs of others in local, national and international contexts.
- Several leaders have undertaken training in Catholic school leadership and some staff have either started or completed the Catholic Certificate in Religious Studies.
- How to teach in Catholic school is part of our induction process for all new staff and is delivered by local clergy so new staff understand our principles and values as they start their career at St John Henry Newman Catholic School
- HRSE lessons cover elements of Catholic education and follows diocesan guidelines.
- There is participation in assemblies and there is increased pupil participation in other areas of worship.
- All staff have had CPD on writing bidding prayers which means that they can lead their forms in writing bidding prayers for Mass. The pupils then read the intercessions during Mass.

**Where the school can show examples of good practice**

- The school actively participates in regular Diocesan events such as attending mass at Lancaster Cathedral and annual initiatives led by the diocese.
- We hold regular CPD sessions linked to the development of faith.
- RE Catholic syllabus is being followed and delivered in line with the RED Directory.
- Pupils are encouraged to consider ways to be caring and active citizens, for example by organising food bank collections together with the long-standing commitment to Carlisle SVP.
- Pupils are provided with opportunities to deepen their involvement and understanding of Faith in different ways.
- Form time reflection is a really peaceful and endearing start to the school day
- All staff and pupils are offered regular opportunities to attend mass and since we have moved to our new school, we have been able to double the number of masses they were previously offered.
- Form Groups have raised money for charities linked to our whole school theme of The Year of Charity

## **Where we need to improve**

- We need to ensure that pupils are more aware that their actions are related to God- through a better understanding of the school Mission statement.
- Following our school move to a new site, we want to ensure that we are an accessible option for Catholic pupils to the west, east and North of the city and provide opportunities for further collaboration.
- Ensure all facilities and opportunities are used to enhance the experience of school Mass.

## **The quality of education in the school**

### **What the school does really well**

- Regular curriculum reviews ensure the subjects on offer meet the needs of our pupils.
- We have specific programmes in place to support pupils who have a less than secure understanding of reading, writing and mathematics so that they can access the full curriculum
- Leaders plan the curriculum accordingly to ensure knowledge is built on previous learning including the KS2 programme of study.
- Every lesson is visited by SLT to ensure our high standards are met. This allows us to deal with any concerns immediately.
- We teach every lesson with the door open to allow a transparent teaching environment. This is now showing a real improvement in the quality of teaching and a significant reduction in passive learning.
- If required, we use tried and tested support packages to improve performance.
- Several departments, notably Music, Geography, Spanish and RE are improving outcomes with teaching that is solidly good.
- School leaders have high expectations of teaching and marking and set these out clearly
- Staff are marking books in line with the marking policy, and as observed in regular pop-ins, verbal feedback is strong and happening more regularly.
- Our ITT programme in liaison with School Direct has been successful with most students finding employment upon completion of the course. A review of ECT training commended the school on the training provided.
- More pupils follow the Ebacc pathway (highest in Cumberland) and that number has increased rapidly in recent years.
- Reading is a high priority across the school, including the Sixth form and regular opportunities for reading is built into the school day across all Key Stages.

### **Where the school can show examples of good practice**

- Schemes of work and interleaving, e.g., ICT, maths, history.
- Careers and world of work, British Values have all been reviewed across all subjects, "DEAR time" is embedded into school life.
- Cultural capital has been incorporated into RSHE and assemblies have been redeveloped in order to exploit this knowledge.
- Monitoring by Subject Leaders and SLT is overall rigorous and challenging through a regular cycle of checks.
- We hold teaching and learning briefings led by different subjects so good practice is shared regularly and CPD is an integral part of our school year.
- The Rescue Reading programme has yielded significant increases in pupil reading ages.
- Pupil's oracy is improving but at times remains inconsistent, but they have been given more opportunities to verbalise their thoughts and this has reduced their anxiety about speaking in public.
- Assessment and data structures are now in place to ensure thorough follow up occurs following assessment, both educationally and pastorally so pupils can make more progress.

- SALAD days have been embedded into the school calendar to encourage pupils to develop their speaking skills.

#### **Where we need to improve**

- Teachers need to be provided with more information on SEND pupils to allow them to make sustained progress.
- Relaunch of the literacy programme
- Improved CPD Plan for the whole year

### **Behaviour and attitudes**

#### **What the school does really well**

- Pupils are happy, supported and safe in school.
- Positive relationships with staff are observed in lessons.
- Pupils are courteous, polite and respectful with only a few incidents of bullying, racism, sexual harassment and homophobia which are dealt with quickly.
- Pupils are smartly dressed and take pride in their appearance.
- Incidents of littering, graffiti and damage to the school building are rare.
- Embedded rewards system with achievements based on working hard, going above and beyond what is required, being a good neighbour and taking pride in academic excellence.
- The safeguarding responsibilities are distributed amongst the Safeguarding Team who are all Level 3 trained.

#### **Where the school can show examples of good practice**

- HoYs are focussed on pupils' progress as well as pastoral matters.
- There is a good system to manage behaviour which is generally applied according to school policy.
- The Pastoral team uses assessment data robustly to target and monitor pupils.
- SAM days are used to raise attendance amongst disadvantaged pupils.
- SEND base used for withdrawal of pupils and personalised interventions.
- We have a school counsellor and MHST worker to support pupil mental health and wellbeing.
- Pupil voice to have a half termly focus with feedback shared with the pastoral team.

#### **Where we need to improve**

- Significantly improve Attendance to pre-Pandemic National Levels.
- Re-establish e-safety group
- Maintaining consistency with B4L

### **Personal Development**

#### **What the school does really well**

- All Year 11, 12 and 13 pupils have a 1 to 1 interview with our careers officer. A very robust Careers Programme that is now covered throughout the curriculum. Promoting careers through career's week. We are working towards 100% Gatsby benchmark compliance which shows the tremendous improvements made in Careers and IAG.
- Promotion of values through assemblies linked to the Jesuit profiles
- British Values are at the forefront of teaching. It is planned for and mapped across the curriculum by Subject Leaders.
- A wide range of extra-curricular activities are offered to pupils.

- The majority of Year 10 attended work experience placements and 100 of Year 12, including a specific targeted group who attended Story Construction for a week.
- Annual Careers fair allows all pupils to have authentic encounters with employers, colleges and apprenticeship providers.
- New pastoral support team in place to support pupils with mental health including a school counsellor.
- We have a full audit of where HRSE is delivered in different subject areas. HRSE is fully planned to meet the Statutory Requirements and is managed by a strong and dedicated leader.
- Robust systems in place to deal with radicalisation and other associated themes with all staff having had the appropriate training.
- Improved systems to refer pupils for pastoral support.
- The rewards system 'Student of the Month' in KS3 shows pupils have pride in their achievements as they wear their badges and like to receive achievement points.
- Half termly newsletter informing our community of what is happening in school.
- The school has a vibrant D of E programme.
- The school participates in the Shakespeare festival.

### **Where the school can show examples of good practice**

- Debate – good examples within the school could be found, eg HRSE lessons with good discussions on equality and diversity. Pupils have taken part in the rotary club debates in the past couple of years.
- Feedback from the pupil when our pupils are outside of school on trips and visits is extremely positive.
- Developing pupil character through PRAISE posters which underpin the Jesuit profile
- Our SALAD days cover a wide variety of personal development opportunities and are embedded securely. They also include programmes from external providers.
- PE clubs (Girls football team etc), D of E, animation & Library all showcase good examples of extra-curricular engagement.
- Many subject areas celebrate diversity and embed these themes into their curriculum.
- Pupil Parliament feeds into the democratic processes of the school. Sixth Form Council is also effective.
- School assemblies and the Reading Challenge celebrate inclusivity and diversity.

### **Where we need to improve**

- Work towards re-establishing our 100% compliance to the Gatsby Benchmarks.
- Develop a Sixth Form HRSE curriculum.
- Develop a pupil strategy for Mental Well-Being

## **Leadership and Management**

### **What the school does really well**

- New staff induction and individualised support for staff
- Workload and wellbeing – staff feel that they are highly valued.
- ECT/ITT training
- Safeguarding
- Introduction of school behaviour strategy.
- SLT presence around the school
- Create a positive environment for pupils to work in with clear rules and expectations and routines.
- Well designed and ambitious curriculum
- Teachers are clear about what pupils need to learn and when.
- Teaching is good – Ofsted 2022.
- Leaders and governors share an ambitious vision for the school.

### **Where the school can show examples of good practice**

- Subject leaders managing departments, having clear curriculum plans, clear monitoring spreadsheet of their department, constructive conversations regarding performance issues.
- Line management of departments –good structure and processes to ensure improving performance.
- Middle leader training
- Appraisal system – clear targets set for the year.
- Inset plan, CPD and development of staff training.
- PP strategy providing support to enable progress of pp pupils.
- Pupil voice

### **Where we need to improve**

- Implement the Governors vision statement.
- To implement a three year strategy for Staff Well Being
- Implement the school SEND strategy.

## **Sixth Form Provision**

### **What the school does really well**

- Good quality careers advice is provided to ensure that the 6<sup>th</sup> Form move onto suitable next steps and destinations broadly in line with national average.
- Underachievement is tackled with strategies and interventions implemented to support pupils.
- Pupil welfare issues are picked up quickly and dealt with and access is available to Pastoral Support workers and the school counsellor.
- There is good communication between the school and parents and pupils.
- 95% of pupils went on to university or training.
- Structure of day is clear, and pupils are rewarded for their efforts and are therefore motivated.
- Sixth Form Parliament meet regularly and arrange fundraising and social events.
- Teaching and learning is monitored by Head of Sixth Form and shows good teaching. Head of Year is proactive in liaising with Subject Leaders when needed.
- Good teaching by subject specialists
- Visibility across the school as role models, supporting lessons, SALAD days etc.

### **Where the school can show examples of good practice**

- Behaviour in social time
- Student use of non-timetabled time

### **Where we need to improve**

- Review of Sixth Form recruitment programme and processes.
- Stronger connections between Sixth Form and the lower school