

Blessed Hugh Faringdon

Catholic School



Corporate Strategy 2021-2024

Flourishing, together!

Version Management		
1.0	Vision, workstreams and top-team engagement	<input checked="" type="checkbox"/>
1.1	Broader stakeholder engagement and formalised planning	<input checked="" type="checkbox"/>
1.2	Broad summary of research findings	<input checked="" type="checkbox"/>
1.3	Draft to Head and Dep Head for scrutiny	<input checked="" type="checkbox"/>
2.0	'Good' copy to professional 'friend'	<input checked="" type="checkbox"/>
2.1	'Good' copy to Chairs of Governors	<input checked="" type="checkbox"/>
3.0	'Good' copy to Awayday	<input checked="" type="checkbox"/>
4.0	'Good' copy goes live for 2021-4	<input checked="" type="checkbox"/>

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Headmaster's Preface and Acknowledgments

In preparing a document of this kind, the starting point is to ask: will it make a difference? The answer, as we asked ourselves this question during the dog days of Lockdown, was 'yes' so long as we show it the respect it deserves by thinking deeply as a senior team, drawing from a broad range of colleagues and stakeholders, remaining true to our core ethos as Catholic educators and building on what has already been achieved. In many ways this document can be read, within the new Ofsted framework, as a statement of intent. This is important. At the end of the extensive 'Thinkpieces' – the work we, as a team, have undertaken to plan for the coming years, are a number of strands relating to the overall objectives. These are not operational instructions but, rather, strategic intent. It is through the one-year Operational Plan that the senior staff, and leaders throughout the school, will seek to achieve the second letter I – Implementation. This will be completed in mid June and, finally, through 6-week monitoring – including the monitoring of standards – we will assess the third 'I', *impact*. To be clear, this document has not been written for Ofsted purposes, but rather to continually tell our story – to staff, students, parents, stakeholders – and Governors.

I want to applaud the research and invaluable contributions of Aimee Donaldson, Helen Jordan, Sue Matthews, Ann McDonnell, Jermaine Webster and Ben Winsor. I would also add Jackie Wiltshire for her superb support, as well as long time colleague, Debbie Holmes for acting as *critical friend*. Working on this process, alongside a once in a century crisis, reflects the team's fortitude, resilience and commitment to make our school the best it can be. Thanks, too, to Maureen McCartney and Nicola Milsom-James, our Joint Chairs of Governors, for supporting this process, and to the Governing Body for their continued support. Special thanks to all who took part in the surveys, questionnaires and research meetings. Finally, to our staff and students.

So often our maintained educational system leaves us reacting and becoming experts in crisis management. We privilege 'action' and 'impact' over 'introspection' and, to an extent, understandably so. Yet to neglect the deeper thinking is to sell the students, and their families - short. It is also a gross waste of the expertise of experienced school staff, and others, who are more than capable of taking the long view, of considering what lies over the brow of the next hill, and what needs to be done so we can say, hand on heart, we are 'doing our best'. What follows, therefore, reflects precisely the wisdom, insight and ambition that colleagues, and others, have for our sixty-three year-old school.

It also reflects the school *going up a gear* in terms of expectations, underpinned by a simple operational focus: consistency. This applies to myself, as Head, as senior leaders, and, crucially, as middle leaders, whose contribution to school improvement is most powerful, sitting as they do at the fulcrum of leadership and core delivery.

In all we do we are guided by the same elements of Catholic school distinctiveness that have guided us in the last four years: *the search for excellence, educating the whole person, education for all, the uniqueness of the individual and moral principles*. [[Catholic Education Service, 2014](#)].

*Our Lady seat of wisdom, pray for us,
Blessed Hugh Faringdon, pray for us,*

Amen.

Simon Uttley, June 2021

Executive Summary

This document is the draft Corporate Strategy setting out not the day-to-day improvement planning of the school – that is for the annual Operational Plan – but, rather, the deep thinking and intent that will drive everything we do in the coming three years. It does three things: it cashes out of our ethos and distinctiveness, it uncovers all the key drivers needed to succeed, and it shows how everything we do is interrelated.

The report comprises a series of Thinkpieces, bespoke papers written by the SLT as part of our Lockdown ‘deep thinking’ series, and then the outline of what we aim to achieve going forward. First, the scene is set, first, identifying some of the methods involved in what has been a six-month process. Next we set out the ‘place’ of Blessed Hugh within RBC, our immediate neighbourhood of Southcote and as part of the national education programme. The years of churn prior to the improvements brought in by Brighter Futures for Children [BFfC] are acknowledged, as are the challenges around SEND. Nationally, the importance of building character and resilience has been recognised, as well as the focus on well-being and happiness, all of which our approach complements.

The school curriculum, led herein by Ben Winsor, should be well known to Governors by now, as well as the typical ‘school journey’ that a child can expect to undertake throughout her/his time at Blessed Hugh. It is worth remembering the difference between training and formation, the latter very much within our Catholic educational tradition. Our curriculum is not, predominantly, vocational and does not, therefore, focus on training as such, but, instead, develops the child to draw on all their experiences – school, familial, extra-curricular, travel [for those fortunate to do so] and develop a powerful frame of reference for ongoing learning. This is formation. We are always looking to provide further optionality and more suitable pathways, within the constraints of the building and the staff, and we recognise how important this is from our survey of students [see below].

My paper on core pedagogy sets out the house style around which we are seeking ever-greater alignment of practice. When I studied for my PGCE, some 23 years ago, there was no psychology and no brain theory – it was all about *practice* – or, some might say, *praxis*. This itself had been a reaction to a time when much teacher training seemed textbook-based, but as is often the case, it was an over-reaction. Nowadays, recall, regular review and skilful questioning are all, unsurprisingly, showcased in the current thinking. Again, no fads, no gimmicks and no threats to ‘traditional’ good teaching – just clarity around why good teaching is *good teaching*. So, doubling down on consistency, our approach is simple – if a colleague’s method works [defined as 3 years of good, or better, outcomes for students], feel free to carry on. Anything else, greater alignment will be required.

In my next paper – on parental engagement – I draw the distinction between engaging parents/carers in their child’s schooling, as against their child’s learning. I suggest that, while the former can be achieved by excellent comms, a welcoming approach and so on, [much of which we do] there needs to be a more systematic approach to engage parents/carers in the learning process, drawing on practice adopted in the primary sector, and recognising that it presupposes parental buy-in. Our school can be proud of the exemplary multi-agency links, such as with police, social services, and others, and this, too, is part of engaging parents in learning. Conversely, our staff – as in all schools’ staff – have a varied ability to

engage parents, and we are putting a much greater investment in this as a result. Targeted support for specific parent groups can also be effective, when undertaken sensitively, reflected by the work already done with SEND and our BMW centres.

In the next paper, I attempt to bring together our ethos, identity as a Catholic school and *the way we do things* – internally, and with respect to others – through a clear exposition of Catholic Social Teaching and why, and how, it impacts in the school. Be assured this is no academic exercise: it is a genuine attempt to do what most Catholic schools fail to do – which is to make a genuine and meaningful connection between ethos and day-to-day practice. The overarching message is that [i] the functions of the school must be subject to critical reflection to ensure they are treating colleagues, children and families never as a means to an end, but always an end in themselves; [ii] our policies, procedures and manner of leadership [including Governance] need to be Christ-centred [iii] principles, not politics – nor factionalism – should underpin our pursuit of justice and [iv] we must never be complacent regarding the variable understandings of Catholic education across the staff, but, instead, must invest in their ongoing formation. The CST focus is cashed out extensively in our new ‘People’ strategy [Ann McDonnell, Sue Matthews and Karyn Stiles – see below] which will see us sharpening our processes to make Blessed Hugh a better place to work and grow.

Sue Matthews’ paper on SEND identifies our many strengths while placing us on a trajectory of further improvement, supported by the proxy of working towards the SEN inclusion award, and underpinned by better relations with outside agencies and better internal comms. The focus is so that staff are following best practice and children are experiencing more consistency. There is much to be celebrated here, through the leadership of the two managers and their partnership working in, and beyond the school. Most recently, I was able to establish the ASD ‘Trio’ of Headteachers, coming together along the shared offering of similar provision [Southcote, Christ the King and ourselves] which has led to a more fruitful and *grown up* relationship with BFFC.

Jermaine Webster’s paper on racial equality, partly reflecting the ground-breaking work he is now undertaking pan-Reading, begins by recognising its grounding in the core principles of our school, underwritten by the teaching of the Church. He identifies our strength in diversity as an institution, while shedding light on local and national trends around the continued presence of racial hatred and barriers to success. Significant, too, is the importance of children seeing role models in leadership positions – including in our schools. While it is welcome that the diversity of our staff is set to increase [projecting to September 2021] it is still not reflective of the student body as a whole, even if [as mentioned above] it is reflective of Southcote. Clearly, it remains relevant that the supply of BAME applicants to senior posts in schools remains under-developed. Jermaine also reminds us of the need, long recognised by us, to ensure that students experience post 18 options, especially university, from an early age, especially where their family may be less experienced in supporting applications.

Helen Jordan’s paper on careers’ education, with input from Joan Hawkins, once again brings together Catholic Social Teaching with the idea of the dignity of the individual child, standing in need of bespoke guidance, including children from protected or otherwise vulnerable groups where guidance needs to be tailored. This cross-references both to Jermaine Webster’s paper and to my paper on parental engagement. Helen identifies the importance of early intervention, confidence building and a tailored package – all now possible following the work undertaken by Joan. Going forward, Helen’s paper points to hitting a broader cross-section of students, including those under-represented in top jobs. And it must never be forgotten that, in a Catholic school, religious life and priesthood are pathways which should never be forgotten. [For example, one of our staff is already supporting a student who has expressed an interest in the priesthood, bringing in the expertise of Fr Michael at English Martyrs.]

My paper on Blessed Hugh in the community was a survey paper involving a range of local stakeholders, including educationalists and politicians. The overwhelming message was one of affection and regard towards our school, with a number of specific recommendations. In addition, there was an expression of wishing to work more closely with us going forward. I am particularly grateful to John Ennis for his support. Recent examples include the Reading Churches Together broadcast as well as our ecumenical lunch. [Incidentally, I am also supporting one of our local Baptist ministers who is undertaking doctoral research and has requested a Catholic perspective.]

Aimee Donaldson's analytical paper on narrowing the gap takes the understanding forward considerably, not least in addressing some of the myths around this well-intended, if blunt instrument. Aimee poses a range of questions, unpicking our strategy going forward to ensure it triangulates with parental engagement, the anti-discrimination work, careers education and – as with everything – underpinned by principles - CST principles.

Helen Jordan's paper on the input from School Council was fascinating in that it brought up areas of interest and concern. This included greater inclusivity, a call for more lessons that teach real-life skills, charities, improvements to the Sixth Form and recycling. This was then developed by Ben Winsor's paper on parent/carer and student analysis. This is a fascinating document, showing that we have greater cut through and satisfaction with parents than we do with some students, and, therefore leading us to place a much greater emphasis going forward on engaging hard to reach students *within* the school with as much vigour as we do for those outside. Again, this triangulates with our focus on parental engagement, curriculum, consistency of teaching, advice and support. The key area of frustration for some students remains that of inconsistency, often perceived as unfairness. Clearly, as a school we took a risk in undertaking such an extensive survey during lockdown and after such a long period of uncertainty for students. However, this can be justified precisely because we are coming out of such an unprecedented time and it is essential we, as school leaders, with you as Governors, have a clear understanding of the world as perceived by our students and their families.

The message that we are doing pretty well, in some cases very, and in some cases not well enough, is also reflected in the SEN survey presented by Sue Matthews. Overall, satisfaction rates are high, reflecting the work of the BMW and SEND facilities and their excellent leadership. The need for ever-greater comms to ensure parents and carers are as clear as possible about what is being done to support their child remains important.

Ann McDonnell's paper on sustainable schools approaches sustainability by deliberately playing on the meaning: financial longevity on the one hand, and pro-green approaches on the other. Tracking the progress of the school to its current position of excellent financial health [doubling our surplus in two years], Ann also includes a range of RAG rated data which, taken in its totality, is further evidence that our school financial systems are in good health. Of course, going forward, the school will face lower birth rates, more provision [the new Reading school coming online in 2 years], an uncertain macroeconomic [central Government finances] and microeconomic [local Schools' Forum] environment. We have our 'oven ready' development plan to rebuild the school, and will continue to lobby for this. The challenge, as Governors are aware, remains the existing over-provision of school places in Reading which, itself is a small [arguably too small] authority. Finally, chiming with the Student Council scrutiny, Ann points to the work we are planning to make our school even greener, and to engage students in this important work.

1. Introduction – looking back

Three years ago, senior staff and Governors undertook a process of discernment in preparation for what was to become the school's first ever Three-Year Corporate Strategy. This document is, first and foremost, based on the Bishop's vision 'That they may have life' which reminds us of what is distinctive about Catholic education, its missionary characteristics and the place of the Catholic school as an eucharistic community. The Bishop's document remains normative. The strategy then went on to identify key areas for focus, which are reproduced below, with comment as to what has been achieved.

The school would become a beacon in the Diocese and beyond - strengthening our identity as a Catholic school

The school secured an Outstanding judgement in its 2018 Section 48 inspection, the first time in its 60-year history.

More Catholic families trust us and send their children to Blessed Hugh. The school is at the heart of the Diocese, reflected in the Headmaster's role chairing the Diocesan Education Steering Group.

We are on the way to securing the Romero Award for the embedding of Catholic social teaching in our school processes, and we will lead the Diocese in implementing the John Paul II Award for service.

Outcomes in religious education are among the strongest in the school. We can be proud of what we have achieved.

Going forward we intend to be systems leaders in Catholic education, developing a regional profile.



No wasted years, a stronger KS3 and better transition to secondary school



The quality of teaching and progress in KS3 has improved measurably, leading to better terminal outcomes at KS4 and better student engagement [no permanent exclusions for over 4 years – the best figures in the Authority]. Transition processes from primary to secondary are of a high quality, leading to more rapid integration in Year 7. Securing a highly-experienced Primary Executive Headteacher to support our work offers real expertise.

There is more to do, employing the deep learning strategies indicated below.

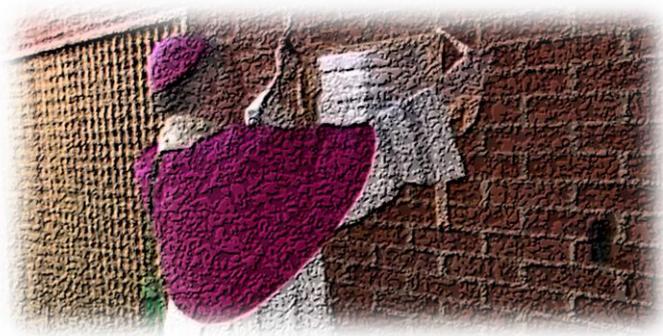
Improve our estate and finances

While we still have a way to go to get the building we dream of, an enormous amount has been done to improve the school site in the three years.

The BMW building is a source of great pride, offering outstanding provision for vulnerable children.

Extensive work on the sports hall roof as well as replacing the plumbing, have been critical work, as has the improvement to site security.

The school now has an oven-ready plan for further development. In terms of finance, the school has grown – the fastest growing school – and has a solid balance sheet, notwithstanding the challenging times through which we are passing due to Covid 19. We are now in a position to spend money on enhancements to the student and staff experience.



Ensure more outstanding teaching and ‘good’ teaching as an absolute norm

The quality of teaching has improved over the past three years. Measurably, there is more outstanding and good teaching, and less inadequate teaching.

There is still a way to go and the welcome refocussing on pedagogy signalled by metacognition, recall and those other aptitudes rightly applauded in the new Ofsted framework continue to focus us on this.

We have exciting new colleagues joining us who represent another step forward.



Improve standards and narrowing the gaps

Blessed Hugh is the highest performing co-educational school in Reading in terms of progress [2019]. This is to be welcomed.

However, our headline data [albeit two years old] is average, which is unacceptable.

Narrowing the gaps remains a challenge, partly reflecting the inevitable consequences of the non-Pupil Premium students continuing to improve.



Deliver an excellent Sixth Form to meet our students' needs

We now have a good Sixth Form. Student outcomes are good, destinations are excellent and the post 16 work ethic and climate for learning is very strong. There remains the challenge of growing the Sixth Form, though to do so on the back of a quality offer – however challenging in a competitive market – is more achievable. The focus on curriculum offer is to the fore, together with the perennial challenge of ensuring the Sixth Form experience is high quality.



A footnote on Covid 19

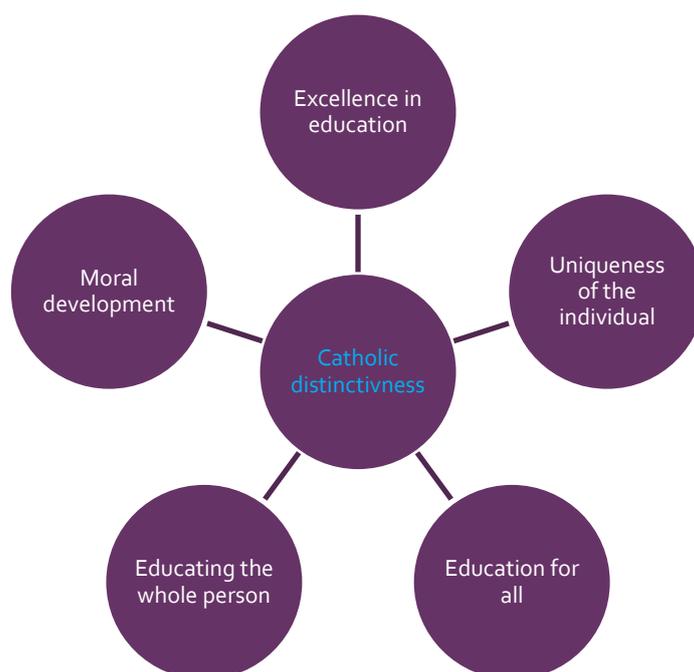
The school's Covid provision has been universally well received and amounted to a rigorous 'stress test' of business continuity, rigour and adaptability. The broader leadership by myself and others across the LA and Diocese during a time of unparalleled challenge, not seen since the Second world War, has further strengthened the school's profile as a leading, not following, school. This reflects ethos cashing out in practice.

At the same time, the two-year absence of normal, summative assessment data, created by the cancellation of public examinations, has prevented the school from reinforcing internal data and professional judgement with 'objective' quantitative data. Driving forward standards and removing significant disparities between groupings of students remains central. This will be underpinned by great teaching, excellent leadership at all levels and consistency. In short, we wish to surpass the mandate delivered us by canon law, namely that 'instruction which is given in [Catholic schools] is at least as academically distinguished as that in the other schools of the area' [Canon 806§2].

“The search for what is ‘true and good’ is the search which ought to encompass all aspects of human endeavour in Catholic schools.”

Why the title, *Flourishing, Together!*’?

As a Catholic school, we see human flourishing as intrinsically linked to a generous response to a God-given vocation. This means our school should be focussed on the five elements identified by the Bishops’ Conference. Together with the Bishop’s document, these elements MUST inform our thinking throughout this process.



‘Education is not just knowledge, but also experience: it links together knowledge and action; it works to achieve unity amongst different forms of knowledge and pursues consistency. It encompasses the affective and emotional domains, and is also endowed with an ethical dimension: knowing how to do things and what we want to do, daring to change society and the world, and serving the community. Education is based on participation, shared intelligence and interdependence; dialogue, self-giving, example cooperation and reciprocity are also equally important elements.’

Educating Today and Tomorrow: A Renewing passion [2014],
Congregation for Catholic Education

2. Looking Forward : 2021 and beyond

1. People – led by Sue Matthews and Ann McDonnell

- a. Staff
- b. Parents
- c. Wider stakeholders

2. Student Experience – led by Ben Winsor and Aimee Donaldson

- a. Standards
- b. Levelling Up
- c. Inclusivity

3. BHF+ Local and Regional Leadership – led by Simon Uttley and Sue Matthews

- a. Leadership in the community
- b. Centre of excellence
- c. Regional reach

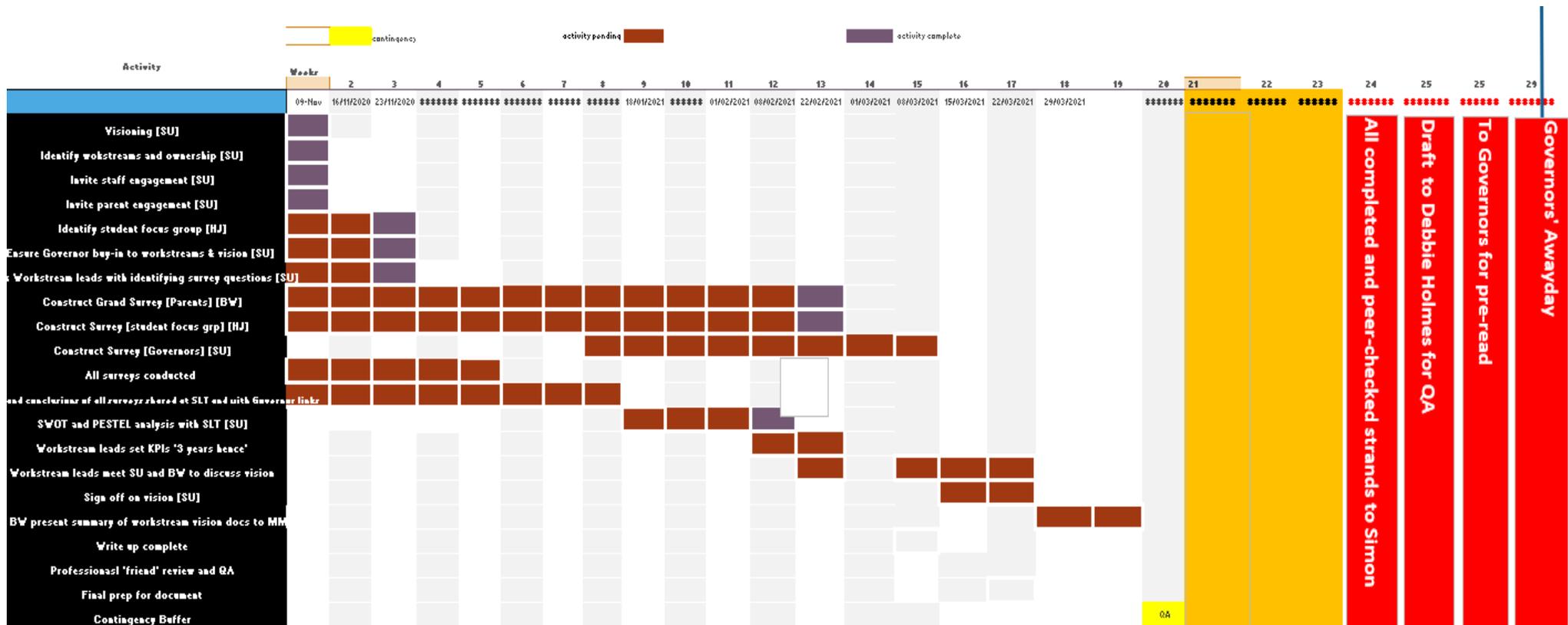
4. Sixth Form – led by Helen Jordan and Jermaine Webster

- a. Growth
- b. Standards
- c. Unique offer

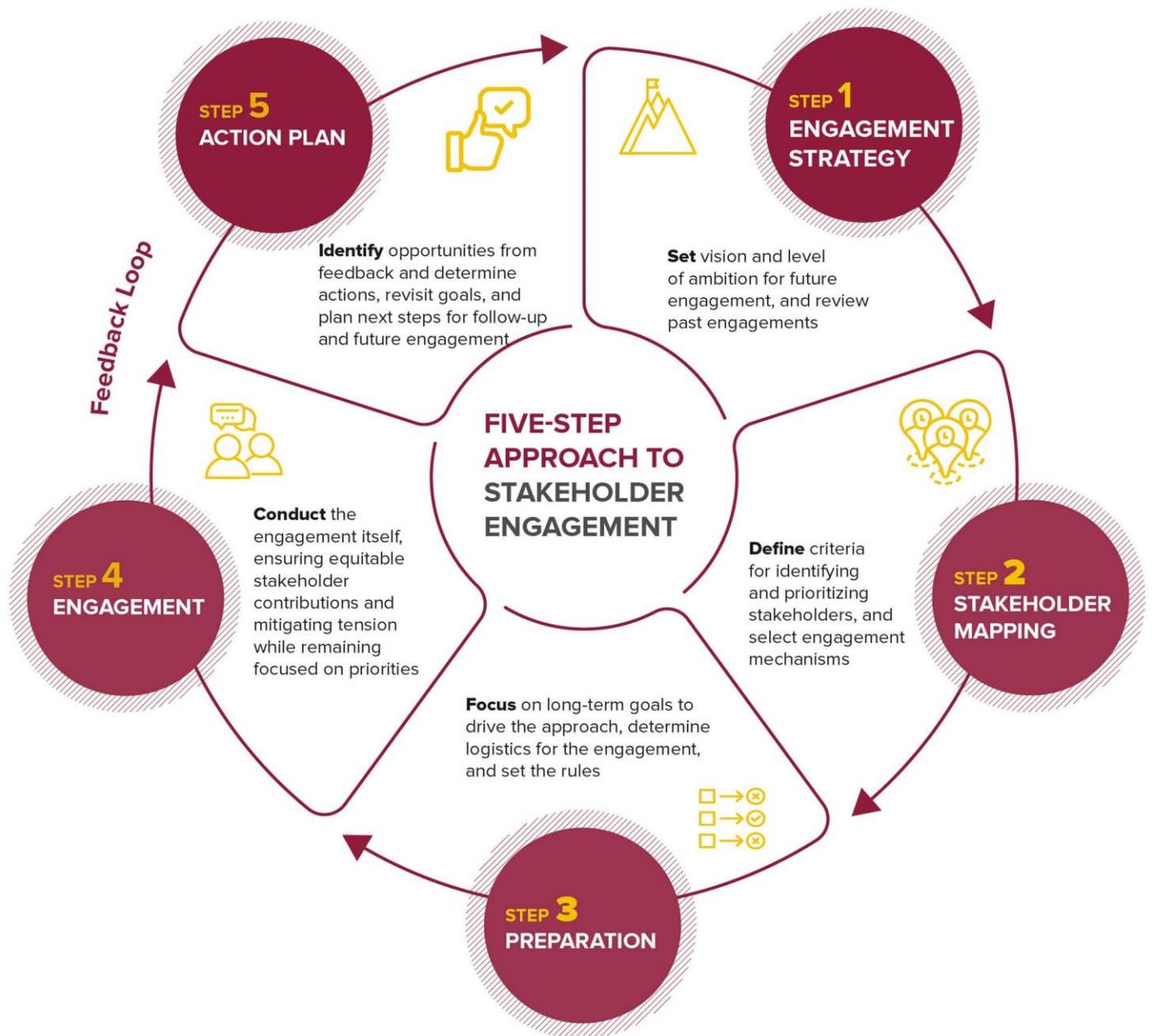
5. Sustainable School – led by Ann McDonnell and Simon Uttley

- a. Financial sustainability
- b. Site development
- c. Ethical operations

3. Selected tools for analysis



Strategy Tools 1 - Stakeholder Engagement

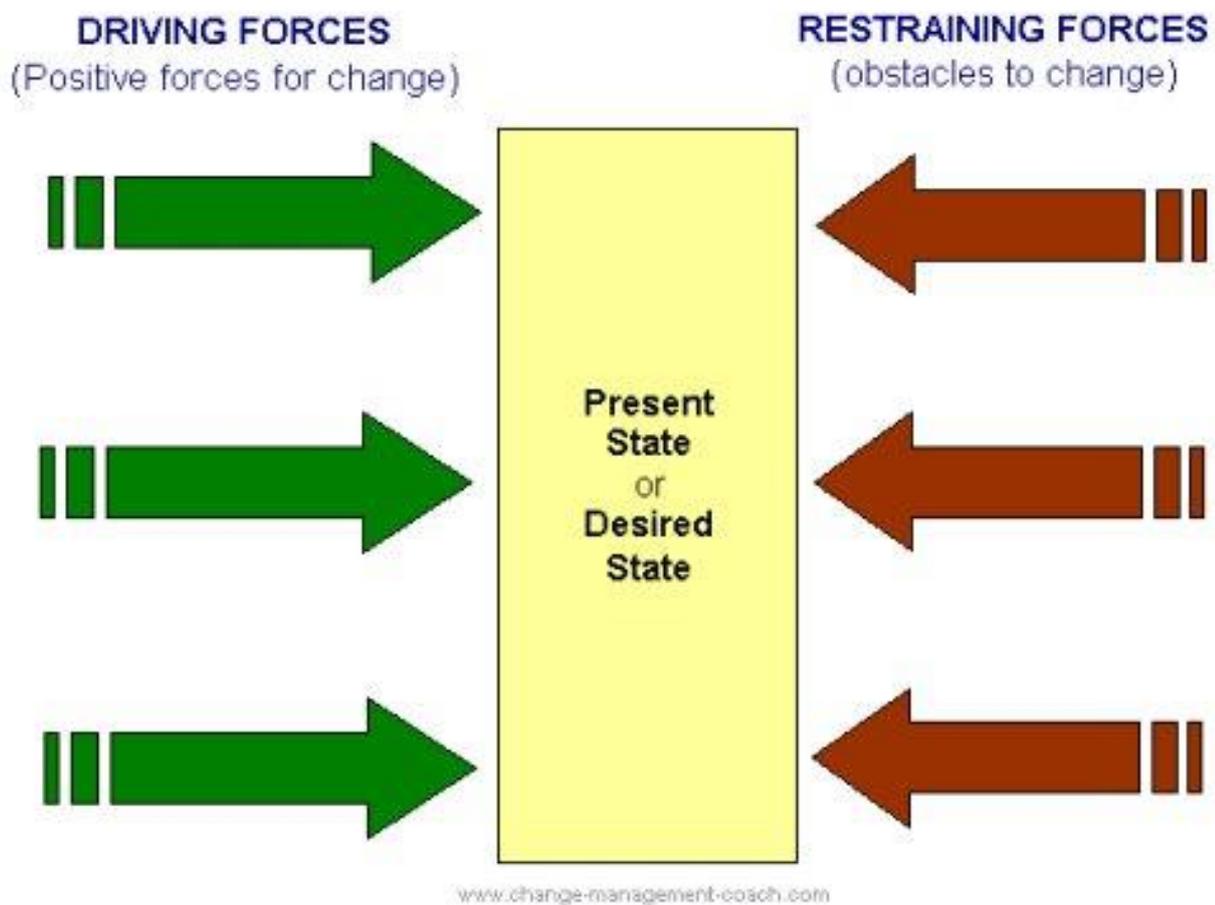


Our starting point is to secure wide and deep stakeholder input. This was undertaken by workstream leads and conducted through survey [parents/Governors/staff] and focus groups [students].

Strategy Tools 2 - Force field analysis

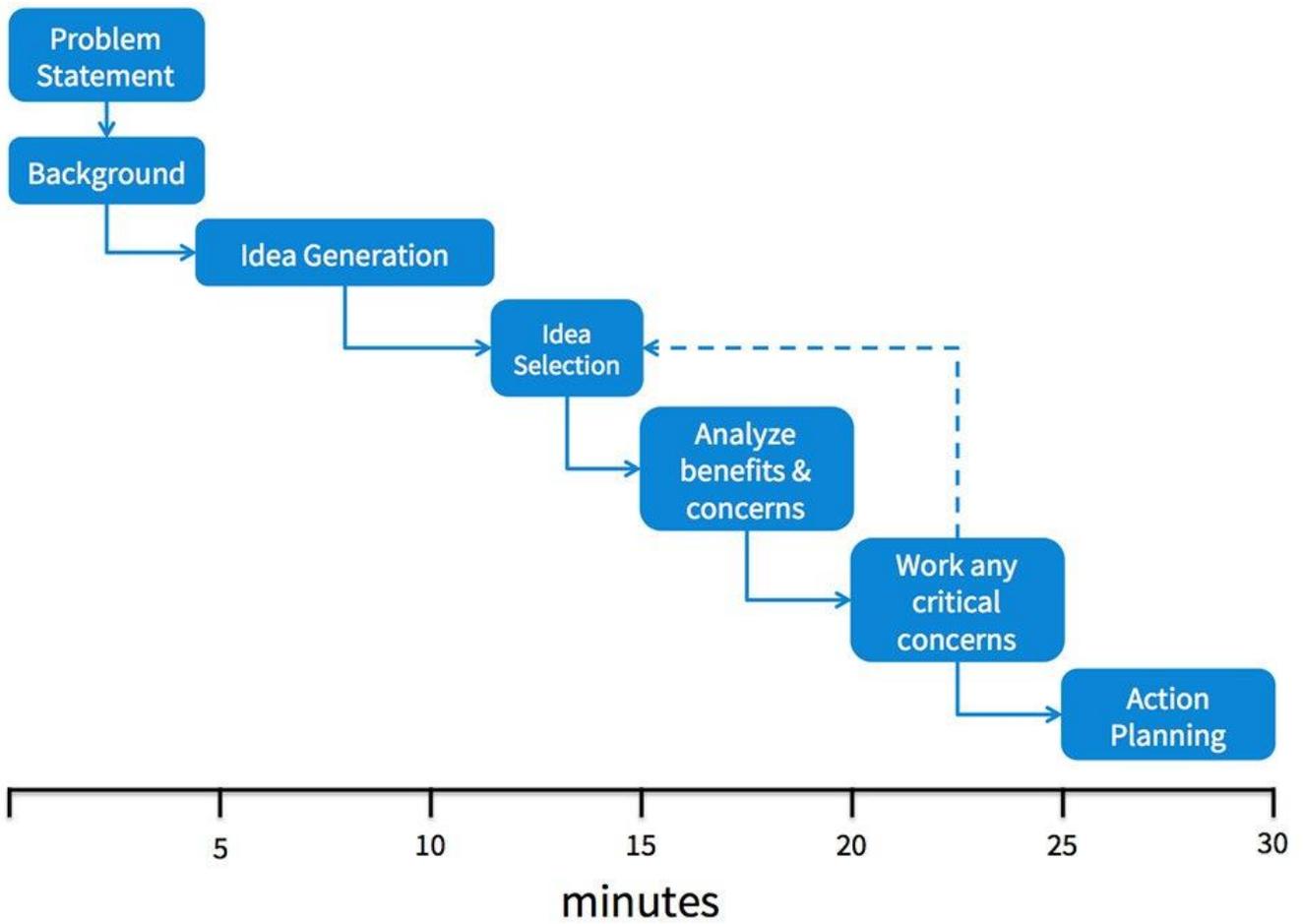
Thinking of our desired vision, identify the driving and restraining forces

FORCE FIELD ANALYSIS – KURT LEWIN

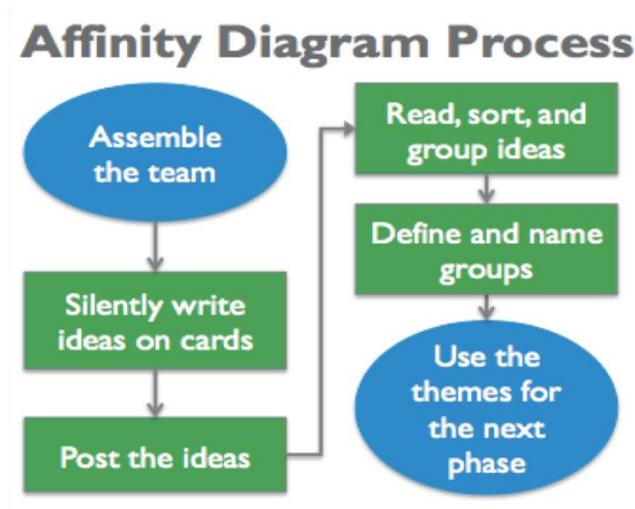


1. Where are our assets?
2. How do we know these assets are driving us forward?
3. Where are the restraints?
4. How can we unfree these restraints?

Strategy Tools 3 - Problem Solving Team Building [PSTB]



Strategy Tools 4 – Affinity Modelling



The process

1. Express the issue under discussion clearly in one sentence (top level theme), framed as a question. Take time to get this absolutely clear as everyone needs to agree on the statement before proceeding further. Sometimes this can be a two or multi-stage process, for example, whilst 'what changes can we make to improve pupil attendance?' may seem a reasonable question it perhaps should be preceded by 'what are the causes of our attendance rate not being as high as we want?'
2. Individually and silently people record their views on post-its and randomly stick these onto a flip-chart or wall [or remotely]. Only one idea per post-it, printed in a way that is easy to read. Preferably a short statement of four to seven words.
3. When everyone has finished putting the post-its on the wall people can step back and read all of the information.
4. Then without discussion, the group sorts the post-its into clusters of similar ideas. The number of clusters will depend on the topic but somewhere between 5 and 10 groupings is reasonable. If someone disagrees with a grouping, the note can be moved, but without discussion. At this stage if there are some 'outliers' they can be left to deal with later.
5. Once the groupings are sorted then some discussion can take place to clarify issues and agree the position of each post-it.
6. Next create a summary or header card for each cluster to encapsulate the main theme through a team consensus.
7. At this stage it is helpful to deal with the stragglers that do not fit into any of the clusters. There are three possibilities: link them into one of the clusters, the single post-it is important and can form its own cluster (and do some more brainstorming to see if there are any more ideas to go with it) or with everyone's agreement remove the post-it.
8. Review the result with the team and other key people (stakeholders) before moving on to the action planning phase.

4. Analysis at Blessed Hugh

SWOT

SWOT Analysis – Quality of Teaching	
Strength	Weaknesses
Teachers know their students	Consistency of high-quality teaching - across departments and the school
Good resources – ICT etc	Participation in reflective practice
Intent to share good practice	Culture – anxiety / fear of 'failure' Openness to develop, reluctance
Creativity in pursuing opportunities for extension/extra-curricular	Implementation - sharing good practice – there needs to be a better mechanism for this
Majority good, some outstanding, small amount RI, no inadequate	Inspiration – for staff and some students
SLT developing a coherent message around house style	Reading
Specialist staff in place	Subject specialisms for A Level/Level3 BTEC
Teaching and learning working party in place	Covid 19 means we are behind in implementing new framework
Strong leadership in SEN areas	Covid 19 presents particular challenges, particularly early careers staff
Teachers' improved knowledge of IT can be applied in post-covid classroom	Need for SLT teaching 'house style' to be even more well drawn so that the message to all staff is more impactful and persistent
Teachers' driven by moral purpose	Core subjects – many strengths and much good leadership but not yet consistent
	Small school therefore limited curriculum
	Large class sizes
	Some teaching is too safe and boring
Opportunities	Threats
Opportunity to share good practice	Recruitment and staffing – shortage and quality
Change culture	Gaps – COVID and future impacts
Pedagogy - development	Workload and wellbeing
Development of subject Knowledge	Engagement with change of culture / direction
Development of school wide reading	Losing good staff, particularly with 2021 'flurry' of movement.
Research	Absences / illness
Strengthen partnership working – for all departments with outstanding schools. Not just HODs	
Schema development	
Developing middle leadership	

SWOT Analysis – Quality of Learning – Students	
Strength	Weaknesses
Examples of outstanding teaching and experience in classrooms.	Bottom 10% - provision SEND & PP/Disadvantaged
Broad and balanced curriculum.	Poor attitude to learning by some; a number of low-level behavioural issues
KS4 – curriculum academic route – Ebacc	Culture of learning not totally homogeneous
Mixed ability	Aspiration of some is low
Overall good behaviour in lessons, calm atmosphere	KS4 – curriculum – alternative routes – low ability.
Progress rates in lower-ability groups	Some setting remains and can lead to poor attitude
Relatively high degree of trust on the part of students and parents	Persistent absence students
Increasingly more of a standard distribution of students	Students find inconsistent teaching experience impacts on their progress, motivation and joy of learning
High degree of EAL	Some students do not experience school as positive
Not so skewed in terms of socio-economic extremes	Some teaching is too safe and boring which impacts learners
High degree of trust by SEN students and their parents in their specialist provision	
Opportunities	Threats
Develop aspiration	Gaps in learning – COVID and future impacts
Develop resilience	Provision and quality of catchup
Deeper thinking	Parental engagement / support / knowledge
Metacognition	staffing
Parental engagement	Negative impact of Covid
Continue with some strategies developed due to remote learning.	
Re-starting school post-lockdown is an opportunity, not just a threat	
Consistently more demanding and dynamic teaching	

Opportunities for teaching



A sense that staff, led by Heads of Department, open to and having the capacity to develop. The need for research-based pedagogy to drive an easy-to-grasp house style.

Opportunities for learners



Developing deep thinking capacity, resilience and the aspiration to succeed – though many already display the latter.

Threats to teaching



The priority is a school full of excellent subject – and pedagogy- specialists. Therefore the threat includes [some] staff leaving – permanently or temporarily – the broader recruitment picture, influenced by reduced bursaries etc for subjects and the unknown and unpredictable impact of post-Covid, and post-Brexit recovery.

Threats to learners



Clear recognition that post-Covid will present particular challenges, including knowledge gaps. Parental support is good, but not universally so, and this, too, has an impact.

'PEST' ANALYSIS

Political . Economic . Social . Technological

POLITICAL

The Reading BC context:

- Legacy of weak and poor social care practice – some improvements by Brighter Futures for Children [BFFC] bringing the provision to 'Good'.
- At time of writing, awaiting a SEN review of the LA.
- Silo behaviours which prevented innovative solutions being found – again, some improvements by BFFC
- Impact of staff and management churn which resulted in a 'start again' approach to practice and some staff disengagement.
- Staff shortages and poor placement planning (post immediate decision to take children into care) resulted in the unnecessary continuation of costly placements and care packages.
- The number of Children Looked After [2019] takes up 57% of BFFC gross expenditure. This is the highest proportion of expenditure amongst the statistical neighbours, where the average is 50%.
- BFFC and RBC support for Trauma Informed Practice and support for Mental Health positively supports schools in prioritising these elements, particularly as we come out of Covid 19.
- The desire of BFFC. To work with our school on improving ASC provision through collaborative working on SLA and a reimagining of funding also very positive.
- Educational standards 'aided' by Grammar school system.

The national picture [DFE Single Department Plan 2019]

- Ensure our academic standards match and keep pace with key comparator nations.
- Strive to bring our technical education standards in line with leading international systems.
- Ensure that education builds character, resilience and well-being.
- Prioritise in all we do the people and places left behind, the most disadvantaged.

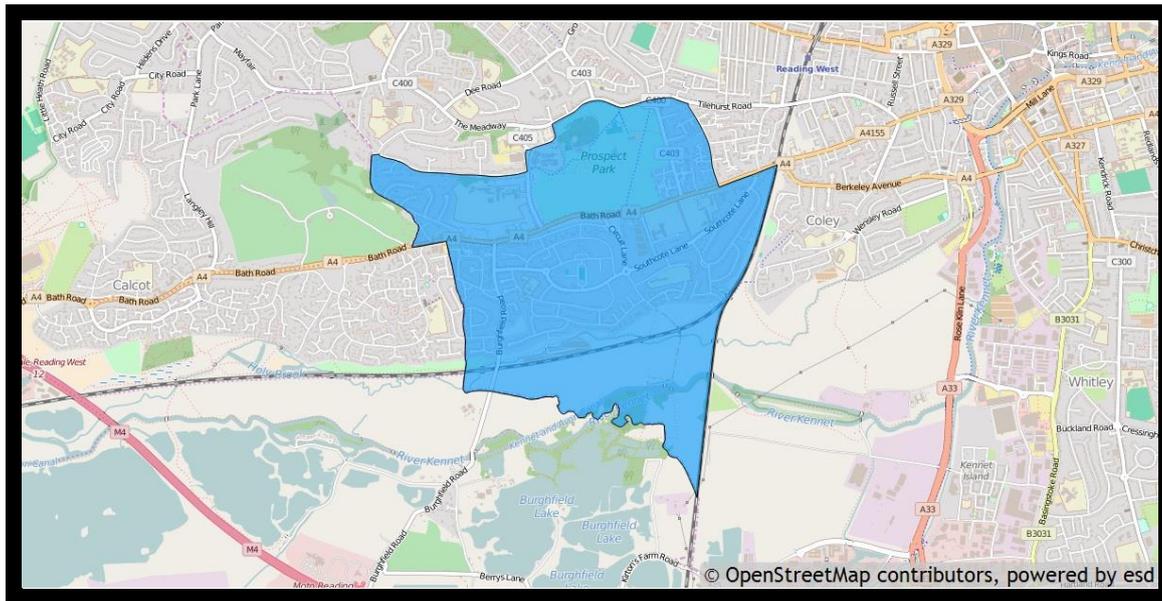
- Secure a highly capable, highly-skilled social work workforce (including through the national assessment and accreditation system and Social Work England).
- Improve our understanding of child wellbeing and happiness.
- Ensure there are sufficient high-quality teachers in our schools for the long term, by delivering our teacher recruitment and retention strategy which includes our Early Career Framework (supports SDG 4).
- Support schools to get the best out of their budgets, improving school resource management, providing more advice, support and deals for schools.
- Maintain our focus on ensuring all children can access a place at a 'good' or 'outstanding' school.
- Support schools and colleges in developing character, resilience and well-being in young people.
- Elevate the status of our teaching profession; including by: strengthening qualified teacher status, reducing unnecessary workload, and supporting the Chartered College of Teaching.
- Continue to build school-led system capacity across the country, giving our academies and maintained schools the space and support to thrive, and helping schools to make the positive choice of grouping together in successful multi-academy trusts.
- Promote the educational outcomes of disadvantaged children and young people including through implementing the commitments made in response to the Timpson review to ensure schools can support children at risk of exclusion, and ensure they have access to high-quality education after exclusion.
- Design and deliver the new curriculum fund to provide excellent curriculum plans and content.
- Drive forward our focus on key subjects within the curriculum, including through the English Baccalaureate (EBacc), and strengthening the teaching of phonics and computer science
- Deliver T Levels as a gold standard for technical and professional excellence, ensuring our young people can access a world-class education whichever route they choose.
- Continue our ground-breaking reforms to apprenticeships, with quality at the core.
- Develop a national retraining scheme to drive up adult learning and retraining.
- Launch the review of qualifications at level 3 and below with extensive public consultation, and design and implement a T Level transition offer.
- Work with the Department for Business, Energy and Industrial Strategy, to support the implementation of the Industrial Strategy, by reforming the skills system to deliver skills demanded by employers, and needed to boost productivity .

- Improve the quality of careers advice and guidance for children, young people and adults so that they are aware of the breadth of opportunities available to them.
- Promote the educational outcomes of disadvantaged children and young people, by delivering a national funding formula for schools, sufficient high-needs funding to support children and young people with special educational needs and disability, and continuing to support disadvantaged young people through the pupil premium.
- Work with the Ministry of Housing, Communities and Local Government to create a stronger, more integrated Britain.
- Ensure new relationships and sex education (RSE), and personal, social, health and economic education (PSHE) support young people to stay safe and prepare for life in modern Britain, and work with the Department of Health and Social Care to improve children’s mental health through improved support.

Understanding our immediate neighbourhood

While Blessed Hugh draws from a wide area, the issue of place and identity remains an important, and often neglected element. The school does not merely occupy ‘space’ in this area, it is an active part of making ‘place’ – whether as employer, neighbour, user of resources, influencer of quality of life, and so on. As a ‘local resident’ for 63 years, we are committed to be a more active neighbour, committed to the common good and to the broader educational landscape, not only the Catholic educational sector.

Southcote



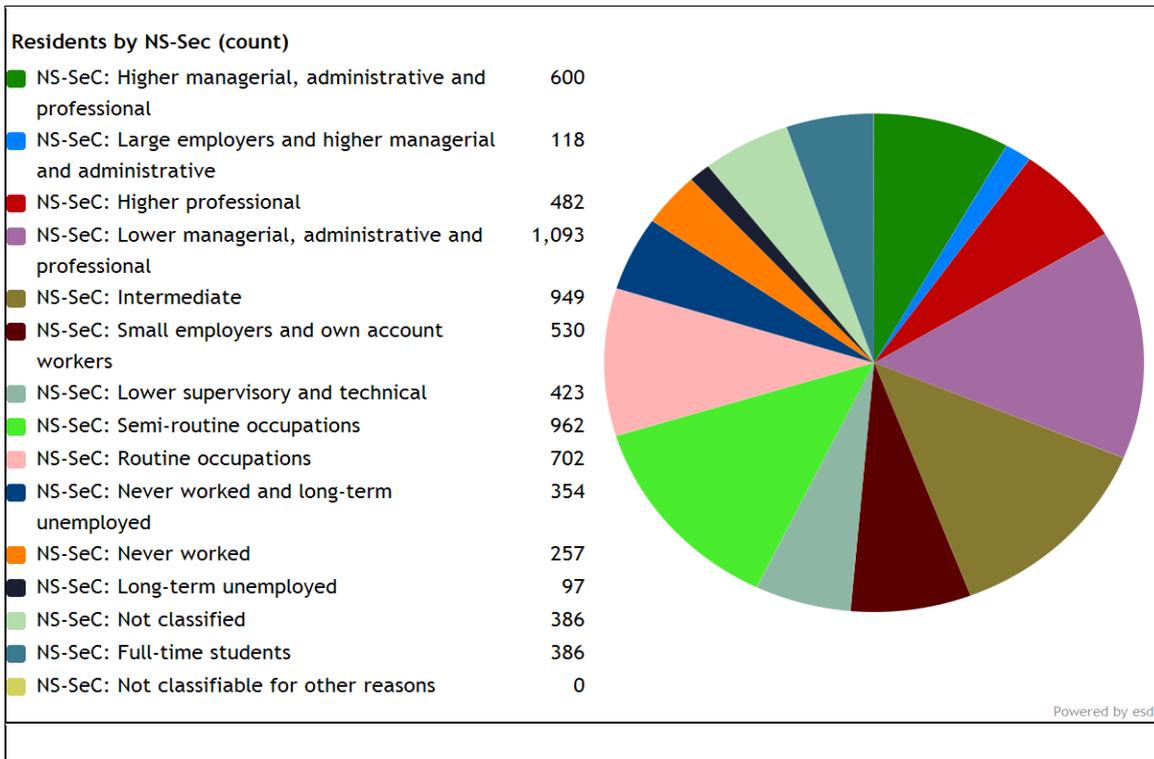
Southcote has a resident population of 8,548 which represents 5.49% of the total Reading Unitary resident population of 155,698. Southcote's resident population is 52.3% female and 47.7% male

ECONOMIC -Southcote (2011 census)

Employment

The following chart provides a breakdown of Southcote Ward by socio-economic classification for all residents aged 16 – 74.

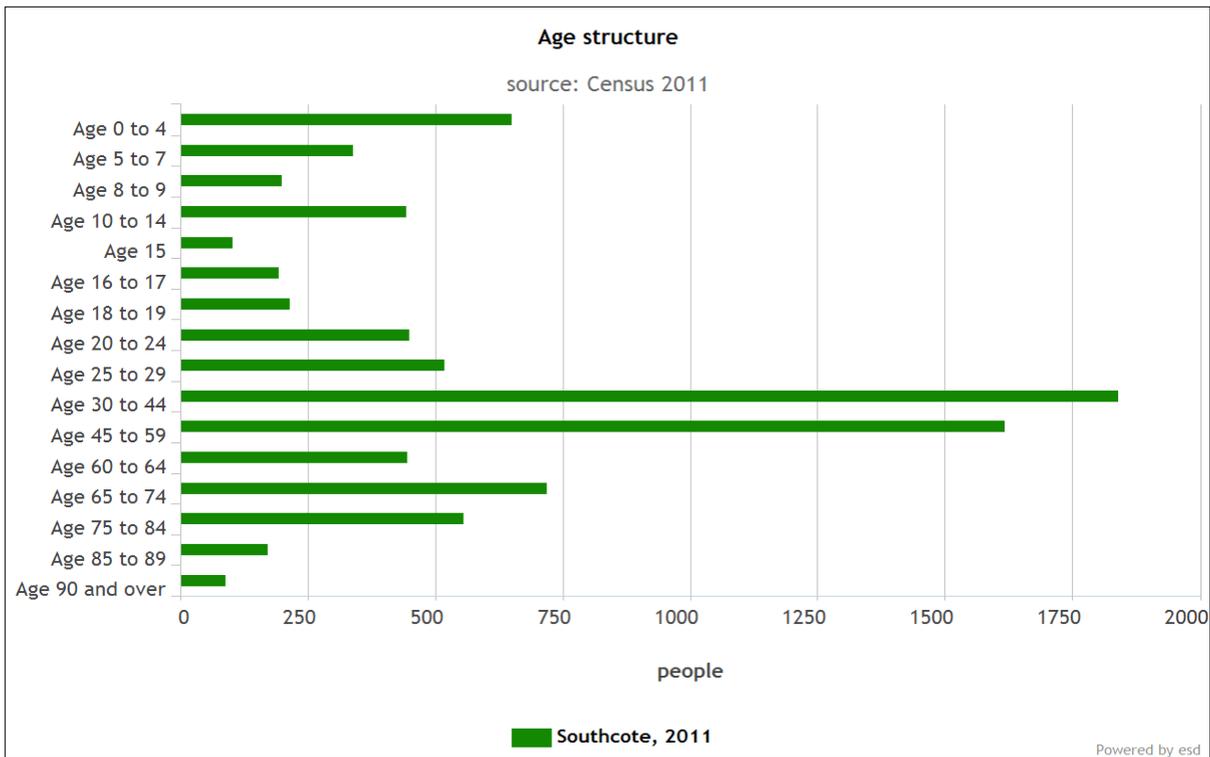
The National Statistics Socio-economic Classification (NS-SEC) provides an indication of socio- economic position based on occupation. It is an Office for National Statistics standard classification. To assign a person aged 16 to 74 to an NS-SEC category their occupation title is combined with information about their employment status, whether they are employed or self-employed, and whether or not they supervise other employees. Full-time students are recorded in the ' full-time students' category regardless of whether they are economically active or not.



SOCIAL - Southcote

Age

The mean age of the Southcote Ward population is 40 years compared to a mean age of 35 years for residents in the whole of Reading . The predominant age band in Southcote is Age 30 to 44 which represents 21.50% of the total Ward population.

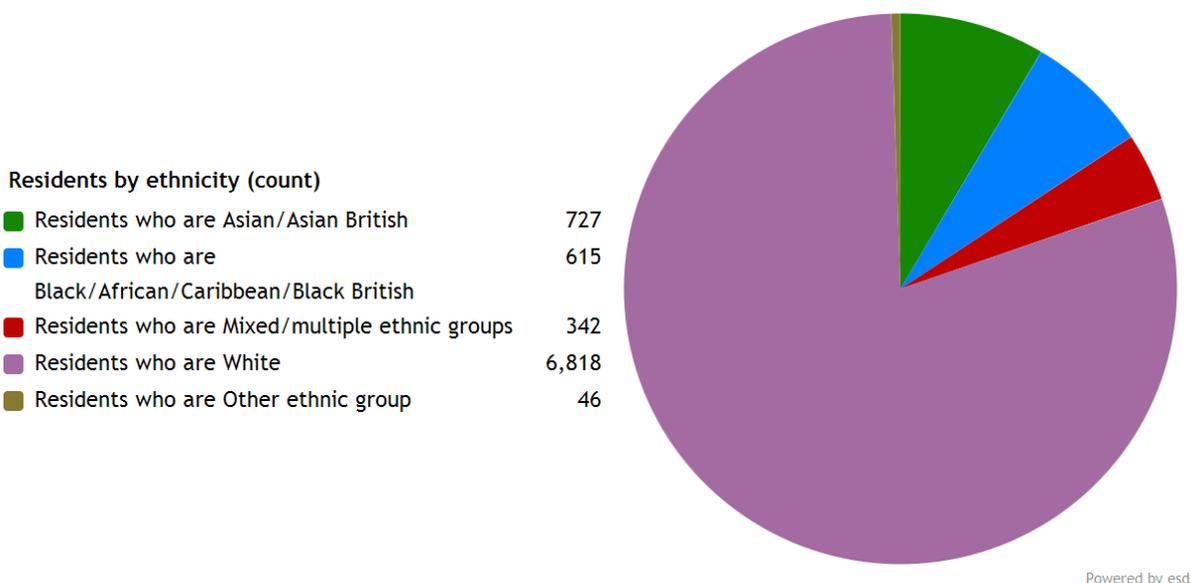


Ethnicity

The largest ethnic group in Southcote is 'Number of usual residents who are White' with 79.8% of the Ward's population. That compares with a figure of 74.8% for Reading Unitary as a whole and 85.4% for South East .

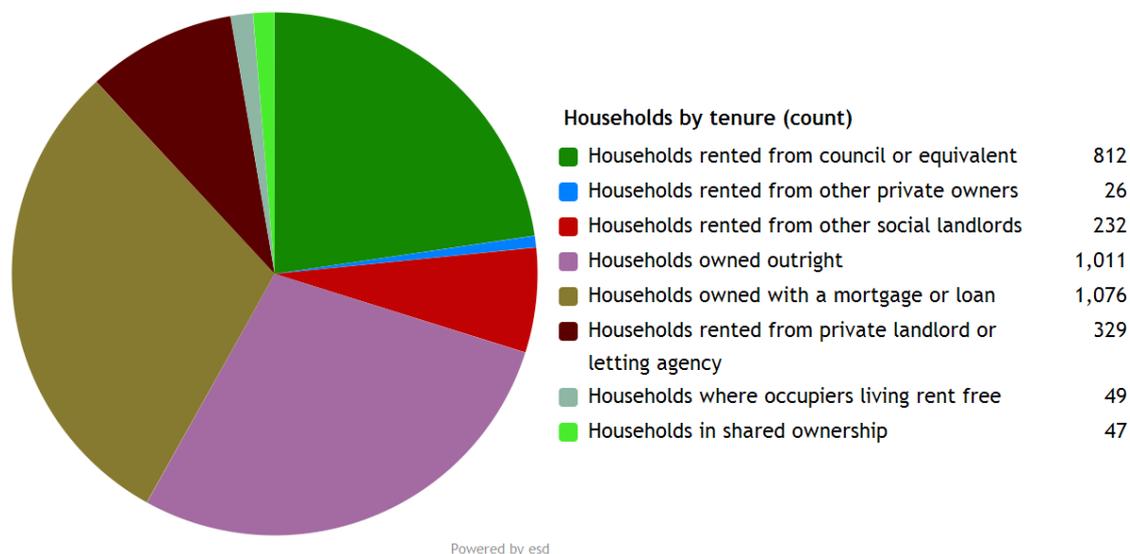
The second largest ethnic group is 'Number of usual residents who are Asian/Asian British' with 8.4% of the Ward's population. That compares with 13.6% for the Unitary as a whole and 5.2% for South East.

The ethnic split of Southcote's residents is shown below.



Households

Southcote Ward has 3,582 households, which represent 5.70% of Reading's 62,869 households. The household split by tenure is shown below.



The largest number of households live in 'Number of all households - Owned with a mortgage or loan' accommodation with 30.0% of Southcote households. That compares with 32.2% for Reading Unitary as a whole and 33.5% for South East.

The second largest number of households lives in 'Percentage of all households - Owned outright' accommodation with 28.2% of the Ward's households. That compares with 22.6% for the Unitary as a whole and 31.0% for South East.

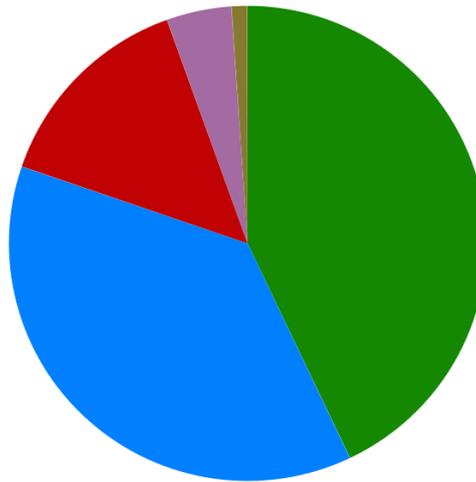
Southcote has 505 households with dependent children aged 0 to 4. That represents 14.10% of the Ward's households.

1,092 households in the Ward have dependent children of all ages. That represents 30.50% of the Ward's households.

Health

Residents by level of health (count)

Very good health	3,671
Good health	3,190
Fair health	1,218
Bad health	378
Very bad health	91



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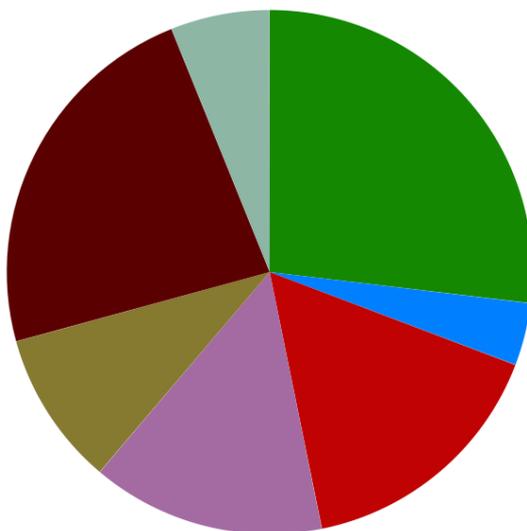
Southcote has 378 (4.4%) residents that report being in bad health and 91 (1.1%) residents that report being in very bad health.

Its ranking for the number of residents in very bad health is 12 (out of 16 Wards) within Reading.

23.20% of Southcote's residents have achieved level 4 qualifications and above compared to 34.80% in Reading as a whole and 26.90% of Southcote's residents have no qualifications compared to 17.40% in Reading

Residents by educational qualifications (count)

No qualifications	1,834
Apprenticeship	263
Level 1 qualifications	1,093
Level 2 qualifications	980
Level 3 qualifications	650
Level 4 qualifications and above	1,579
Other qualifications	415



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5. Curriculum

Curriculum . Teaching. Parental Engagement . Reducing the achievement gap



Blessed Hugh Faringdon Catholic School Curriculum

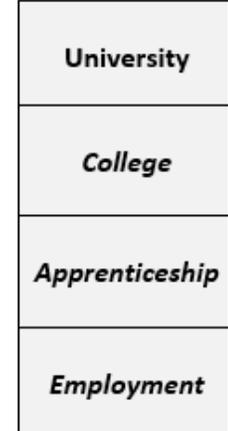
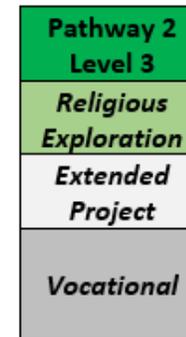
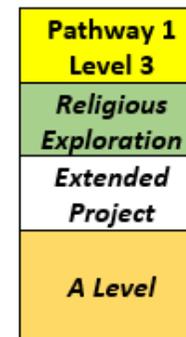
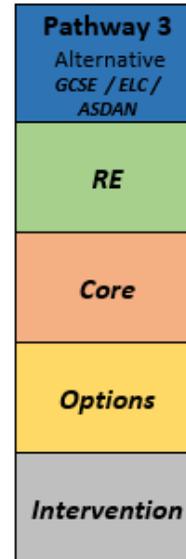
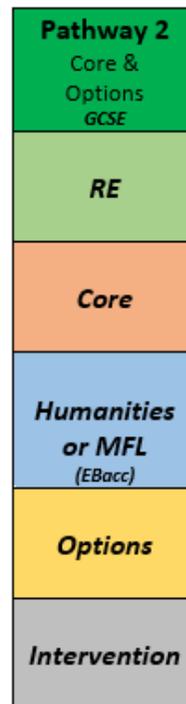
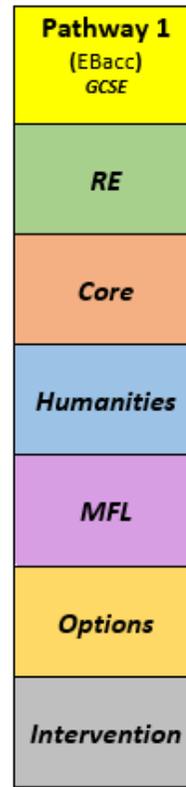
**Key Stage 3
(Year 7-9)**

**Key Stage 4
(Year 10-11)**

**Key Stage 5
(Year 12-13)**

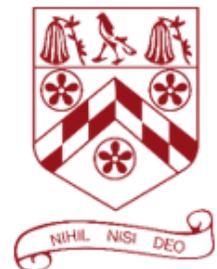
Destination

PSHE, Careers, Numeracy & Literacy



"A curriculum based around the best interests of the student's human formation, built upon our Catholic ethos and with a range of pathways to provide a happy, stimulating and demanding experience".

Enrichment, Student Leadership, Extra-Curricular



6. *True teaching*: Statement of core pedagogy

This will be in two parts:

Part 1: Towards a brain-informed whole-school pedagogy

Part 2: 12 practical principles great teachers employ

Part 6.1

Towards a brain-informed whole-school pedagogy - Arthur Shimamura (2018)²

MARGE - a whole-brain learning approach for students and teachers

Motivate

Attend

Relate

Generate

Evaluate

What is learning?

Broadly speaking, it is our ability to acquire knowledge from sensory experiences. It can come in a variety of forms, from perceptual learning such as the way a doctor reads an x-ray, to conceptual learning such as the way historian links new facts. There has been a failure to recognise the substantial importance of

² https://shimamurapubs.files.wordpress.com/2018/09/marge_shimamura.pdf

motivation. Efficient learning depends on top-down processing which is the active use of existing knowledge to guide and select what sensory information to process. We are bombarded by a multitude of sensations and must therefore **attend** to relevant facts and information, thinking of our conceptual knowledge as a vast web of connected information – our personal Wikipedia – we build knowledge by linking new information to existing knowledge.

How we **relate** new information to our knowledge base is critical for efficient learning and retention. A well organised memory system is built around an organised framework which includes links to related information. These knowledge structures are referred to as schema.

So the links we create between new information and existing knowledge is as important as the information itself. So initial learning involves attention to relevant facts and relating them to our existing knowledge base – checking from time to time that our schema is accurate and complete, as, if not, it cannot be ‘repaired’ by a quick one-liner [e.g. the formula you have been using is wrong, here is the right one] but must be properly repaired if it is to become a true feature of the student’s schema once more. [We can learn things that are inaccurate very effectively, and very deeply. Just as we can learn things that are accurate but at a superficial level – without realising our understanding is inadequate].

We must then work to retain this information so that it can be retrieved the later time. One of the most powerful ways we support retrieval is through the **generation** effect – this entails, for example telling someone about what we have learnt recently (or teaching someone else) and is strongly associated with the activation of broad neural circuits.

In taking ownership about what we actually know, we are involved in metacognition-for example, reflecting on whether what we *think* we know we *do* actually know.

It is important to recognise that to learn properly or how our brain must be engaged in this process – instilling interest (**motivation**), selecting relevant information (**attend**) integrating new information with existing knowledge (**relate**) retrieving the information (**generate**) and monitoring success in learning (**evaluate**).

Motivate

Not every subject will be, in and of itself, immediately motivating – the skill of the teacher is to build in an enquiry loop such that, whether via partial reveal, a personal anecdote, telling them a story, school trip or visit, the use of impactful stimulus material or in any other way, the student is left wanting to seek the outturn.

It was in the *framing of the question*, rather than giving the answer that fMRI scanner research showed specific heightening of brain activity. In a later memory test, individuals remember answers to questions *rated high in curiosity* compared to those rated low, reflecting the skill of the teacher as Master Questioner.

Asking questions such as ‘did you like the novel?’ or ‘do you like the painting?’ are more powerful than they seem because they are switching on several areas of the brain – as well as empowering the student. This directly chimes with our school’s ‘What Matters to Me?’ survey, student voice, student leadership etc. At the outset, students schema maybe scant – right now especially after so much time out of school.

Within Rosenshine’s *Principles* we see Motivation cashed out in 4 ways [1] Present new material using small steps, [2] Ask questions, [3] Provide models [4] Provide scaffolds for difficult tasks.

Attend

Information overload is a fact of life for many, including young people. We can help to take control of a bombarded mind, as we do in school with measures such as meditation and prayer. It is your pre-frontal cortex [PFC], the front 28% of your cerebral cortex, that enables you to control mental activity. The PFC acts as a conductor, or-Executive Control, without which the brain would operate without control and appear haphazard and disharmonious.

The executive control determines the working memory. Classroom studies¹ have shown that mind wandering is rampant, with only 40 to 46% of students paying attention to the teacher at any given

3. Szpunar, K.K., Moulton, S., and Schacter, D.L. (2013) ‘Mind-wandering and education: from the classroom to online learning.’ *Frontiers in Psychology*, 4, 495, 1-7

moment. There is one critical time for focusing attention, which is the settling in period-the first four or five minutes of a lesson. Student engagement is essential at the start of a lesson.²

Something as simple as acronyms can focus and support **attend**. For example, if we use random letters , ATZ, BYQ etc, to help remember a concept, the mind wandering may continue, whereas if we use letters which refer to things that have meaning, CAT, MOON etc, this is far more likely to engage the learner.

Also, constantly referring to the schema of the lesson -in other words how it relates to broader material [Big Picture] , also adds meaning and, therefore, engagement.

So, for example, as a school we have a graphic 'roadmap' of the experience of a student going through the school. This should be replicated in each curriculum area, showing the various elements, with symbols, such as topics, trips, speakers, skill acquisition, future FE/HE destinations. Referring to this is to refer to something which is populated by meaningful images – albeit deployed for specific reasons.

Within Rosenshine's *Principles* we see this within [3] Ask questions [4] Provide models [5] Guide student practice and [8] Provide scaffolds for difficult tasks.

Relate

The Henry Molaison case: damage to the episodic memory stored in the medial temporal lobe {MTL} meaning he forgot what just happened, but could remember events long prior to his accident, which constitutes our broader knowledge which is seen to be distributed widely in broad regions of the cerebral cortex as a network of interconnected information.³

4. Martin, A. And Chao, L.L. (2001) 'Semantic memory and the brain: structure and processes', *Current Opinion in Neurobiology*, 11, 194-201.

Patterson, K; Nestor, P.J. and Rogers, T.T., (2007) 'Where do you know what you know? The representation of semantic knowledge in the human brain' *Nature Reviews : Neuroscience*, 8, 976-987

So how does conceptual knowledge get stored in this long-term memory, as against in the episodic, short-term memory? It is argued that facts and concepts, through repeated activations, become integrated, related, understood as cortical networks through a process called memory consolidation. So, by this view, conceptual learning requires (1) PFC activation of personal information in working memory, (2) MTL binding of that information and (3) memory consolidation – that is, reactivating and relating new information into existing knowledge networks stored in the cerebral cortex.

To aid this *relate* element, a variety of techniques can be used such as acronyms, use of images but also linking sometimes abstract information into meaningful schema. The idea of *categorise, compare and contrast*-with a piece of abstract learning, where we ask [1] does this fit within the meaningful schema, [2] how does it compare and [3] contrast with other terms or concepts?

So, taking an example from the Philosophy of Religion, [1] we introduce ‘The Ontological Argument for the existence of God’ [2] We explain [categorise] that it sits within ‘arguments for God’s existence’ and ‘logical arguments’ [2] We compare it [see areas of commonality] with other arguments for the existence of God and we [3] contrast it [see the key distinctions].

The simplest way of embedding abstract knowledge is to follow it up with lots of questions that approach it from different angles. Another way is through analogies.

Putting the facts within a diagram that links to meaningful elements is also very powerful and in a study where information was presented either in a hierarchical diagram including meaningful terms, or in a random list, individuals recall 65% of the words compared in the first two only 18% in the second.⁴

To support this, concept maps and scaffolded note-taking can be powerful.

Within Rosenshine’s *Principles* we see this within [2] Present new material using small steps [4] Provide models and [8] Provide scaffolds for difficult tasks.

5. Dunlosky, J., Rawson, K.A., Marsh, E.J., Nathan, M. J., Willingham, D. T. (2013) ‘Improving students’ learning with effective learning techniques: promising directions from cognitive and educational psychology’ *Psychological Science in the Public Interest* 14, 4-58

Generate

Think it, see it, teach it.

When we generate information, learned material is reactivated, thus enabling memory consolidation, the brain process establishes long-lasting conceptual memories. The key to long-lasting memories is the reactivation and elaboration of pertinent information after initial learning.⁶ That is why we often say that you don't understand your own subject fully until you teach it. As Robert A. Heinlein said, 'When one teaches, two learn'

It is not about parroting a word or phrase but expressing it in your own words – this is the nature of *generate*.

Use the *categorise, compare, contrast* approach; the *why* and *how* questions; the schematic organisation diagrams; and, at a higher level, the counterfactual question – 'What might have happened had there not been a Treaty of Versailles? Even writing a blog of a learning journey. Within the school, *students as teachers* can be far more embedded into the learning process and not merely peer supporters for pastoral and good mental health purposes, important though these both are.

Within Rosenshine's *Principles*, we see this within [3] Ask questions [5] Guide student practice and [7] Obtain a high success rate.

Evaluate

Students - and us - often confuse *knowing*-based on recollection and familiarity – with "*the recognisable*"- the fuzzy feeling of some vague idea about something which is obscure to say the least, but which we [as student] convince ourselves we can 'probably answer a question on'. We often cannot – and certainly not adequately. It is 'the butcher in the bus' - we sort of know him, but we don't , because he is outside his normal context.⁷

⁶ Nelson, T.O., and Narens, L. (1994) 'Why investigate metacognition?' In Metcalfe, J. and Shimamura, A.P. (Eds.) *Metacognition : knowing about knowing* (pp 1-25) Cambridge, MA : The MIT Press

⁷ Bjork, R.A., Dunlosky, J. and Kornell, N. (2013) 'Self-regulated learning : beliefs, techniques and illusions' *Annual Review of Psychology*, 64, 417-444

Thus it is important not to confuse asking students what they have just learnt minutes after learning it – which will be in their short-term memory-with whether they have learnt it in a deeper way, which requires the **evaluative** process to take place later on. This reinforces the idea of frequent testing -essentially as multiple retrieval practice sessions- to ensure embedded knowledge.

The most obvious retrieval exercise is to write down what you believe you have learnt in the lesson. This reactivates the information which strengthens your memory for the material itself always identifying the missing pieces. By testing yourself repeatedly you strengthen memory as you establish multiple pathways to knowledge.

Having said that, asking questions in the short term -during the lesson – especially those which are more challenging by virtue of being multifaceted, also supports embedded learning. Multiple choice questions also seem to be positive, as do keywords and cue words as long as they are meaningful to the student – ideally designed by the student. In addition, interleaving evaluative sessions seems effective too, for example, rather than learning three chapters in one topic, move to another subject area and then return later on.

Within Rosenshine's *Principles of Instruction*, we see this within the [1] Daily Review, [6] Check for student understanding and [10] weekly and monthly review.

Final thoughts

In a typical lesson, the MARGE approach might call for:

- 18 minute lectures times two
- Each 18 minute lecture followed by a 10 minute question and answer period.
- Students must be aware of the big picture-schema and be able to identify key points along the way.
- Notetaking is paramount and best written in hierarchical outline form
- Categorise, compare and contrast at home, course material should be reviewed with:
 - Multiple sessions involving retrieval practice
 - Generate information by saying aloud or writing down in your words material presented

- Evaluate your retrieval and monitor missing information
- Go back to sources and we learn materials again using categorise, compare and contrast
- If the student has the opportunity to teach others or to engage in study groups where you have to articulate the material in your own words-this will be very powerful too

How to read a textbook – the SQR3 method and how it links to MARGE

S – Survey - this is to get the big picture –the schema-and to provide the **motivation** for the process.

Q - Question – **attend**-note any key questions provided by the author and write down several questions such as what why and how

R1 - Read – **relate**-keep in place the big picture and the key questions and key terms. Read it for meaning and understanding-not passively.

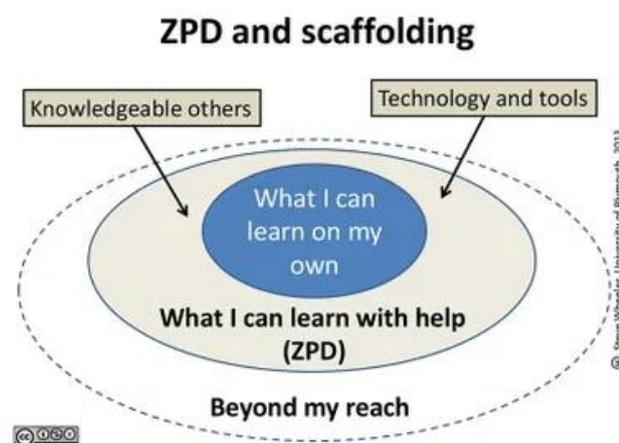
R2 - Recite – **generate** – close the book and describe what you have learnt in your own words and summarise what the aim of the chapter was.

R3 - Review-**evaluate** - What did I learn from the chapter. Be honest whether they are weakly remembered or well remembered. Practice retrieval frequently.

6.2 Twelve practical principles

1. Begin lesson with a review of prior learning: supporting memory and sequencing
2. Present new materials in small steps – this means knowing, and sequencing the curriculum as well as knowing the curriculum of allied subjects e.g. science and maths using the same mathematical techniques
3. Give clear and detailed instructions. Sequencing also means zooming in and out, regularly – why have we learnt this? How does it fit into the bigger picture? Why does it [morally?] matter, to whom, and how? This also acts as a motivator [see below].

4. Ask a large number of questions – to all students – check the response and provide systematic feedback and corrections – therefore stimulating retrieval. This also supports the ‘attend’ [see below] function of focussing students on the learning, especially in the first crucial 8 or so minutes. Thereafter, there are a range of questioning ‘techniques’ [instinctive to many teachers] such as ‘no opt out’ [Lemov], ‘no hands up’, ‘say it again better’, ‘think, pair, share’ and ‘have you understood?...what have you understood?’ the latter linking to ‘evaluate’ [see below] and being both central to effective teaching and often the most neglected aspect.
5. Provide models and worked examples, thinking aloud – students will relate to this. But make sure there is enough teaching first, so the experience of the model builds on knowledge and does not remain a disconnected experience. The teacher working through worked examples is powerful [walking-talking mocks?] as this is a model, given meaning by virtue of the teacher sharing her engagement with the process. This allows the student to relate [see below] information following the teacher's example.
6. Practice using the new material, providing close guidance as they begin. Thorough explanation, high-frequency, short-answer questions or simple tasks.
7. Check all students for understanding frequently, and correct errors.
8. Re-explain or even re-teach, especially where students have encountered difficulties.
9. Obtain a high success rate – broadly, if less than 80% ‘correct’, the teacher is reinforcing error unless they go back and repair or even re-teach. 90% plus ‘correct’ probably means a higher level / next level is appropriate.
10. Provide scaffolds for difficult tasks, such as Vygotskian scaffolding and the zone of proximal developing. The best known is probably either the PEE-type acronym [Point, Evidence, Explain, involving stating a point, providing evidence and explaining your argument] or a writing frame, but the key thing is that the framework is gradually dismantled so the students can do it on their own, like removing stabilisers from a bicycle.



11. Prepare students for independent practice and monitor them – leading to deeper fluency and ‘overlearning’. Until the student is confident they will default to a lower level [e.g. simpler vocabulary] or in extreme cases, nothing at all. However, once some independence is reached the results are exponential – making the student happy to take risks, building their self-esteem, solidifying the schema.
12. Daily, monthly and weekly reviews – this, done properly, can be motivating [see below] as well as allowing the relating of concepts [also below]. Teachers need to be confident enough to build this into each lesson without fearing there is just ‘so much content to be delivered’. It is based on effective questioning and is – assuming the teacher knows how to ask good, extended questions – therefore a low preparation – high return part of the lesson. Also, it need not be about tests – asking the student to ‘teach’ a topic can be very powerful too in that they generate [see below] their own ‘story’ e.g. Henry VIIIth wives. Also, done properly, regular – but differently structured – reviews can contribute to a balanced and sustainable workload for the teacher.

Simon Uttley

7. *First educators* - Improving Parent and Family Engagement at Blessed Hugh

How are we defining Parental Engagement?

Communications, whether formal or informal, including requests, exchanges, suggestions and complaints between parents/carers and school staff immediately prior to, and until the end of, the child's time at Blessed Hugh.

Why does parental engagement matter?

At Blessed Hugh, parental engagement, which is also a recognition of the God-given dignity of each of our families and their role as first educators of their young in faith and morals, is a strength, but we want it to be better still.

How do we know it is a strength?

Our evidence for this being a strength comes from a range of proxies including informal parental feedback, survey results, reputational growth [leading to the growth of the school] and the below average number of complaints we receive as a school.

Parental engagement has a large and positive impact on children's learning. This was the single most important finding upheld in a review of the evidence by Goodall et al [2010]⁵:

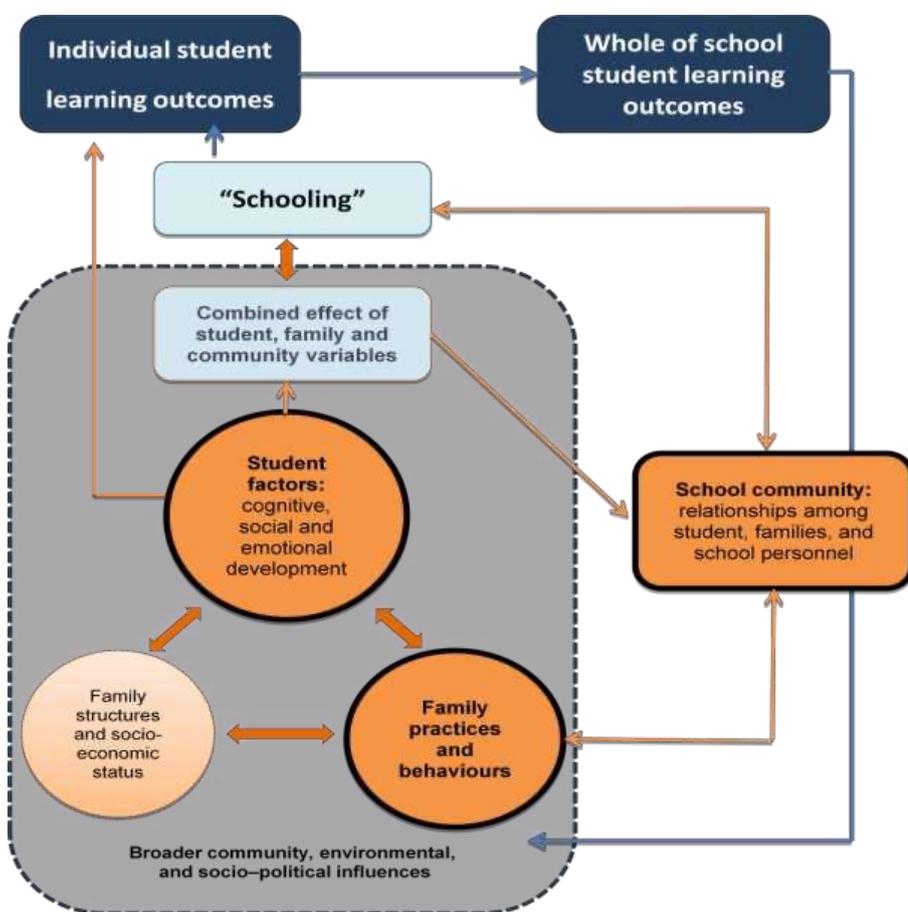
'Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003)⁶.

⁶ Desforges, C. and A. Abouchar (2003). The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievement and Adjustment: A Literature Review, Department of Education and Skills.

The evidence of the impact of family literacy, language and numeracy programmes on children’s academic and learning -related outcomes is extensive and robust, particularly in the case of literacy, but also numeracy and alongside other learning related outcomes including motivation and achievement. Furthermore, family literacy and numeracy programmes can have a positive impact on the most disadvantaged families, including the academic outcomes of the children. The benefits have been shown to last beyond the duration of the intervention. However, perpetuating this benefit effectively into the Secondary phase remains challenging, but is a challenge we relish for the coming years.

Celebrating the young person ‘in the round’ and ‘catching her/him doing the right thing’ are both powerful levers in working, effectively, with parents. We have done much: service, leadership, volunteering and club membership all referenced and celebrated in our reporting structure. Awards ceremonies, house points, Speech Night and Student of the Week being some examples. But what is next?

Impact of parental engagement



Adapted from Harvard Family Research Project

While research supports the notion that parental engagement may positively impact upon student academic attainment, there is an important distinction between involving parents in schooling and engaging parents in learning; it is the latter that has shown to have the greatest positive impact. While involving parents in school activities may have an important community and social function, the key to

facilitating positive change in a child's academic attainment is the engagement of parents in learning outcomes in the home.

International research, including Emerson [2012]⁷ has shown that parental engagement (of various kinds) has a positive impact on many indicators of student achievement, including:

- higher grades and test scores,
- enrolment in higher level programs and advanced classes,
- higher successful completion of classes,
- lower drop-out rates,
- a greater likelihood of commencing postsecondary education.

Beyond educational achievement, parental engagement is associated with various indicators of student development. These include:

- more regular school attendance,
- better social skills,
- improved behaviour,
- better adaptation to school,
- increased social capital,
- a greater sense of personal competence and efficacy for learning,
- greater engagement in school work, and
- a stronger belief in the importance of education.

In one of the very few studies which have used economic modelling to examine the impact of parental engagement, Houtenville and Conway [2008]⁸ found that *parental effort* [the combination of all kinds of engagement] has a large effect on student achievement compared with *school resources* (e.g. per pupil spending on teaching). The magnitude of this effect was equivalent to more than \$1,000 in per-pupil spending per annum, and improved academic outcomes to levels equivalent to those of students whose parents had received an additional four to six years of education.

Whole school and multi-disciplinary approach

Attempts by schools to engage parents in their children's learning are unlikely to be successful if they represent a 'bolt-on' to mainstream activities. A parental engagement strategy, therefore, should be integrated into a whole school approach to parental engagement and school-based family and parent support activities should have the improvement of children's learning as a clear and consistent goal. This also avoids the perception that school-to-home contact will be both negative and *always about* behaviour.

⁷Emerson, L. Fear, J., Fox, S. and Sanders, E. [2012] 'Parenta engagement in learning and schooling: lessons from research' in *Australian Research Alliance for Children and Youth Family-School and Community partnerships Bureau*
http://familyengagementcircle.org.au/application/files/3414/9845/6720/parental-engagement-in-learning-and-schooling_4.pdf
viewed 25.12.20

⁸ Houtenville, A.J. & Conway, K.S. (2008). *Parental Effort, School Resources, and Student Achievement*, *Journal of Human Resources*, 43(2), pp.437-453.

This is especially the case where certain families' contact with any authority tends to be predominantly negative and their response, defensive.

Partnership and multi-agency arrangements are an essential component of a comprehensive strategy for parental engagement. Multi-agency arrangements enable schools to share information with partners, including the police, social services and the voluntary sector, and to draw on external expertise from agencies specialising in mental health, nursing and community activities. Much progress has been made within Reading Borough Council [RBC] and with Thames Valley Police [TVP], a significant amount of which has been driven by Blessed Hugh. But there remain sticking points and we pledge to improve this area yet further in the coming three years.

Schools are in a stronger position to respond to their communities when they receive information and data identifying how their performance compares with other schools and services. Information needs to be shared between schools and other services when learners move from one stage or location to another.

Staff needs

To engage effectively with parents, staff require training and coaching, particularly when working with parents whose backgrounds are very different to their own. We need to know our parents [surveys, questionnaires, formal and informal encounters [see 'coffee mornings', below]] and Blessed Hugh staff need to receive parental engagement training as part of their professional development.

Parents' needs

Schools which successfully engage parents make use of a broad understanding of parental engagement, and their parental engagement strategies accord with the interpretations and values of the parents they are aimed at. Parental engagement with children's learning is effectively supported when parents receive clear, specific and targeted information from schools. Blessed Hugh has a strong communications strategy and provides regular updates across a range of complementary platforms. More yet can be done to engage the most 'hard to reach'.

Approaches

Effective programmes and interventions are informed by a needs analysis and targeted at particular types of parents – disadvantaged parents for example and parental support programmes which focus on both academic outcomes and training in parenting skills are more effective than interventions that do not include such training. In all cases, parents need specific, detailed guidance on programmes and on their expected contribution.

Programmes should therefore be targeted at particular groups of parents, showing sensitivity to cultural norms and expectations and including specific, detailed and directive advice and guidance. Blessed Hugh can do more in this area in the coming 3 years.

The evidence also indicates that successful parental engagement strategies focus on local needs and contexts, incorporate a variety of communication channels, and are flexible in how engagement is defined – so long as the core principles of academic socialisation, appropriate parental role construction, and positive parenting style are used as the basis for action.

Parental engagement initiatives, whether implemented at a home, school or community level, require a clear focus on student learning, development and wellbeing. They also require leadership and adequate resources at the school level. Engagement strategies are more likely to be successful when teachers know how to communicate effectively with parents, where dedicated school staff work with parents, and where there is strong support from the Headteacher for this work. While dedicated resources are often needed, the level of resourcing for each school is likely to vary with community need and with the engagement strategies chosen.

Effective approaches differ across age groups and need to adjust to the learning trajectories of individual children. Parental involvement on school grounds appears to be suitable for children at primary school to enhance social and emotional adjustment, while it may have little impact on high school students. Parental engagement, on the other hand, appears to have benefits across all age groups.

For parents to be effectively engaged in learning, schools need to ensure there are trusting relationships between teachers and parents. Building trust can be difficult, and may require additional effort and creativity on the part of teachers and schools.

This is particularly the case for parents in traditionally ‘hard to reach’ or ‘under-served’ groups, including those from diverse cultural backgrounds.

Finally, successful parental engagement is continuous. Children are born to learn, and parental engagement needs to start from infancy and be maintained throughout childhood and well into teenage years and early adulthood.

Though the nature of parental participation may change, the level of commitment from parents needs to remain the same. For parents to understand and appreciate their continuing role, parents, schools and the general community need to build a mutual understanding of positive parental engagement and progress strategies to create and sustain this. Through this mutual understanding and commitment, children’s wellbeing will be enhanced, and they will have a much greater chance of living a life that they value, where their full capacities and aspirations are fulfilled.

Challenges

- Parents perceiving schools as presenting obstacles in the form of lack of encouragement, not informing parents of what they can do, and having too little scope for fitting around busy working and family lives.
- Parents facing numerous barriers to engagement, including costs, time and transportation, language (for some parents for whom English is not a first language), low levels of literacy and numeracy, and a lack of confidence in supporting children’s learning or engaging with a school.

- Sustainability: in particular retaining committed and inspiring senior leaders, high levels of commitment across staff teams, and access to the funding streams and resources that successful programmes require.
- Reaching and involving parents who have chosen not to engage either with their children's school or with their children's learning.
- Lack of staff experience and knowledge of working to support parents in engaging with their children's learning.

Some implications for Corporate Strategy 2021-2024

1. Are we reaching our 'hard to reach'? How do we know?
2. How can we 'hard wire' parental engagement within our school systems?
3. What about an informal gathering of year 6 and year 7 teachers, with parents, as part of transition arrangements?
4. How can we, as school, help parents to be more effective? Do we ask them?
5. Is our communications strategy fit for purpose? How do we know and how can it be improved?
6. How can we train staff to engage better with parents and carers? How and when do we, as schools, unnecessarily *push the wrong buttons* in our relationship with families? Why?
7. Are we as aware as we should be of the need to keep in mind differences stemming from ethnicity and from language barrier?
8. How can we roll out the 'coffee morning' strategy, successfully deployed to SEND and BMW to the wider aspects of school, particularly to help families whose perception of the concept of 'school' is far more negative than we might imagine?

Simon Uttley

8. Catholic Social Teaching Informing Practice

Introduction

I have done three things: first, I set out CST and Catholic education from an historical point of view, including a 'Reflection' point that, I would suggest, any Catholic school leader might wish to consider; second, from a thematic point of view and finally, cross-referencing to five practical strands.

Part 1 - Catholic Social Teaching and Education

Parents⁹ and carers are naturally the primary educators of their children and their authority is always to be respected. Cooperation between parents and social institutions should not lead to the rights of parents being undermined. The education of children needs to respect the personal development of each person. Catholic schools should be supported to permit parents to have their children raised in conformity with their beliefs. The Catholic school is a means of cooperation with the rest of society for the benefit of the wider community.

The values taught in Catholic schools are a great resource which benefits all of society and make a significant contribution to the community life where they are located. Catholic schools exist in many other countries where their contribution is willingly recognised.

The common good is the sum total of social conditions which allow people to reach their fulfilment. According to Pope John Paul II, its foundation "rests on the threefold cornerstones of human dignity, solidarity and subsidiarity".¹⁰

Christian sociology and social teaching begin with an 'Adam and Eve', understood as interrelationship and community. The development of a 'fallen people', then a 'chosen people' brings the challenge of how to live together. Whether clan-based (Genesis), tribal (Joshua – Judges), Kingly (1 Sam – 2 Kings), priest-ruled (Ezra), colonial (Maccabees) communal-millenarian (Gospel/Acts), the Bible presents a whole range of ways of living together, each with their different challenges.

With Constantine the Great, we see faith buoyed up by the political might of the Sovereign. For the first 1000 years, what we would now call CST tended to be equated with the will of the Sovereign, where Catholic Kings, Queens and Emperors were, at once, both defenders of the Catholic faith and benefitted from a shared belief in the divine right to lead as they willed.

http://www.vatican.va/content/john-paul-ii/en/apost_exhortations/documents/hf_jp-ii_exh_22011999_ecclesia-in-america.html viewed 4.7.18

By the Treaty of Westphalia [1648], which ended the European Wars of Religion including the 30 years' war, it was agreed that all parties would recognise the Peace of Augsburg of 1555, in which each prince would have the right to determine the religion of his/her own state [the principle of *cuius regio, eius religio* meaning 'whose realm, their religion']. From 1648 the Sovereign's faith can be seen as the established faith, as we have in the UK today, which positions us as a 'minority' faith set outside, yet deeply embedded with, the established political order.

While Machiavelli [1469-1527] and Hobbes [Leviathan, 1651] introduced the notion that the 'strong' trumps the need for 'equality' [this notion itself having contemporary resonance], it was John Locke [1632-1704] who laid the Enlightenment groundwork for democracy, influencing the U.S. story and the separation of Church and State. While offering stability, this approach then came into conflict with revolutionary ideas [French, American, Marxism, Fascism...] and we saw how vulnerable our cherished notions were - and continue to be -in the face of popularism.

As absolutism gave way to more constitutional monarchy, and to republicanism [especially in the nineteenth century] Catholic Social Teaching [CST] presented the core doctrines on human dignity and the common good that represent the cashing out of the teaching of Jesus and the teaching authority of the Church. With backgrounds in Aquinas, Augustine and the scriptures, CST has, over the years, offered a critique of the Left and the Right¹¹, as well as thought systems such as communism, capitalism and relativism.

Cardinal Manning



The son of a Member of parliament, as an Anglican, he had studied at Baliol and Merton Colleges, University of Oxford, between which time he had entered the civil service for as time working in economics. This is no accident. Later, as Archdeacon of Chichester, he expressed a zeal for the poor. He was received into the Catholic church on 6th April 1851. By 1865 he was consecrated Archbishop and was instrumental in the building of Westminster Cathedral his efforts to procure education for the poor Catholic children of London were unceasing; and in his Lenten Pastoral of 1890 he was able to say that the names of 23,599 Catholic children were on the books of his parochial schools, and that during the previous quarter of a century 4542 children had been provided for in the homes of the archdiocese. Cardinal Manning's later years saw added his efforts on behalf of the poor and outcast. He was invited to join the commission for the better housing of the working classes, he founded his League of the Cross for the promotion of temperance, and the "Cardinal's Peace" recalls the success of his efforts at mediation

between the strikers and their employers at the time of the great London Dock Strike in 1889. Significantly, he and others directly influenced Vatican thinking in this area in the latter part of the nineteenth century.

Rerum Novarum, 1891 and the impact of Cardinal Manning ¹²¹³

Rerum Novarum is a foundational document in modern CST, highlighting the need for some amelioration of “The misery and wretchedness pressing so unjustly on the majority of the working class.” Pope Leo attacked the greed of ‘unchecked competition’ that reduced workers to ‘a yoke little better than slavery itself’. It is also significant in having been influenced by the ground-breaking work of Cardinal Manning in London, faced with the recent restoration of the hierarchy and would, forever align Catholic education in these islands with a focus on the poor and marginalised.

Reflection:

How do we actively embrace the poor and marginalised, especially within the framework of admissions criteria?

Quadragesimo anno 1931¹⁴

Quadragesimo anno [in the 40th year...since *Rerum Novarum*...] [1931] Pius XI discusses the ethical implications of the social and economic order. He describes the major dangers for human freedom and dignity arising from unrestrained capitalism, socialism, and totalitarian communism. He also calls for the reconstruction of the social order based on the principles of solidarity and subsidiarity [see below].

Reflections:

1. The Catholic school standing against extremism and populism by enabling clear, values-informed thinking
2. ‘Prevent’ and FGM strategies being necessary *but not sufficient* to address the core imperative of forming young people who think, reflect, consider and keep in mind the best interests both of themselves and others.
3. Helping the young online against the ‘unrestrained’ onslaught of social media is no less relevant today than were the ideologies highlighted in 1931.
4. In this world of schemes, projects, toolkits and guidance documents, how do we *see* with the eyes of Christ?

Mater et magistra [1961]¹⁵

The title means "mother and teacher", referring to the role of the Church. It describes a necessity to work towards authentic community in order to promote human dignity. It taught that the state must sometimes intervene in matters of health care, education, and housing. Scientific advances including atomic energy, synthetic materials, increased automation, modern agriculture, new means of communication (radio and television), faster transportation, the beginnings of space travel, new social systems such as social security, improved basic education, breaking down of class barriers, and greater awareness of public affairs by the average person and a lack of economic balance between agriculture and industry, and among different countries

In the political sphere, the breakdown of colonialism, independence for many states in Asia and Africa, and an increasing network of international organizations.

Reflections

1. This shows the absolute need *as authentic Catholic education* for Catholic schools to teach fantastic STEM, offer exciting technologically enriched curricula and help form the scientific and technological innovators of the future.
2. Celebrating and making explicit the compatibility and complementarity of science, reason and faith.
3. Challenging representations of faith – be it from atheists or creationists – that distort and confuse.
4. The absolute need to help the young, through fruitful relationships with staff – acting as role models, to see the need for values-informed thinking in all aspects of human life. As managers – fairness and honesty; as spouses, love and respect; as the successful, a duty to help those less fortunate; as citizens, a duty to engage in the common good and take their place in the public square; as men, to respect women.
5. The absolute need to help develop true internationalists – aware of their place in a wider world, aware of the plight of others beyond our shores, alive to the seduction of popularist xenophobia and racism and ready to embrace the best the planet has to offer – and, in return, help maintain the planet for now and the future.
6. The ongoing embedding of virtue-based thinking in our schools – more to do.

All people of every race, condition and age, since they enjoy the dignity of a human being, have an inalienable right to an education that is in keeping with their ultimate goal, their ability, their sex and the culture and tradition of their country, and also in harmony with their fraternal association with other peoples in the fostering of true unity and peace on earth. For a true education aims at the formation of the human person in the pursuit of his or her ultimate end and of the good of the societies of which [they] are a member, and in whose obligations, as an adult, [they] will share.

Reflections:

1. Education is never utilitarian in the sense of creating an effective 'unit of production' or a means to an end – the person's well-being, joys, aspirations are all proper objects of an authentic Christian life which implies *an authentic Catholic education*. This right is inalienable – therefore cannot be denigrated by legislative changes. ['Pay to Caesar the things that are Caesar's, and to God the things that are God's.' Mk 12:17]
2. Formation is multi-faceted, centred around the person [the child], individual to her/him and is an exercise of *care in love*. This must temper less developed views which locate educational success [or purpose] with terminal assessments. Think of the current discussion on GCSEs which, in our context, 'require' one third of children to achieve 'poor' results *in order for* our GCSE system, through standard deviation, to function. Whatever we think of this, CST requires us to regard this type of – on the face of it – technical issue to be as material to our ethos as the timings of masses.

Therefore, children and young people must be helped, with the aid of the latest advances in psychology and the arts and science of teaching, to develop harmoniously their physical, moral and intellectual endowments so that they may gradually acquire a mature sense of responsibility in striving endlessly to form their own lives properly and in pursuing true freedom as they surmount the vicissitudes of life with courage and constancy.

Reflections:

1. Brain science-centred, high quality, person-centred pedagogy [at its best, that fostered in our schools today] is a manifestation of Catholic education itself to the extent that it is deployed in the pursuit of excellence and with due regard to the individual, God-given qualities and attributes of each child. Every subject taught, to the extent that it enhances the child's ability to appreciate God's universe, is 'Catholic education' and this is a core reason our tradition did not embrace 'Sunday Schools' which carried the implication of a humanistic education *on the one hand*, and a
-

[semi-private] religion on the other [arguably, the key negative outcome of the Enlightenment project]. Our curriculum *in its totality* is, or should be, our *Catholic* curriculum.

2. The broad and balanced curriculum not restricted [even for Covid!] is, for the reasons given above, a manifestation of a Catholic education. The fact this view is shared, by and large, by our colleague schools without a religious character does not dilute our distinctiveness, but rather is a recognition of our participation in – and often leadership of – the conversation on what constitutes the Common Good in our local communities.

Let them be given also as they advance in years a positive and prudent sexual education.

1. The work on Relationships and Sex Education undertaken by, for example, Ten Ten and Fertile Hearts, in a climate where sex education has become polarised, even weaponised, offers a child and Christ-centred view of sexuality as a feature of a flourishing life, not a goal in itself. The fact that this approach chimes with much parental opinion is, again, a reflection of Catholic education not as fringe, but as leading from the middle – reflecting the unconditional love of parents [and carers] to their children and their rejection of the politicisation of children’s sexuality.
2. We need strong networks of support when we encounter opposition from those who would reject our Catholic worldview, even to the point of questioning its legality.

Moreover, they should be so trained to take their part in social life that properly instructed in the necessary and opportune skills they can become actively involved in various community organizations, open to discourse with others and willing to do their best to promote the common good

Reflections:

The Catholic school’s focus on service, leadership, volunteering, charitable works is well known and celebrated as part of our humanistic education. However, the development of intellect through dialogical teaching – particularly in a subject such as Religious Education – specifically serves to form young people better able to analyse the signs of the times, discuss matters of weight, offer a critique to matters they care about [such as discrimination, homelessness and poverty] and, in so doing, fuse values with pragmatism. In short, the RE classroom is as much a place to form ‘disrupters’ as it is to form the faithful. The Jesus who heals by chasing out the money changers, is the same Jesus who heals the blind man and embraces the child.

The Catholic School, Congregation for Education, 1977¹⁷

65. *At great cost and sacrifice our forebears were inspired by the teaching of the Church to establish schools which enriched mankind and responded to the needs of time and place. While it recognizes its own inadequacies, the Catholic school is conscious of its responsibility to continue this service today as in the past. Some scholastic institutions which bear the name Catholic do not appear to correspond fully to the principles of education which should be their distinguishing feature and, therefore, do not fulfil the duties which the Church and the society have every right to expect of them...*

66. *Often what is perhaps fundamentally lacking, among Catholics who work in a school, is a clear realisation of the identity of a Catholic school and the courage to follow all the consequences of its uniqueness. One must recognize that, more than ever before, a Catholic school's job is infinitely more difficult, more complex, since this is a time when Christianity demands to be clothed in fresh garments, when all manner of changes have been introduced in the Church and in secular life, and, particularly, when a pluralist mentality dominates, and the Christian Gospel is increasingly pushed to the side-lines.*

1. What is the level of understanding of what is meant by 'Catholic education' among many staff, students and parents? Is the fact this is unclear, a reflection of the fact that, in a profession inundated by data, school/college leaders privilege data deemed more relevant to the 'core purpose' of the school [education-leading-to-favourable-assessment-outcomes] than that associated with a once-in-a-blue-moon Section 48 inspection? In short, is the quality of research on the *intent, implementation and impact* of our institution's *Catholic identity* in danger of being as limited – perhaps even infantilised - as many Catholics' own religious formation?
2. Do our potential [leaving aside current] Catholic school leaders have a clear and shared understanding of [a] what is meant by 'Catholic education' [b] what is distinctive about a Catholic school [c] terms such as 'eucharistic' and 'missionary' as applied to schools?

67. *It is because of this that loyalty to the educational aims of the Catholic school demands constant self-criticism and return to basic principles, to the motives which inspire the Church's involvement in education. They do not provide a quick answer to contemporary problems, but they give a direction which can begin to solve them.*

Reflections:

Pope Francis focuses on a missionary Church, getting down and dirty with the people of God, bruised and battered. Our schools, under Cardinal Manning and since, have tried to keep faith with that focus on the poor and marginalised, with [albeit sometimes contested] empirical data to support this achievement. At the same time, we must deliver the Government agenda, whether it be in terms of how we assess children or the 'issues' we must cover. Is a State-funded Catholic school system sustainable into the future? Or do we become more like other schools with a religious character where our ethos is worn lightly as, merely, an attractive 'extra'?

Account has to be taken of new pedagogical insights and collaboration with others, irrespective of religious allegiance, who work honestly for the true development of [humankind] first and foremost with schools of other Christians in the interests, even in this field, of Christian unity-but also with State schools. In addition to meetings of teachers and mutual research, this collaboration can be extended to the pupils themselves and their families.

Reflections:

1. The Catholic school as research-informed, collaborative, working with other Headteachers adding value to the educational provision of the wider community and, in so doing, being 'attractive' in the way Pope Francis speaks of Christian mission in *Evangelii Gaudium*.¹⁸
2. The Catholic school where 'parental engagement' means that the recognition of the primacy of parents in the education of their children is hard-wired into processes and policies – especially at Secondary level where such engagement typically declines. Do we open our doors to these 'first educators', enabling them to better understand the curriculum, the pinch points the principles and the pitfalls?

68. In conclusion it is only right to repeat what has been said above about the considerable difficulties arising from legal and economic systems operating in different countries which hinder the activities of the Catholic school, difficulties which prevent them from extending their service to all social and economic classes and compel them to give the false impression of providing schools simply for the rich.

Reflections:

Our greatest strength is our ability of offer an authentic, high-quality Catholic education to children irrespective of income. Our greatest challenge is to discharge this responsibility within a framework of Master-Client where we [as 'client'], as the recipients of funding from the public purse ['master'], must always seek not only to justify our spending, but, often, our very existence.

The Catholic School on the Threshold of the Third Millennium, 1997¹⁹

6. The school is undoubtedly a sensitive meeting-point for the problems which besiege this restless end of the millennium. The Catholic school is thus confronted with children and young people who experience the difficulties of the present time. Pupils who shun effort, are incapable of self-sacrifice and perseverance and who lack authentic models to guide them, often even in their own families. In an increasing number of instances, they are not only indifferent and non-practising, but also totally lacking in religious or moral formation. To this we must add — on the part of numerous pupils and families — a profound apathy where ethical and religious formation is concerned, to the extent that what is in fact required of the Catholic school is a certificate of studies or, at the most, quality instruction and training for employment. The atmosphere we have described produces a certain degree of pedagogical tiredness, which intensifies the ever-increasing difficulty of conciliating the role of the teacher with that of the educator in today's context.

http://www.vatican.va/content/francesco/en/apost_exhortations/documents/papa-francesco_esortazione-ap_20131124_evangelii-gaudium.html

Reflections

1. How often do we ask students what matters to them? What are their concerns, their fears, and then hardwire to implications into our planning?
2. Have we ever met a young person for whom ‘nothing’ matters? Rare indeed. If we believe [or really believed] that each of our students [and members of staff] are created in the image and likeness of God, called to be ‘fully alive’²⁰ and ‘missioned’, what difference would that make to [a] our curriculum [b] our pedagogy [c] our extra-curricular programme and [d] the weighting we gave to the various forms of assessment, the success or otherwise of which, without parallel, determines if school leaders stay in their job. Just as military chiefs play ‘War Games’ to simulate scenarios, what might this look like for Catholic school leaders?
3. The commitment to pastoral support, guidance, love-in-care [not merely ‘discharging a duty of care’] and going the extra mile are hallmarks of good schools – especially Catholic schools. Its impact may be difficult to quantify by external benchmarking, but this points to the limitation of the latter rather than the invalidity of the former.
4. How do we move beyond, in some cases, parishes thinking we are ‘flaky’ in our teaching of the faith, and us thinking parishes are not doing enough to attract and retain the young?
5. How and to what extent is the new RE GCSE helping to form more intelligent, reflective young Catholics [and our students of other traditions, and none]? What challenges is it presenting?

7. Among existing difficulties, there are also situations in the political, social and cultural sphere which make it harder or even impossible to attend a Catholic school. The drama of large-scale poverty and hunger in many parts of the world, internal conflicts and civil wars, urban deterioration, the spread of crime in large cities, impede the implementation of projects for formation and education. In other parts of the world, governments themselves put obstacles in the way, when they do not actually prevent the Catholic school from operating, in spite of the progress which has been made as far as attitude, democratic practice and sensitivity to human rights are concerned.

Reflections:

We are extremely fortunate to live in this country and to have the education system we have, however flawed and under-resourced. The predicate of ‘Catholic school’ is ‘Catholic’ – universal. This means that irrespective of Local Authority, MAT, region or dialect, our identity as an eucharistic *communio* is, at once, international and frontier-less. What does / should this mean for our students’ experience?

²⁰ In our contexts, as educators and not parents, the standard secondary school proxies for ‘fully alive’ could include; attainment, achievement, attendance, punctuality, participation in co-curricular, perceived mental and emotional well-being, evidence of being looked after [at home]. To this we would certainly add a spiritual faculty, awareness of awe and wonder and a child or young person who gives and engages within her community.

-welcoming the stranger?

-tackling discrimination?

-being 'good neighbours' – locally, regionally, more broadly?

9. The Catholic school sets out to be a school for the human person and of human persons. "The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: this is why the promotion of the human person is the goal of the Catholic school". This affirmation, stressing man's vital relationship with Christ, reminds us that it is in His person that the fullness of the truth concerning man is to be found. For this reason, the Catholic school, in committing itself to the development of the whole [person], does so in obedience to the solicitude of the Church, in the awareness that all human values find their fulfilment and unity in Christ. This awareness expresses the centrality of the human person in the educational project of the Catholic school, strengthens its educational endeavour and renders it fit to form strong personalities....

The fragmentation of education, the generic character of the values frequently invoked, and which obtain ample and easy consensus at the price of a dangerous obscuring of their content, tend to make the school step back into a supposed neutrality, which enervates its educating potential and reflects negatively on the formation of the pupils. There is a tendency to forget that education always presupposes and involves a definite concept of man and life.

Reflections:

1. Our educational project as school leaders needs to privilege that which contributes to the healthy development of the human person over anything else. Does it? How? How do we know?
2. How do we ensure our staff first understand, and then embrace the fact that their role as role models is the most powerful aspect of their identity as teacher?
3. How do we ensure we, as school leaders, and then our staff, convey Christ's love?
4. Jesus' encounter with people was characterised by healing, forgiveness and affirming their loveliness – lepers, prostitutes, tax collectors. People flourish to the extent that they are loved and able to love – how do we engage with this? How do we [inadvertently] frustrate this?

Part 2 – Core Themes in CST

<p>Human dignity</p>	<p>Human dignity emerges neither from what people accomplish or own, but because we are created in the image and likeness of God. Consequently, every person is worthy of respect simply by virtue of being a human being. People do not lose the right to being treated with respect because of disability, poverty, age, lack of success or race, let alone gain the right to be treated with greater respect because of what they own or accomplish.</p> <p>The practice of Catholic social teaching recognizes that, in charity, we have a binding requirement to confront improper and even sinful social structures. “Decisions which create a human environment can give rise to specific structures of sin which impede the full realization of those who are in any way oppressed by them”²¹</p>
<p>Respect for Human Life</p>	<p>An implication of the first principle is that every person, from the moment of conception to natural death has an inherent dignity and a right to life consistent with the dignity that is ours as human beings. The Catholic tradition sees the sacredness of human life as part of any moral vision for a just and good society.</p>
<p>The Principle of Association</p>	<p>The human person is not only sacred, but also social. We cannot consider a person simply as an isolated individual but as part of a rich tapestry of relationships. When making decisions which impact on the lives of others, we must consider how it impacts on that person’s connections with family, friends and the wider community.</p>
<p>The Principle of Participation</p>	<p>People have a right to shape their own lives and the society in which they live. They should participate in decision processes which impact on their lives and cannot be considered the passive recipients of other people’s decisions. We each have a responsibility to be shapers of the kind of world in which we wish to live.</p> <p>Pope Benedict XVI said “Freedom...demands the courage to engage in civic life and to bring one’s deepest beliefs and values to reasoned public debate.”²²</p> <p>Participation in politics is a Christian obligation: “We must participate in politics because politics is one of the highest forms of charity</p>

	<p>because it seeks the common good. And Christian lay people must work in politics...”</p> <p>[Pope Francis, Address to students of Jesuit schools]²³</p>
<p>A specific duty to the poor and vulnerable</p>	<p>In a world where we see deepening divisions between rich and poor, the powerful and the powerless, the Catholic tradition reminds us that God stands firmly on the side of the most marginalised members of society. While every person’s needs are important, we must consider first and foremost how the lives of the most vulnerable people are impacted or enhanced by decisions we make.</p> <p>Pope Leo XIII said: <i>When there is question of defending the rights of individuals, the defenceless and the poor have a claim to special consideration. The richer class has many ways of shielding itself and stands less in need of help from the State; whereas the mass of the poor have no resources of their own to fall back on, and must chiefly depend on the assistance of the State. It is for this reason that wage-earners, since they mostly belong to the latter class, should be specially cared for and protected by the Government.</i>²⁴</p>
<p>The Principle of Solidarity</p>	<p>We are our brothers’ and sisters’ keepers. Learning to practice the virtue of solidarity means learning that ‘loving our neighbour’ is not, in the words of Pope John Paul II, “a feeling of vague compassion or shallow distress at the misfortunes of so many people. On the contrary, it is a firm and persevering determination to commit oneself to the common good; that is to say, to the good of all and of each individual, because we are all really responsible for all.”²⁵</p>

http://www.vatican.va/content/leo-xiii/en/encyclicals/documents/hf_l-xiii_enc_15051891_rerum-novarum.html viewed 2.3.17

http://www.vatican.va/content/john-paul-ii/en/encyclicals/documents/hf_jp-ii_enc_30121987_sollicitudo-rei-socialis.html

The Principle of Stewardship	We show respect for the Creator by our stewardship of creation. We have a responsibility to care for the world’s goods as stewards and trustees, not primarily, let alone merely, as consumers. As people working toward making these principles a reality, good stewardship also means making careful and responsible decisions with the resources entrusted to us.
The Principle of Subsidiarity	The word subsidiarity comes from the Latin word <i>subsidium</i> which means help, aid or support. The principle of subsidiarity means clearly determining the right amount of help or support that is needed to accomplish a task or to meet an obligation: “not too much” (taking over and doing it for the other: thereby creating learned helplessness or overdependence) and “not too little” (standing back and watching people thrash about, thereby increasing frustration and perhaps hopelessness). The principle might be better summarised as ‘no bigger than necessary, no smaller than appropriate’
The Principle of Human Equality	Given that every human being is entitled to respect and dignity merely because she/he has been created in the image and likeness of God, it follows that there is a radical equality among all human beings.
The Principle of the Common Good	<p>A community is genuinely healthy when every single person is flourishing. This is not the utilitarian formula of the greatest good for the greatest number, but the moral formula of the greatest good for all, simply on the basis that they are human beings and therefore inherently worthy of respect.</p> <p>The fact that human beings are social by nature indicates that the betterment of the person and the improvement of society depend on each other [<i>Gaudium et Spes</i>, [1965] 25]</p>

Part 3 – Cross-referencing from CST to 5 operational strands²⁶

- Understanding Catholic school distinctiveness, particularly around

-education of the whole person
-school as missionary and eucharistic
-young people created in God's image

- Understanding how and why Catholic education – and schools – came into being
- Curriculum to reflect this 'Catholic anthropology' – the right thing for students, not [just] to hit the metric required by league tables
- Parents/carers as prime educators – real parental engagement
- Pedagogy informed by uniqueness of the individual *as part of ethos*
- Terminal Assessment as one aspect of successful formation of the student – but what else?
- Budget – investment choices: counselling, mental health, guidance and support
- Schools built on celebration [eucharistic]
- Schools reaching out to the poor and marginalised – including difficult SEN

Developing People

- Developing a 'People' strategy built around dignity, ongoing formation and frequent recognition
- Transparent, fair processes built on collaboration and good industrial relations – including with Unions
- Treating people never as means to an end
- Welcoming ideas, recognising innovation even in those undertaking relatively low-status roles in our schools [e.g. some of our support staff].
- Ensuring that the 'get rid of dead wood and blockers' sentiments are viewed through a Catholic anthropology where the dignity of the human person remains paramount
- Actively encouraging students to become teachers – and/or other vocational, service professions/jobs *including* our responsibility to foster religious vocations
- Modelling the leadership we want to see from the top
- Developing Governors [MAT Boards] in their understanding of what is distinctive about the catholic school/college/Academy
- Highlighting talent for the future but, especially, working with those under-represented by e.g. gender or ethnicity to ensure they too are offered the support to lead

Developing School

- Giving time to develop vision, despite the pressure to react and to dance to the tune of accountability measures
- Ensure school of any size is research-informed, reflective and inclusive so that decisions are of the highest quality, shared - and prayed about.
- Medium term thinking [3-5 years] alongside one-year thinking
- Wide involvement in e.g. curricular and policy development, predicated on the unique dignity of each stakeholder, the need to hear the voices of the less often represented and the desire to make decisions which carry the authority of the community
- Aligning thinking with the Bishop's / Religious Order's thinking
- A listening school – alive to the signs of the times, the needs and concerns of the young and the [often unseen] skills and qualities of the community

Accountability

- Setting key performance indicators that include, but go beyond terminal and in-school assessment data such as: take-up of extra-curricular by students; service and leadership development by student; engagement in enrichment activities by student... in other words, a humanistic approach to assessment reflecting the student as a 'whole person'.
- Performance management arrangements which are transparent, meaningful, achievable and enriching both for the colleague and for the school
- KPIs for the school leader which *really* include her or his development, not merely as an add-on after the 'hard data'
- A commitment to an annual retreat, mentoring [for the first 2 years] and a generous school/ethos-related literature budget to all new Heads
- A focus on horizontal/diagonal peer to peer accountability through project groups where staff can motivate each other and enjoy the process of delivering a project to completion – especially for our future top leaders.

Community

- Have a shared understanding of what is meant by community – in fact have a shared understanding of what is meant by all these words which allow for a plethora of interpretations
- How is 'community' engendered? Understanding the role of the top leader, the roles of those the top leader makes leaders themselves and in setting the climate of the school.
- Modelling what the leader wants to see – especially in disciplinaries, capabilities etc where dignity and fairness need not be trampled under the feet of expediency and [often understandable] frustration
- The Catholic school as a beacon to its immediate community – good neighbour, welcoming, good comms strategy, engaging with the poor and marginalised [e.g. OAP Christmas carols], ecumenical and interfaith links, comms shared with local schools

9. Developing outstanding SEND provision

A Whole School Co-ordinated Approach to Providing High Quality Education for Students with Special Educational Needs

Our Vision:

A community where individual needs are so well catered for that the additional measures in place are seamlessly integrated into the life of the school and students feel confident and flourish.
An establishment at the forefront of excellence in the Local Authority, the Diocese and the region.

Our Philosophy

In line with the SEND Code of Practice, we are accountable for ensuring that our children with special educational needs:

‘achieve well in their early years, at school and in college, and lead happy and fulfilled lives (SEND Code of Practice, January 2015.)’

As a Catholic school our drive and commitment goes beyond the need to meet government requirements to the very core of who we are:

As a Catholic school, we believe that education is never utilitarian in the sense of prioritising the creation of an effective ‘unit of production’ or a means to an end – the person’s well-being, joys, aspirations are all proper objects of an authentic Christian life which implies *an authentic Catholic education*. In so doing we contribute to the common good. This right is inalienable – therefore cannot be denigrated by legislative changes. [‘Pay to Caesar the things that are Caesar's, and to God the things that are God's.’ Mk 12:17]

The crucial importance of a whole school approach

SEND must be at the heart of the school, led from the top, centre-fold in strategic planning at all levels and with all in the community playing their part to ensure each and every child’s success in collaboration with parents, carers and external agencies.

A school that adopts a whole-school approach to SEND will be better placed to help pupils with additional needs, as their staff will have access to more training and the ability to modify teaching. By doing this, schools will make better use of their TAs and will be able to identify additional needs early on, before putting the necessary interventions in place. All intervention strategies will be reviewed and updated regularly for the benefit of the pupil, who remains at the centre of all planning.

SEND should be embedded into the wider school environment and be part of the school’s strategy. The school should encompass inclusion and equality in its ethos and vision, and

should be committed to achieving a whole-school approach, as this improves the future for pupils with SEND’.

www.hub4leaders.co.uk

Next Steps

Our SWOT Analysis demonstrates the strengths we enjoy and will strengthen the opportunities we will embrace whilst minimising the weaknesses and threats which could stand in the way of achieving our vision. Key highlights of our plans are outlined below:

Staff CPD

Some teachers are skilled in working with SEND students and this is clear in student enjoyment, engagement and attainment whilst others are still on their journey. We now need to provide bespoke opportunities to teaching staff who require support to move forward and our SEND Champions to hone their skills, take them to the next stage and develop them as models of excellence. We have identified emerging talent and look to involve these staff when the time is right.

We have highly skilled SEND leaders and will look to develop their skillset further via targeted training, visits to other settings and collaboration with counterparts in other high quality partner schools. We have identified TA specialisms, some of which are well-developed and impacting and others of which are on the starting blocks and need development. The teams are largely recently recruited and selected for their core principles and readiness to commit to developing in line with our philosophy and up-to-date SEND thinking.

Parental Engagement

The subject of an earlier ThinkPiece, we have strong, positive working relationships with many of our families whose engagement with the school and their child’s work bring positive dividends, but know we have much to do to engage others and to develop existing links. We will continue to survey parents, as well as students, and re-establish the coffee mornings once restrictions ease whilst exploring wider opportunities to engage parents in their children’s experience in school. We will also draw on work done to engage with ethnic minority families, as introduced in the Anti-Racism Thinkpiece.

‘While research supports the notion that parental engagement may positively impact on student academic attainment, there is an important distinction between involving parents in schooling and engaging parents in learning; it is the latter that has shown to have the greatest positive impact. While involving parents in school activities may have an important community and social function, the key to facilitating positive change in a child’s academic attainment is the engagement of parents in learning outcomes in the home’. (Parental Engagement Corporate Strategy 2021 – 24)

We strive to stamp out SEND as a label promoting feelings of inadequacy by some and the tendency, of others, to use their special need as an excuse bearing in mind that:

‘Both staff and parents often want a label to explain a child’s difficulties. They believe that if we can find a diagnosis or label to explain the difficulty, it will reduce or may be even cure

it...In reality, a diagnosis changes little. Knowing a child has a speech difficulty and struggles to articulate particular sounds makes no difference to their speech or ability to make themselves understood. What may make a difference is the response to their needs and the support they receive'. (SEC Ed Sara Alston 21st January 2021).

Impacting beyond the school

We are committed to achieving the SEND Award over the coming 12 months, be recognised as a centre of excellence and be ready and able to play a key role in outreach work across the local authority, diocese and beyond.

Our Vision: A community where individual needs are so well catered for that the additional measures in place are seamlessly integrated into the life of the school and students feel confident and flourish.

2015 SEND Code of Practice extract:

Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives (SEND Code of Practice, January 2015.).

SWOT Analysis:

Strengths	Weaknesses
<ul style="list-style-type: none"> • The specific principles from Catholic Social Teaching of solidarity, participation and absolute equality drive our approach. • A strong and embedded desire to be sector-leading in what we do and make a difference to the young people's lives. • Strong BMW [Autism Spectrum Condition Resource] and LSA [SEND Resource] Leadership • Knowledgeable BMW and TA staff engaged in a programme of ongoing development. • A committed and increasingly skilled team of TAs in both areas • SEND Champions starting to embed and share best practice across the organisation • Many teachers are skilled in providing for SEND to positive effect. • TA specialisms identified. • Excellent links with parents and other stakeholders yielding a positive impact. • A partnership approach with local statutory authorities and other service providers, underpinned by the recent establishment of a service level agreement. 	<ul style="list-style-type: none"> • A lack of understanding, across the school, of the SEND Code of Practice (2015) and its requirements. • A lack of formal training for and action planning with the SEND Champions • TA/LSA specialisms not yet fully embedded and impacting. • Some staff (known) lack understanding of SEND, aren't providing for students' needs to the detriment of the students' confidence, enjoyment, learning and attainment and require CPD. • LSA Resource in need of updating to ensure it is fit for purpose and reflects increased demand. • Potential need to re-explore the suitability of the curriculum for SEND students as referenced in the SEND Information Report

<ul style="list-style-type: none"> • A purpose-built BMW Centre providing both for academic and social development of the assigned students. • Improved ICT resources in both areas: laptops, reading pens, Dragon software to support learning. • Strong and impactful MHST membership and role in strategic leadership 	
<p>Opportunities</p>	<p>Threats</p>
<ul style="list-style-type: none"> • Review the marketing of our SEND provision on the school website ensuring an appropriate message is conveyed. • Increasing support from BfFC where additional funding is needed to support individuals. • Use of INSET Days/Twilights to ensure understanding of the SEND Code of Practice, further develop the knowledge and skills, of staff, using external experts and our own skilled practitioners to deliver and support. • Focused training and action planning with the SEND Champions (e.g. on-line SEND qualification). • Use of the T&L Working Party to further disseminate good practice and feedback on staff training needs ‘from the coal face’. • Opportunity to develop small group sessions for relevant students should funding be forthcoming. • Work with Year Leaders to promote and participation in World Autism Week, Mental Health Days/Week etc • The new specialist resource due to open in September 2022, in Reading, could alleviate pressure for places from students who are not mainstream ready. • On-line and face to face CPD opportunities for the SEND team as needed and as the climate changes. • Networking with feeder primaries and other local secondary SEND providers and the careers service, both directly and via partnerships to inform about our provision, support transition and share knowledge and experience. • Further develop and hone our work with the MHST locally and regionally. 	<ul style="list-style-type: none"> • A lack of special school places across Reading means we are being asked/required to take EHCP students whose needs indicate they are not mainstream-ready. • A lack of specialist provision and funding. to teach such students in small groups. • A lack of accommodation for small group working • Reduced numbers for 2021 – 22 in the BMW Centre and one child moving to EHE could mean a staffing surplus at our cost. • Additional numbers of EHCP and other SEND students allocated to the LSA for 2021 – 22 indicate the need for additional TA provision and training. • some EHCP students bring no funding yet additional support is still required to meet the outcomes on the EHCP (a legal document). • A lack of understanding of our provision with BfFC (being addressed) and amongst SEND specialists in feeder primaries increase the risk of unsuitable applications for places. • Parents applying for places on the assumption that students are taught in the BMW Centre/LSA. • Time spent responding to inappropriate requests for placements and then bidding for additional funding when these students are allocated to us. • Skilled staff leaving (a problem in any setting). • Some challenging parents/parents who need support with parenting take time and detract staff from key student-related activities.

<ul style="list-style-type: none"> • Building subsidiarity (CST) – the right amount of support whilst encouraging independence and autonomy. • Developing traded services • Supporting research projects in collaboration with the University of Reading. • Regular promotion of the resources, the staff and roles in the 2 departments to potential and current parents and ensure regular remind ensure all are aware of what we do and who to contact. • Developing student and parent voice opportunities to better inform provision. • Further opportunities to build links with the governing body via the link governor. • Developing screening processes to inform interventions on entry/immediately a difficulty is identified. 	<ul style="list-style-type: none"> • Some students demonstrate embarrassment that they have a special need. Others try to use it inappropriately to their advantage/as an avoidance tactic. • The national TA pay rate has proven insufficient to attract staff of the calibre required meaning salaries are being subsidised from other school funding streams.
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SEND Award (www.awardplace.co.uk):

Below are the 7 strands we will evidence to achieve the award. .

Commitment:

The school demonstrates a commitment to achieving and maintaining the SEND Inclusion Award, including informing relevant stakeholders

This is integral to our Catholic Ethos, and the CST, as per the extract from our Corporate Strategy below:

Policy and practice:

The school’s SEND policy and practice is compliant with legislation and DfE guidance and promotes an inclusive ethos.

Policy in place, ratified and shared.

Leadership and management:

There is a strong and effective leadership and management of SEND provision

Commitment from the top to provide high quality provision for students SEND students. Experienced SLT Line Manager. Experienced and qualified SENDCO experienced Head of the ASC Resource, each with a Deputy and a Team of skilled teaching assistants. Strong links with the local authority SEND case officers and professionals.

Teaching and learning:

Everyday teaching and learning for pupils with SEND is good or better.

Mainstream teaching with support as needed. Staff are provided with access to EHCPs, student profiles and other relevant information to inform their planning and ensure high quality provision. SEND representation, on the Teaching and Learning Working Party is comprehensive and proactive in developing good practice across the school and range of subjects. A specialist team of TAs, currently undergoing a range of CPD opportunities, supports students in and out of lessons.

There are plans to work with identified staff who require specific support and opportunities to develop their knowledge, skills and impact.

Identification:

There is an effective system for identifying pupils' special educational needs

Where we receive a request to take a child with an EHCP in our LSA or BMW Centre, we look carefully into whether we are the right setting, liaise with the current school and BfFC and respond to the request bearing in mind that, in our school, students are educated in mainstream classes with support where needed. Should we find that to accommodate a child, with an EHCP, further funding is required we put a case to BfFC including a Provision Map to outline our case.

Where students, with an existing EHCP transfers to the school, our SENDCO/Head of the ASC Resource collaborate with the family, BfFC SEND Case officer and previous setting to ensure we have a full understanding of the child's needs and required provision. The EHCP is shared with staff via our Intranet and accompanied with a student profile once the child starts with us. Where students are on the SEND register, we liaise with the family and previous setting to ensure we understand the students' needs and share this information with teachers, TAs and any other professionals to ensure the child is catered for. In addition, our SENDCO has trained staff in signs to look out for that may indicate a special educational need, which has not yet been identified, and has provided a handout to assist staff in identifying such students such that the concern can be investigated and actioned if/as needed. Equally, concerns raised by parents, which could indicate a special need, are explored and actioned as required.

Pupil involvement:

Students are actively involved in decision-making about, and the delivery of, their own SEND provision/support

Students with EHCPs actively contribute to Annual Reviews (a reflection sheet completed prior to the meeting, often in discussion with a member of staff, and attendance at the meeting) and their views are taken into account.

Students on the SEND register are surveyed and their views taken into account when action planning on an individual and whole school level where appropriate.

This remains to be broadened in line with the requirements of the SEND Information Report.

Parental involvement:

Parents are actively involved in decision-making about, and the delivery of their children's SEND provision/support Staff. Parents are surveyed and their views considered to inform action planning.

Parents/carers contribute to the planning for Annual Reviews, completing a reflection sheet prior to the review and attend the meetings. Their views are considered in terms of target setting for the child and more broadly where their feedback suggests this to be appropriate..

This remains to be broadened in line with the requirements of the SEND Information Report and mindful of the fact that not all SEND students have an EHCP yet require additional support.

CPD: The school is committed to providing high-quality, on-going CPD on SEND

Our whole school programme includes CPD on SEND and our SENDCO and Head of the ASC Resource deliver induction training and input into the Professional Studies programme for PGCE and other trainees. A key objective is to provide small group CPD to identified staff who require support to effectively deploy TAs in the classroom and ensure their work impacts.

We look to develop our traded services offering outreach work across the local area and diocese to share our expertise.

Sue Matthews

10. A faith that does justice - racial equality and tackling racism in, and through, education

Introduction

Catholic teaching regards all of humanity as equal, as all of humanity was created in the image of God. No one sex or race is superior to another. This is exemplified in the 'Golden Rule' which states 'Do to others what you want them to do to you.' This identifies that all people should be treated fairly and with respect regardless of their differences.

Jesus tells the story of the Good Samaritan which shows us that there should be no inequality on the basis of race or nationality when addressing divisions between Jew and Samaritan and sets the stage for the unity of "one Lord, one faith, one baptism" (EPH 4:5)

As a Catholic school, the values taught greatly benefit society and make a significant contribution to the community by encouraging and supporting all students from many different ethnicities, cultural backgrounds and religions to reach their full potential. As Pope John Paul II stated in 1999, the foundation of Catholic Social Teaching and Education "rests on the threefold cornerstones of dignity, solidarity and subsidiarity".

Dignity, or human dignity recognises that 'all people hold a special value that's tied solely to their humanity. It has nothing to do with their class, race, gender, religion, abilities, nationality, socio-economic status or any other factor other than them being human.' In Catholic social teaching, the phrase "Human Dignity" is used specifically to support the Church's belief that every human life is sacred. [What is Human Dignity? Common Definitions. | Human Rights Careers].

Solidarity is defined as 'unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within a group.' For us to be 'Anti-racist' we need, first and foremost, to be 'pro-community' – to care for ourselves as a group as well as ourselves as individuals. In so doing, standing up to racism and promoting equality is a positive and constructive statement, and sits within the broader mandate to address other forms of discrimination, including gender inequality.

The principle of subsidiarity, which was developed as part of Catholic Social Teaching, states: What individuals can accomplish by their own initiative and efforts should not be taken from them by a higher authority. [YOUCAT 323]. This is very important in the Catholic school: legislating what people should say and feel will never work; it must come from their education, formation as people and schooling in virtues – developing characteristics of care and respect which are second nature to them, not bolted on. The importance of early role models, the opportunity to find their voice early on and a well-constructed curriculum are significant.

Government officials are charged with respecting, reconciling, protecting and promoting the rights and duties of citizens. [Saint John XXIII, *Pacem in Terris*, 77]. This supports the notion, that as a school, we must promote and encourage community, dignity and our common humanity, and therefore, tackle racist

sentiment, to allow all students of any ethnic group to accomplish their goals without being held back by any forms of discrimination and/or prejudice.

Pope John Paul II also maintained a four-fold personal responsibility for social evils:

‘... the very personal sins of those who cause or support evil or who exploit it; of those who are in a position to avoid, eliminate or at least limit certain social evils but who fail to do so out of laziness, fear or the conspiracy of silence, through secret complicity or indifference; of those who take refuge in the supposed impossibility of changing the world and also of those who sidestep the effort and sacrifice required, producing specious reasons of a higher order. [Pope John Paul II, *Reconciliation and Penance* (United States Catholic Conference, 1984), p. 55].

In other words, actively promoting dignity and inclusivity in our schools – as in wider society – can never be ‘someone else’s job’ or ‘down to Government’. And, whilst we need to eradicate racism and social injustice, it is important that we do not lose, but that we embrace and respect the cultural identify and traditions that exist in a multi-cultural Britain.

At BHFCs the school itself is extremely diverse and this is something that should be celebrated.

Row Labels	Count of Full Name
Any other Asian background	5.97%
Any other Black background	5.41%
Any other ethnic group	0.77%
Any other mixed background	3.98%
Any other White background	21.77%
Black - African	16.24%
Black Caribbean	2.32%
Chinese	0.33%
Indian	8.40%
Information Not Yet Obtained	0.11%
Pakistani	1.99%
Refused	0.77%
White - British	24.31%
White - English	0.11%
White - Irish	1.22%
White and Asian	1.44%
White and Black African	1.22%
White and Black Caribbean	3.43%
White European	0.11%
White Other	0.11%
Grand Total	100.00%

How do we define anti-racism and racial equality?

Anti-racism is defined as “the policy or practice of opposing racism and promoting racial tolerance”.
 "Anti-racism is an active and conscious effort to work against multidimensional aspects of racism," Robert J. Patterson, professor of African American Studies at Georgetown University.

Racial equality is defined as “a situation in which people of all races are treated fairly and in the same way” (Cambridge dictionary).

Why does anti-racism matter in education?

The demographic of Reading is extremely diverse and culturally rich.

Reading has a large population of Polish residents, with a community that was established over 30 years ago. Almost three-quarters of the population of Reading is white, as recorded in the 2011 Census. Over 65% of white inhabitants are White British. Over 9% of the population is Asian, while 6.7% are black, 4.5% are Chinese, and 3.9% are mixed race. In Reading, there are over 150 languages spoken throughout its residents. [Reading Population 2021 (Demographics, Maps, Graphs) (worldpopulationreview.com)]

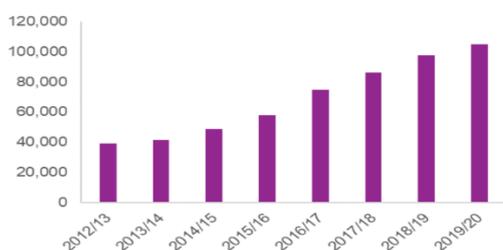
According to 2011 Census: Ethnic group, local authorities in England and Wales and the Office for National Statistics, Reading ranks 17th highest in England and Wales for Mixed/multiple ethnic group: White and Black Caribbean, 26th for Asian/Asian British: Other Asian, 30th for Asian/Asian British: Pakistani, 31st for Mixed/multiple ethnic group: White and Black African and Black/African/Caribbean/Black British: African. This highlights the extremely diverse and culturally rich town we live in. However, despite the fact that we live and/or work in such a culturally diverse town and society, we are still seeing an inequality when it comes to jobs in the UK, the number of BAME students attending university and the reports of hate crime both in the UK and in Reading is on the rise.

So what is leading to the continued oppression of the BAME community and particular the Black members of our society.

Hate Crime

Hate crimes affect many groups in society. In 2019/20, there were 105,090 hate crimes recorded by the police in England and Wales, excluding Greater Manchester police, an increase of 8 per cent compared with 2018/19 (97,446 offences).

[[Hate crime, England and Wales, 2019 to 2020 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/871114/hate-crime-england-and-wales-2019-to-2020.pdf)]

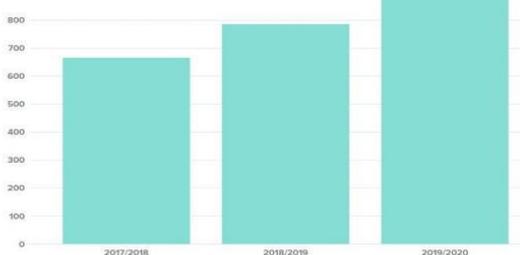


Hate Crime Rates in Reading

hate crime gradually increasing | Reading Chronicle]

A report in the ‘Reading Chronicle’ on the 23rd September has revealed that ‘Reports of racial and religious hate crime gradually increasing’. [Reading: Reports of racial and religious

Racial/religious hate crime



[[Reading: Reports of racial and religious hate crime gradually increasing | Reading Chronicle](https://www.readingchronicle.co.uk/news/2019/09/23/reports-of-racial-and-religious-hate-crime-gradually-increasing/)]

In 2017/2018, 666 such incidents were reported to the force, while in 2018/2019 the figure rose to 786.

Recorded incidents for the most recent year, which spans from September 2019 - August 2020, increased once again to 890.

There are two possible observations we can make from this data. One, the level of Hate Crime has risen, or two; the BAME community feel more confident in reporting such incidents. Either way, Racial assaults whether verbal or physical continue to be consistent in our society.

As of June 2020 there around 815 thousand Polish nationals living in the United Kingdom. Between 2008 and 2019 the Polish population of the United Kingdom more than doubled, reaching a peak of over 1 million in 2017, and then decreased by June 2020. [• Polish population of the UK 2020 | Statista]. This data is supported by Number of Polish nationals living in UK 'down 120,000' | Express & Star (expressandstar.com) who state that: Around 900,000 Polish nationals were resident in the country in 2019, according to estimates by the Office for National Statistics (ONS). This is down from 1.02 million in 2017. Polish remains the most common non-British nationality in the UK, however.”

After months of anti-immigrant rhetoric in the run up to EU referendum in the UK in June 2016, the number of racially aggravated offences recorded by the police in the same month was 41 per cent higher than in July 2015 (Home Office 2016). [Full article: Racism and xenophobia experienced by Polish migrants in the UK before and after Brexit vote (tandfonline.com)]

The BBC also reported on how the number of hate crimes against the Polish community in the UK had risen following the referendum and since the decision to leave the EU, the number of Polish people in the community has decreased [Polish media in UK shocked by post-Brexit hate crimes - BBC News].

These growing incidents in society today do not support the threefold cornerstones of dignity, solidarity and subsidiarity set out by Pope John Paul II, in which he states “is the foundation of Catholic Social Teaching and Education”. As a school, this highlights the greater need for educating our community on equality and diversity so that we can understand and respect each other’s cultural differences.

Employment

To achieve greater equality and ensure that BAME candidates achieve to the best of their abilities – unincumbered by their ethnicity - schools need to play their part in raising the aspirations of the young BAME people so that they are aspiring to attend university or complete further education/apprenticeships.

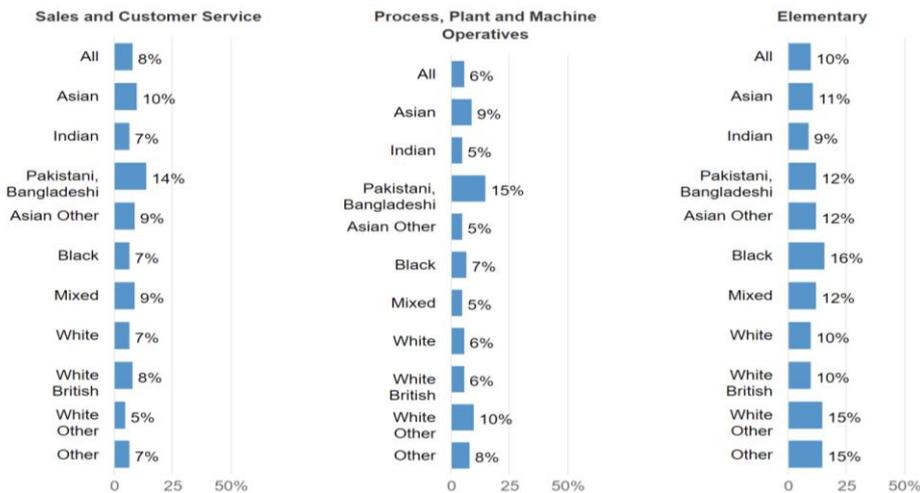
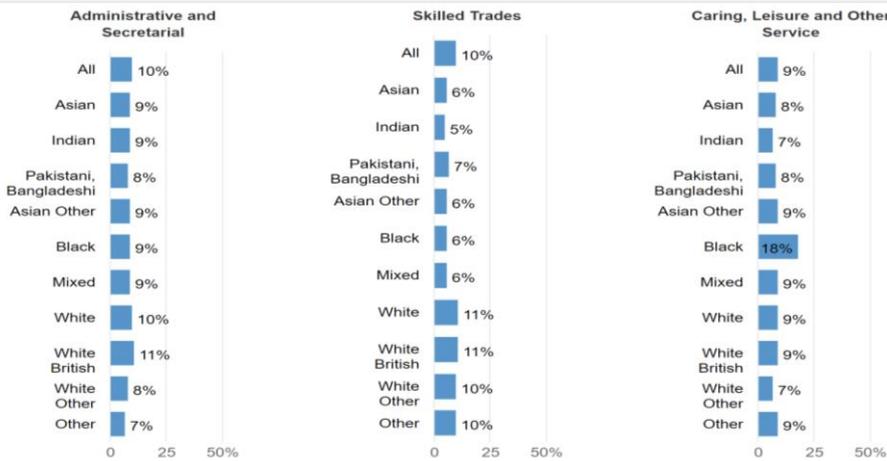
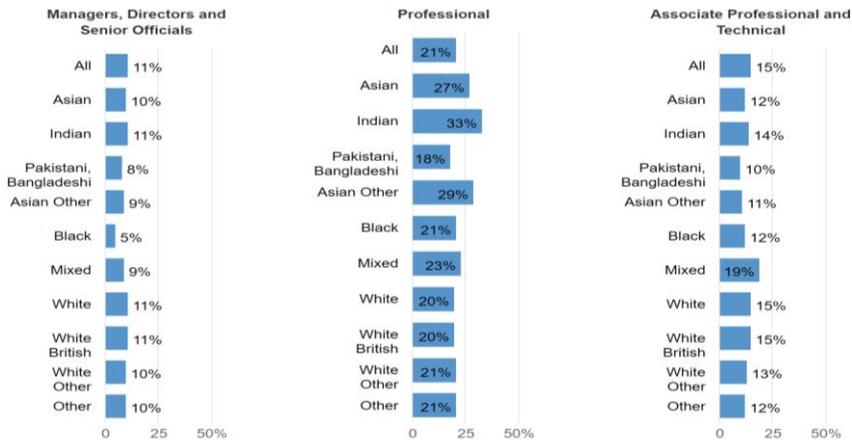
When looking at Employment by occupation published 15 May 2020 in 2018, 21% of workers in the UK were in ‘professional’ jobs – the highest percentage out of all types of occupation.

It was stated that 33% of workers from the Indian ethnic group were in 'professional' jobs, which the highest percentage out of all ethnic groups in this role and 11% of both Indian and White British workers were in 'manager, director or senior official' jobs, the highest percentage out of all ethnic groups in this role

The concern however is that the percentage of workers in 'elementary' jobs – the lowest skilled type of occupation – was highest in the Black (16%) and White Other (15%) ethnic groups.

The most popular job reported for black people was in the ‘caring, leisure and other services’ jobs. In the in 'manager, director or senior official' jobs, it is fairly even with 8-11% from each ethnic group with the exception of Black, with just 5%.

Percentage of workers in each ethnic group employed in different types of occupation



[Employment by occupation - GOV.UK Ethnicity facts and figures (ethnicity-facts-figures.service.gov.uk)]

According to peoplemanagement.co.uk, black employees hold just 1.5 per cent of top management roles in the UK private sector, a figure that has increased just 0.1 percentage points since 2014. [peoplemanagement.co.uk]. Further, a Business in the Community (BITC) report, *Race at the Top: Revisited*, found just 54,900 of the 3.9 million managers, directors and senior officials in the UK are black

According to the report, there has been even less progress on black representation in the public sector, where the number of black employees in leadership roles remained static at 1 per cent over the same period. [peoplemanagement.co.uk]

Just 1% of journalists, senior civil servants, judges, academics and the police force are black. [Black livelihoods matter: Less than 2% of top management roles are held by black employees - Business in the Community (bitc.org.uk)]

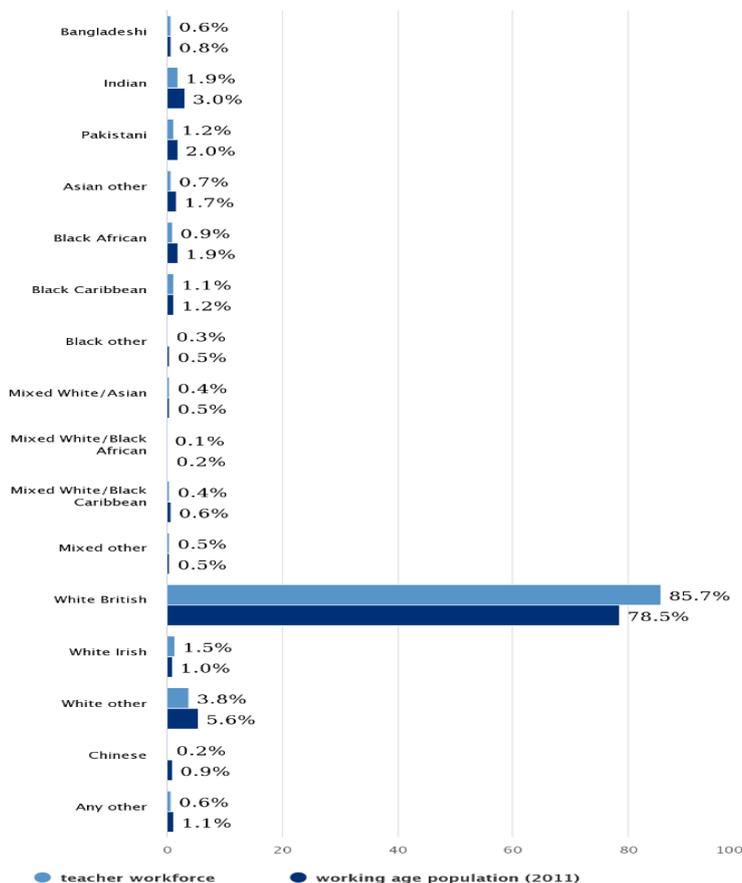
Teaching

Having more teachers from BAME backgrounds is important for all students in education. Firstly it will provide positive role models for students, particularly the BAME students, But, secondly, it will also help to educate our non BAME community by having access to the differing experiences and cultures from having a variety of teachers from different ethnic groups.

The data shows that, out of teachers whose ethnicity was known:

- White British people made up 92.7% of headteachers, 89.7% of deputy or assistant headteachers and 84.9% of classroom teachers
- 0.1% of classroom teachers were Mixed White and Black African – the lowest percentage out of all ethnic groups in this role
- 0.1% of deputy and assistant headteachers were from the Mixed White and Black African, and Chinese ethnic groups – the lowest percentage out of all ethnic groups in this role
- Aside from White British, the White Irish ethnic group was the only group with a higher percentage of headteachers (1.8%) than deputy or assistant head teachers (1.7%) or classroom teachers (1.5%)

[School teacher workforce - GOV.UK Ethnicity facts and figures (ethnicity-facts-figures.service.gov.uk)]



Looking at the NHS and the Police force, we see another similar pattern with BAME being under-represented in roles.

The NHS

Major Group	Ethnic Group	NHS %	2011 Census	Difference
White	White British	92.3%	86.0%	6.3%
	White Irish			
	Any other white background			
Asian	Asian / Asian British - Indian	4.3%	7.5%	-3.2%
	Asian / Asian British - Pakistani			
	Asian / Asian British - Bangladeshi			
	Mixed Asian and White			
	Any other Asian background			
Black	Black / Black British - Caribbean	1.7%	3.3%	-1.6%
	Black / Black British - African			
	Mixed Black African and White			
	Mixed Black Caribbean and White			
Other	Any other mixed background	1.8%	3.2%	-1.4%
	Any other ethnic group			

National BAME profile:
14% of the population*
7.7% of NHS provider board membership

The survey results indicate that BAME groups are under-represented by 6.3%.

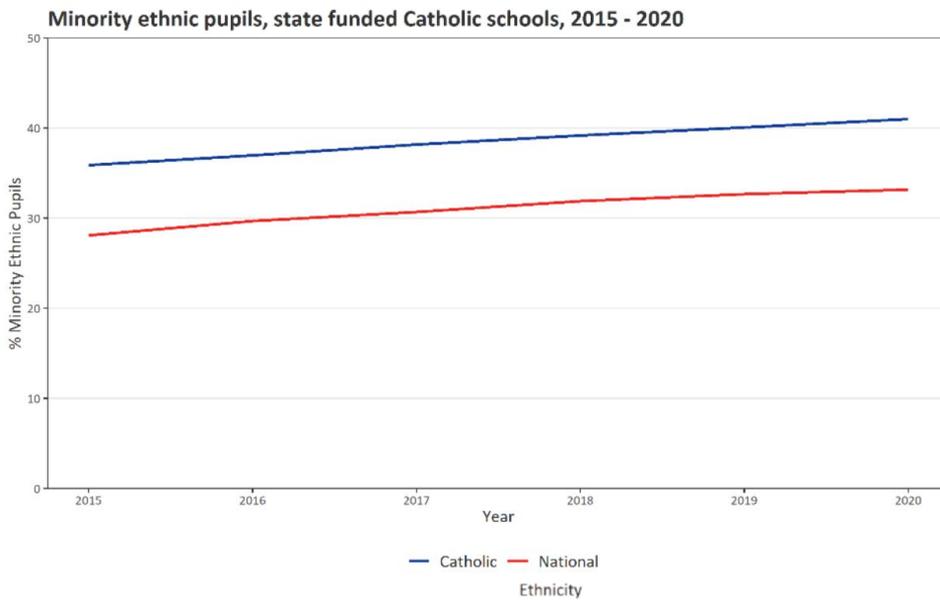
The Police Force

According to GOV.UK, at the end of March 2020, 92.7% of police officers were White and 7.3% were BAME. On a positive, It is also recorded that there was an increase to 4.3% of senior officers from BAME groups combined, compared with 2.8% in 2007 and between 2007 and 2020, the percentage of police officers from every ethnic minority group went up – the biggest increase was for Asian police officers (from 1.5 to 3.1%). But as we can see from the statistics, again, BAME are underrepresented.

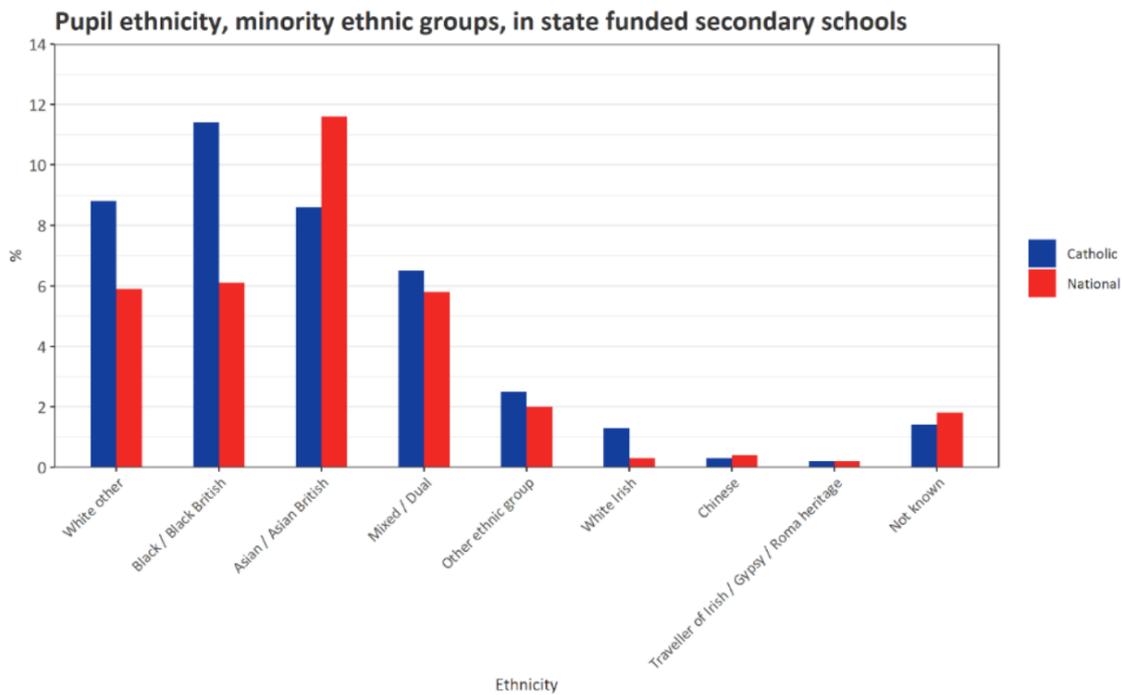
Schools

The Catholic Education Service Digest of 2020 Census Data for Schools and Colleges in England has identified that the percentage of students from ethnic minorities attending state funded Catholic schools in comparison to national data and that there is also a greater number of students attending Catholic secondary schools from the Black, Mixed, White Irish and other ethnic groups than attend other schools which shows the diversity among our Catholic school community, which must be celebrated. This also serves the challenge the erroneous view that so-called 'Church Schools' are white, middle class preserves and reflects the continued impact of English Catholic education's mission to the poor and marginalised, detailed in the Thinkpiece on Catholic Social Teaching.

2.7.2 Percentage of pupils from minority ethnic groups, state funded schools (trends)



2.7.4 Pupil ethnicity, state funded secondary schools (2020)



Gravissimum Educationis 1965

The Second Vatican Council was clear about the relationship between education, equality and social cohesion, written as it was at a time when racial tensions around access to education – particularly in the United States – were coming to the fore.

‘All people of every race, condition and age, since they enjoy the dignity of a human being, have an inalienable right to an education that is in keeping with their ultimate goal, their ability, their sex and the culture and tradition of their country, and also in harmony with their fraternal association with other peoples in the fostering of true unity and peace on earth. For a true education aims at the formation of the human person in the pursuit of his or her ultimate end and of the good of the societies of which [they] are a member, and in whose obligations, as an adult, [they] will share.

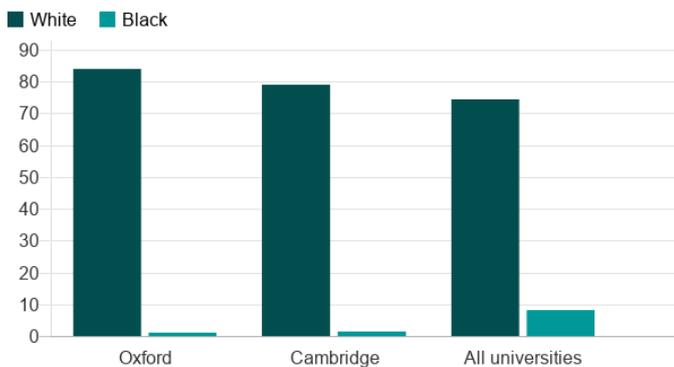
Universities

On average in 2016, 8% of first-year undergraduates across the UK were black. In the same year, 1.5% of the University of Cambridge's intake was black, falling to 1.2% at Oxford University, according to the Higher Education Statistics Agency.

Oxford says in 2017, 1.9% of students admitted were black. [Five charts that tell the story of diversity in UK universities - BBC News]

Diversity at Oxbridge

% student intake

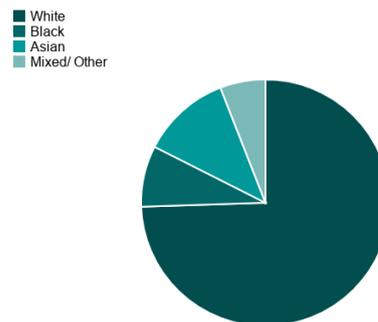


Source: Higher Education Statistics Authority



How many students are BME?

% of first year undergraduate students

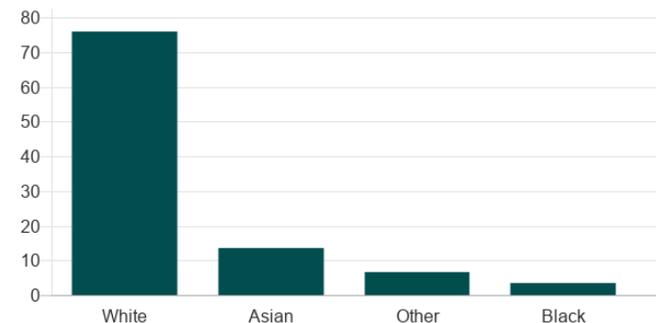


Source: Higher Education Statistics Agency



Ethnicities of students at Russell Group universities

% of all students



Source: Higher Education Statistics Agency



Some evidence suggests that there exists ethnic bias in admissions processes across some of the most prestigious universities across the UK. Zimdars, Sullivan and Heath (2009) found that barriers were being created for BAME student participation at Russell Group universities directly through admissions teams discriminating against ethnic minority students. [Why aren't more BAME students going to top UK Universities? — With Insight (withinsightededu.org)]

Sixth form entry and university attendance at BHFC

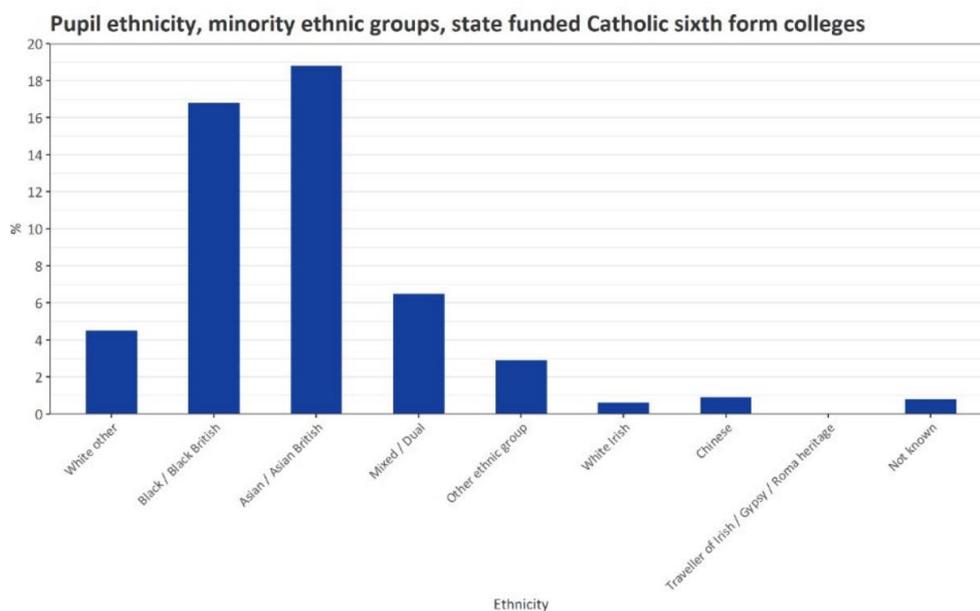
There has been a positive trend however at BHFC where there has consistently been a high percentage of BAME students in the sixth form, and what's more encouraging, is to see the numbers going on to attend higher education as well as taking on leadership positions within the school [such as school President]. . Again, this reinforces that BHFC, as an authentic Catholic school, committed to aligning teaching with delivery and supporting all of its students from many different ethnicities, cultural backgrounds and religions to reach their full potential.

	Total cohort	Total BAME	BAME in HE
2018	66	47 (71% of total cohort)	62% of EM students progressed to HE
2019	22	5 (23% of total cohort)	100% of EM students progressed to HE
2020	28	10 (36% of total cohort)	90% of EM students progressed to HE
2021	38	18 (47% of total cohort)	Projected 89% of EM students progressed to HE

This trend of having positive numbers in Catholic sixth forms from BAME students is also evident nationally where we see a greater number of students from BAME back grounds continuing their studies in level 3 qualifications.

Ethnicity

2.7.5 Pupil ethnicity, sixth form colleges (2020)



So what are the questions we need to answer?

Why are BAME underrepresented across all of the top jobs and professional occupations in the UK?

What are the barriers the BAME community are facing (by society and through social / cultural differences) that are resulting in students from BAME backgrounds not attending university?

How do we break these barriers down?

How can we develop racial literacy in our school community for staff, students and parents?

To what extent are our staff comfortable talking about the issues of race and inequality with students, and how can we support them?

This is where, as a Catholic school, we refer back to the threefold cornerstones of human dignity, solidarity and subsidiarity.

As a school going forward we are doubling down on our commitment to:

- Raise awareness of, and celebrate each other's cultural backgrounds through all subjects across the school in order for us to
- Promote Anti-racism so that staff and students are comfortable in tackling / addressing any issues / comments that arise.
- Decrease hate crime within our town and reduce the number of racial incidents in school

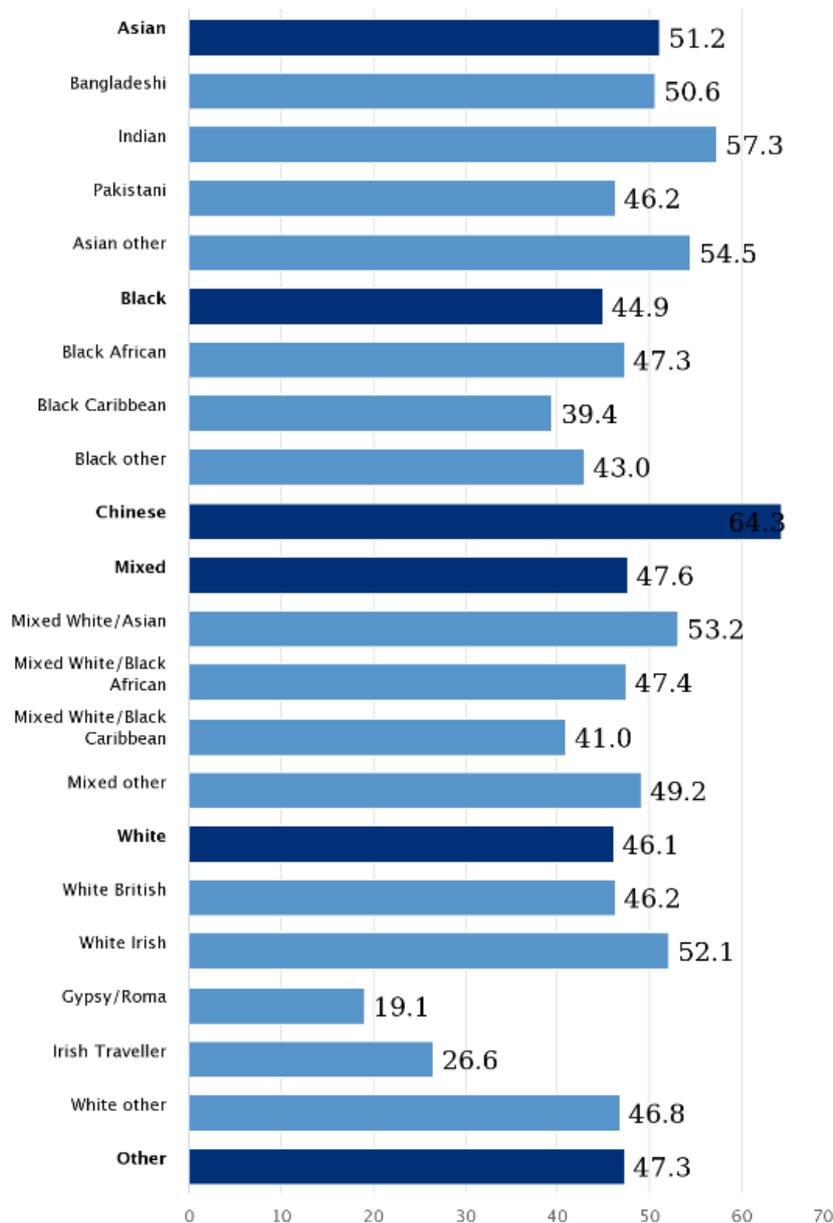
Raise aspirations of our BAME community and start to breakdown the stereotypes that still exist in today's society. Stereotypes whose impact, not least on young primary school children, is powerfully exemplified in empirical studies such as this. Doll test - The effects of racism on children (ENG) - YouTube

- Develop 'Racial Literacy' amongst staff, students and parents.

(Source: Safehouse Progressive Alliance for Nonviolence (2005) "Building a Multi-Ethnic, Inclusive & Antiracist Organization-Tools for Liberation Packet for Anti-Racist Activists, Allies, & Critical Thinkers"):

What Attainment at Blessed Hugh tells us

Title: Average Attainment 8 score (out of 90) by ethnicity. Location: England. Time period: 2018 to 2019 school year. Source: Key stage 4 and multi-academy trust performance 2019 | Ethnicity Facts and Figures GOV.UK



[GCSE results ('Attainment 8') - GOV.UK Ethnicity facts and figures (ethnicity-facts-figures.service.gov.uk)]

The average Attainment 8 score for pupils in England was 46.7 out of 90 in the 2018 to 2019 school year. Pupils from the Chinese ethnic group had the highest average Attainment 8 score out of all ethnic groups (64.3 out of 90), while White Gypsy and Roma (19.1) and Traveller of Irish Heritage (26.6) pupils had the lowest score, followed by Black Caribbean pupils (39.4)

Positively, looking at statistics and trends over three years here at BHFCs, it is evident that this gap isn't present here.

Group	2019				2020				2021			
	% Eng & Maths Standard Pass	% Eng & Maths Strong Pass	Attainment 8	% Entry to EBacc	% Eng & Maths Standard Pass	% Eng & Maths Strong Pass	Attainment 8	% Entry to EBacc	% Eng & Maths Standard Pass	% Eng & Maths Strong Pass	Attainment 8	% Entry to EBacc
BAME	58	37	46.36	17	64	43	51.48	11	52	37	46.98	6
White	51	27	40.91	9	69	45	49.14	14	63	36	49.75	15
Asian	65	42	50.23	3	67	48	50.71	10	59	47	50.48	0
Black and Mixed	55	34	44.49	23	63	41	51.74	11	47	31	44.78	10
EAL	58	35	47.04	21	69	51	55.25	29	59	36	47.71	17
Non EAL	54	33	42.63	8	67	43	49.55	3	55	38	48.66	4
National	65	43	46.7	40	-	49.9	50.2	39.8	-	-	-	-

Progress 8 at BHFCs

Group	Progress 8 2019	Progress 8 2020	Progress 8 2021
BAME	0.44	0.95	0.37
White ethnic groups	-0.59	0.49	0.07
Asian ethnic groups	0.43	0.86	0.56
Black and Mixed ethnic groups	0.45	0.97	0.26

So what are we doing different to other schools? It is hypothesised that the adoption of 'The Golden Rule', fair and humane disciplinary processes, generally very good relationships with home and a persistent underpinning of Christian principles leads to students being treated equally and with their best interests regardless of skin colour. Further analysis will be important in establishing this, but also in understanding where any negative perceptions exist and how to tackle them. The latter links to working on improving our racial literacy as a school.

Socioeconomic background and geography

You can see from the table below that both black and mixed ethnicity students underachieve in comparison to the national average in Reading.

Students in Reading of either Black or Mixed ethnicity achieve under the national average.
Attainment in Reading by ethnicity compared to National

	All		Asian		Black		Chinese		Mixed		White	
Geography	Score	Pupils	Score	Pupils	Score	Pupils	Score	Pupils	Score	Pupils	Score	Pupils
All	46.8	540,006	51.5	57,606	45.2	30,819	64.5	1,996	47.7	26,905	46.2	405,623
Reading	50.5	1,141	58.7	283	42	90	77.9	13	44.2	108	48.4	612

Attainment in BHFCs by ethnicity

Group	2019				2020				2021			
	% End & Ma Standard Pass	% End & Ma Strong Pass	Attainment 8	% Entry to EBacc	% End & Ma Standard Pass	% End & Ma Strong Pass	Attainment 8	% Entry to EBacc	% End & Ma Standard Pass	% End & Ma Strong Pass	Attainment 8	% Entry to EBacc
BAME	58	37	46.36	17	64	43	51.48	11	52	37	46.98	6
White ethnic groups	51	27	40.91	9	69	45	49.14	14	63	36	49.75	15

Exclusions

A report from the DfE in July 2020 identified a concerning statistic that black and mixed-race pupils of Caribbean heritage are more likely to be excluded, 'Black and mixed-race pupils of Caribbean heritage face almost twice the temporary exclusion rate of their peers'.

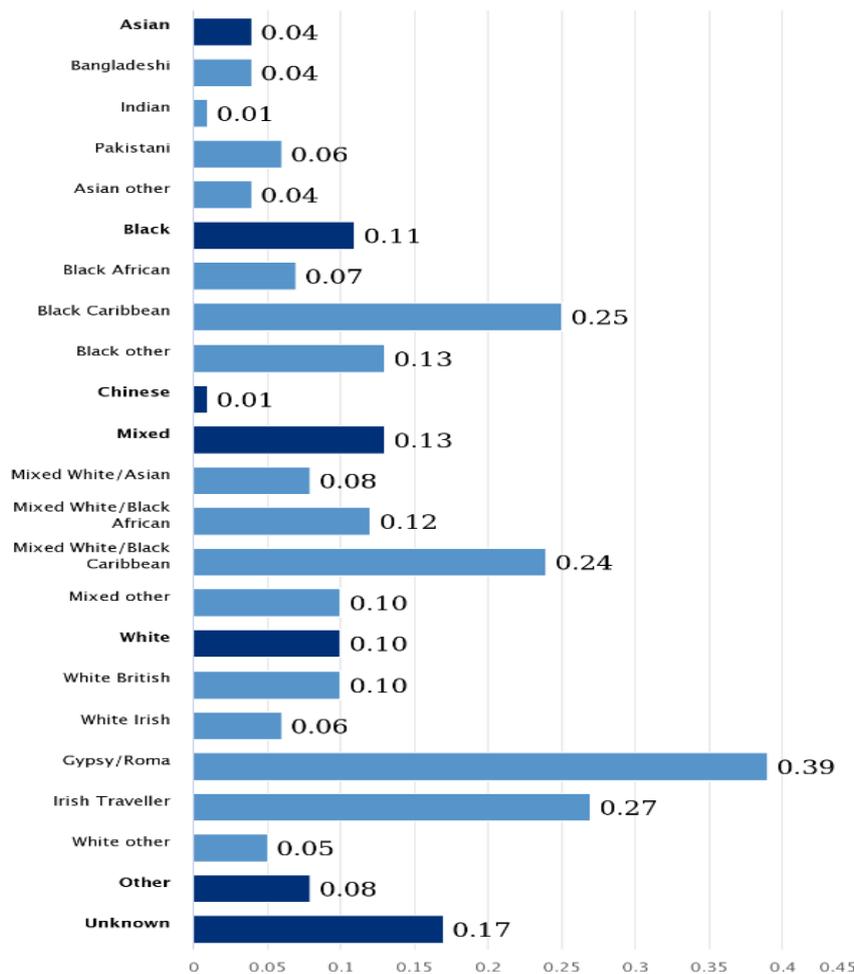
In 2018/19 according to national statistics white Gypsy and Roma students had the highest school permanent exclusion rates followed by Black Caribbean and Mixed/Black Caribbean students. The most frequent reason for these exclusions across the country is persistent disruptive behaviour.

Students from the Chinese and Indian ethnic groups had the lowest permanent exclusion rates – the rates are based on very small numbers of pupils and are less reliable as a result.

In 2018/19 exclusions for racial abuse were extremely low which suggests that either there are no real issues of racism in schools or it isn't dealt with or reported? Either way, the statistic for hate crime earlier in the paper suggest that there is an ongoing issue with racism in our society. It could be hypothesised that the large number of exclusions for the BAME students is linked to a failing and outdated education system.

The data showed that in 2018/19, only 15 students were excluded for racism with 14 of these being of white background and 1 from mixed ethnicity. Blessed Hugh has seen no permanent exclusions in over four years, placing it as a leader in Reading schools. In the same year at BHFCs, there were 66 fixed term exclusions of which 2 were for racist abuse (1 from white other back ground and 1 Pakistani). Of the 66 exclusions 55% were BAME. These numbers are fairly equal between ethnic groups and racial incidents at the school are low. Although the number of girls exclusions is lower than boys (25%), it is noteworthy that 88% of the 17 female exclusions were from BAME, an issue we are tackling head-on.

Title: Permanent exclusion rate by ethnicity. Location: England. Time period: 2018 to 2019 school year. Source: Permanent and fixed period exclusions in England | Ethnicity Facts and Figures GOV.UK



[Permanent exclusions - GOV.UK Ethnicity facts and figures \(ethnicity-facts-figures.service.gov.uk\)](https://ethnicity-facts-figures.service.gov.uk)

Ofsted’s own research has identified a considerable body of evidence showing variation in the educational performance of different ethnic groups. That performance also varies between stages and phases of education. For example, some groups perform well at primary school but less so at secondary school. We are also mindful of evidence that shows certain groups of learners, including some racial groups, are disproportionately represented among those excluded from school. An important element of the inspection methodology under the EIF is that inspectors will investigate proactively whether all learners are benefiting from the curriculum, or whether some are missing out. If they are, inspectors will consider whether those learners have things in common – in some cases, this may be race. This will help us to see every learner as a ‘whole person’, including being aware of their protected characteristics.

Staff needs

With the vast majority of staff being white in both primary and secondary schools, it is important that staff are racially literate and are confident in having open and honest conversations with students about race and cultural backgrounds. We need to review schemes of work to reflect the world we live in today. Many of the topics taught are as they were 30 years ago, which does not necessarily make this wrong, but is certainly worthy of revisiting. As is. More broadly the importance of exposing our young people to different cultures and their histories.

Parents' needs

Just as we need to support staff and students with racial literacy and increase the level of education around cultural differences, we also need to do the same with our parents. For us to be effective in any part of school life, the relationship and level of communication between school, students and parents is paramount to any success we can have in supporting our young people in their growth. This touches into the Think Piece on doubling down on parental engagement, not from the point of a weakness at Blessed Hugh– it is not – but to ensure it is outstanding.

Challenges – considering ways to Overcome Cultural Barriers

Adapt the educational system to reflect its multicultural and multilingual community

Take an active role in developing a true partnership between school and family by adapting the learning environment to be more reflective of the rapidly changing demographics of the population and the school community.

Acknowledge and understand the unique ways that minority families are involved in their children's education

Sometimes cultural differences create misconceptions about the family's involvement in their child's education. Discover the various ways that families support their children's learning.

Consider the cultural and linguistic challenges families face to communicate with us. What can you do to address some of those challenges?

Familiarise yourself with cultural values of families and how those might or might not be aligned with a school's expectations, learn about communication barriers from the family's point of view, and discover ways to create a more welcoming line of communication.

Work with families to find the optimal ways to communicate with them

Adapt to the needs of the families, find the barriers and sometimes unspoken obstacles hindering school and family communication, and learn about and try various ways to improve upon the relationship.

Learn about the families' cultural assumptions about communication with teachers, staff, and the school

Develop more fluid and transparent communication between school and family by getting to know cultural assumptions some families might have about communicating with school personnel.

[Ways to Overcome Cultural Barriers | AFFECT (hawaii.edu)]

Lack of role models

You can see from the statistics earlier in the paper that the BAME community are under-represented in many jobs that are considered to be academic or of any positive relevance to our young BAME people of today. So when we ask our young people today to identify the most powerful or influential people in the world, or to even name role models, more often than not, the name you get, is a white male. If we go back to the 'doll test'.

3 years plan

Blessed Hugh can become ever more effective in driving out racism, underpinned as we are by positive principles derived from the shared faith which led to our school being built well over half a century ago, and which speak to these times of toxic binaries, trolling, 'othering' and a discernible increase in hate messages at a local, national and international level.

If we refer to the statement by Pope John Paul II stated in 1999, he was clear that the foundation of Catholic Social Teaching and Education "rests on the threefold cornerstones of dignity, solidarity and subsidiarity". Schools can accomplish this by making changes to their curriculum and provision and through the interactions with the BAME community.

Schools need to actively promote Anti-racism and ensure that staff, students and parents are developing their racial literacy.

Schools need to intertwine BAME history and other topics that address equality throughout the year and not just in a one month a year 'Black History Month'.

Schools can invite a greater range of speakers/visitors from different cultures to visit schools to help raise aspirations and start to give the BAME community role models to aspire to be like. Cultural events should be organised throughout the year to celebrate our differences and heritage and to educate others, especially in a town like Reading where we have over 150 languages spoken.

Blessed Hugh already has an established programme of exposing children to university life – including the very best institutions. BAME students need to see what is possible for them to achieve their potential. This also applies to those blue-chip companies, of which there are many, locally, where mentors and role models can offer real inspiration and guidance. In the professions, too, whether doctors, senior police, lawyers and accountants, our already impressive programme of bringing in guests needs to include a specific focus in this area.

Ultimately, our aim as a school remains rooted in CST and the belief that equality in education emanates from our relationship with God and that, together, we are better than we are alone. As Irenaeus said, the glory of God is man and woman, fully alive. All of us.

Jermaine Webster

11. Careers Education – flourishing lives, driving the common good

Careers Education at Blessed Hugh Faringdon Catholic School

I came that they may have life and have it abundantly. John 10:10

Cherish God's vocation in you. Let it be constant, efficacious and loving.' - Mary Ward

A high-quality careers curriculum recognises the dignity and uniqueness of the individual young person . It must be our goal that each individual is able to recognise their unique talents whilst being encouraged and empowered to develop them. Our vision for our school-leavers is that they are assured of their own value and the contribution they can make to the school and wider community, entering the workplace well-equipped with skills and qualities to meet, with confidence, the challenges of a rapidly changing world.

As such, Blessed Hugh Faringdon is fully committed to ensuring that all students acquire the skills, knowledge and attitudes to manage their learning and career aspirations.

- Prepare students for the transition to life beyond secondary school higher education and the world of work.
- Support students in making informed decisions which are suitable and ambitious for them
- Provide students with well-rounded experiences
- Inspire and motivate students to develop their aspirations.

The Gatsby Benchmarks

The Gatsby Benchmarks set out a framework for schools to deliver 'good career guidance'.

1. A stable careers programme	Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and to expand their networks.
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every student should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

Recommendations for effective practice from the 2017 report.

- career reflection – the individual should develop an understanding of their motivations and aptitudes, self-regulation, self-determination, and resilience to cope with unforeseen setbacks
- career exploration – exploring the options for study or work
- career action – opportunities to learn from differing types of interventions
- networking – building and maintaining a network of key contacts
- learning environment – stimulating real-life work experiences and talking about these experiences
- career dialogue – having meaningful conversations with teachers, parents or carers, employers and employees, alumni, and trained and qualified career development professionals
- career conversations in the workplace – giving students exposure to and experience of work in real-life situations.

In this, we can see how the recommendations move from self-reflection and what motivates the individual, to understanding more about those options through research, contacts, experience, and dialogue.

[DfE International approaches to careers interventions Literature review March 2021 Authors: Pye Tait Consulting and Carol Stanfield Consulting](#)

Leadership and integration of effective practice at Blessed Hugh Faringdon

The government's 2017 careers strategy and statutory guidance also formalised the expectations of the school Careers Leader. In October 2020, the role of the Accelerated Achievement Coordinator was reviewed, updated and upscaled to fully include the Careers Leader Role. Working with and line managed by SLT, the Careers Leader has responsibility for ensuring that we meet the expectations set out in the Gatsby Benchmarks, we publish on our website details of our careers programme and arrangements for

providers of technical education or apprenticeships to talk to pupils and that the destinations of young people from the school are tracked and that this information is used to improve the effectiveness of the school's careers programme. The role of the Careers Lead is based on four key principles: Quality Assurance, Long-term thinking, Authority, Clarity.

The evidence from a range of recent studies²⁷ suggests that to maximise effectiveness, interventions should start at a young age, with tailored approaches for different ages, and activities be clearly distinguished by timing (for example, primary, a key transition point); by type (for example, career education or mentoring), and by desired outcomes (attitudinal, educational, or economic). Actions which encourage reflection, dialogue, practice, and inquiry seem vital to success. These activities need to be allowed sufficient time and space in the curriculum and this would appear to be more likely where there is a focus on career learning as a subject in its own right, taught by professionals. Incorporating career learning into other subjects requires sufficient materials and training for teachers to develop confidence in delivery. This needs significant resource and there is an argument to focus resource on personalised support for disadvantaged groups (such as those from lower socioeconomic backgrounds) and to challenge gender-based stereotypes about certain occupations.

A Tailored Approach

These findings highlight an on-going challenge in careers education in schools – the need for both specialised careers information, advice and guidance [IAG] as a distinct part of the school curriculum, as well as integrated careers information in every curriculum subject. Teaching staff can lack the confidence and required knowledge to effectively deliver careers programmes, and may not prioritise career IAG in their subject, given the already fast-paced, content-heavy courses at KS4 and 5.

At BHF work has already begun on early interventions, started in 2018-19, with increased involvement from tutors discussing, recording and tracking the career interests of their tutees, as well as successful Careers Week events boosting dialogue between students and teachers about career pathways.

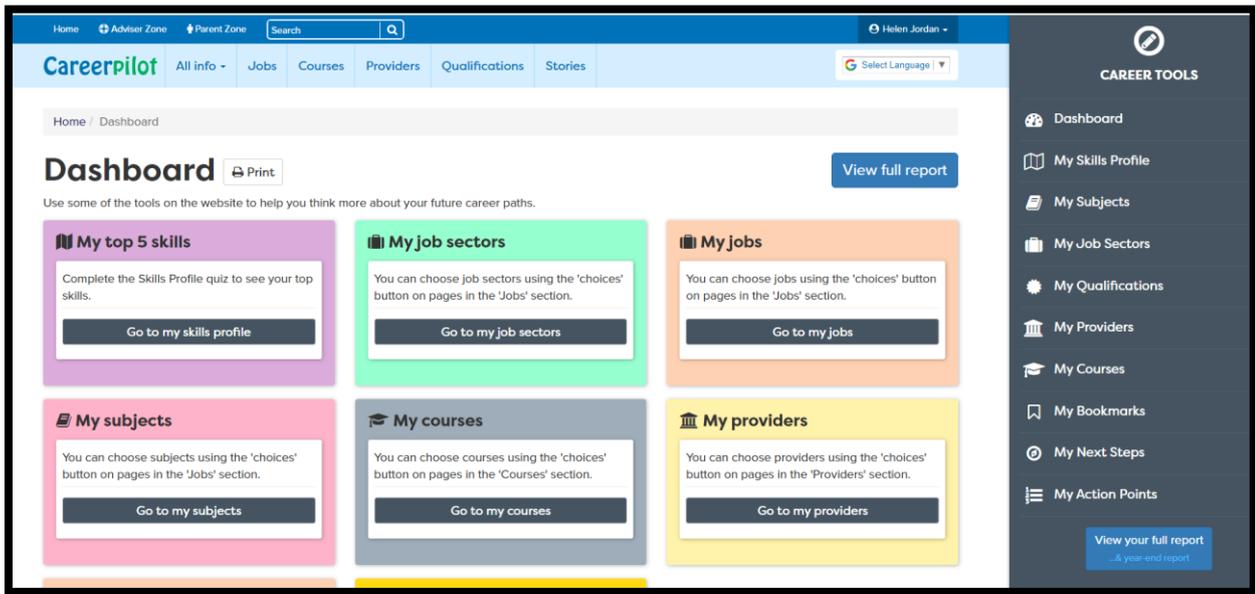
The introduction of the Career Pilot²⁸ Programme in 2020 is a step forward in providing more tailored guidance and information to our students, whilst also giving teachers and school leaders an easily-accessible and time-efficient way of tracking students' interests.

The majority of students in years 7-12 have been registered (except Year 9 - to follow), completing Skills Profiles, Career Quizzes and being directed to year-group specific activities to help inform them about their possible future pathways. This reduces the workload of the tutor or year group leader and ensures consistency and neutrality of information.

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- ²⁷ The OECD conducted by Musset and Kureková (2018)
 - A study conducted by Mann, Rehill and Kashfipakdel (2018) for the Education Endowment Foundation
 - An international policy guidance document, from the Inter-Agency Working Group on Work-based Learning (2019)
 - In 2014, the UK Commission for Employment and Skills published an employer-facing document which challenged myths about barriers to offering work experience opportunities
 - In 2016, Business in the Community likewise published a guide for employers on how to engage with primary schools.

[DfE International approaches to careers interventions Literature review March 2021 Authors: Pye Tait Consulting and Carol Stanfield Consulting](#)

²⁸ Career Pilot has been developed by the Western Vocational Progression Consortium (WVPC), a consortium of universities and colleges in the South of England. The WVPC aims to increase the progression of adults and young people to higher level study through providing online, impartial information and support about all progression routes. Partners provide joint funding for the sites through a subscription model. The WVPC is hosted at the University of Bath.



For teachers and advisers, it gives access to year group and individual reports to identify and respond effectively to trends and students' needs. An example of a year 10 report is below:

LA											
B	C	D	E	F	G	H	I	J	K	L	
Animal	Arts & crafts	Beauty & makeup	Childcare	Design	Emergency	Engineering design	Environment	Fashion & textiles	Finance & accounting	Food & drink	
Definite		Definite		Definite		Exploring		Definite			
					Exploring			Exploring		Definite	
Exploring				Exploring	Exploring	Exploring	Exploring				
			Exploring								
	Definite								Definite		
									Exploring		
		Definite									
		Exploring									
	Exploring										
				Definite		Exploring			Definite		
		Definite									
				Exploring			Exploring				
Exploring											Exploring

Although Career Pilot is still being established as a standard part of our developing careers programme, our active promotion of it so far has earned us 'superuser' status²⁹

Parental Engagement

Parents are the primary educators of their children and the influence of parental (and familial) advice on guidance and careers is immeasurable. Therefore, this work links with the Parental Engagement thinkpiece. Our students come from a wide range of socio-economic backgrounds with markedly varying degrees of parental experience in education and careers. Thus, the information, advice and guidance we provide to parents is no less vital than that we direct to the children. It must be high-quality, easily accessible and understandable without being patronising. In engaging with SEN families, as well as families from diverse backgrounds and ethnicities [see Think Pieces] our staff need to be ever more aware of how to overcome obstacles and ensure that communication is both two-way and impactful. We also want parents and carers to share our ambition for their child, especially if they themselves have not benefitted from a wide range of options in their own lives, itself not an infrequent occurrence.

Partners

Effective careers provision must be delivered in partnership with a range of outside agencies, employers and organisations in order to maximise the scope and credibility of the information and advice. We continue to cultivate close partnerships with the following groups, who make regular visits (outside Covid) to school to organise and run workshops, talks and trips with students across all key stages:

- Study Higher – a partnership of universities, FE colleges and other stakeholders working together to provide young people with high quality impartial advice and guidance about education opportunities.
- Education Business Partnership (EBP) Berkshire: a range of programmes and initiatives designed to improve the work-related skills of young people so that they are better equipped to enter the world of work.
- Advisa: individual interviews to inspire and support young people in learning and work. We aim to raise people's aspirations, motivate them to achieve their full potential and support them when they have to make key decisions about their future.
- Young Professionals: YP work with over 2000 schools and colleges in the UK, helping companies attract and recruit the very best talent onto their apprenticeship and work experience programmes.

²⁹ Super Users are schools that have met the following criteria:

- Have a link to Careerpilot on their school/college website
- Have 100+ students active on the site in an academic year (10 students at a special school)
- Informed parents about the site OR requested access to the Reporting Zone
- Ordered materials for their school / college to help promote Careerpilot e.g Hot Jobs, KS4 Subject Resources ([all can be requested from the Adviser Zone](#))

- Amazing Apprenticeships: the approved communication channel, commissioned by the National Apprenticeship Service, to support the Apprenticeship Support & Knowledge for Schools project.
- Pathway CTM (Careers Training and Mentoring) an award winning Social Enterprise which provides students, schools and colleges with access to a number of events, workshops and webinars throughout the academic year, promoting meaningful interactions between employers and students.

We want to increase the range and offer, and ensure a diverse range of role models, especially for our students who may lack confidence or aspiration, or who may not see themselves in a particular role.

The current regional context

The Careers and Enterprise Company’s research into local and regional labour markets provides essential data to inform Career Exploration (as well as having wider implications for school strategic planning, see final section).

Key fact

The number of local job opportunities in different sectors / occupations varies considerably.

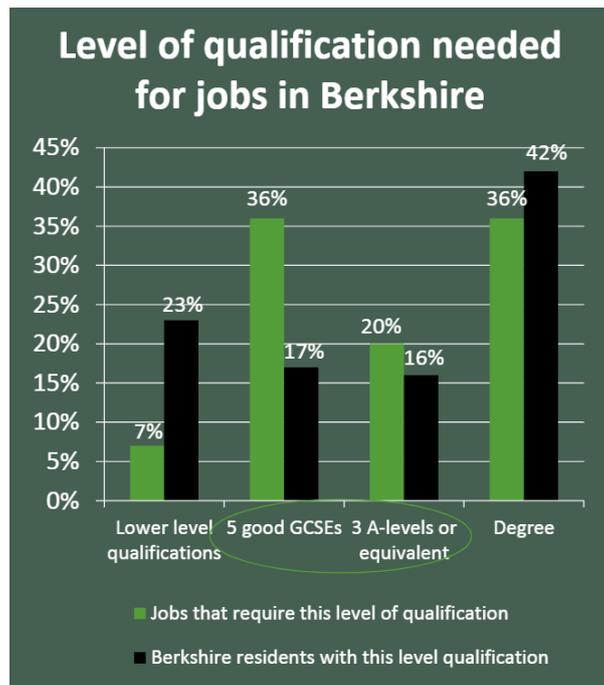
In IT, whilst there are lots of jobs, the skills required are very specific and therefore employers can struggle to fill roles.

Are there many jobs locally in...?

Occupation	Number of jobs in Berkshire	Level of competition for jobs?	Examples of employers
IT / Software development	55,700	Low – lots of jobs	Vodafone, Microsoft, NHS, O2, SSE, Oracle, Avanti, Verizon, Open Text Corporation, HP, Thales
Warehousing / distribution	20,800	Low – lots of jobs	Tesco, Waitrose, Kuehne & Nagel, Brakes Group
Construction	16,100	Low – lots of jobs	Costain, Wood Plc, Balfour Beatty
Social care	12,000	Low – lots of jobs	Local authorities, Voyage Care, Sunrise Senior Living
Accountancy	7,300	Medium	Deloitte, EY, PWC, KPMG, Grant Thornton
Engineering	7,100	Low – lack of applicants	Wood Plc, Jacobs, Xtrac, Honeywell
Sports and leisure	6,100	Medium	Reading Football Club, Nirvana Spa and Leisure, John Nike Leisuresports Ltd
Catering (chefs)	4,300	Low – lack of applicants	Fullers, Compass Group, Hilton, Whitbread
Law	3,000	Medium	Pitmans, Blandy & Blandy, Osborne Clarke
Beauty	1,100	Medium	Sally Beauty, Aura Spa, Indigo Rye
Veterinary	650	High	Falkland Veterinary Clinic, Moor Cottage Veterinary Hospital
Psychologists	600	High	NHS, schools and colleges, police service
Computer game developer	Very few	High	Try Surrey or London

There are many more jobs in the ICT / digital technology sector in Berkshire than elsewhere in England (13% of all jobs in Berkshire are in this sector). Those working in this sector mainly work in IT, sales, marketing and project management roles.

There are a large number of ‘big name’ employers in Berkshire. There are more international companies in Berkshire than elsewhere in the UK (outside of London). Many jobs with these companies provide the opportunity for overseas travel.



Job positions that employers in Berkshire find most difficult to fill include: engineers; social workers; chefs; waiting and bar staff; software developers; lorry drivers; health workers; teachers and apprentices. 27% of Berkshire employers who recruit school leavers believe they are poorly prepared for work. Of these, 12% say they believe young people have a poor attitude / lack motivation.



Careers in Berkshire: Local labour market information 2019
 Thames Valley Berkshire Local Enterprise Partnership and the Careers and Enterprise Company

The questions our 3-year working needs to address

- Developments and trends in the regional, national and international labour market will affect curriculum development (CF Curriculum and 6th Form sections of CS 2021-4). How can we use our Careers Programme to inform strategic planning in these areas?
- Feedback from parents – how do we use CS survey data to assess and respond to their needs in Career IAG and continue to increase engagement?
- Behaviour and professional expectations of young people – how can we help students make the links between the employability skills they need (see below) and their behaviour, habits and standards they maintain in school?
- How can we ensure our service and student leadership opportunities are ramped up, hit a broader cross-section of students and include as many of the soft skills employers value as possible?
- How do we ensure that our BAME students meet top professionals and practitioners from as many careers as possible and believe 'I can do it'?
- How do we ensure that the voluntary and charities sector, as well as religious and priestly vocations are included in the mix, consistent with our ethos?

Helen Jordan

12. Blessed Hugh in the Community – solidarity and the common good

A key element in *Flourishing Together* will be to match the substantial progress already achieved in placing the school at the heart of the Diocese and the heart of the Reading educational community with an equal impact at the heart of our local community.

Progress, in recent years, has included improving our communication, both in hard copy [parishes, schools] and in digital format, our 'Ecumenical Lunch', and in welcoming local residents on an *ad hoc* basis, such as to discuss Hugh Faringdon – the person – our 60th anniversary and to celebrate the launch of the BMW centre and as part of the letting process.

To take this forward, a comprehensive engagement programme has been initiated, initially to take soundings about how our school is perceived, how we can support the community and how, those we are now calling our 'Community Partners', would like to support us.

We began by approaching a range of partners and will approach more in the coming weeks. Here is the first tranche.

Name	Role
Reading Borough Council	Local Councillor
St Edmund's Catholic Primary School	Primary school
English Martyrs Church 64 Liebenrood Road ,Reading RG30 2EB.	Place of worship.
St Dominic Savio Catholic Primary, Western Ave, Woodley	Voluntary Aided Primary School
Thames Valley Police, Castle Street, Reading, RG1 7 TH	Safeguarding, Youth Engagement, Intervention.
English Martyrs Catholic primary school, Dee Road, Tilehurst, Reading. RG30 4BE	Primary School
David Hare Churches Together in Berkshire	Helping Christians work together.
Basildon Benefice – The Vicarage Upper Basildon RG8 8LS	Place of Worship
Saint Laurence Church, Friar St, Reading RG1 1DA	Place of worship
Brighter Futures for Children	Local authority (children's company)
Reinspired, St Nicolas Church, Sutcliffe Avenue, Earley RG6 7JN	RE support for schools
Deborah Glassbrook, Civic Offices , Bridge Street, Reading RG1 2LU	Brighter Futures Place of worship
The Salvation Army	
Jamie Cater – Argyle Community Church	Place of worship
Churches Together in Reading and Churches Together in Berkshire	To help churches work together
The Open Bible Trust, Fordland Mount , Upper Basildon, Reading, RG8 8LU	Publishes Christian resources

Abbey Baptist Church, Abbey Square, Reading, RG1 3BE	Place of worship
St Amand's Catholic Primary	Primary School
St.Finian's Catholic Primary School, The Ridge, Cold Ash, Thatcham, West Berks. RG18 9HU	Primary School
Christ the King Catholic Primary Lulworth Road, Reading, RG2 8LX	Primary School
Readifood – Food Bank	Foodbank
Southcote School	Primary school

As Community Partners, they have all agreed to appear on our Partnership Page within the school website.

We began by asking how 'visible' is Blessed Hugh in the community?



While this is pleasing, we wanted to know what else we could do? Here is a summary of the ideas. The first notable element was that the school was well thought of. Ideas to improve visibility included the following:

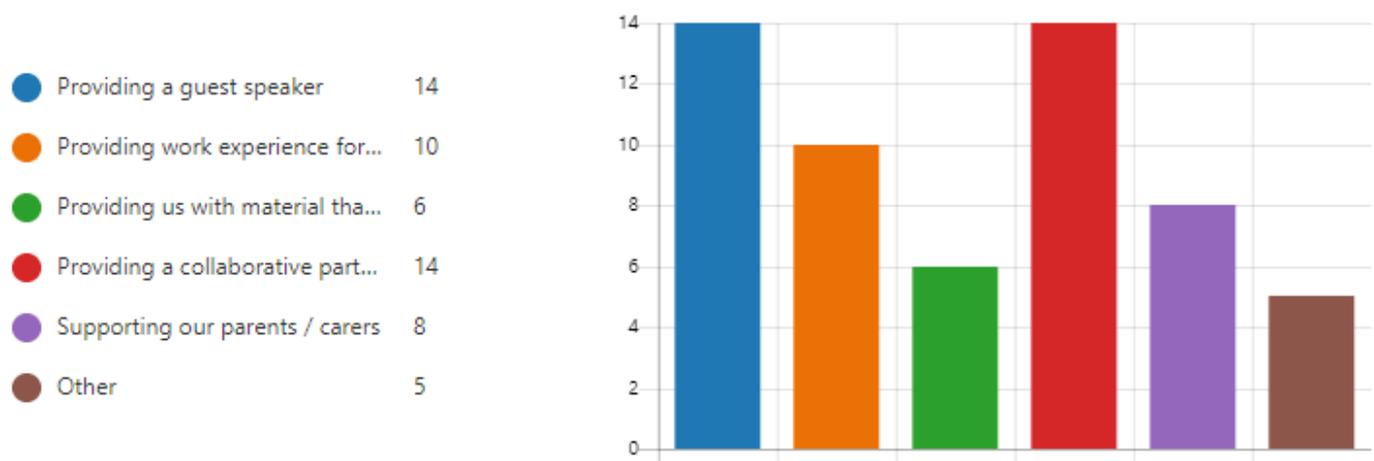
- Increase use and engagement on social media platforms. [Councillor]
- Difficult to answer this as geographically we are so far away. The only part I know of BHF is the Headmaster really. [A Headteacher in the South of Birmingham Diocese]
- Continue to build school/ Parish links. [Fr Michael]
- Teacher visits to the school in Y4, Y5. Taking lessons that are fun or ones we cannot offer I. E. PE, language, woodwork. Children to visit BHF. [Primary Headteacher]
Older pupils visiting school and working alongside pupils. [Primary Headteacher]
- I believe the school is highly visible and engaged with the community. [PC Marr, our attached Police Officer]
- It would be great to do more collaborative events again when Coronavirus restrictions are lifted [Primary Head]
- Can you arrange some event in Prospect Park to highlight the school, the work of the pupils and moving forward for the best interests of children? TV, Radio, Newspapers, get the media covering the day. [Churches Together in Reading]
- Short Videos showcasing the school's work [Local Anglican Clergyman]
- Think you do a good job of this already [Brighter Futures for Children]
- Run/host more community events/services. [Local Anglican Clergyman]
- More open events for local groups
- I'm happy with your current visibility [The Salvation Army]
- Working in partnership with local voluntary organisations

- Maybe host a service for The Week of Prayer for Christian Unity [Open Bible Trust]
- Maybe the school could provide some courses/activities/help/counselling and be open one evening in the week and/or one Saturday a month. [Churches Together in Reading]
- Joint initiatives (we take part in the BHF public speaking competition) Joint worships, presentations by BHF pupils that link to our primary curriculum (workshops on cyber safety, social justice issues, Catholic social teaching, themed days e.g. science investigations, geography days, local history, oracy). [Local Headteacher]
- When allowed more collaboration with students [Local Headteacher]

Comments

This feedback suggests that the school is largely known, that our work with local primary schools is positive, that we can do yet more with social media, that more work ecumenically – and inter-faith -, will be welcomed and that we reflect on how our considerable expertise can further benefit the community.

We next asked how the various organisations could help us. First of all, we were delighted that all the groups wanted to be formally associated as Partners. The provision of guest speakers was also strong, with some positive response around work experience placement.



Fascinating were the responses to the question ‘what do you see as the main challenges our area faces in the coming three years?’.

From school and Brighter Futures Partners, responses included the following:

- Reduction in number of practicing Catholics hence lower % of Catholics in school. Also reduction in catholic teachers as well as catholic leaders.
- Teacher shortages

- Dip in pupil numbers – lower birth rate and Whitley schools having more places than students budget pressures – reflecting changes since COVID – parent working patterns
Possible change in families coming in from overseas due to Brexit
- Increase in families impacted by poverty, mental health and family dysfunction. As part of that an increase in serious crime. Also a worry about children and young people potentially feeling disenfranchised from learning/schools having had such an interrupted experience over the last year
- Poor Mental health in young people particularly those with differences and disabilities and those subject to institutional discrimination

More broadly, comments included:

- Housing (the need for more and for it to be affordable) and environmental concerns.
- COVID recovery.
- I believe as we come out of Covid that we will see an increased learning gap between vulnerable children/children with ACEs and those children who have a stable home life. Engagement with Governors, the police and other partners will be needed to help support those most at need.
- Housing costs, county lines related violence, lack of facilities for young people (youth clubs etc)
- People being busy with self-interest, the stigma of mental health that will run through many countries, people expecting normal to return, any normal will now be different, time has moved on and we operate in a very different context.
- Disparity in wealth and its distribution. Poverty/Marriage Breakups/Spiritual Neglect
- Growth in housing and lack of facilities to support the influx of people especially in the town centre
- Youth unemployment and few alternative pathways in education
- Increasing poverty/ structural inequality #]
- Inequity in curriculum quality between schools
- A growing number of autistic children without mainstream access due to inflexibility in school policy and organisation of learning
- Poor socio-economic demographic
- There may be decreased work opportunities as businesses may no longer stay in Reading area.
- Further erosion of our faith values
- Loneliness; community cohesion; isolation
- Getting back on it feet – especially with mental health issues of teens and twenties – as the pandemic slowly, exponentially, declines.
- The same issues as face much of the country – recovering from the Covid-19 pandemic. Unemployment may decline, but the legacy of mental health amongst youngsters and physical health, through delayed operation for more elderly people, will be with us for some time.
- Economic insecurity and inequality. Homelessness. Mental ill-health.

- Not familiar with the area, so unable to comment.
- Unaffordable house prices
- Pressures on young people – including social media

Comments

Housing, loneliness, mental health and Covid recovery were all features. This suggests the strengthening of local social cohesiveness as being the central challenge, which requires better mutual communication, sharing of activities, celebrating our own – and each other’s – successes and ensuring we listen carefully to what our community needs.

Finally, we invited any further comments and suggestions:

- Continue doing what you do now, your school is a beacon of light
- Keep up the good work! Was really nice to have lunch with other leaders of non-Catholic churches
- Well done for thinking more broadly about the school’s position in the town
- Glad to be able to work closely with BHF

Going forward, we intend to implement the following measures within the 3-year Corporate Strategy:

1. Secure further partnerships, including inter-faith
2. Constitute a ‘BHF Plus+’ group (with an attached Governor, ideally LA) to meet each term in order to roll out and evaluate our community involvement strategy
3. Strengthen our social media presence
4. Prepare an annual review of ‘Blessed Hugh in the Community’ to be included in the Headteacher’s Report to Governors’, June each year.

Simon Uttley

13. Pupil Premium: Narrowing the Gap

“While every person’s needs are important, we must consider first and foremost how the lives of the most vulnerable people are impacted or enhanced by decisions we make.”

Catholic Social Teaching: A specific duty to the poor and vulnerable” [Centrecare Catholic Support Services, 2021 <https://centacarebrisbane.net.au/about/our-faith/>]

For many students, school is their singular source of safety, positive experience and platform for developing a brighter future. It is therefore vital that we fully acknowledge in everything we do that they (and we) have one shot at making a significant and sustained difference to permanently change the trajectory of their lives for the better.

David Howe: [Pupil Premium Interventions | TeacherToolkit](#)

Narrowing the Gap @ BHFCs: Our Aims

AIM: To reduce the gap by addressing inequalities that pupils face and raising the attainment of those students in low-income families.

Additional support strategies to enable every pupil, however financially disadvantaged, to:

- Develop the whole person, students as individuals, not just data
- Improve their levels of progress and attainment
- Close attainment gaps
- Have full access to the curriculum
- Access extra-curricular provision

Narrowing the ‘Gap’: Pupil Premium – Disadvantaged?

The Pupil Premium (PP) is additional funding given to schools in England to raise the attainment of disadvantaged pupils and close the achievement gap between them and their peers. The funding is available to the following groups of students:

- Students who are eligible for Free School Meals (FSM).
- Students that have been eligible for FSM in the last six years (FSM Ever 6).
- Students who are under special guardianship/LAC
- Students from a forces background.

The funding for each of these groups of students must be used to support the students or remove financial barriers that could be hindering their progress, within school. The government expects the school to track each of the student’s progress and evaluate how the funding is being spent.

The semantics around Pupils Premium appear to be changing – with the discussion around the Gap and the national school closures, ‘disadvantaged’ appears to be the new ‘word’ to use, however the narrative from central government, DFE, is conflicting. This was particularly evident surrounding the initial distribution of laptops in June 2020: allocations designated based on Free School Meal numbers. With this echoed in the Autumn term, allocations based on FSM pupil numbers, as opposed to the typical ‘Pupil Premium’ definition outlined above.

Taking this into account, it’s increasingly important to drill down into FSM and PP data as two discrete groups, rather than one combined. Fortunately, we already do this on a whole-school level in a variety of different areas: attendance, behaviour, progress – with staff being aware of student needs on every level.

For Secondary Schools, £955 is allocated, per student, per academic year. This equates to approximately £165,215 per academic year for Blessed Hugh Faringdon School. The figure is based on the Pupil Premium numbers in April 2021 – although from April 2022, funding will be based on October 2021 Census.

Points to note:

1. Primary schools are allocated £1345, £290 more. However:
2. Figure above does not include the Y7 Catch-Up Premium, although our Strategy Document does – we receive approximately £15,000 for this.
3. Schools receive an extra premium of £2,345 for pupils:
 13. in local authority care
 14. adopted from care (and the parent self-declares)
 15. were in care in the last year, which ceased by virtue of a special guardianship order (and the guardian self-declares), residence order or Child Arrangement Order.
4. Service children also receive an allocation of £310, if a parent is serving in the armed forces or is in receipt of a service pension.

How Effective is the Pupil Premium?

There has been national debate around the effectiveness of the Pupil Premium grant, whilst holding schools and school leaders to account over the spending of the allocation, since its establishment by the Lib-Dem/Conservative Coalition Government in 2011. This provided an additional £625 million of funding to help schools close the attainment gap for disadvantaged pupils and to assist with the increased pastoral needs of Service children. The introduction of this funding came at a time where school funding was at a low point, Pupil Premium was pitched as ‘new money’.

“However, those of us in headship at the time will remember that, rather than being new money, the pupil premium was more a redistribution of what had been known as the Standards Fund. What had really changed were the rules about how the money could be spent.” [[Pupil premium: is it making a difference? | Optimus Education Blog \(optimus-education.com\)](https://www.optimus-education.com/blog/pupil-premium-is-it-making-a-difference/)]

In 2013, the DfE published an independent review of the initiative, carried out by a panel of academics. Within the report is the statement that, in 2013:

‘It is too early to measure the impacts of the Pupil Premium on attainment, and this evaluation only aimed to look at schools’ perceptions of the Pupil Premium, and how it has influenced the support provided to pupils. However, almost all schools surveyed (95% or more) were monitoring the impact of the support they were providing for the pupils they targeted.’

Interestingly, the report notes that most schools saw the impact of the fund through the lens of additional staff appointments, notably the employment of additional teaching assistants. And this came a year after the publication of the [Sutton Trust-EEF Teaching and Learning Toolkit](#), which suggested that TAs were an ineffective strategy because they were high-cost, low impact.

NB: It's important to note, here, that this is in the context of closing the Pupil Premium gap, as opposed to targeted intervention for SEN students. We know there is a cross over between PP and SEND, but this research references PP progress exclusively.

The Sutton Trust and (the ST's government-funded extension) the Education Endowment Fund (EEF), offered a more reliable and in-depth monitoring of the pupil premium in 2015:

'At first glance, things do not seem to be getting much better: the headline gap between the proportion of pupils gaining five good GCSEs, including English and maths, for non-pupil premium and pupil premium children is barely closing (it was 26.4 and 26.2 percentage points in 2011 and 2014, respectively). However, this is a relatively poor measure for monitoring the gap since it ignores many improvements.'

This review carries an important message: that schools should 'concentrate on better results for pupil premium children, rather than narrowing the gap.' It makes the point that pupil premium money is actually improving the life chances of disadvantaged pupils.

Whilst our Pupil Premium students at BHFCS are not making equal progress to their non-Pupil Premium counterparts, and the gap, albeit smaller, still exists – they are making **better** progress. Therefore, the opportunities for our students Post-16 and onto Post-18 are widened.

Schools should concentrate on better results for pupil premium children, rather than narrowing the gap: improving attainment provides better life chances, despite the gap remaining the same and even widening in some cases? How should the Grant be measured?

Many critics of the fund have seen the funding as a 'prop' to main school budgets in a time of increasing austerity. What will be interesting, in time, will be the impact of the Covid Catch-Up funding alongside the Pupil Premium Strategy. Upcoming data inputs for Year 7-10 and Y12 will provide evidence for the impact on national school closures on our Pupil Premium students.

In 2018, at the September meeting of ResearchEd, Professor Becky Allen gave a lecture: 'The pupil premium isn't working'. She suggests that, on the contrary, 'it diverts the education system away from things that might work somewhat better.'

In [Pupil premium: is it making a difference? | Optimus Education Blog \(optimus-education.com\)](#), Viner (2018) writes, "She has since outlined her case in a series of blog posts, where her arguments summarise the problems that have been inherent in the pupil premium from the beginning. She suggests that, with their onerous expenditure and reporting requirements, schools cannot focus on the real needs."

It is helpful to all of us dealing with the pupil premium to be aware of the points she makes:

- The pupil premium does not target our lowest income students. We know that some of our PP students have much higher needs than others
- Poverty is a poor proxy for educational and social disadvantage
- Pupil premium students do not have homogeneous needs
- A school's gap depends on its non-PP demographic

- Tracking whether or not ‘the gap’ has closed over time is largely meaningless, even at the national level, especially when ‘bench mark’ data is ‘breaking even at +0.0 Progress 8.
- It isn’t possible for a school to conduct the impact analysis required by DfE and Ofsted to ‘prove’ that their pupil premium strategy is, or hesitantly identifying that it isn’t, working
- Reporting requirements drive short-term, interventionist behaviour – the move to a 3 year approach would remove this, however, referring to ‘BHFCS Disadvantage at a Glance’ shows it’s unpredictable to do this when PP intake fluctuates, with each pupil and intake having a different set of needs.
- It is doubtful whether within-classroom inequalities (ability, concentration, prior knowledge) can ever be closed

Viner (2018) reports, “Damian Hinds [the then Secretary of State for Education] told the National Association of Head Teachers (NAHT) that he wants ‘us, together, to narrow the gap for the places left behind and provide better opportunities for the children who have the hardest start in life.’ Which appears to repeat an old mantra.

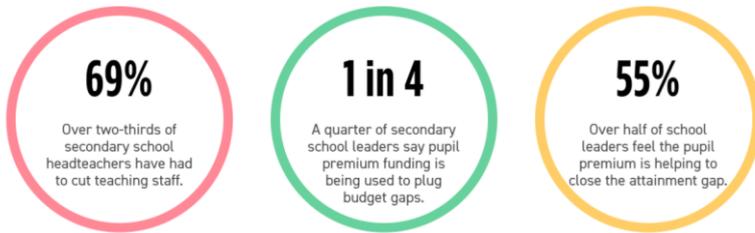
However, Professor Allen, as chair of the workload advisory group, has the ear of the DfE and it is to be hoped that, rather than being regarded as heresy, her perspective on the pupil premium might prove to influence future policy.” The impact of Covid-19 is yet to play out, despite school and DfE support.

In 2019, The Sutton Trust undertook a ‘Teacher Voice’ poll. With the results as below, identifying priorities for schools in the context of their Pupil Premium funding:

[PowerPoint Presentation \(suttontrust.com\)](https://www.suttontrust.com/pupil-premium-2019-2020)

With the money received through the Pupil Premium, what is the main priority for extra spending at your school in 2018/19?	Secondary		All (%)
	Senior leaders (%)	Classroom teachers (%)	
Reducing class sizes	9	2	4
Additional teaching assistants	5	5	5
Additional teachers	15	3	6
More one-to-one tuition	12	9	10
Peer-to-peer tutoring schemes for pupils	1	2	2
Improving feedback between teachers and pupils / providing more feedback that is effective	3	3	3
Early intervention schemes	23	22	22
Extending the breadth of the curriculum	5	2	3
Improving the classroom or school environment	1	1	1
Offsetting budget cuts elsewhere	11	10	10
Other	9	4	6
Don't know	4	37	28
None		1	1
N=	212	604	816

Highlights from the Sutton Trust, 2019, Report identifies that:



Further outcomes of the Report [NB: this has been redacted for Secondary data only]:

- 69% of secondary senior leaders have reported having to make cuts to teaching staff for financial reasons, along with 70% for teaching assistants and 72% for support staff. Growing numbers of secondary leaders report cutting IT equipment (61%), school outings (41%) and sport (28%). Almost half report cutting subject choices at GCSE (47%). Others report cutting back on classroom materials and CPD for teachers.
- One in four (27%) secondary school leaders report that their pupil premium funding is being used to plug gaps elsewhere in their budget. For those who do report it plugging gaps, most indicate it being used on teachers and teaching assistants, or absorbed into the general school budget.
- Just over half (55%) of school leaders feel that their pupil premium funding is helping to close attainment gaps in their school. Primary leaders (57%) are more likely than secondary (50%) to say so. While 15% disagree, 31% are neutral on the pupil premium's impact in their school.
- Teachers also point out the difficulty in closing gaps given factors outside the school gates. Heads who reported having to plug budget gaps with their pupil premium funding were less likely to say that attainment gaps were closing (62% v 40%).

In 2018-19, there were 802,545 (35%) Pupil Premium-eligible pupils: the average value per secondary school = £171,322.

What this means for BHFCS:

As part of the pupil premium allocations and conditions of grant for 2021 to 2022, schools are now required to:

- demonstrate, from the next academic year, how their spending decisions are informed by research evidence (condition 7)
- use the strategy statement templates to publish their pupil premium strategy (condition 8)

Following the 2017 Pupil Premium Review, Alice Boon, Education Advisor, Brighter Futures for Children, worked closely with Senior Leaders at BHFCS, this practice of using the EEF Research to evaluate spending is in place. In the Summer Term (2021), the current Pupil Premium Strategy will be updated to ensure compliance with the updated DFE requirements.

Their Guidance: [Pupil Premium Guidance iPDF.pdf \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk) provides a research-based platform for Leaders to work from. Their research outlines cost and impact of each strategy.

A tiered approach to Pupil Premium spending

Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies.

1 Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

2 Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

3 Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.



Adopting a tiered approach

The tiered approach is a guide, not a prescription. Many strategies will overlap categories, and the balance between categories will vary from year to year as schools' priorities change. However, the idea of tiers of support can offer a useful framework for thinking about how to balance different forms of spending.

Schools can also use a tiered approach to help focus on a small number of strategies that are likely to make the biggest difference. For example, a school with high Pupil Premium funding might select two to three priorities in each category, considering the support for successful implementation that needs to be in place and how their chosen approaches work together, rather than creating a longer list of strategies that will each receive less attention.

Misconceptions of the Pupil Premium

Every Senior Leader who is responsible for PP is looking for the 'silver bullet' to close the attainment gap. No such 'golden nugget' exists, despite a variety of experts professing a number of approaches. Whilst some offer evidence of impact, a number of these approaches are built on three flawed assumptions:

1. Pupil Premium students can be treated as a homogeneous group who have similar needs and barriers
2. An intervention-based model of support is sufficient to help Pupil Premium students catch up and keep up with their peers
3. Addressing the academic deficits should be the focus of intervention

Misconception #1: Pupil Premium students can be treated as a homogeneous group who have similar needs and barriers

Funding is allocated to a cohort of Pupil Premium students, not the individual, along with the reports combining the national Pupil Premium cohort together and Ofsted report on this group as a unified student population, we find ourselves thinking about Pupil Premium students as a homogeneous group. Other than their familial income as a common factor, their individual circumstances are shaped by a multitude of factors: family values, socio-cultural influences and geography.

It is therefore vital that we view each Pupil Premium student as an individual.

David Howe, Teacher Toolkit, suggests: key staff meet regularly to look at the progress and wellbeing of their Pupil Premium students. This helps build up a detailed picture of the personal circumstances and barriers faced by each student. In turn, support and interventions can be appropriately matched to individual needs. For example, through peer mentoring, maths tutoring, anger management, resilience training etc.

Misconception #2: An intervention-based model of support is sufficient to help Pupil Premium students catch up and keep up with their peers

Intervention-based models are 'quick wins'. They act as a 'sticky plaster' until the next topic arises. Perhaps we, as teachers, provide interventions as a cushion for both ourselves and our students? Many students often request attendance at an intervention, without truly understanding the need or the required impact.

This is where class-based teaching must be built around very high expectations for all students, subject expertise and positive relationships. It is where teachers know their students, in depth, so they can intervene in lessons to close any gaps in learning. This raises the importance of maintaining high expectations for all as a means to avoid the 'soft bigotry of low expectations'. We must avoid expecting less from our Pupil Premium students and never assume low prior attainment as limited potential – this also applies to misconceptions with SEN students.

T&L CPD should, therefore, include deliberate strategies that target closing the gaps for Pupil Premium students (e.g. targeted questioning, additional verbal and written feedback, targeted live marking during lessons, strategic seating plan).

Misconception #3: Addressing the academic deficits should be the focus of intervention

We know academic data is not the 'be all and end all' to Pupil Premium outcomes. In line with the BHFCs approach to some of the points raised in 'Catholic Social Teaching', our pastoral care is integral to supporting the most vulnerable students. As a school, we excel in some areas of Pastoral Care.

But we must consider, do we unconsciously set low expectations for our Pupil Premium students outside of the classroom?

More focus, must, therefore, be given to behaviour, attendance & punctuality, careers aspiration, unconscious bias and providing opportunity and growth of the whole person.

BHFCs IN CONTEXT WITH THE NATIONAL PICTURE

Often, when trying to 'benchmark' how well a school is doing academically, its performance is compared to local schools, or other schools in an academy chain, multi-academy trust (MAT), or another network. However, these comparisons can often be unfair because we are not necessarily comparing like with like. In particular, it is important when assessing a school's results to consider the backgrounds of the pupils who attend. The EEF has designed the 'Families of Schools' database to support schools with meaningful benchmarking and to facilitate greater collaboration. Thankfully, we already have a number of connections with our local 'Family' of schools.

This online tool:

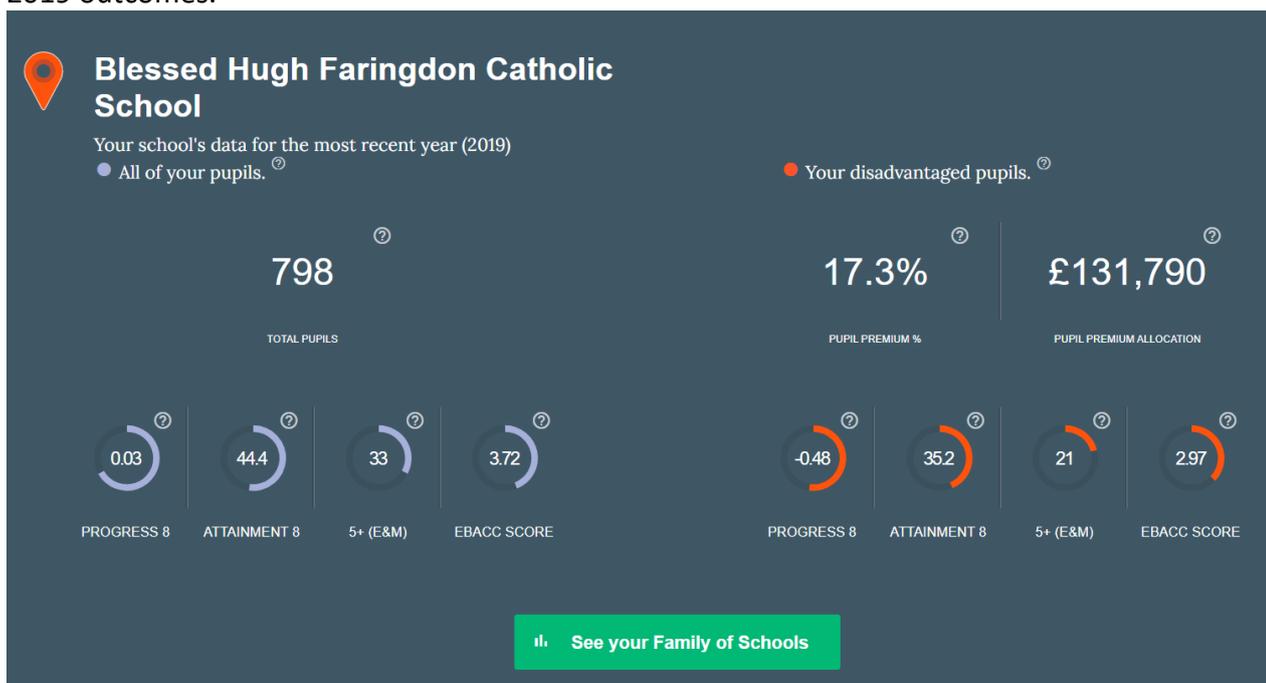
- provides key data on the attainment of your school's disadvantaged pupils
- shows your school's position within a 'family' of 50 schools which have pupils with similar characteristics
- highlights schools to collaborate with and key EEF resources to support your school's improvement journey.

It uses the latest performance data published by the Department for Education. Schools are then placed into 'families' of 50 based on a range of characteristics, including prior attainment and the proportions of pupils eligible for free school meals (FSM), identified with English as an additional language (EAL), and with special educational needs and disabilities (SEND).

For example, it might be that, although a school has better results than the national average, it is actually under-performing when compared to schools with similar intake of pupils. Or, it could be the other way round, of course!

BHFCS 'Family of Schools' and Data Dashboard:

The next few images outline comparison between BHFCS and local, similar, schools. This data is based on 2019 outcomes.



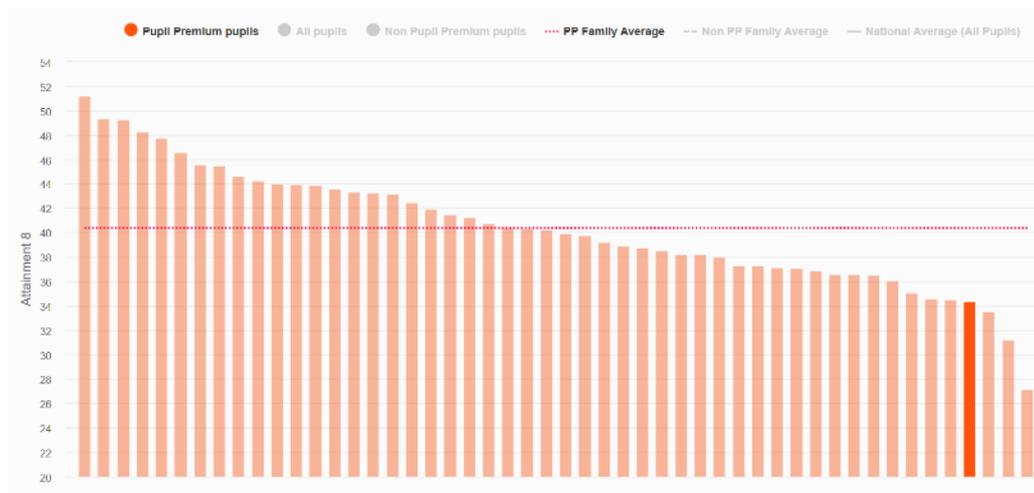
Blessed Hugh Faringdon RG30, intake for over Reading.

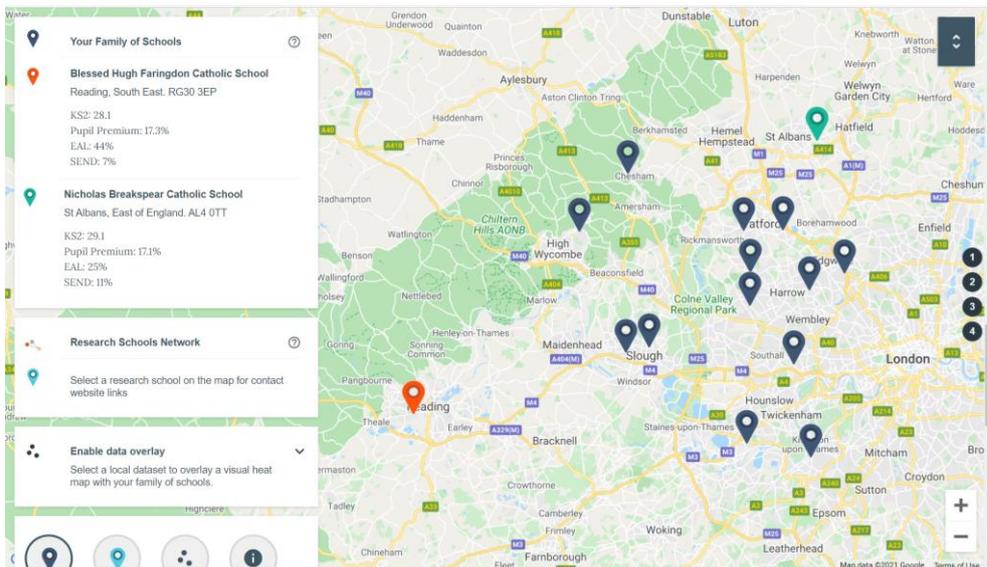
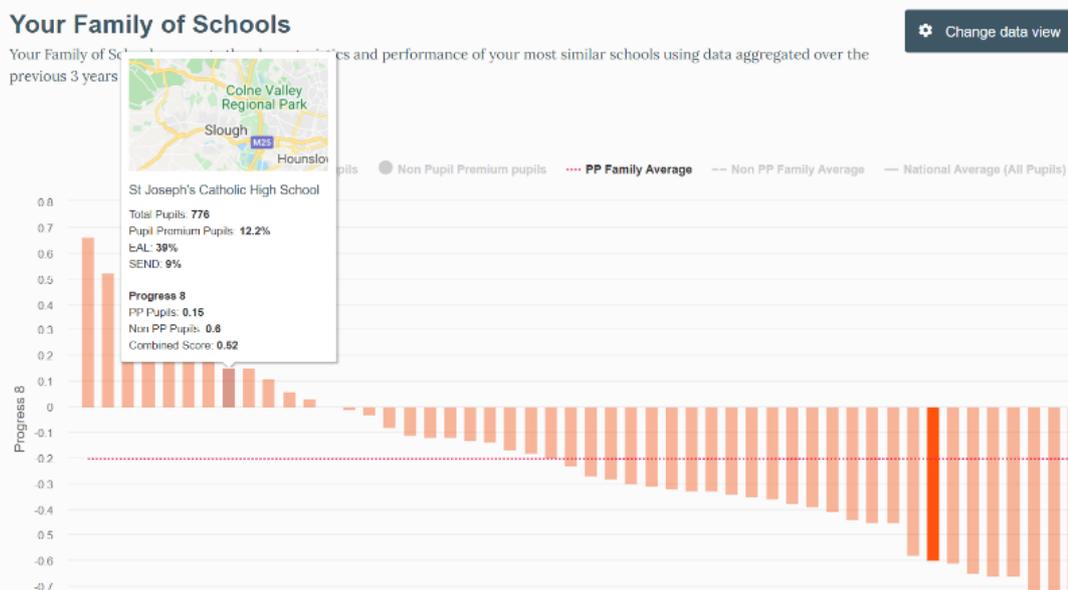
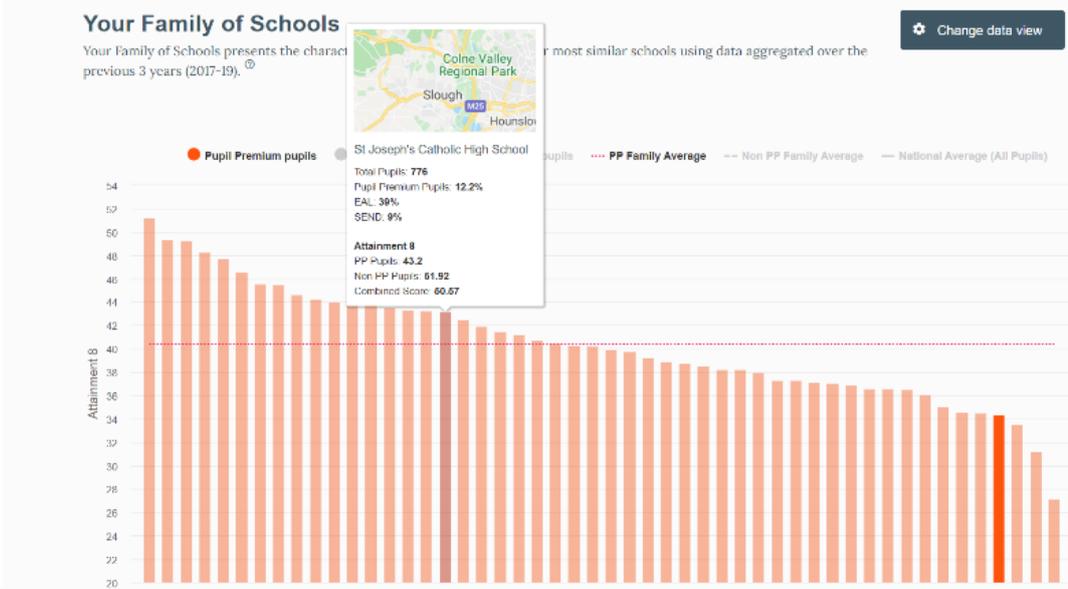
17.3% of cohort is Pupil Premium, with our PP progress currently reported as nearly ½ grade below expected progress. This is attributed to some outliers.

NB: 2021 figures are 19% PP students.

Families of Schools – Focus of Attainment 8 alongside Progress 8

BHFCS is identified in red, Attainment 8 on the left and Progress 8 on the right.





Nicholas Breakspeare, a Catholic school in St Albans, is further afield but used here as a comparison school in the context of the national picture.

Your Family of Schools

Your Family of Schools presents the characteristics and performance of your most similar schools using data aggregated over the previous 3 years (2017-19).

Change data view



Your Family of School

Your Family of Schools presents the characteristics and performance of your most similar schools using data aggregated over the previous 3 years (2017-19).

Change data view



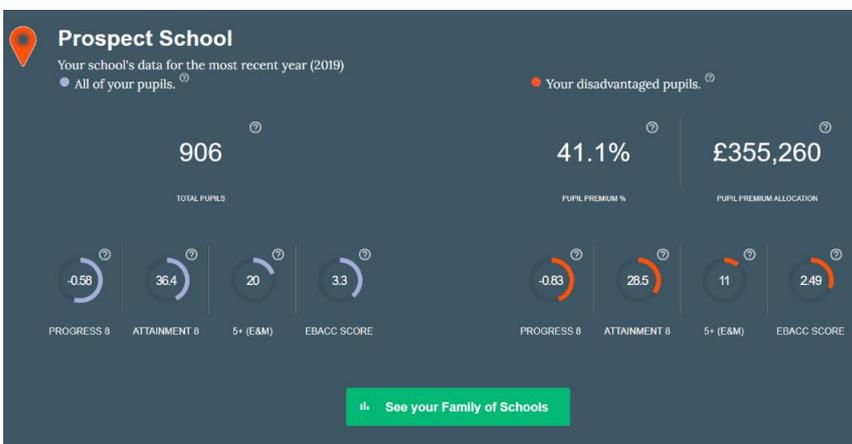
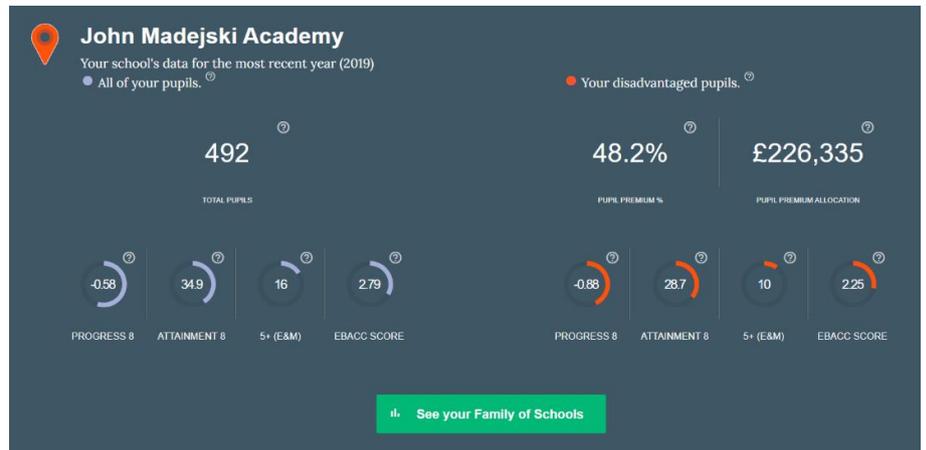
LOCAL PICTURE

Using the same EEF Tool, data below outlines local secondary schools to Reading and their dashboards, proving the comparison of data across local schools does not necessarily represent the nature of a school's cohort. To contextualise this locally, however, is important.



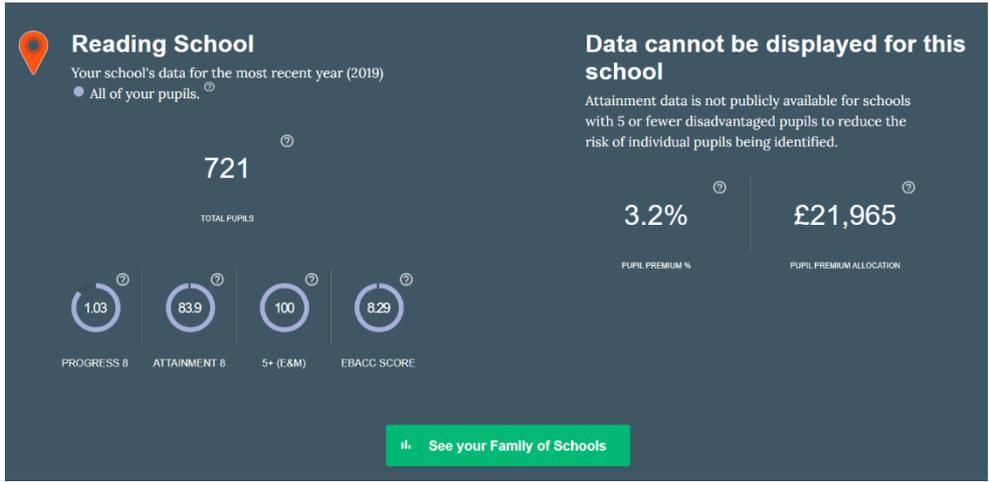
HIGHDOWN SCHOOL – RG4, predominantly Caversham/Emmer Green intake. School approx. 25% bigger than BHFCs. 13.1 % of cohort are Pupil Premium, with their PP progress is currently reported as ½ grade below expected progress, as well well as being in relation to their whole-school figure of - 0.02
 In comparison, we have +4% more PP and the average progress is higher by 1/10th of a grade.

JMA – RG2, predominantly Whitley/Coley Park intake. School approx. 25% smaller than BHFCs. Nearly 50% of cohort are Pupil Premium. Progress for PP students is currently reported as nearly a full grade below expected progress. Their overall cohort P8 score is -0.58. ½ grade below expected progress. In comparison, they have 30+% more PP, however, BHFCs average progress is higher by nearly ½ grade.



Prospect – RG30, predominantly Tilehurst/Oxford Rd/Southcote intake. School slightly bigger than BHFCs. Just over 40% of cohort are Pupil Premium. Progress of PP is currently reported as 4/5^{ths} of a grade below expected progress – which is 0.3 less than their whole school figure.
 In comparison, they have more then double of our PP cohort, however, BHFCs average progress is higher by nearly 2/5^{ths} of a grade.

READING SCHOOL – RG1,
 Selective boys Grammar school.
 3% of school is Pupil Premium –
 this equates to 21 students.
 The data is not comparative as
 their cohort at Progress 8 is too
 small.
 The school’s general performance
 is students attainment is +1.03 –
 over 1 grade higher than expected.



CURRENT, IN YEAR, DATA FOR WHOLE COHORTS @ KS4:

It’s important, though, to ‘look under the bonnet’ when it comes to data. Whilst we cannot change our dashboard, we can focus on each year group need and the individual child, as well as looking at progress over time – therefore measuring the impact of current strategy, amending where necessary.

COMPARABLE TRAJECTORY DATA (3 year trend) FOR CURRENT KS4

Restrictions on comparable data prevents trajectory for each year group – new KS3 Measures [led by JOB] came into place from 2018: measures unable to be accurately compared. Focus on KS4 data as ‘Headline Figures’.

Year 10 Progress – Disadvantaged from 2019 – 21			
	<i>PP</i>	<i>Non-PP</i>	<i>Narrative</i>
2018/19 (KS3)	75% working at or above expected 25% working below	79% working at or above expected 21% working below	<p>Gap present in Y8 with this year group, some key outliers (in terms of pastoral issues), gap is small but it is present.</p> <p>Moving into Y9, the gap has reversed, albeit marginally, but this is also very early day in terms of KS4 study, especially with KS4 grades issued for a KS3 curriculum, data capture was in Dec 2019 – no further data was captured during Covid-19 disruption.</p> <p>Latest data for Year 10 reflects Sept – Dec of face-to-face teaching.</p> <p>Gap is present – although PP are in positive progress (just!) Careful consideration over the impact of Jan-March remote learning period is now required to ensure this gap is not widened.</p>
2019/20 (P8)	+0.08	+0.03	
2020/21 (P8)	+0.08	+0.24	

Year 11 Progress – Disadvantaged from 2016-21			
	<i>PP</i>	<i>Non-PP</i>	<i>Narrative</i>
2018/19 (P8)	NO DATA AVAILABLE [non-use of 4matrix in 2018/19]		<p>Due to the use of 4Matrix in recent years, there is no data to compare, currently, for 2018/19. However, the progress that the current Y11 PP cohort is making is very pleasing. Closing ¼ grade difference is a positive step. Unfortunately, the current non-PP cohort are making marginally better progress.</p> <p>Despite interventions and support with the DFE laptop scheme, some PP students' progress is limited.</p> <p>It is also important to highlight that one student in Y11 is PP and a school refuser. Their progress, despite only being 1 student.</p>
2019/20 (P8)	-0.46	+0.05	
2020/21 (P8)	-0.21	+0.33	

			Impacts heavily on this indicator. Without this student, the P8 figure for Y11 PP in Spring 2021 is -0.11, thus, reducing the PP gap trajectory from Y10.
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OTHER BHFCs DATA TO CONSIDER

Using Progress 8 Data is a strong basis to focus on the progress our students are making. However, referring back to Prof Becky Allen’s observations about the effectiveness of the DFE Policy, each child is unique, every family is different and, therefore, we must consider them that way. Other useful areas to focus on, when addressing the ‘Gap’ are attendance and behaviour data as ‘Barriers to Learning’. Barriers preventing our Pupil Premium students from making expected progress.

ATTENDANCE DATA as of April 1st 2021

NB: Figures are in percentages

	Pupils in group	Attendance	Authorised Absences	Unauthorised Absences	Late Before Registration (before 9am)
Discrete Group					
Non-FSM	801	95.99	3.27	0.71	1.68
FSM	103	92.07	5.09	2.83	2.4
Pupil Premium	172	93.03	4.91	2.05	2.44
Whole School	904	95.54	3.48	0.95	1.76

Both the Pupil Premium figure and the Free School Meal figure has improved over the course of the last few months. It is worth highlighting that this does not include partial school closure data – the attendance figure for this period, and any subsequent self-isolating period, is not counted.

Despite improvement, the figure for both FSM and PP remain below the school target of 95% and the percentage of late marks is a concern.

BEHAVIOUR DATA as of April 1st 2021

Covid-19 has halted detentions from taking place until April 21st 2021 due to bubble-restrictions. However, exclusion data for Pupil Premium students can be reviewed.

Of 71 exclusions from 2018-2021, 21 of the individual exclusion records are students who are Pupil Premium. The change here from 2017 is quite significant: the number of fixed term exclusions for PP students has reduced.

Of the 21 records, there are 14 individual students, 9 of which are Free School Meal Pupils. With 4 students receiving more than one exclusion, 2 of which are Free School Meal Pupils.

There are three dominant reasons for exclusions with this group of 14 students: ‘Persistent Disruptive Behaviour’, ‘Physical Assault Against a Pupil’ and ‘Verbal Abuse/Threatening behaviour towards an adult’. Following each exclusion, pupils are placed on a ‘Pastoral Support Programme’ – a bespoke report that is managed by the Year Leader and supported by the Inclusion team. Targets are set by school staff, in agreement with parents and student, and supportive measures are put in place to avoid further instances of FTE behaviour occurring again.

REFLECTIONS ON ACTIONS AND PRACTICE AT BHFC:

- 'Revamp' of PP Strategy is needed to go over 3 years, to include EEF research: How can we strategise changes in personnel?
- How can we look at 3 year, strategic attendance approaches, built into HOY roles?
- What impact does low-level disruption have on progress, specifically Pupil Premium?
- What impact does the Pastoral Support Programme have? How can we integrate therapeutic behavioural approaches as 'standard' within 'menu of support'?
- What work needs to be done on Parental Engagement across all year groups?
- It is clear the work by HJO (Careers) and JWE (Racial Equality) is intrinsic across all discrete groups, how can we target individual PP students to broaden their holistic experience at school?
- What improvements can we make to the transition process (at Y7, Y10 and Y12), to best support our Pupil Premium students?
- How can we work closely with our feeder Primaries to ensure support is in place for FSM/PP families from the start?

Aimee Donaldson

14. *He who has ears, let him hear* – Student Council Feedback

These responses were compiled from a series of discussions held during and between School Council meetings in March and April 2021.

People

Parents: the Council discussed issues around engagement and transparency in the context of school reports. They acknowledge the importance of school reports both to students and parent engagement with learning, as well as to students' progress [cf 'levelling up' in the 'Student Experience' section] and have called for improved clarity and communication. Specifically, this relates to the meaning of the current predicted grade being clearly explained to and understood by students and parents, and that the common understanding and use be consistent across subject departments. We must aim for the highest levels of confidence and satisfaction from stakeholders in this area.

Student Experience

There is an enthusiasm for independent learning and opportunities to pursue learning beyond the classroom. Specifically, students would like to see online courses being promoted and encouraged. As well as subject and career-specific programmes in business and management, healthcare and medicine, teaching etc, some students have also benefitted from courses in Covid 19 and mental health. Taking the FutureLearn website as an example, most courses are free and accredited by UK universities, so a course completion certificate has value on a CV or UCAS application.

Furthermore, students have evaluated the opportunities for learning 'life skills' at school – such as information around finance, tax, credit scores, mortgages and paying bills. Whilst they acknowledge this information is covered in PSHE, they want a more lasting impact to be achieved by a series of more regular workshop sand hands-on activities. Where possible, careers-related trips to a range of employers would be a beneficial addition to the careers provision in school.

There was an extensive and considered discussion of equality and inclusivity, specifically relating to gender and the leadership roles currently entitled 'Head Boy' and Head Girl'. The benefits of gender representation were identified as bringing two different perspectives on the school experience to school leadership. However, others also acknowledged that students self-identifying as non-binary who want to apply to a leadership roles might be discouraged by these titles. This must be avoided so that in-school issues of LGBTQ and binary gender equality are fairly raised and represented to senior leadership. In addition, there is a clear disparity between the typical number of applicants for each role, creating an inequality in competition and recruitment.

On a related matter, the Council recommend that the school uniform policy is examined to ensure that every student no matter their gender, feels comfortable. There should be options for everyone, complementing and enhancing an atmosphere in which non-binary students don't feel judged or uncomfortable but have the same opportunities and access to suitable uniform as everyone else.

Finally, to improve inclusion and increase opportunities for celebration of individual students, it has been suggested that we build a database in which students' skills, hobbies and interests are recorded throughout their time in school. We are currently establishing this system with students' career interests, and the easy access to information is beneficial to staff and other resource providers. A skills database could also lead to individual students whose talents might previously go unrecognised or unnoticed (especially if they are practised mostly outside school), being rewarded and encouraged more to participate in relevant school projects and opportunities.

Local & Regional Leadership

Involvement in and support of charitable organisations is a priority for the School Council and they have stressed the importance of personal involvement. Students should have the opportunity to put forward specific charities that they would like themselves and the school to support. They would certainly benefit from exposure to what the charities actually do which then will, in turn, make people more wanting to get involved with fundraising. More visits and talks from external speakers would be a really great way to start this.

In relation to school-wide charity work, it has been suggested that the current leadership framework is unwieldy and needs to be streamlined and led by one specific member of staff. The Council's suggestion is that one Charity Representative is appointed in each year group (rather than each tutor group). This should lead to more committed applicants and post-holders and more efficient meetings and project organisation.

Sixth Form

There was agreement that the size of the sixth form and small class groups was a desirable trait and 'selling point' which could not be offered by larger 6th Form colleges. However, to improve the offer, the council would like us to be able to offer improved facilities such as its own outside 'chill' area with additional benches and tables, and umbrellas for shade etc. Where certain subjects are not available, we need to look into additional short courses, which may be career-specific and enhance students future UCAS applications. For example, those who want to go into architecture in the future having a AutoCAD, sketch up design short course.

Sustainable school

Discussion around budgets and funding was limited however, on the subject of school resources, a particular point was raised in relation to practical subjects and the impact of funding on student outcomes. For example, the equipment in the music block being a determining factor in the quality of GCSE compositions.

In terms of environmental sustainability and being an ethical school, there are a number of practical steps the council recommend. Firstly, that we adopt a system for compost and food waste similar to that recently introduced to residents by Reading Council. Access to food waste/compost bins needs to be available to the students in recreational areas during lunch and break times. The school compost could be linked in to the successful school gardening project led by the Blessed Mary Ward Centre. Another issue to consider is the elimination of plastic bottles – if every student is required to have a reusable bottle they bring to school each day (school branded bottles could be produced).

Helen Jordan

15. *He who has ears, let him hear* – Parent/Carer & Student Survey Analysis

In March 2021, as part of the preparatory work for the Corporate Strategy, an extensive student and parent survey was undertaken. The key findings provide important stakeholder feedback – allowing the school to focus on key areas for recognition, but most importantly, areas in which we can build on and develop further. The survey comprised of a thematic approach, focusing on following key themes:

- **Curriculum**
- **Assessment**
- **Behaviour and Attitudes**
- **Personal Development**
- **Leadership and Management**
- **Safety and Wellbeing**
- **Sustainability**

The Surveys were sent to all students and parents in March 2021. A challenge over the last two academic years has been to identify a suitable time for this process, considering the school closures of March 2020 and January 2021. Going forward, surveys will form an important part of our key stakeholder feedback and continuing school improvement. Surveys will be conducted at key intervals throughout the academic year, December, March and July. The results will also appear in summary form in our self evaluation document.

Participant information

Just over a third of the students participated in the survey. 309 out of a possible 910. Although participant numbers are not as high as we would like, we have surveyed a range of students across year groups. Whilst it was not possible in March 2021, a key strategy to improve the number of student participants in the future, is to ensure survey completion is facilitated in the school day to encourage all students participate.

Parental participation in the survey consisted 11% of the parents. Again, we had a good range of participants with children across the range of year groups. We would favour a larger sample of parental feedback and we will consider various methods of improving this in the future, especially when considering the benefits of greater parental engagement, outlined in section 7.

Next, the extent to which a year of lockdown and disruption may act as a distorting influence to our findings cannot be underestimated. We have clear evidence of the extent to which some children have been de-socialised from school – some significantly – and I would not expect this to recover for 18 months at the very least.

Finally, to take definitive meaning from this data would require at least 3 to 5 years of longitudinal data and at least 5 statistically similar schools to undertake the same survey. Therefore, it is important to see this as a nudge towards possible areas of improvement rather than a forensic appraisal of the school's effectiveness.

Key findings

Summary graphs and data can be found in Appendix 1, illustrating all responses to the surveys. Below are some key findings, addressing the themes outlined above.

Curriculum

Over the course of the last three years, the curriculum at Blessed Hugh Faringdon School has been developed with the aim of working towards a broad, balanced, and individual curriculum for all students. We have developed the pathway curriculum for students in Key Stage 4 and 5. Although we have achieved a great deal with the curriculum development, this is only the first stage in our journey to providing an extensive curriculum offer that is fit for all students, with a range of abilities, interests, and specialisms. Whilst working to establish a curriculum model that meets the national curriculum requirements, along with target headline outcomes such as Progress 8 and the Ebacc ambition, set out by the Department for Education, we also have a moral duty to create curriculum pathways that meet the needs of our students. This of course ranges from the most able, to the bottom 10% of the cohort – academically and also disadvantaged. Religious education, of course, retains its privileged position in our curriculum.

75% of students agree / strongly agree that they are engaged with the curriculum. Just under 94% of parents support this view. This is positive, at this stage of the curriculum development, but, as a school, ***we will delve deeper to help us understand why a quarter of our students do not yet feel that the curriculum engages them.*** An insight and initial indicator could be that the range of curriculum choices on offer is not yet where our students would like it to be. The other aspect is that they have unrealistic expectations as to the extent of 'optionality' at age 14 and are pushing back against this frustration.

Only 61% of our students feel that the current curriculum offer is exciting and varied. Parental perception of this is far greater – over 90%. There is a clear disparity between these two stakeholders, however, ***student experience and fulfilment must be higher.*** It is important to remember that the flexibility that any school can offer at age 14 is always going to be limited, and part of student perception may reflect their preference for a free hand for years 10 and 11, where we are constrained to deliver the majority of subjects as part of a standard package, best suited for the student to progress. Nevertheless, we are challenging ourselves with the question: ***How can the remaining 40% be engaged?***

It is clear that the majority of students know what they need to do to prepare for the next stage of their learning, supported by a parental perception of this. There are however just over a third of students who do not know. 53% of students report that they do not know what they will be learning about each term. We have worked hard over the past academic year to construct meaningful learning journeys, with detailed and justified sequencing of learning. Unfortunately, this has been undermined by the temporary overhaul to deliver remote learning. Clearly there is still much work to be done to ***ensure that all students know their learning journey at BHF and understand the significance of the sequence of learning.***

It is pleasing that 88% of our students report knowing how to work independently – perhaps the significant school closures and periods of remote learning have facilitated in developing this skill amongst our students. 75% of students state that they make good progress, either agreeing (62%) or strongly agreeing (13%) with the statement. This is matched by parental perception of this statement, also. 14% of our students' state that they do not know if they make good progress – ***all students should be aware of their academic progress; what they need to do to improve and how.***

<i>Student and Parent Comments</i>	
<p><i>'The school's greatest strengths – a lot of subjects on offer.... Opportunities.... Performing arts.... Teachers know their subjects'</i></p> <p><i>'I get the help I need to succeed'</i></p> <p><i>'Many of the teachers are doing a fantastic job supporting pupils with their learning and progress'</i></p> <p><i>'Sadly, Covid has hampered learning this year, but teachers did a wonderful job of engaging with students via Microsoft Teams'</i></p> <p><i>'brilliant teachers'</i></p>	<p><i>'Let parents know about the curriculum or planning for each term to allow them to have an idea of what is being taught and help their children consolidate their learning at home/ tutor'</i></p> <p><i>'Improve the choice of languages that we can study'</i></p> <p><i>'We need more opportunities for trips and extra-curricular activities'</i></p> <p><i>Additional resources to allow parents to participate in their child's learning'</i></p>

Assessment

63% of our students feel that the school's assessment system helps them to progress. Whilst a greater number of parents agree with this statement (80%) it is important that all students have confidence in the assessment system in helping them to make progress with their learning. ***Some further investigation on student understanding of the assessment system – perhaps including what is meant by the term 'assessment system' – is needed.*** It is extremely positive that 87% of the students appreciate that feedback helps them to improve their work, indicating that where this feedback is clear it is instrumental in facilitating student progress.

With regards to homework, just under 60% of students agree that they receive the right amount. [Anecdotally, this is rarely a high scoring question when this is asked in any school, and this is aggravated by the experience of the last year where all work has been 'homework']. Some may well feel that the amount is too great, but some may feel this is insufficient. ***Further study into the amount and quality of homework assignments in facilitating learning is needed in order to ensure this is effective – deepening, extending and building upon the learning taking place in school.***

71% of our students agree or strongly agree that they receive praise from teaching staff when they produce 'good work' and 'try hard'. All students should feel that their work and positive efforts are recognised. ***We will look to strengthen a rewards system where recognition of such attitudes to learning are celebrated further.*** The most impactful measure is taken by the subject teachers themselves.

<i>Student and Parent Comments</i>	
<p><i>'The school provides feedback on what my child needs to improve on to do better at school'</i></p> <p><i>'Teaching is very good and I have learn a lot such as some skills for the future'</i></p>	<p><i>'To improve, the school needs effective and consistent assessment and progress monitoring that is clear to parents'</i></p> <p><i>'Ensure that basic skills in literacy and numeracy are regularly re-visited and learned/re-enforced in the earlier years of secondary school'</i></p>

Behaviour and Attitudes

47% of students in the school feel that behaviour is excellent. Parents perceive behaviour to be better with 76% agreeing with this statement. 57% of students and 76% of parents feel that the behaviour policy is used fairly and consistently. The perception of students and parents differs significantly. Students have first-hand experience of this and therefore ***we must strive to improve the student experience of behaviour at BHF.*** One student commented ‘you can be a bit stricter to those that behave badly in class’. In instances where behaviour is considered to be low-level by teaching staff, it is clear that ***students would like to see this addressed in order to maintain a positive learning environment.*** It is clear that our students respond well to behaviour protocols and boundaries. It is important to recognise behaviour and conduct of students at social times and in the corridors during transitions between lessons. One parent reported that this can cause anxiety for some students. The key, as always, is consistency.

39% of students agree that bullying and discrimination is dealt with quickly, effectively and consistently. Only half of parents share this view. ***We will investigate the perception of how bullying is addressed, further, along with strategies to address this.*** Bullying is addressed by all staff in school, with robust policies in place to do so. If student perception is different, then we must review this and look at mechanisms to allow students to confidently and consistently report this to staff. ***Are some cases of bullying not reported and therefore not addressed by the school?*** A parent comments that ‘(students) should be reminded that it is safe to confide in a teacher’.

It is extremely positive that over 80% of parents agree that the school has a calm and orderly environment which helps their child to learn. Only 57% of students share this view. Just under 90% of parents also support the statement that the school has a ‘positive and respectful culture in which their child feels cared for. Only 66% of students agree with this statement. Students should thrive in a school where human dignity permeates all that we do and achieve as a school. Whilst it is pleasing that parents have a positive perception of student experience, ***we must investigate why just over a third of students do not feel that the school has a positive, caring and respectful culture.***

We have a clear, concise and robust behaviour policy in place at BHF. Our policy promotes the understanding of consequences and resolutions for inappropriate behaviour. A clear indicator emerging from this data, is that ***the behaviour policy is not always consistently applied, and therefore, some of our students have a negative perception, and indeed, experience of behaviour at BHF.***

<i>Student and Parent Comments</i>	
<p><i>‘discipline is a strength at the school’</i></p> <p><i>‘The school provides a calm environment conducive for learning. The discipline is another’</i></p> <p><i>‘In this school every child is respected, valued and cared for, irrespective of race, faith or gender. The pupils care deeply about each other and are prepared to stand up and help each other’</i></p> <p><i>‘I feel the school’s greatest strengths are its learning and respect to other cultures. Any problems with offense such as racism are dealt</i></p>	<p><i>‘you can be a bit stricter to those that behave badly in class’</i></p> <p><i>‘Children who are usually very quiet and keep their heads down in lessons often times don’t get as much recognition for their achievements/good work compared to children who are usually disruptive when they behave or complete work, so giving out equal amounts of praise would be good’</i></p> <p><i>‘Some teachers speak to us in a disrespectful way and with a very negative attitude’</i></p>

<p><i>with immediately. School virtues and discipline are also a great strength. I know that students are taught well, and rules are kept'</i></p>	<p><i>'An area to improve – more consistency with tackling behaviour'</i></p>
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Personal Development

Students report that they just over 60% of students feel that they are valued by adults in the school and 70% feel valued by other students. This perhaps ties in with the need for a greater rewards system, recognising student achievement and success. ***We have worked to develop school colours and rewards assemblies each term in school – we must build upon this to improve recognition and value further.*** Through further investigation – such as focused discussions with a representative group of our students we must gather student responses to enable us to address this. ***Educating students and developing staff knowledge and understanding must be a focus to enable greater formation of positive relationships.*** We can uphold the high expectations of progress and behaviour and attitudes, whilst also enabling students to feel valued by staff and each other. One of the ways our students do feel valued is through our programme of trips and visiting speakers and the lack of this – apart from remotely – may also play into these figures.

Just under 70% of the students that responded feel happy at school, whilst 96% of the parents' state that their child is happy at school. This disparity perhaps highlights a need for parents to gain greater insight into their child's experience at school – something we can facilitate when ***building stronger home-school relationships and parental engagement.*** Why do parents believe that their children are happy at school? What constitutes a happy school experience? Likewise, why do some of our students feel that they are not happy at school? What are the key factors contributing to this experience? Finally, there are a significant number of children and young people who are not happy in and of themselves [evidenced by the huge demand on our in house, and external, counselling provision -and being in school may make little difference, apart from the clear advantage of being more able to access support for them.

Nearly 90% of students agree that the school teaches them about different faiths, feelings, and values – a positive reflection on the inclusivity of the school and the educational experience we provide for our students. Parents also support this statement. When asked if the curriculum at BHF helps students to develop resilience, confidence, and independence, 60% of students agree with this. Some students have demonstrated incredible resilience and independence over the last twelve months. For others, this experience has been detrimental. ***We must work to develop resilience, confidence, and independence amongst our students.*** This can be facilitated by bespoke PSHE themes but must also be incorporated into the everyday learning experience of our students.

45% of students stated that they feel the school teaches them to have an appropriate understanding of Relationships and Sex Education (RSE). A greater number of our parents feel that the school achieves this (60%). ***The new SRE is in the early stages of implementation. An evaluation and review of its impact needs to take place in 12 months. How can we engage parents with, and deepen their understanding of RSE to facilitate a more effective approach to this in school? Also, to what extent do our students and many parents recognise there will be distinctive differences in what we offer to those of a secular school?*** Parents are the primary educators of their children. Parental engagement is key in the development of SRE beyond the classroom.

66% of students agree that the school provides an effective careers programme – this includes access to advice and contact / experience with employers. We have developed a comprehensive careers programme and we have worked hard to meet the Gatsby benchmarks. The impact of the school closure and remote

learning over the past 12 months has clearly impacted on students' experience in this field. Notably, Year 10 work experience has been cancelled for the past two years. ***Evaluation of the impact of our careers programme in 12 months' time, when students' have experienced the full provision will provide a more reliable evidence base to form conclusions and actions going forward.*** The impact of the PSHE programme has not been as effective as we would like it to be over the past two academic school years. This is largely due to remote learning, where key issues and themes lose impact when not delivered face-to-face, facilitating discussion between peers. This is reflected in the response from students, reflecting on their understanding of core British Values. With a full programme, delivered in person, in school, we would hope to see student responses increase.

<i>Student and Parent Comments</i>	
<p>'Diversity & some strong supportive teaching staff'</p> <p><i>'Personable staff who go out of their way to support the students. Great communication as well'</i></p> <p><i>School's strengths: 'Equality, acceptance and diversity'</i></p> <p><i>'Our school makes people feel welcome.... The greatest strengths are tolerance and respect'</i></p>	<p><i>'I would like to see more PSHE lessons about healthy and unhealthy relationships and racism, sexism, gender identity, etc'</i></p> <p><i>'We need to improve student relationships with teachers'</i></p> <p><i>'reduce poor behaviour in corridors and at break/lunchtimes'</i></p> <p><i>'More PSHE lessons on subjects such as mortgages, taxing, other life skills we need to know before adulthood.'</i></p>

Leadership and Management

Just under 60% of students report that they understand the school's vision. 88% of parents agree with this. Whilst it is extremely positive to receive this feedback from parents, we must ***ensure that all stakeholders, including, and most importantly, our students know and understand the school's vision.*** Greater communication and sharing of our strengths and priority areas for development will be shared with students. We will also continue to seek greater student input through student voice opportunities such as the school council. Again, this is an element of school life that has faced significant challenges over the last year. Both students and parents respond similarly to the ***statement*** regarding the school ethos – again, developing a greater understanding will be a focus here. We need next time to include 'The BHF Way', as this expression of our ethos may be better understood to respondents.

Student leadership forms an integral part of BHF life, and we have seen this develop significantly over the last three years. 63% of our students feel that they are encouraged to become involved with student leadership within the school. This is a positive step, with over 10% of students now in leadership positions across the school. The next stage in this journey is ***to engage, encourage and empower a greater number of students to become involved.*** It is pleasing to see a high number of students and parents who feel that the school continues to support students to develop skills to succeed in the future – the next stage in their academic journey and plans.

93% of parents have reported that they believe communication from the school is effective and timely. A very pleasing outcome. Something that we have worked hard to achieve over the last four years, including via 'Head's Up!'. Overall communication with parents is positive. But some comments have highlighted areas for development regarding individual students / teacher communication. **We will continue to build on this success and seek further opportunities for strengthening our relationship with parents and families – especially on an individual student/teacher basis and communicating curriculum and assessment information.**

<i>Student and Parent Comments</i>	
<p>School strengths – ‘communication and support for the children’</p> <p>‘communication, leadership, high expectations and teacher commitment’</p> <p>Strong leadership; passionate teachers; good pastoral support; diversity; friendly, helpful staff</p> <p>‘Supportive environment whenever there is a problem’</p>	<p>‘When there are issues with my child in lessons, staff should contact me to let me know. Also, likewise when there are positive things to report’</p> <p>‘Communication needs to improve with parents especially in regard to how their child is progressing in his/her studies’</p> <p>‘The quality of teachers varies – it would be good to have more consistency’</p>

Safety and Wellbeing

Both students and parents feel that students are safe in the school. 97% of our parents feel that their child is safe in school. Just under 70% of students feel safe. The majority of students report that they know who to go to if they are upset or unhappy in school, however 23% state that they do not know. **We will ensure that our pastoral and safeguarding team are known to all students and that we have several mechanisms in place for all students to access support when needed.**

83% of the students are confident that the school teaches them to be safe online. 81% of parents supported this statement. Although this response is high, **we should strive for all students to be confident in the online safety education that they receive at BHF.** When asked whether the school has taught students about healthy relationships, only 48% of students agreed along with 65% of parents. **When reviewing the impact of the new RSE teaching in school, the perception of ‘healthy’ relationships will be explored.**

<i>Student and Parent Comments</i>	
<p>‘Pastoral Care of students is a strength of BHF’</p> <p>‘In this school every child is respected, valued and cared for, irrespective of race, faith or gender. The</p>	<p>‘Develop drugs and mental health education’</p> <p>‘More focus on mental health for students’</p> <p>‘teach us to reduce stress’</p>

<p><i>pupils care deeply about each other and are prepared to stand up and help each other'</i></p>	
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<p><i>'The school provides a safe and secure environment for learning'</i></p>	
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Sustainability

Parents feel confident that they understand what sustainability is. Students however, report that just over 60% understand what sustainability means – 89% agree that we should be concerned about sustainability. 45% of students agree that environmental issues directly affect them. ***We will look to incorporate opportunities into the curriculum to increase understanding of sustainability and opportunities to participate in sustainable activities and strengthen understanding of environmental issues and their impacts locally and globally.***

The students and parent survey feedback has provided us with many aspects of the provision at BHF and the experience of our students and parents that should be celebrated. It is also clear that there are things we can improve and develop further on our journey to outstanding. The relevant strands of the 2021-24 corporate strategy reflect this ambition and outline some of the strategies to assist in achieving this.

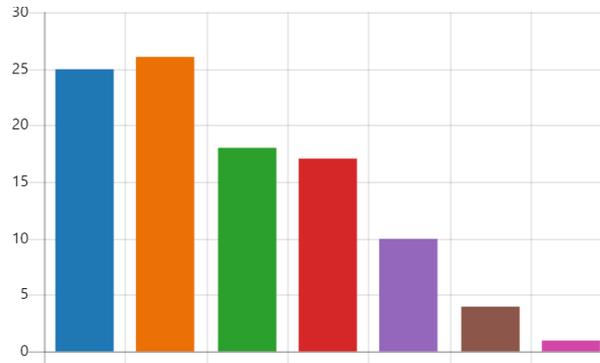
Appendix

Parent Survey March 2021

Participant information

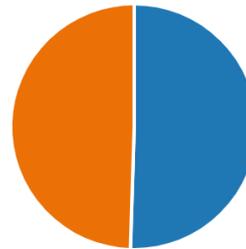
Year group

Year 7	25
Year 8	26
Year 9	18
Year 10	17
Year 11	10
Year 12	4
Year 13	1



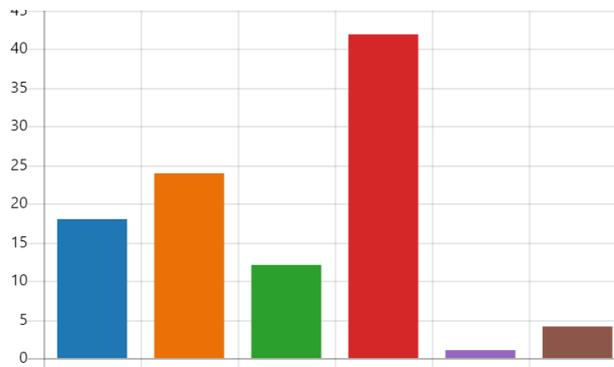
Gender

Male	51
Female	50
Non-binary	0
Prefer not to say	0



Ethnicity

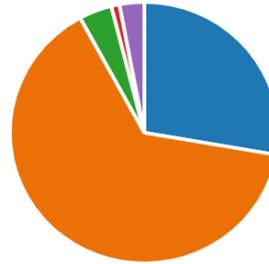
Asian or Asian British (include...)	18
Black, African, Black British or ...	24
Mixed or multiple ethnic grou...	12
White (includes any White bac...	42
Another ethnic group (include...	1
Prefer not to say	4



Curriculum

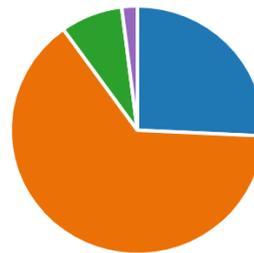
The school curriculum engages my child in learning

Strongly agree	28
Agree	65
Disagree	4
Strongly disagree	1
Don't know	3



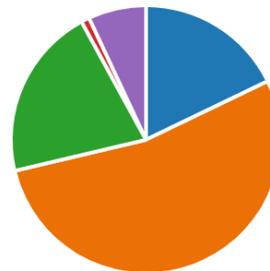
The range of subjects on offer is varied and exciting

Strongly agree	26
Agree	65
Disagree	8
Strongly disagree	0
Don't know	2



I know what my child needs to do to prepare for their next stage of learning

Strongly agree	18
Agree	54
Disagree	21
Strongly disagree	1
Don't know	7



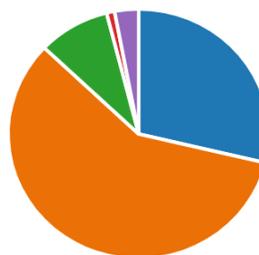
I know what my child is going to be learning about each term

Strongly agree	13
Agree	45
Disagree	32
Strongly disagree	3
Don't know	8



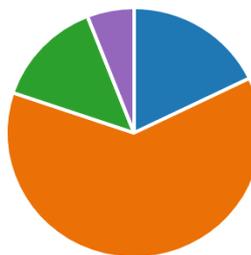
My child knows how to learn independently

Strongly agree	29
Agree	59
Disagree	9
Strongly disagree	1
Don't know	3



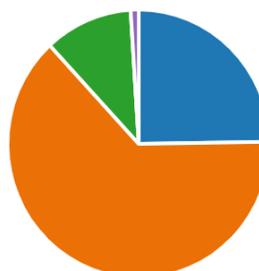
My child is inspired by their teachers

Strongly agree	18
Agree	63
Disagree	14
Strongly disagree	0
Don't know	6



My child makes good progress

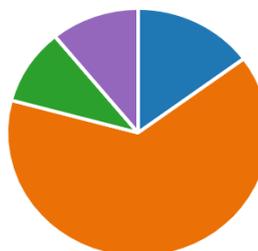
Strongly agree	25
Agree	64
Disagree	11
Strongly disagree	0
Don't know	1



Assessment

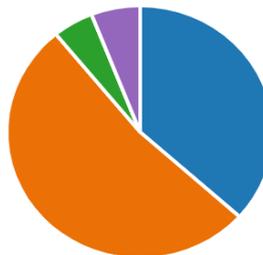
The school's assessment system helps my child to progress

Strongly agree	15
Agree	65
Disagree	10
Strongly disagree	0
Don't know	11



Feedback helps my child to improve their work

● Strongly agree	37
● Agree	53
● Disagree	5
● Strongly disagree	0
● Don't know	6



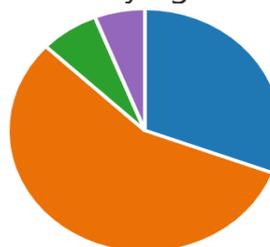
My child receives the right amount of homework

● Strongly agree	11
● Agree	64
● Disagree	19
● Strongly disagree	4
● Don't know	3



Teachers praise my child when they are doing good work and trying hard

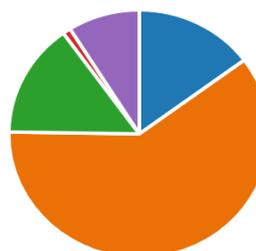
● Strongly agree	31
● Agree	57
● Disagree	7
● Strongly disagree	0
● Don't know	6



Behaviour and Attitudes

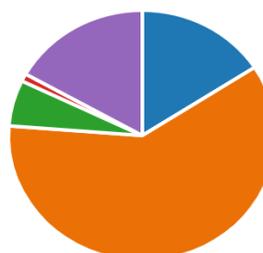
Behaviour in this school is excellent

● Strongly agree	15
● Agree	61
● Disagree	15
● Strongly disagree	1
● Don't know	9



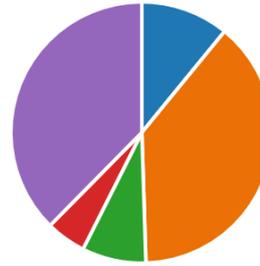
The school behaviour policy is fair and used consistently

● Strongly agree	16
● Agree	61
● Disagree	6
● Strongly disagree	1
● Don't know	17



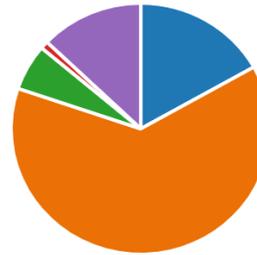
Bullying and discrimination is dealt with quickly, effectively, and consistently

● Strongly agree	11
● Agree	39
● Disagree	8
● Strongly disagree	5
● Don't know	38



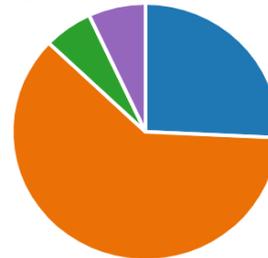
The school has a calm, orderly environment which helps my child to learn

● Strongly agree	17
● Agree	64
● Disagree	6
● Strongly disagree	1
● Don't know	13



The school has a positive, respectful culture in which my child feels cared for

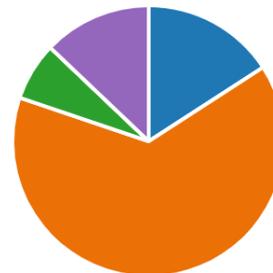
● Strongly agree	26
● Agree	62
● Disagree	6
● Strongly disagree	0
● Don't know	7



Personal Development

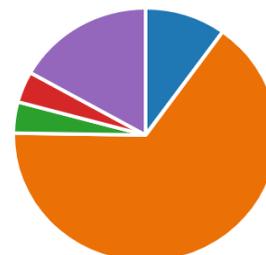
I feel that my child is valued by adults in the school

● Strongly agree	16
● Agree	65
● Disagree	7
● Strongly disagree	0
● Don't know	13



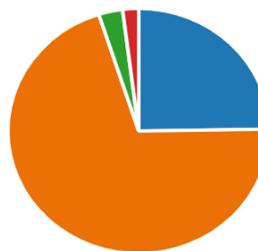
I feel that my child is valued by other students

● Strongly agree	10
● Agree	66
● Disagree	4
● Strongly disagree	4
● Don't know	17



My child is happy at school

● Strongly agree	25
● Agree	71
● Disagree	3
● Strongly disagree	2
● Don't know	0



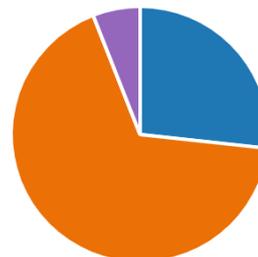
The school curriculum helps to develop my child's resilience, confidence, and independence

● Strongly agree	14
● Agree	72
● Disagree	8
● Strongly disagree	0
● Don't know	7



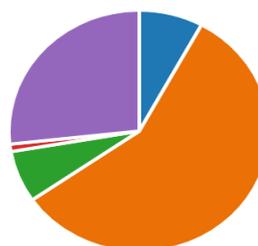
The school teaches my child about different people's faiths, feelings, and values

● Strongly agree	27
● Agree	68
● Disagree	0
● Strongly disagree	0
● Don't know	6



The school teaches my child to have an appropriate understanding of relationships and sex education

● Strongly agree	8
● Agree	58
● Disagree	7
● Strongly disagree	1
● Don't know	27



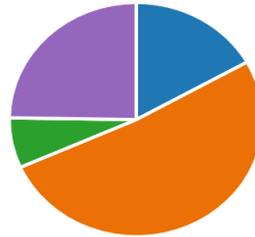
The school provides an effective careers programme that offers advice, experience and contact with employers

● Strongly agree	11
● Agree	45
● Disagree	7
● Strongly disagree	0
● Don't know	38



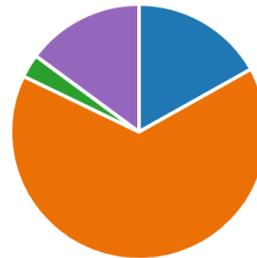
The school encourages my child to aspire, make good career choices and helps me understand what they need to do to succeed

● Strongly agree	17
● Agree	52
● Disagree	7
● Strongly disagree	0
● Don't know	25



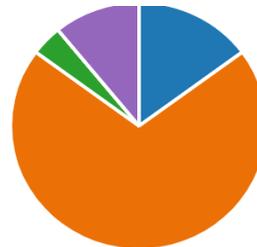
The school helps my child to understand the British values of democracy, the rule of law, individual liberty, tolerance, and respect

● Strongly agree	17
● Agree	66
● Disagree	3
● Strongly disagree	0
● Don't know	15



The school promotes equal opportunities in an inclusive environment where all needs are met (irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation)

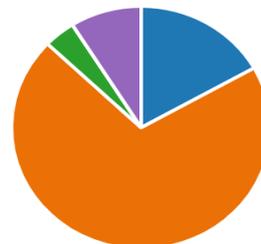
● Strongly agree	15
● Agree	71
● Disagree	4
● Strongly disagree	0
● Don't know	11



Leadership and Management

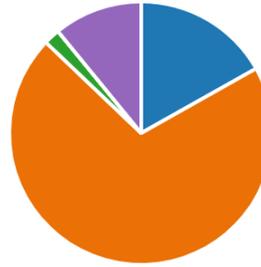
I understand the School's vision

● Strongly agree	17
● Agree	71
● Disagree	4
● Strongly disagree	0
● Don't know	9



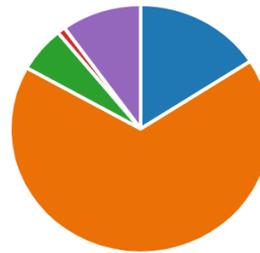
The school's ethos enables my child to learn well and make good progress

● Strongly agree	17
● Agree	71
● Disagree	2
● Strongly disagree	0
● Don't know	11



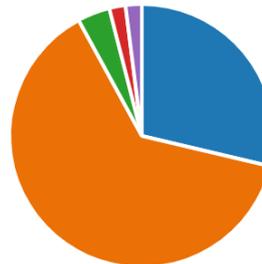
The school helps my child to develop the skills to succeed in the future

● Strongly agree	16
● Agree	68
● Disagree	6
● Strongly disagree	1
● Don't know	10



Communication from the school is effective and timely

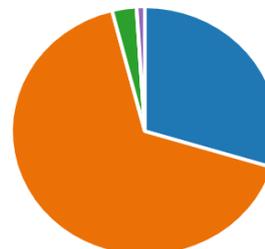
● Strongly agree	29
● Agree	64
● Disagree	4
● Strongly disagree	2
● Don't know	2



Safety and Wellbeing

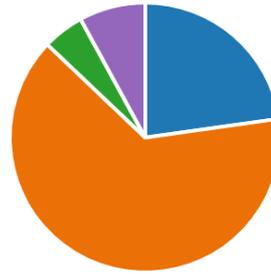
I feel that my child is safe in school

● Strongly agree	30
● Agree	67
● Disagree	3
● Strongly disagree	0
● Don't know	1



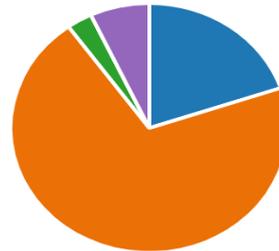
I know who to speak to if my child is upset or unhappy in school

Strongly agree	23
Agree	65
Disagree	5
Strongly disagree	0
Don't know	8



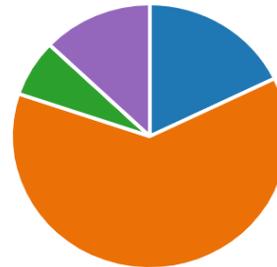
The school teaches my child to lead a healthy and active lifestyle and how to keep physically and mentally healthy

Strongly agree	20
Agree	71
Disagree	3
Strongly disagree	0
Don't know	7



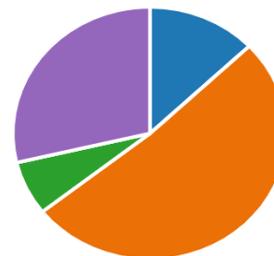
The school teaches my child how to be safe online

Strongly agree	18
Agree	63
Disagree	7
Strongly disagree	0
Don't know	13



The school has taught my child about healthy relationships

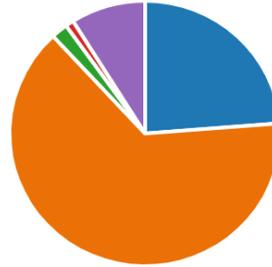
Strongly agree	13
Agree	52
Disagree	7
Strongly disagree	0
Don't know	29



Sustainability

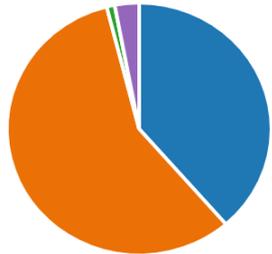
I fully understand the meaning of the term "sustainability"

Strongly agree	24
Agree	65
Disagree	2
Strongly disagree	1
Don't know	9



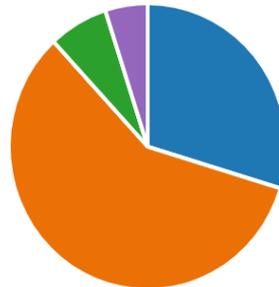
We should be concerned about environmental issues

Strongly agree	39
Agree	58
Disagree	1
Strongly disagree	0
Don't know	3



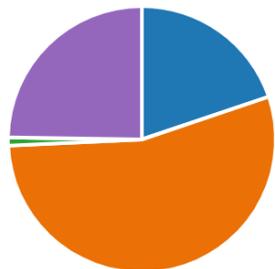
Environmental issues directly affect my life

Strongly agree	30
Agree	59
Disagree	7
Strongly disagree	0
Don't know	5



I am willing to participate in sustainability activities

Strongly agree	20
Agree	55
Disagree	1
Strongly disagree	0
Don't know	25

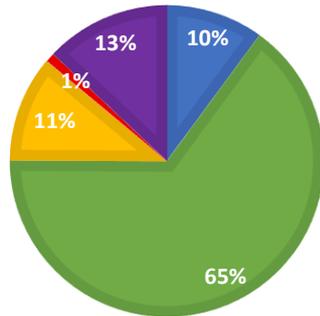


Student Feedback

Curriculum

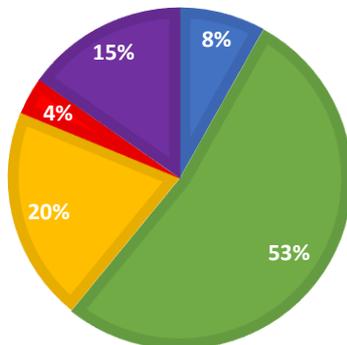
THE SCHOOL CURRICULUM ENGAGES ME IN LEARNING

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



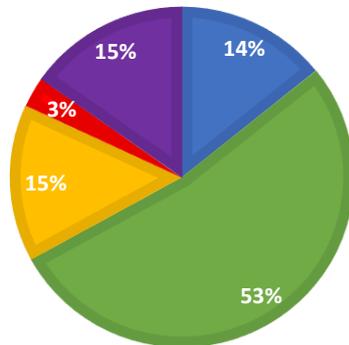
THE RANGE OF SUBJECTS ON OFFER IS VARIED AND EXCITING

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



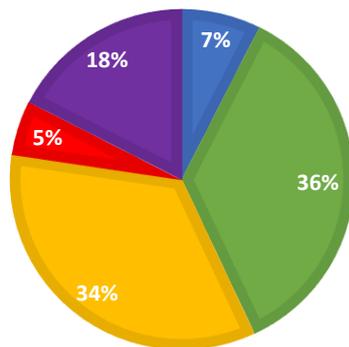
I KNOW WHAT I NEED TO DO TO PREPARE FOR MY NEXT STAGE OF LEARNING

Strongly agree Agree Disagree Strongly disagree Don't know



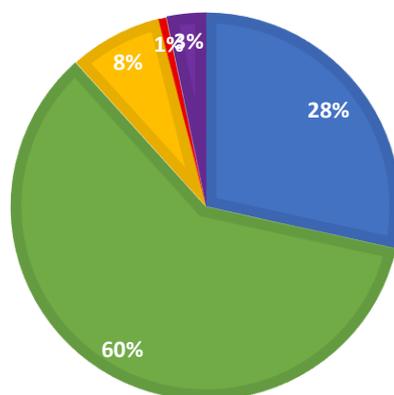
I KNOW WHAT I'M GOING TO BE LEARNING ABOUT EACH TERM

Strongly agree Agree Disagree Strongly disagree Don't know



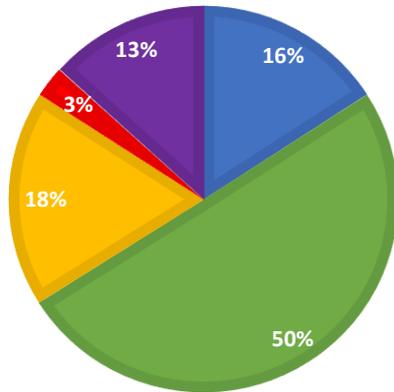
I KNOW HOW TO LEARN INDEPENDENTLY

Strongly agree Agree Disagree Strongly disagree Don't know



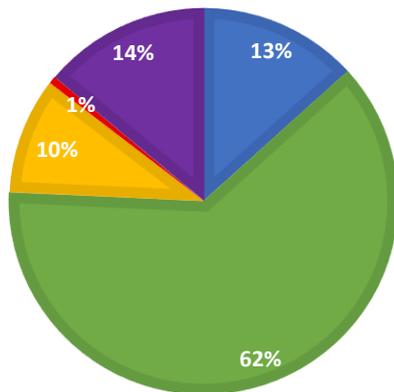
MY TEACHERS INSPIRE ME TO LEARN

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



I MAKE GOOD PROGRESS

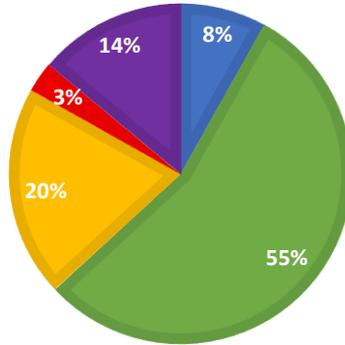
■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



Assessment

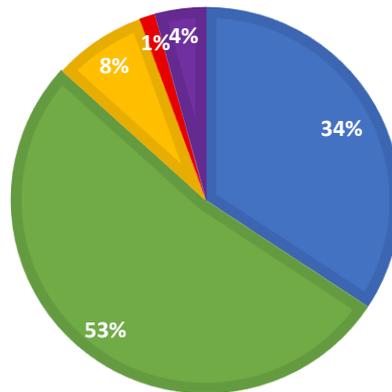
THE SCHOOL'S ASSESSMENT SYSTEM HELPS ME TO PROGRESS

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



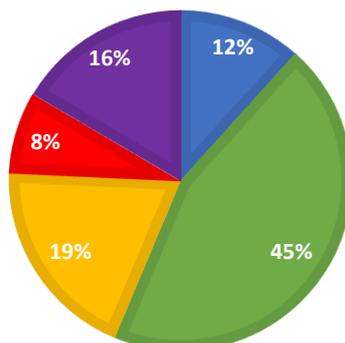
FEEDBACK HELPS ME TO IMPROVE MY WORK

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



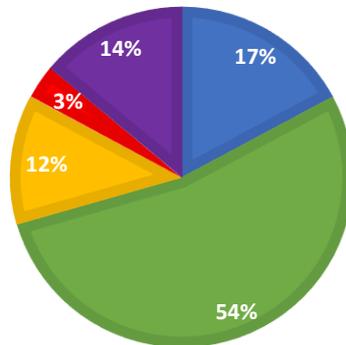
I RECEIVE THE RIGHT AMOUNT OF HOMEWORK

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



MY TEACHERS PRAISE ME WHEN I'M DOING GOOD WORK AND TRYING HARD

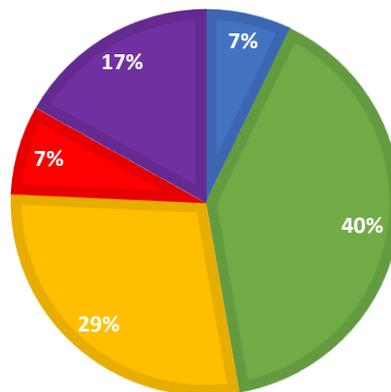
■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



Behaviour and Attitudes

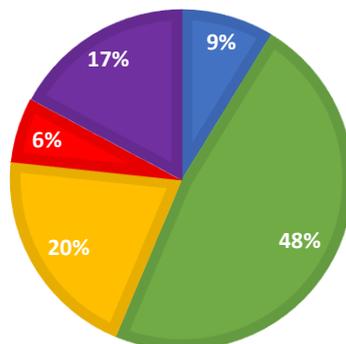
BEHAVIOUR IN THIS SCHOOL IS EXCELLENT

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



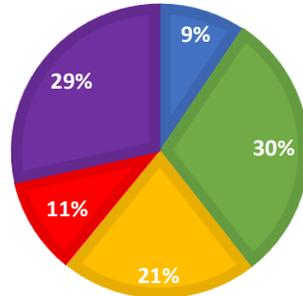
THE SCHOOL BEHAVIOUR POLICY IS FAIR AND USED CONSISTENTLY

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



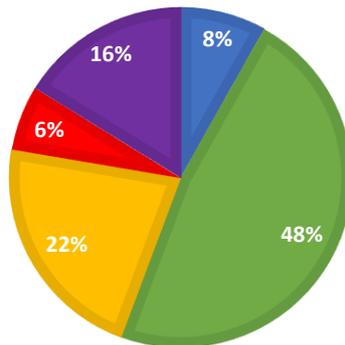
BULLYING AND DISCRIMINATION IS DEALT WITH QUICKLY, EFFECTIVELY, AND CONSISTENTLY

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



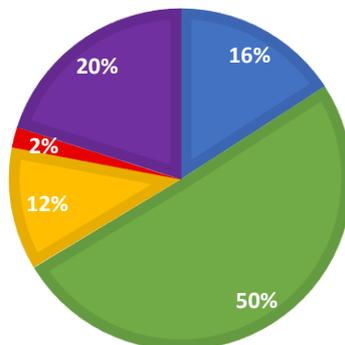
THE SCHOOL HAS A CALM, ORDERLY ENVIRONMENT WHICH HELPS ME TO LEARN

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



THE SCHOOL HAS A POSITIVE, RESPECTFUL CULTURE IN WHICH I FEEL CARED FOR

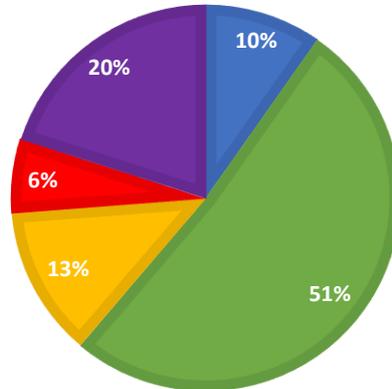
■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



Personal Development

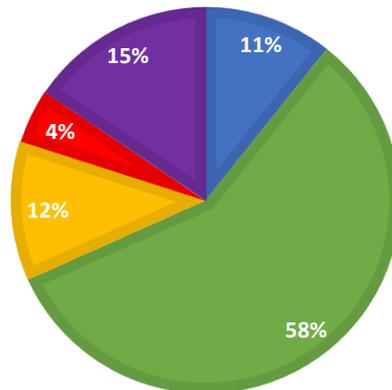
I FEEL VALUED BY ADULTS IN THE SCHOOL

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



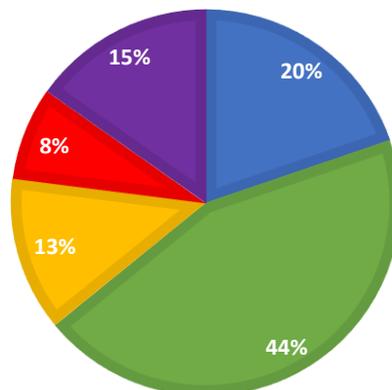
I FEEL VALUED BY OTHER STUDENTS

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



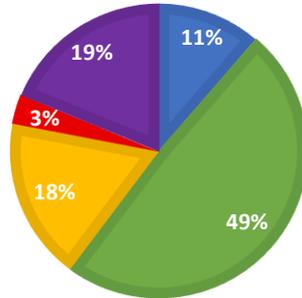
I AM HAPPY AT SCHOOL

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



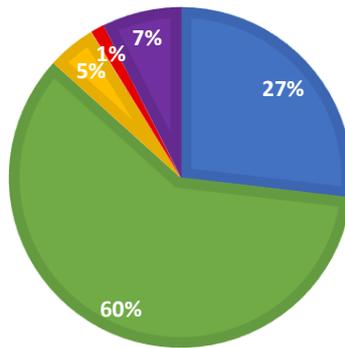
THE CURRICULUM HELPS ME TO DEVELOP RESILIENCE, CONFIDENCE, AND INDEPENDENCE

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



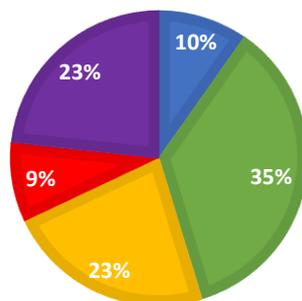
THE SCHOOL TEACHES ME ABOUT DIFFERENT PEOPLE'S FAITHS, FEELINGS, AND VALUES

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



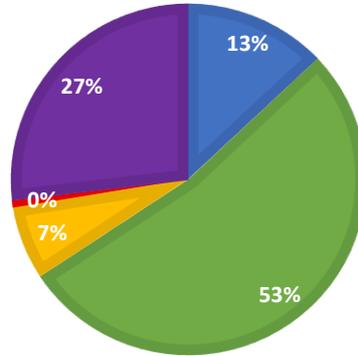
THE SCHOOL TEACHES ME TO HAVE AN APPROPRIATE UNDERSTANDING OF RELATIONSHIPS AND SEX EDUCATION

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



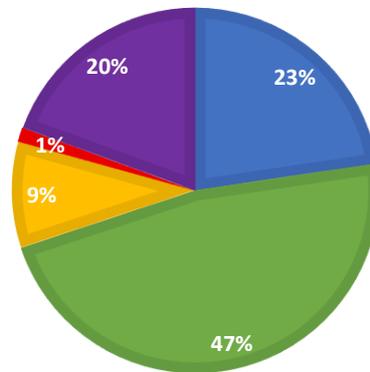
THE SCHOOL PROVIDES AN EFFECTIVE CAREERS PROGRAMME THAT OFFERS ADVICE, EXPERIENCE AND CONTACT WITH EMPLOYERS

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know

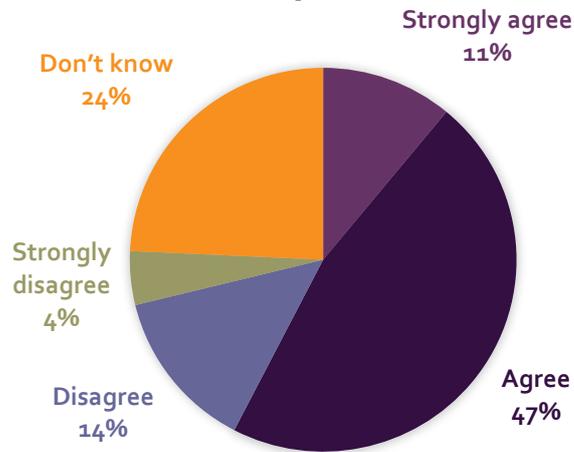


THE SCHOOL ENCOURAGES ME TO ASPIRE, MAKE GOOD CAREER CHOICES AND HELPS ME UNDERSTAND WHAT I NEED TO DO TO SUCCEED

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know

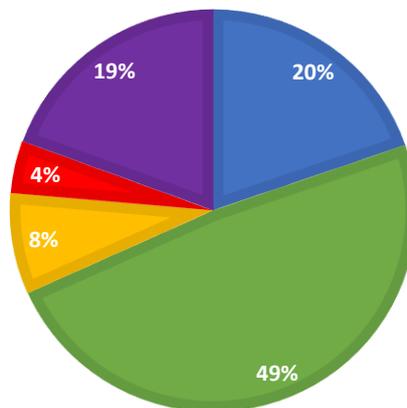


**THE SCHOOL HELPS ME TO UNDERSTAND
THE BRITISH VALUES OF DEMOCRACY, THE
RULE OF LAW, INDIVIDUAL LIBERTY,
TOLERANCE, AND RESPECT**



**THE SCHOOL PROMOTES EQUAL OPPORTUNITIES IN AN
INCLUSIVE ENVIRONMENT WHERE ALL NEEDS ARE MET
(IRRESPECTIVE OF AGE, DISABILITY, GENDER
REASSIGNMENT, RACE, RELIGION OR BELIEF, SEX OR
SEXUAL ORIENTATION)**

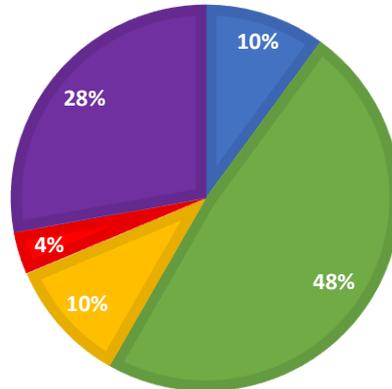
■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



Leadership and Management

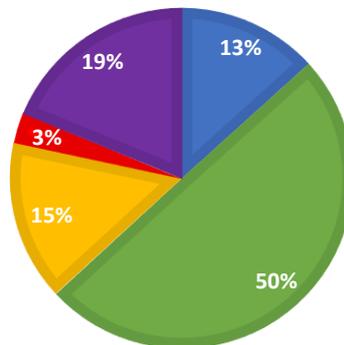
I UNDERSTAND THE SCHOOL'S VISION

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



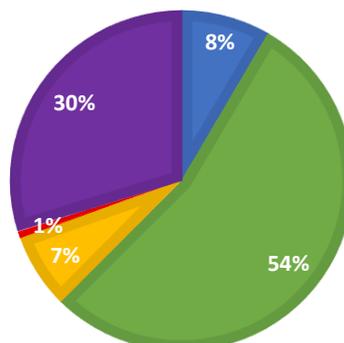
I AM ENCOURAGED TO CONSIDER STUDENT LEADERSHIP ROLES IN SCHOOL

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



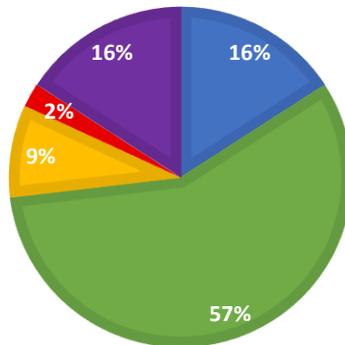
THE SCHOOL'S ETHOS ENABLES ME TO LEARN WELL AND MAKE GOOD PROGRESS

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



THE SCHOOL HELPS ME TO DEVELOP THE SKILLS TO SUCCEED IN THE FUTURE

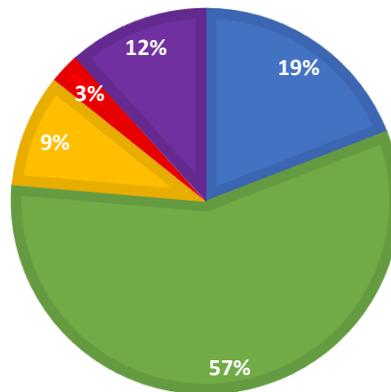
■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



Safety and Wellbeing

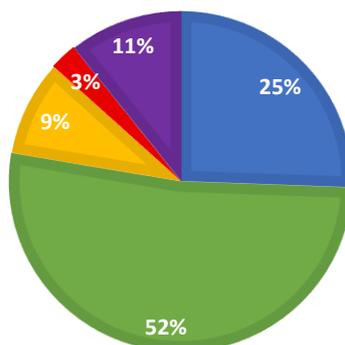
I FEEL SAFE IN SCHOOL

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



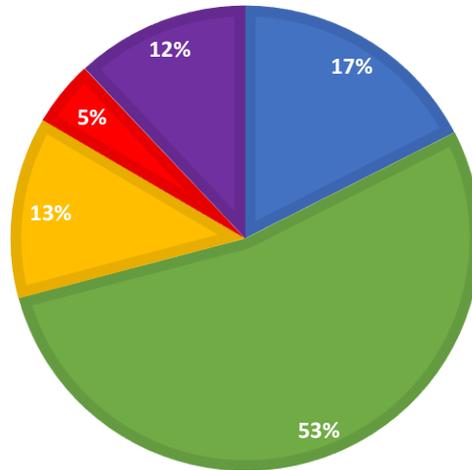
I KNOW WHO TO SPEAK TO IF I AM UPSET OR UNHAPPY IN SCHOOL

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



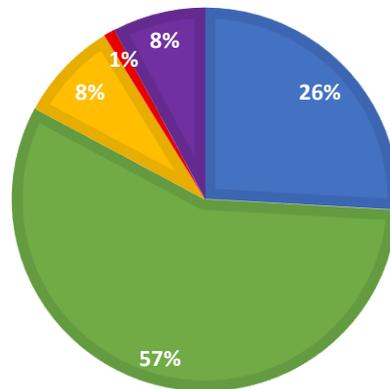
THE SCHOOL TEACHES ME TO LEAD A HEALTHY AND ACTIVE LIFESTYLE AND HOW TO KEEP PHYSICALLY AND MENTALLY HEALTHY

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



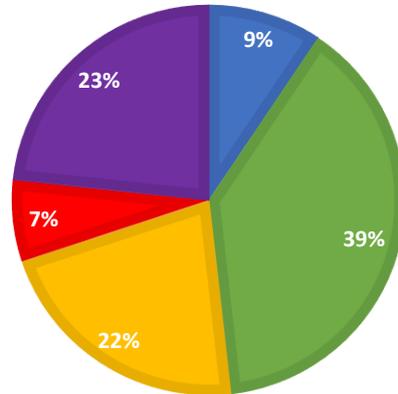
THE SCHOOL TEACHES ME HOW TO BE SAFE ONLINE

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



THE SCHOOL HAS TAUGHT ME ABOUT HEALTHY RELATIONSHIPS

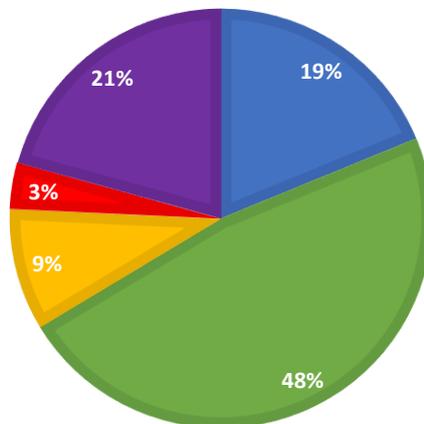
■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



Sustainability

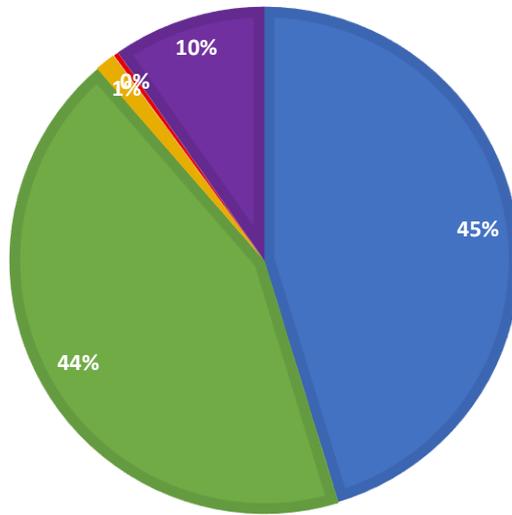
I FULLY UNDERSTAND THE MEANING OF THE TERM "SUSTAINABILITY"

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



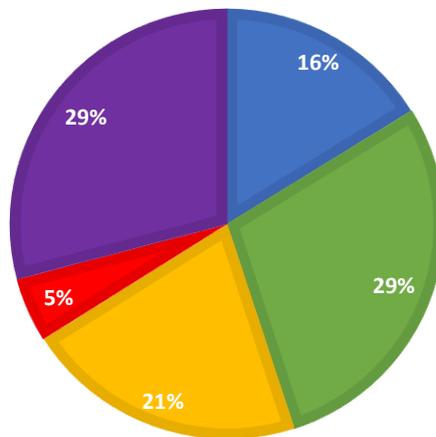
WE SHOULD BE CONCERNED ABOUT ENVIRONMENTAL ISSUES

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



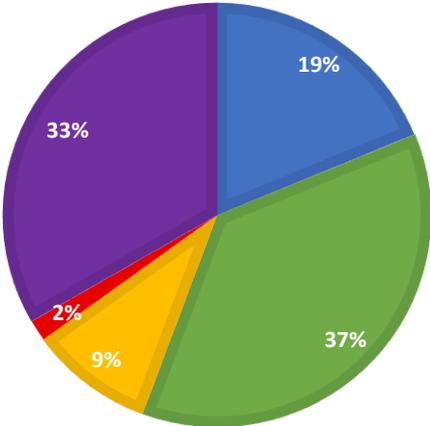
ENVIRONMENTAL ISSUES DIRECTLY AFFECT MY LIFE

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't know



I AM WILLING TO PARTICIPATE IN SUSTAINABILITY ACTIVITIES

Strongly agree Agree Disagree Strongly disagree Don't know



Ben Winsor

16. SEND Parent/Carer and Student Survey Analysis

Overview:

Currently, we have a total of 134 students on the SEND register including 19 EHCP students assigned to the BMW Centre (we anticipate the same for September given leavers this year and known new joiners for September) and 10 assigned to the Learning Support Centre (potentially rising to 15 for 2021 – 22 taking into account leavers this year and known joiners for September 2021) . In addition, the LSA supports over 100 students who are on the SEND register but do not have an EHCP.

27 students and 52 parents responded. The breakdown per year group is in the tables below and must be borne in mind in any interpretation of the findings..

Survey:

Breakdown of responses:

Year group	Number of respondents	Number of BMW children	Number of LSA EHCP students	Total SEND/Year Group*
Year 7	8	4	1	28
Year 8	10	4	2	24
Year 9	1	2	2	21
Year 10	4	4	2	31
Year 11	2	4	2	24
Year 12	0	0	0	2
Year 13	2	1	1	4

(*This list includes children on the SEND register without an EHCP)

The majority of student surveys were completed by students who identify as 'white' and many were completed during Lockdown with support from the BMW/LSA team. Therefore, input from the wider SEND cohort is limited.

Student responses:

Of the 27 students, 82% feel confident in at least one subject and 81% find at least one subject challenging. 81% feel they are making expected or better progress at school and 60% report that they enjoy school. The latter points, particularly, to the need to explore enjoyment at school further to identify whether the 60% who enjoy school are representative of the SEND cohort as the basis for action planning. The aim is that all enjoy school as a fundamental start point for learning, progress and attainment. This will feed into our

SEND OfSTED preparation plan as part of which we have identified the need to work further on ensuring all SEND students are well-provided for on an individual and group level.

Of note is that, although learning is not always easy, 71% report that it is becoming more accessible and 63% that the classroom environment supports this. We know that we have a lack of consistency across teachers and subjects and work to address this has begun and will continue via the development of our SEND Champions (Lockdown impeded progress but work is scheduled for Term 6 in preparation for 2021 – 22), teaching staff INSET, learning walks, buddying of staff and the developing TA specialism to encourage sharing and individual staff development.

In terms of being provided with help, 82% report that they have help when they need it but only 48% state they know what to do, themselves, if they get stuck. This confirms the need to develop student independence which is very much part of the work being done in the two areas this year. We have 4 trained ELSAs work with students on social and emotional skills and confidence boosting, have invested in reading pens and Dragon software to increase independence with reading tasks and the production of written work and our developing TA specialisms mean increasing confidence in exam technique and revision skills. Whilst much remains to be done, the impact is starting to show thus demonstrating that we are on the right lines.

78% indicate that they get worried at school. Anxiety is a key feature of autism and of SEND, in general, as student struggle with things that others find second nature. This high figure reflects the strong likelihood of the majority of responses coming from BMW Centre and LSA EHCP students. However, 86% of respondents state that there is an adult they can talk with. This is encouraging and supports the hard work being done across the two areas to ensure that this is the case. Some students will confide in a range of team members whereas, for others, it's a smaller number and this is catered for. Of note, is that we avoid allocating a single member of staff to a student given the potential impact on that child of the staff member's absence and, also, to avoid overloading/overwhelming an individual team member. In addition, our approach encourages dialogue between team members on what works and what could be done differently to better effect and supports the team ethic which is developing in both areas. In addition, we recognise the importance of our students working with more than one staff member to develop their confidence and better prepare them for life after school.

In terms of social times, 81% enjoy breaktimes and 71% say they have a favourite place to go. We work hard to ensure children who find breaktimes challenging have a refuge (often the BMW Centre or LSA but not exclusively) so our next step is to check whether the 19% who do not enjoy breaktimes are accommodated within the 71% who have a favourite place to go and, indeed, whether these figures are indicative of the SEND cohort as a whole. In addition, whilst exploring this, it is important to ascertain whether there are others, not on the SEND register, who feel vulnerable at break, are not yet being catered for and can be considered as we work to address this. Of help, is that all state they have a hobby out of school and this may be a start point in terms of measures to improve their enjoyment of social times.

Additional student comments were minimal and add nothing to the findings.

Parent Responses:

Breakdown of responses:

Year group	Number of respondents
Year 7	13
Year 8	11
Year 9	11
Year 10	7
Year 11	8
Year 12	2
Year 13	0

As with the student survey, the biggest ethnic group was the 46% of families who identify as white. 90% of respondents feel that the school values their views and 87% that we involve the students in the decision-making process. 89% believe we involve the parents in decision-making and that we provide their child with any necessary information. On the other hand, 2% of these feel that, as parents, they don't always receive this. This feedback is encouraging overall as it, certainly, reflects our ethos and the global drive to involve the client in decision making as seen in all settings working with children and adults with additional needs. However, we need to work to identify the extent to which these findings reflect the SEND cohort and reach those who do not yet feel their views are valued and that they and their children are involved in decision-making.

Interestingly, only 71% of respondents confirmed that they know who the SENDCO/Head of the ASC Resource (as applicable to their child) is but 89% feel they can approach staff regarding concerns and 77% stated that the SENDCO/Head of the ASC Resource is approachable. This appears contradictory and requires further exploration. However, introductions at the Year 6 into 7 Parents' Evening and involvement in welcome meetings where SEND students after the start of Year 7 is part of our standard approach and can be reinforced via entries in Heads Up and via our website. 79% feel they are well-informed regarding progress and 81% feel they are given advice on how to support their children at home.

15 parents chose to make additional comments with key themes being summarised as follows:

- This is the best school ever.
- We receive brilliant support for 'X'. The school works brilliantly to fulfil 'X's' needs.
- Mrs Y has been amazing with 'X' and incredibly supportive over the phone.
- 'X' started BMW in September 2020, after no transition, so of course I was very apprehensive on how things would go but I didn't need to worry as the team have been absolutely amazing.
- I continue to be very concerned about X's progress in some subjects at the moment. I am particularly concerned about her progress in 'subject A'. Her grades are below where she should be by quite a margin - I have never been contacted by anyone in 'subject A' regarding this. I was also concerned that 'X's 'subject A' teacher did not complete a report for 'X's' Annual Review.
- I had no idea that my child receives extra support and I would like to know what this support is and why.

The latter is likely to be a child on the SEND register with no specific additional needs. The register is being reviewed, at present, to ensure we have the right children on it and that they are provided for. There is an 'on alert' category, highlighted in the SEND OfSTED training, and is for students who may be in need of additional support but where the need is not yet confirmed or clear. We are working closely and collaboratively with the parent who made the comment regarding progress in 'some subjects' to address this concern to positive effect. No other parent made similar comments.

Sue Matthews

17. Sustainable School

Blessed High Faringdon – A Sustainable School

Financial sustainability

Financial sustainability refers to the ability to maintain financial capacity over time regardless of an organisation's for-profit or non-profit status.

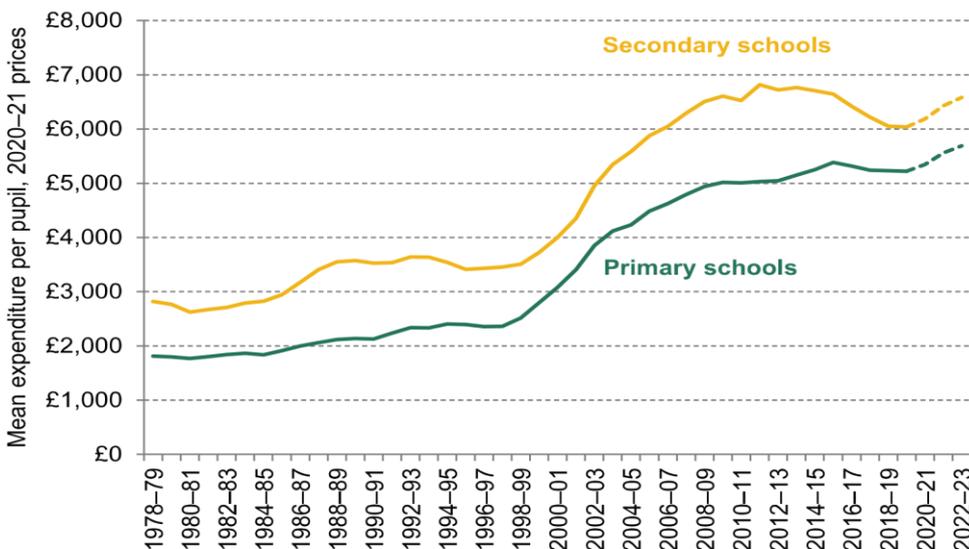
The challenges of establishing financial capacity and financial sustainability are central to organisational function (Bowman, 2011).

Context

Government has been reforming the schools funding system since 2010 to move towards a funding system which is simpler, fairer and more transparent. The National Funding Formula was introduced in 2018/19 but only today (budget 2021-22) do we find that that the funding allocation mirrors the formula in every aspect apart from one.

According to the IFS 2020 Annual Report on Education Spending in England: Schools total school spending per pupil fell by about 9% in real terms between 2009–10 and 2019–20. The government's plan to increase school spending by £7.1 billion in cash terms by 2022–23 will mostly reverse these cuts. However, spending per pupil will remain lower in real terms in 2022–23 than it was 13 years earlier in 2009–10.

Figure 3.3. Spending per pupil in primary and secondary schools (2020–21 prices)

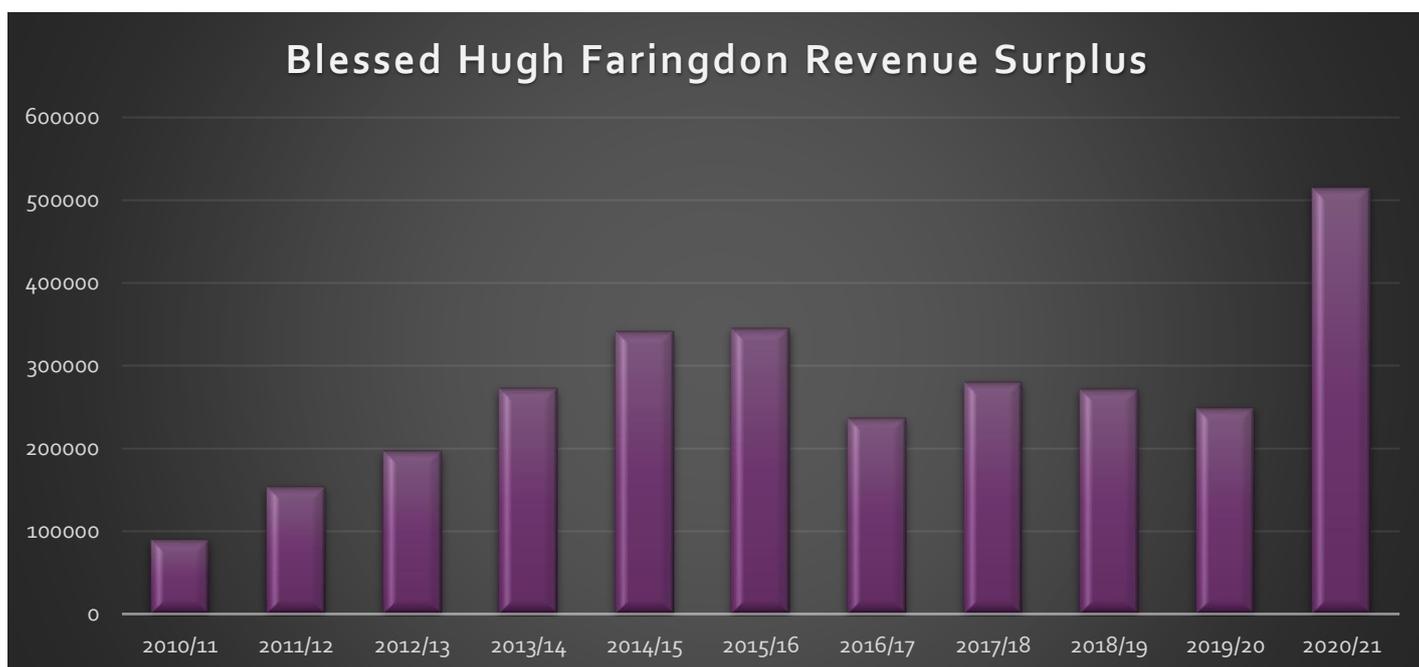


Blessed Hugh Faringdon has suffered a substantial shortfall in funding over the past 10 years; our difference between funding and the amount needed to protect per pupil funding in real terms amounted to £104,959 in 2020 alone.

Despite our financial shortfall we have experienced an increase in surplus revenue which has been due to prudent financial management and a strong, positive reputation, leading to an increase in PAN in 2020.

Such prudent financial management has included:

- Planning and implementation of a long-term budget plan
- Accurate & timely reporting
- Protection of assets
- Value for money
 - Efficiency
 - Economy
 - Effectiveness



The on-going aim will be to secure the in-year position, balancing our income to expenditure to achieve a sustainable annual plan and recognise that a surplus position although to some extent is desirable, should be accumulated for planned expenditure.

The financial sustainability plan needs to include our short- and long-term goals. We need to consider what we are doing well, areas for opportunity and improvement and how we minimise threat.

SWOT ANALYSIS FINANCIAL SUSTAINABILITY & ETHICAL WORKING

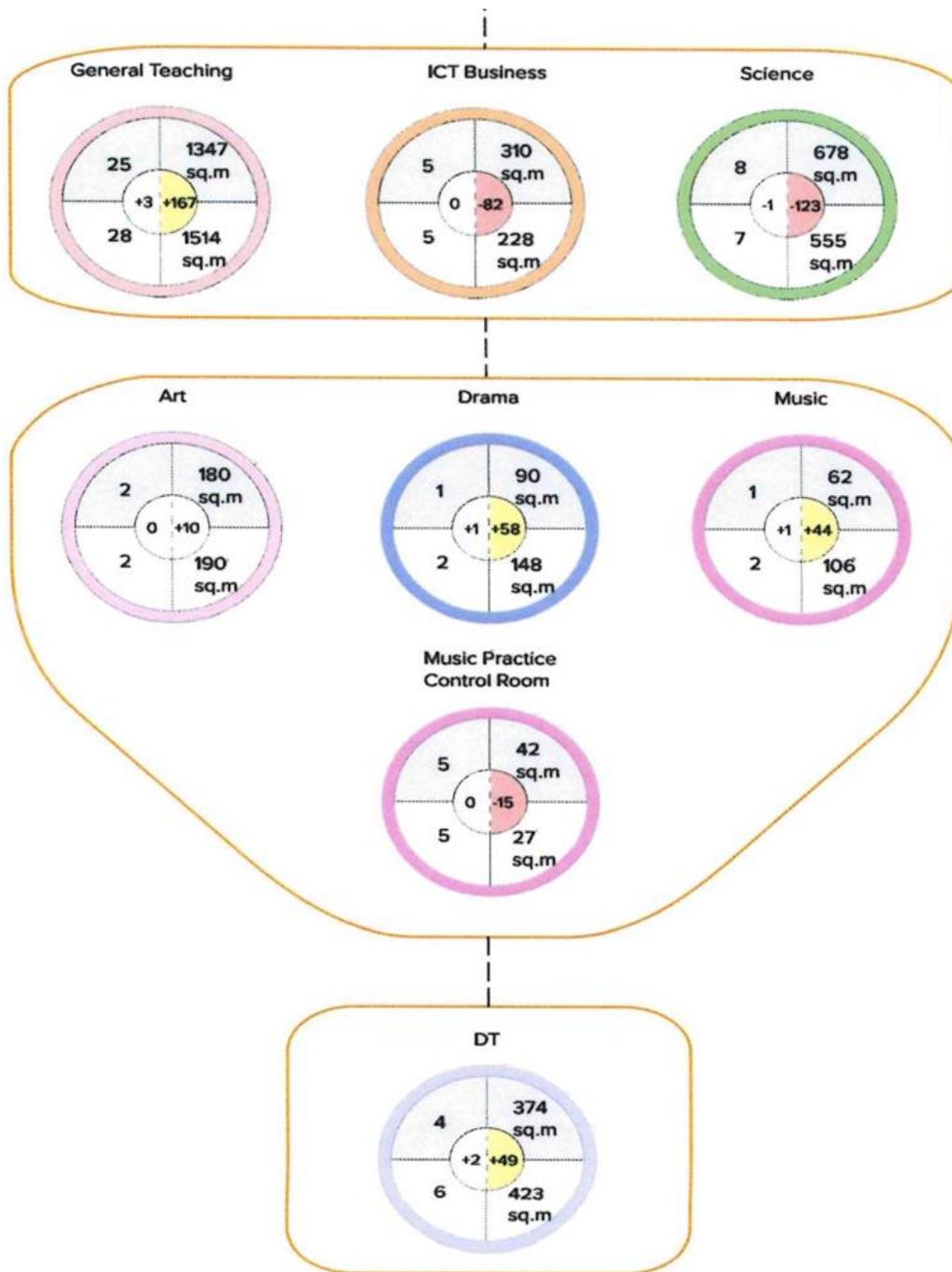
Strength	Weakness	Opportunity	Threat
Experienced qualified staff with proven track record	Areas to improve	Innovation	Political impact
Financial Reserves	Loss of Key staff	Income generation	Competitor actions
Unique as only Catholic School in local area	Uncommitted Revenue	Alliances/Partnerships	Performance outcomes
Financial Control & Reporting	Self - Generated income is low	Local Businesses	Alliance/Partnership

Highest performing [by progress] non-selective co-educational school in Reading		Sponsorship	Economy movement
		Rugby/Football programmes – 6 th Form Local Football Facility Plan	Non-compliance with legislation
		Surplus revenue allows for “Match Funding”	Loss of data
		Host Venue for Local Partners and Social Enterprises(See Stakeholder Survey)	Fraud
		Host venue for annual Faringdon lecture	Future reduction in school roll
			Uncertainty around likely mandatory academisation, given the projected direction of travel on the part of Portsmouth Diocese [Consultation Document, 2021], aligned with that of Catholic dioceses across England and Wales

Financial performance data

We can make use of a number of tools to monitor our financial performance to benchmark or outcomes against schools of similar size and characteristics. Our latest Government Data dashboard shows the following:

	2021-22	
	%	RAG rating
Spend on teaching staff as a percentage of total expenditure	58.1%	Green
Spend on supply/agency staff as a percentage of total expenditure	0.4%	Green
Spend on education support staff as a percentage of total expenditure	16.2%	Red
Spend on administrative and clerical staff as a percentage of total expenditure	6.5%	Green
Spend on other staff costs as a percentage of total expenditure	1.0%	Green
Spend on premises (including staff costs) as a percentage of total expenditure	4.3%	Green
Spend on teaching resources as a percentage of total expenditure	6.6%	Green
Spend on energy as a percentage of total expenditure	1.2%	Green
Other spending as a percentage of total expenditure (balancing line)	5.8%	Green
	100.0%	



In 2019 the school commissioned a visionary plan for the development of the site and buildings to include a thorough accommodation review. The results of that review, based upon the curriculum diagram of 2018/19 school year showed the following.

Under capacity

- ICT
- Science
- Canteen
- General Storage
- Circulation

Over capacity

- Drama
- Music
- General Teaching
- Sixth Form Social
- LRC
- Staff Admin
- Main Hall
- Sports Hall

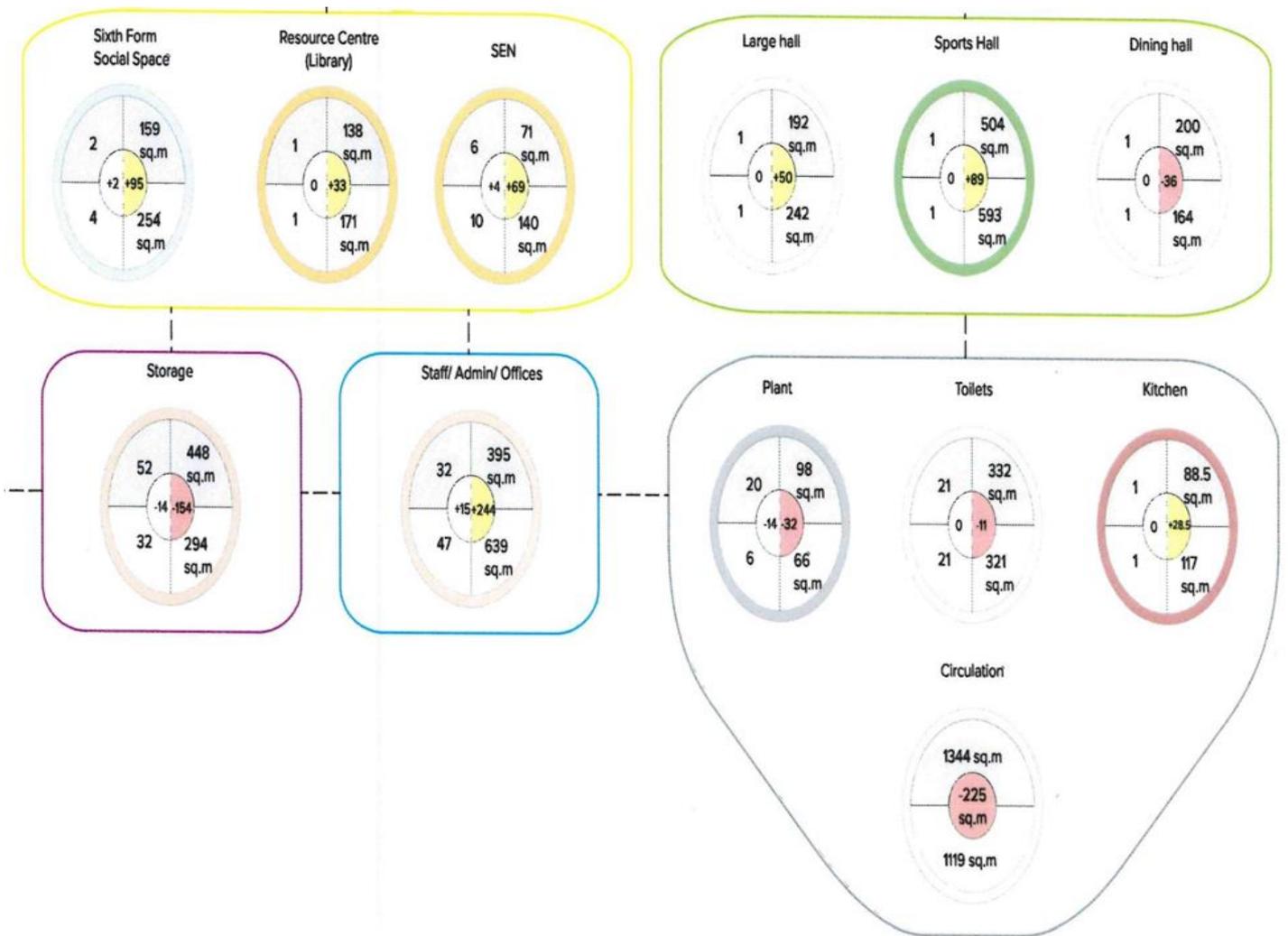
The ambitious plan for our buildings needs to be at the heart of our short- and medium-term development of the current facilities to safeguard the path to a building with capacity for 6 form entry and facilities suitable for a fully rounded curriculum and external income generation.

Our student survey highlights that areas of particular concern are the small canteen, crowded corridors and lack of space/resources for specialist subjects.

Using the information as provided in the DfE schedule of accommodation for any mainstream secondary school we will look to better utilise our existing space.

Development will also focus on improving the working environment for the whole school population with focus on heating, ventilation and light and attention to the aesthetic appearance of internal and external spaces.

We will continue to address compliance issues in accordance with our statutory responsibilities.



Ethical Operations

The Department for Education is committed to sustainable development and believes it is important to prepare young people for the future. Their approach is based on the belief that schools perform better when they take responsibility for their own improvement and want schools to make their own judgements on how sustainable development should be reflected in their ethos, day-to-day operations and through education for sustainable development.

More importantly, Catholic Social Teaching has a longstanding commitment to stewardship of the planet, beginning in our homes and places of business. To see our catholic schools as *schools for good planetary stewardship* is entirely appropriate and fully resonates with the interests and passions of our students.

Display energy certificate (DEC)



High Farringdon RC School
Fenny Road
READING
RG20 5EP

Operational rating

C

Certificate number: 3829-0679-5018-8008-2943

Valid until: 30 April 2021

Total useful floor area: 7498 square metres

Energy performance operational rating
The building's energy performance operational rating is based on its carbon dioxide (CO₂) emissions for the last year.
It is given a score and an operational rating on a scale from A (lowest emissions) to G (highest emissions).
The typical score for a public building is 100. This typical score gives an operational rating of D.

Score	Operational rating	This building	Typical
0-25	A		
26-50	B		
61-75	C	72 G	
76-100	D		100
101-125	E		
126-150	F		
150+	G		

This building's energy use		
Energy use	Electricity	Other fuels
Annual energy use (kWh/m ² /year)	34.47	82.87
Typical energy use (kWh/m ² /year)	40	136.88
Energy from renewables	0%	0%

Previous operational ratings

Date	Operational rating
May 2020	72 C
May 2019	88 D
May 2018	88 C

Total carbon dioxide (CO₂) emissions
This tells you how much carbon dioxide the building emits. It shows tonnes per year of CO₂.

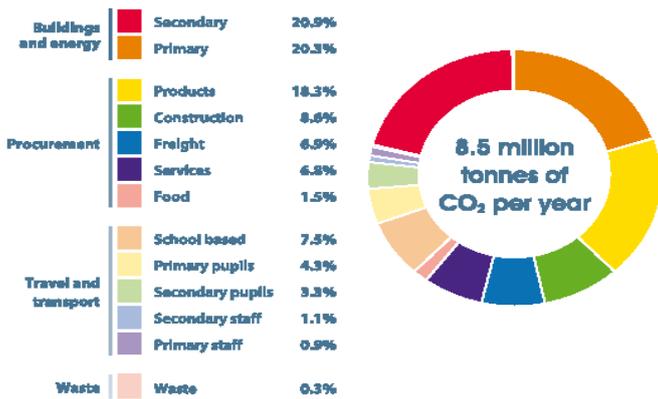
Date	Electricity	Heating	Renewables
May 2020	141	120	0
May 2019	144	182	0
May 2018	148	100	0

Assessment details

Assessor's name	Carlson Emissions
Accreditation scheme	Element Energy Systems Ltd
Employer/trading name	Brian (part of the Zenenergy family)
Employer/trading address	Capstan House, The Waterfront, Brisley Hill, DY8 1XL
Issue date	8 March 2021
Nonrelated date	1 May 2020
Assessor's declaration	Not related to the occupier.

The school has undertaken measures to improve its carbon efficiencies as demonstrated by the latest Display Energy Certificate and have made improvements to lighting and heating efficiencies using Salix funding.

The chart shows a breakdown of the major contributors to the carbon footprint of schools in England.



There remains much to do but, not least in better sharing with our students and their families the measures we have, and will continue to take. As our most recent survey shows there is an appetite to put measures in place to improve our sustainable and ethical operations.

- Carbon Efficiency
- Waste Management
- Ethical Disposal
- Procurement Policy
- Travel
- Biodiversity

Three-Year Strategic Outline*

[*To be supplemented by the one-year Operational Plan, led by school staff, which will set out detailed resources, and monitoring arrangements]

18.Strand 1: People

Rationale: A cared for staff with high levels of knowledge and skill who are provided with opportunities to develop and flourish will be engaged, motivated and effective thus meeting the interests and priorities of other key stakeholder groups (students, parents/carers, the governing body, local authority, diocese and wider community).

[a] Staff

Actions	Success Criteria	How monitored and timescale	Owned by
[i] As per our People Strategy “ Flourishing Together” 	Appraisal process Evidence of application of CPD (internal and external) Student and parent feedback Exam and assessment results Staff retention	As per the timescales shown on the plan:	Sue Matthews Ann McDonnell

Annexe 1 People

[b] Parents

[ii] Increasingly well- trained and qualified staff who feel valued and are effective will ensure our students are engaged, learning, and progress and	Appraisal process Parental Surveys Student Council feedback Class, group and individual student feedback Concerns and complaints are minimal and addressed to positive impact Communications:		Sue Matthews Ann McDonnell
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<p>attain at the highest level.</p> 	<ul style="list-style-type: none"> • more use of Facebook (possible strand to Promotions/Website) • Evaluate remote applications 	<p>Dec 2021</p>	
<p>Annexe 1 People</p>			
<p>[c] Stakeholders</p>			
<p>[iii] <i>Students</i></p> <p>Well-targeted high quality learning opportunities will result in higher levels of engagement progress and attainment and falling levels of sanctions.</p> <p>Students will be equipped for adulthood</p>	<p>Appraisal process</p> <p>Student survey feedback</p> <p>Student Council Feedback</p> <p>Individual and group feedback from students</p> <p>Falling number of behaviour and homework detentions.</p> <p>Falling number of Focus Room Referrals</p> <p>Student data and exam/assessment success</p>		<p>Senior Leadership Team at strategic level.</p> <p>Subject leaders and teachers</p>
<p>[iv] <i>Governing Body</i></p> <p>Rising exam and assessment results and an appropriate level of staff turnover (manageable with staff leaving for the right reasons) contribute to an</p>	<p>Appraisal Process</p> <p>Meetings with link departments</p> <p>Data analysis</p> <p>Staff, parent and student survey feedback.</p> <p>Staff retention figures</p> <p>Build upon Governors Away Day</p>		<p>Simon Uttley</p> <p>Ben Winsor</p> <p>Sue Matthews</p> <p>Ann McDonnell</p>

increasingly successful school.			
<p>[v] <i>Local Community</i></p> <p>BHFCS is increasingly the school of choice building on it's already established excellent reputation and increasing student numbers.</p> <p>Excellent relationships with the parishes.</p> <p>GRACE Programme</p> <p>A strong relationship with our police liaison officers to support us in keeping children and staff safe.</p>	<p>Parental applications for places at BHFCS</p> <p>Parental, staff and student survey feedback</p> <p>Clergy engagement with the school (visits, masses etc.) and feedback to parishioners and beyond</p> <p>BHFCS staff contributions to the programme and evidence of their learning from attendance/participation in courses</p> <p>Feedback from our police liaison officers</p> <p>Staff and student feedback from their visits on site</p> <p>Development of the onsite visit programme</p> <p>Falling levels of inappropriate behaviour</p> <p>Falling risk of involvement in crime</p>		
<p>[v] <i>Initial Teacher Training Providers and Wellington College and Teaching School Partnerships:</i></p>	<p>Numbers of students/trainees, placed with us and evidence of their progress and successful course completion</p> <p>Feedback from ITT Providers</p> <p>Increased participation and evidence of impact on staff expertise, motivation, confidence and retention</p>		
<p>[vi] <i>Local Authority</i></p>	Exam results		Simon Uttley

<p><i>(Brighter Futures for Children)</i></p> <p>Excellent relationships conducive to the achievement of school objectives</p> 	<p>Monitoring of the implementation and impact of initiatives (Therapeutic Thinking Schools, AET etc)</p> <p>Evidence of the impact of collaboration (OfSTED Preparation, GRACE)</p> <p>BMW Centre and the LSA are well-resourced with due regard for the school's rationale when placing students</p>		SLT
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Our People Strategy

'Flourishing Together'

2021-2024

Our aim:

To make Blessed Hugh Faringdon Catholic School and Sixth Form Centre a place where people are proud and excited to work, where teams and individuals are trusted with responsibility and are accountable for what they do, and where the development and wellbeing of our colleagues is recognised as being as crucial as the nurturing, wellbeing and success of our students.

| Learning | Respect | Delivery | Excellence | Compassion | Improvement

Our overall aim for this strategy has three parts:

- To make BHFCs a place where people are proud and excited to work
- Where teams and individuals are trusted with responsibility and are accountable for what they do
- Where the development and wellbeing of our staff is recognised as being as crucial as the nurturing, wellbeing and success of our students.

Catholic social teaching reminds us that human dignity emerges neither from what people accomplish or own, but because they are created in the image and likeness of God. Many of our staff feel supported and motivated to be at work, but while others may feel less so, we must be relentless in ensuring our people strategy is the best it can be.

Reading is an area of relatively high employment where not only a fair salary, but excellent working environment is important to remain a competitive employer. In addition, working practices, lifestyle choices [including part-time working] and less of an approach of 'job for life' all play into the mix when recruiting, inducting and supporting staff.

So, we need to continue to be flexible, creative and innovative in who we attract and how in order to recruit, retain and develop people to enable us to fulfil our core purpose.

Describing an ambition is one thing; delivering it is another. This document describes six key themes for action which we will focus on during the next three years to support and care for our staff, and strengthen our capabilities as an outstanding school.

We have front-loaded the plan for the first year of implementation in recognition that there is a lot to do. At the same time, we have some real strengths to build on, such as the extraordinary commitment of our staff to deliver excellent provision, low levels of sickness absence, some well-regarded training and development programmes and the commitment to developing a whole school, shared teaching and learning approach to maximise the attainment of all.

As well as adapting some of our processes and structures (e.g., how we recruit and train our staff) we know that we also need to challenge and change our own mindsets and how we behave towards each other. In education we rightly focus on the students and ensuring the best for them both academically and socially, but that must not be at the cost of taking our own staff for granted or failing to care for each other.

We all have a contribution to make and our everyday habits will be at least as important as our organisational processes in implementing culture change.

The strategy itself has been developed through an iterative process based on the engagement of staff through discussions and contributions to the Corporate Strategy and relevant development plans.

On the following pages we outline the six themes of our People Strategy, the ambition of each and the main areas of focus describing the main actions against three-time horizons: first strengthening our workforce and core processes (year 1), then building on that foundation (years 2 & 3) and finally consolidating (after year 3).

Our commitment is to continue to listen and evolve this strategy in response to our changing context and pressures we experience. In other words, this strategy should not be read as the final word for the next three years but rather as the best current description of what we need to do to make BHFCs a place where people are proud to work, can give of their best and fulfil their potential.

We look forward to working together to deliver on this ambition.

We live in an uncertain and ever-changing environment, so we can say with some confidence that we will need to update and adapt aspects of this strategy during the timeframe it covers.

Summary of our People Strategy

THEME	AMBITION	AREAS OF FOCUS
1 Strategic workforce planning	Forward-thinking workforce planning enables us to stay ahead and helps us make best use of people and skills.	<ul style="list-style-type: none"> Recruitment and retention Long term workforce planning Workforce innovation Strengthening links with further and higher education providers
2 Compassionate, inclusive and effective leaders and managers at all levels	Highly visible, capable, positive, confident and enthusiastic leaders, who exemplify our values.	<ul style="list-style-type: none"> Leadership development Team effectiveness
3 Great place to work where morale is high	People are proud to work here and feel valued, supported and recognised. They feel free to speak up and enjoy coming to work.	<ul style="list-style-type: none"> Staff communication and engagement Staff health and wellbeing Reward and recognition
4 Delivering great performance	Data informs decisions and aids delivery.	<ul style="list-style-type: none"> Values-Based Appraisals Talent Management Culture of high performance
5 Building skills and capabilities	Personal and professional development for all staff to build on existing potential. Workforce becomes more diverse.	<ul style="list-style-type: none"> Core management skills Pedagogy. Statutory and Mandatory Training
6 Responsive HR services	HR is responsive and collaborative, exceeding expectations. Policies and processes are simplified and applied consistently.	<ul style="list-style-type: none"> Fit for purpose policies and process

The six themes in detail

THEME 1 *Strategic workforce planning*

Year 1: STRENGTHEN

- *Develop a comprehensive, strategic workforce plan*
- *Develop retention plans focused on areas of need now and into the future*
- *Increase scale and breadth of training on offer*
- *Simplify recruitment process, making it more responsive*
- *Establish a range of new and innovative roles to better meet student needs and demands and provide relevant development opportunities*

Years 2-3: BUILD

- *Develop further Career Progression pathways and case studies for all groups*
- *Introduce and develop new roles to tackle long-term/potential staff shortages*
- *Develop a succession planning framework*
- *Explore new and alternative sources of workforce supply where needed*

After Year 3: CONSOLIDATE

- *Introduce an in-house Careers Advisory Service, potentially with local partner organisations*
- *Develop a programme of secondment opportunities and match opportunity to identified need*
- *Scale up new roles to tackle key staff shortages*

This theme aligns with:

■ Excellence ■ Improvement

MEASURES OF IMPACT

- **R** Time to recruit and job acceptance rates
- **R** Ratio of substantive staff versus agency
- **R** Short and medium-term recruitment targets and success against trajectory.

THEME 2**Compassionate, inclusive and effective leaders and managers at all levels****Year 1:****STRENGTHEN**

- Define skills needed at different levels of leadership and management
- Use, and tailor where appropriate, existing Leadership Programmes
- Develop Leadership Model and behaviours
- Extend use of the 360-degree feedback tool

Years 2-3:**BUILD**

- Link development to progression where feasible
- Train leaders and managers in coaching-based approaches
- Scale up - leadership and management training, programmes where appropriate
- Introduce mentoring programme

After Year 3:**CONSOLIDATE**

- Develop accredited programmes (e.g., with academic partners)
- Provide joint leadership programmes with partner organisations
- Develop reputation as a 'talent hub' for the Reading Cluster and Diocese

This theme aligns with:

Excellence Respect Compassion

Leaders are highly visible, capable, positive, confident and enthusiastic. They inspire and motivate others by behaving consistently in line with our values.

Our ambition:**MEASURES OF IMPACT**

- Number of participants in leadership programmes
- Reduced staff turnover
- Measurable outcomes from leadership development
- External reputation and recognition
- Leadership statements in staff survey

THEME 3**Great place to work, where morale is high****Year 1:****STRENGTHEN**

- Ensure pay and reward is vigorously monitored and applied
- Improve Welcome Programme (induction) for new staff, trainees and others completing secondments with us
- Strengthen staff communications and staff recognition
- Continue to implement staff wellbeing initiatives to improve health and reduce stress (e.g., The staff wellbeing group, EAP and Talking Therapies, access to vaccinations)
- Improve fairness, dignity and respect at work
- Maintain low levels of sickness and absence
- Improve understanding of why people leave and how we can address the causes (where applicable)

Years 2-3:**BUILD**

- Introduce an internal mediation and coaching service
- Refresh the Equality, Diversity and Inclusion programme, building on experiences of existing minority staff
- Introduce mentoring programme
- Develop improved working environment and facilities including access to strategic thinking

After Year 3:**CONSOLIDATE**

- Develop a healthy culture, recognised in staff survey responses and externally
- Establish mechanisms and processes to support staff empowerment as the norm
- Improve on all aspects of diversity

This theme aligns with:

□ Respect □ Compassion

BHFCS is a place where people are proud to work, and where they feel valued, recognised and supported to develop their true potential. People feel free to speak up, enjoy coming to work, and have a sustainable work-life balance.

MEASURES OF IMPACT

R Staff survey scores, especially *Employee Engagement Index (EEI)*

R Measures of Equality, Diversity and Inclusion

R Feedback on Welcome and interviews

R Reduction in grievance cases and employment tribunals

R Sickness absence rates and reasons

THEME 4**Delivering great performance****Year 1:
STRENGTHEN**

- | Improve the quality of appraisals across all staff groups to ensure high standards and consistency
- | Agree expectations for performance and accountability
- | Improve quality and reliability of performance data to support improvement
- | Develop and test new operating model based on devolved decision-making

**Years 2-3:
BUILD**

- | Extend the variety of staff awards/recognition schemes to acknowledge and reward excellent performance
- | Create greater transparency of performance information for all staff
- | Deploy new operating model more widely
- | Develop and implement a talent management framework

**After Year 3:
CONSOLIDATE**

- | Establish a culture and expectations of high performance
- | Implement new operating model fully across BHFCS
- | Redesign core management practices to enable and support devolved decision-making

This theme aligns with:

Excellence □ Improvement □ Delivery

BHFCS apply a framework for accountability and performance which balances the need to deliver high performance with behaviours which are fair and proportionate, setting clear expectations at individual and team level. Data informs our decisions and enables delivery and improvement.

Our ambition:**MEASURES OF IMPACT**

R Appraisal compliance rates >90%

R Appraisal quality measure in staff survey

R Key measures of performance and productivity

R Self-assessment against elements of operating model

R Performance and retention of leaders in critical roles

THEME 5

Building skills and capabilities

Year 1:

STRENGTHEN

- Extend CPD programmes including the launch of the GRACE Programme
- *Improve the use of E-Learning and explore alternative options*
- Establish and embed training and development modules based on a nationally recognised qualifications (apprenticeship levy)
- *Introduce a NQT+ programme*
- Introduce the new 2 Year Early Career Framework for ECTs from September 2021
- *Develop knowledge, understanding and staff confidence in identifying SEND needs and maximising attainment of these students*
- High quality training for our SEND Champions

Years 2-3:

BUILD

- Strengthen developmental career pathways for all professional groups and grow and embed the GRACE Programme to mutual benefit
- *Develop 'job swaps/shadowing' within and outside of BHF*
- Develop creative 'self-funding' models for training
- *Build the skills and capacity of Change Champions to strengthen improvement capabilities (e.g., our SEND Champions)*

After Year 3:

CONSOLIDATE

- Develop reputation for top-class training and development across all staff groups internally and externally. Establish GRACE as sector leading collaborative provision
- *Establish BHFCs as a hub for training and learning within our local and regional area (Reading Cluster and Diocese)*
- Develop e-learning and video-based modules to be accessible to all staff

This theme aligns with:

Delivery □ Improvement □ Learning

BHFCs focuses on personal and professional development for all our staff to enable career development, build skills and generate the capability the organisation needs now and in the future. Our workforce becomes ever more diverse, and our talent management processes support the development of emerging and growing talent.

Our ambition:

MEASURES OF IMPACT

R Number of participants in key programmes

R Rates of statutory and mandatory training

R Staff survey scores on training and development

Year 1:

STRENGTHEN

- Improve communication into, within and out of HR
- Simplify and minimize the number of HR policies and processes, and ensure consistent application
- Make recruitment process 'lean'
- Review HR operating model based on user feedback
- Strengthen HR professional leadership to bring unity to corporate and divisional teams
- Benchmark and learn from leading HR practices from education and other sectors

Years 2-3:

BUILD

- Continue to strengthen HR self-service Provision (Intranet development)
- HR operating model review
- Use /develop new media to attract a more diverse workforce

After Year 3:

CONSOLIDATE

- Partner our HR services with others, including local systems partners

This theme aligns with:
Excellence □ **Improvement**

BHFCs will have a professional HR and Learning function, which is responsive, efficient, enabling and collaborative, and which exceeds the expectations of students, parents and other key stakeholders. Our HR policies and processes are fit for purpose, and we use secure technology to ensure o services are 'digital by default', providing essential support to all staff.

Our ambition:

MEASURES OF IMPACT

- R** User feedback (e.g., Survey Monkey)
- R** Effectiveness of recruitment
- R** New HR operating model: service standards and measures to be developed
- R** Staff survey scores (including EEI) within HR directorate

19.Strand 2: Student Experience

Annexe 2 - Student Experience			
[a] Standards			
Actions	Success Criteria	How monitored and timescale	Owned by
[i] Further develop the curriculum provision at BHF to provide an exceptional, broad, balanced and ambitious curriculum for all.	<p><i>A curriculum ambitious for all – particularly disadvantaged students, those with SEND and the bottom 10% of students providing the knowledge and cultural capital they need to succeed in life</i></p> <ul style="list-style-type: none"> - Increased provision of alternative subjects and qualifications for Pathway 3 students - Introduction of more vocational qualifications at both KS4&5 <p><i>Strengthening of curriculum pathways to create bespoke curriculum and learning journeys for individual students by:</i></p> <ul style="list-style-type: none"> - Effective pathway transition between Key Stage 3-4 and Key stage 4-5 - Increase options e.g an additional languages, vocational pathways and alternative courses - A mentor appointed for every KS4 child with an individual learning plan so this becomes standard and a signature feature of our school. Extended further 	<p>Curriculum review and planning. Annually</p> <p>Mentors appointed by February 2022</p>	<p>BWI / SLT / SLs</p> <p>BWI JWE (KS3) ADO (KS4) HJO (KS5)</p> <p>BWI / RKI / LBO</p>

	<p>down the school subject to resources</p> <ul style="list-style-type: none"> - Introduce more after school / period 6 examined options e.g. GCSE languages - buying in specific teaching expertise <p><i>An attractive and accessible curriculum offer at KS4&5</i></p> <ul style="list-style-type: none"> - Building upon and increasing the number of students completing the EBacc qualification – towards the Government ambition of 70% - Building upon the introduction of Spanish to the curriculum at KS3, to introduce GCSE and A Level Spanish - Extend the offer of Computer Science to A Level in the 6th Form and potential alternative qualifications - A Curriculum offer which reflects the local employment market: Computing, ICT & digital technology, health and social care, catering, science & research and business support services <p><i>Consistent and embedded curriculum intent and implementation across all departments and Key Stages</i></p> <ul style="list-style-type: none"> - Consistent short, medium and long-term planning documentation and processes across all departments in the school. Greater accountability for consistency, applied by SLT to middle leaders and, thence to all staff 	<p>Introduced by May 2022 for implementation, September 2022</p> <p>An additional teaching set in Year 10 September 2022 and September 2023</p> <p>Introduction of Level 3 course September 2022</p> <p>In place by September 2021 with regular monitoring and review</p>	<p>BWI / MMA / SLT</p> <p>BWI/EHA</p> <p>BWI/SMA</p> <p>SLT/SLs</p>
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	<p><i>To become a leading school in curriculum design, sharing good practice locally, and nationally.</i></p> <ul style="list-style-type: none"> - Achieve the SSAT Leading Edge in Principled Curriculum Design <p><i>A rigorous and sequential approach to the reading curriculum, developing pupils' fluency, confidence and enjoyment in reading</i></p> <ul style="list-style-type: none"> - Appointment of Literacy and Reading across the Curriculum Coordinator - Evidenced throughout the school, across all departments and key stages <p><i>A curriculum that is coherently planned, embeds long-term knowledge and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment</i></p> <ul style="list-style-type: none"> - Evidenced by greater student satisfaction, awareness of and readiness for direction of travel <p><i>Increased number of practitioners within each department who are able to teach up to and including Key Stage 5</i></p>	<p>Application – March 2022</p> <p>Appointed by December 2021</p> <p>Learning walks, lesson observations, deep dives Regular monitoring through the above processes. Student feedback via surveys - December, March and July 2021-24</p> <p>Review in July 2021 implement training and development</p>	<p>BWI/SMA</p> <p>BWI/SUT</p> <p>SLT / SLs</p> <p>BWI/SLT/SLs</p> <p>SLT/ SLs / Teachers</p>
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	<ul style="list-style-type: none"> - Departments are given sufficient opportunity to develop subject knowledge and expertise – especially where individuals are teaching outside of their expertise <p><i>Effective monitoring and evaluation of the impact of the curriculum provision and intervention has on students</i></p>	<p>opportunities as necessary 2021-22</p> <p>Calendarised analysis and implementation windows three times per academic year – Autumn, Spring and Summer</p>	
[ii] Improving student outcomes	<p>To achieve, at least, the following benchmark outcomes by 2024:</p> <p>Key stage 4</p> <ul style="list-style-type: none"> - Progress 8 Score = 0.3 (0.02 Reading average in 2019) - Attainment 8 = 50 (Grade 5) - English and Maths Standards pass Grade 4 = 70% Strong pass Grade 5 = 50% - EBacc entry (at least 50%) and average point score = 50 <p>KS5</p> <ul style="list-style-type: none"> - A Level & Applied General VA = 0.3 - A Level Attainment = B+ (Applied General = Distinction) 	2021-24	All staff
[iii] Reporting & Assessment	<p><i>A robust and effective assessment and reporting system</i></p>		

	<ul style="list-style-type: none"> - Reviewed and update the teaching and learning, assessment and curriculum policies – evidenced by consistent implementation - Review and renew the Assessment Policy to ensure a meaningful and succinct Assessment and feedback Policy is in place and embedded consistently throughout the school – students have an understanding. Evidenced by consistent implementation - Reviewed and updated Key Stage 3 assessment system – providing accurate and meaningful progress measures against KS4 endpoints - Accurate internal assessment and systematic analysis, diagnosis and implementation of interventions to address progress gaps - Informative communication with parents - Parents Evenings, Curriculum Evenings and Reporting System – a blended approach to improve engagement - Regular calendarised and rigorous quality assurance checks, including student work scrutiny and focused learning walks by leaders at all levels - Create a culture of peer review, reflection, and a 	<p>Review policies by October 2021</p> <p>By June 2022</p> <p>Autumn, Spring and Summer assessment windows 2021-24</p> <p>2021-22 implement a blended approach. Review and adapt for 2022-24.</p> <p>In place by September 2021</p> <p>Successful introduction of coaching programme by July 2022</p>	<p>SMA/BWI</p> <p>JWE</p> <p>All staff</p> <p>BWI/KLU</p> <p>BWI / SLT</p>
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	successful coaching programme.		
[iv] To ensure quality of teaching and learning is consistently high across all subjects at every key stage	<p>Teaching staff learning walks and observations demonstrate excellence across the board, at every key stage</p> <p>CPD Teaching & Learning Plan is explicit and clear, featuring high level of key pedagogy and demonstrating progression for all levels of experience</p> <p>CPD Teaching & Learning is peer-driven, with Subject Leaders driving standards, development of pedagogy and excellence within their departments, evidenced by effective outcomes</p> <p>SSAT Accredited Lead Practitioners take responsibility for developing pedagogy across departments and beyond</p> <p>Achieve the SSAT Leading Edge accreditations in Teaching and Learning: Variety of teaching approaches; professional learning</p>	<p>Line Managers – in line with appraisal process, twice annually June 2023</p> <p>Publication and distribution of CPD Pedagogy Plan Jan 2022</p> <p>Publication of CPD Pedagogy Plan, INSET Agendas, Learning Walks, Observations, Student Voice July 2023</p> <p>INSET Time, Dept Time, Learning Walks, Observations July 2023</p> <p>Evidence established & submitted by SMA/ADO July 2023</p>	<p>AHT Team</p> <p>T&L AHTs</p> <p>T&L AHTs</p> <p>SMA (CPD)</p> <p>SMA/ADO/ JWE/HJO</p>
[v] BHFCs has a safe, calm, orderly and positive environment around the school	<p>Embedded BHFCs Behaviour for Learning ‘Mission Statement’ applied consistently across all key stages, rooted in respect for all and the BHFCs Way</p> <p>Pupils’ demonstrate, and articulate, commitment, motivation and positive attitudes to learning in the classroom</p>	<p>Common language within school, Student Voice, May 2024</p> <p>Learning Walks, Student Voice, Staff Voice May 2022</p>	<p>ADO</p> <p>BWI/ADO</p>

	<p>underpinned by BHFCS Behaviour for Learning Ethos</p> <p>Pupil and staff voice demonstrate an effective behaviour system, that is applied <i>fairly and consistently</i>, to ensure learning, progress and attainment can take place in a positive learning environment</p> <p>Pupil attendance is excellent, exceeding aspirational whole school target of 97%</p> <p>Highly effective, bespoke support is in place for all vulnerable students; in particular those who are:</p> <ul style="list-style-type: none"> - in receipt of numerous Fixed Term Exclusions; - a high number of internal exclusions; - and those at risk of permanent exclusion 	<p>Behaviour Data, Learning Walks, Student Voice, Staff Voice Jan 2022</p> <p>Attendance Data June 2024</p> <p>Evidence of support outlined and reviewed in PSP paperwork, monitor reasons for FTE/PEX, Timetable of interventions where appropriate July 2022</p>	<p>BWI/ADO</p> <p>HOYs, led by ADO</p> <p>KHI/LRI/GCR/HOY led by ADO</p>
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Annexe 4 - Student Experience

[b] Levelling Up

<p>[i] Improve key outcomes for priority discrete groups, as appropriate, including (but not limited to) pupils who are:</p> <ul style="list-style-type: none"> - Pupil Premium - SEND - BAME 	<p>To achieve, at least, the following benchmark outcomes by 2024 [in line with whole cohort targets]:</p> <p>KS 4</p> <ul style="list-style-type: none"> - Progress 8 Score = 0.3 (0.02 Reading average in 2019) - Attainment 8 = 50 (Grade 5) - English and Maths Standards pass Grade 4 = 70% - Strong pass Grade 5 = 50% - EBacc entry (at least 50%) and average point score = 50 <p>KS5</p> <ul style="list-style-type: none"> - A Level & Applied General VA = 0.3 	<p>Data Tracking August 2024</p>	<p>BWI/ADO/HJO</p>
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	<ul style="list-style-type: none"> - A Level Attainment = B+ (Applied General = Distinction) <p>Effective strategy statements and/or action plans and on-going evaluations are in place to improve attainment for priority key groups:</p> <ul style="list-style-type: none"> [i] Pupil Premium [ii] SEND [iii] BAME [iv] other identified key groups per cohort 	Published to staff strategy documents reviewed annually – June 2023	ADO RKI/LBO JWE HOY
[ii] Become a leading, local hub for priority discrete groups: <i>leading on raising attainment and improving student experience</i>	<p>Regular, effective training is delivered, by established Champions, through CPD program to develop understanding, knowledge and pedagogy for specific students needs</p> <p>Progress for discrete groups is above average and above national benchmarks</p> <p>Pupils within discrete groups articulate their positive experience of school through surveys and student voice</p> <p>BHFCS works locally with other Secondaries in established pan-Reading hubs for priority discrete groups</p>	<p>CPD T&L program outline, July 2022</p> <p>Data drops – as per assessment calendar August 2024</p> <p>Regular surveys and pupil voice Jan 2023</p> <p>Termly meetings in place June 2022</p>	<p>T&L AHTs</p> <p>ADO RKI/LBO JWE ADO</p> <p>RKI/LBO JWE ADO</p> <p>RKI/LBO JWE ADO</p>
[c] Inclusivity			
[i] Establish stakeholder feedback	<p><i>Systematic surveys of all stakeholders with constructive and developmental outcomes</i></p> <ul style="list-style-type: none"> - To take place three times per academic year, as a minimum 	Survey all stakeholders	KLU / BWI

	<ul style="list-style-type: none"> - High levels of stakeholder engagement - students, parent and staff - Analysis and deconstruction of feedback by leaders – year group and sub-group specific - Respond and implement change as necessary and effective communication of outcomes with students, parents and staff 	December, March, July 2021-2024	
[ii] Pupils have access to a wide, rich set of experiences and opportunities for pupils to develop their talents and interests are of excellent quality.	<p>BHFCS provision goes beyond the expected extra-curricular and enrichment opportunities, pupils have access to a wide, rich set of experiences – inclusive of all, with appropriate bespoke opportunities for students in priority discrete groups.</p> <p>The opportunities for pupils to develop their talents and interests are of exceptional quality, across all subjects of the curriculum, this is in a coherently planned way, within the curriculum and through extra-curricular activities, considerably strengthening the BHFCS offer</p> <p>Tracking evidences strong take-up by pupils of the opportunities provided by the school, with disadvantaged pupils consistently benefiting from this focus</p>	<p>Tracking in place, pupil voice – May 2023</p> <p>Pupil Voice, SLT LM – June 2022</p> <p>Tracking document, analysis – June 2022</p>	<p>ACA/JHA</p> <p>ACA/JHA</p> <p>ACA</p>
[iii] Parental Experience/Engagement	<p>A rich programme of curriculum and pastoral based parental engagement opportunities to improve engagement, partnership and academic support is embedded</p> <ul style="list-style-type: none"> - For example, parent information evenings, 	<p>Introduce study evenings 2021-22</p>	

	<p>interactive workshops, and whole family education</p> <ul style="list-style-type: none"> - Using opportunities and lessons learnt from remote learning and communication from the remote learning periods of 2020-21, for example, a blended approach of face to face and remote webinars / parents evenings to increase accessibility and engagement 	<p>and build upon range of provision 2022-24</p> <p>Implement blended approach 2021-22</p>	
<p>[iv] BHFCS nurtures a positive environment for all students to create a positive learning experience</p>	<p>Pupils behave with consistently high levels of respect for others, playing a highly positive role in creating a school environment in which:</p> <ul style="list-style-type: none"> [i] commonalities are identified and celebrated [ii] difference is valued and nurtured [iii] bullying, harassment and violence are never tolerated <p>Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community, where pupils actively support the well-being of other pupils</p> <p>Priority discrete group student voice articulates a positive learning experience at BHFCS, specifically surrounding acceptance, bullying and respect</p>	<p>Student/Staff Voice, inc. surveys – June 2023</p> <p>Student voice, schemes of work, hard evidence of contributions to wider school/community June 2024</p> <p>Student voice/surveys – June 2023</p>	<p>ADO</p> <p>CJO/ACA/CFE/SUT</p> <p>ADO/JWE/RKI/LBO</p>

<p>[iv] BHFCS's PSHE curriculum supports pupils to develop in many diverse aspects of life,</p>	<p>The PSHE curriculum includes evidence of sequenced learning journeys where:</p> <p>[i] pupils know how to build their confidence and resilience</p> <p>[ii] pupils are prepared for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so</p> <p>[iii] pupils recognise online and offline risks to their well-being – <i>for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism</i> – and making them aware of the support available to them</p> <p>[iv] enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media</p> <p>[v] developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities</p> <p>[vi] developing pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education</p> <p>[vii] providing an effective careers programme in line with the</p>	<p>Evidence of PSHE learning journey, schemes of work – January 2023</p> <p>Tutor Times, Assemblies, PSHE Observations – June 2023</p>	<p>JWE/HOYs/SMA</p> <p>JWE/HOYs/SMA</p> <p>HJO/JHA</p>
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	<p>Gatsby Benchmarks that offers pupils:</p> <ul style="list-style-type: none"> • unbiased careers advice • experience of work, and • contact with employers to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire <p>[viii] pupils demonstrate the ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.</p> <p>[ix] have knowledge of, and respect for, different people's faiths, feelings and values</p>		
<p>[iv] There is an established positive environment in which bullying is not tolerated.</p>	<p>Bullying, aggression, discrimination and derogatory language are dealt with quickly and effectively and are not allowed to spread</p> <p>Pupils behave with consistently high levels of respect for others, where they play a highly positive role in creating a school environment in which:</p> <ul style="list-style-type: none"> - commonalities are identified and celebrated - difference is valued and nurtured - bullying, harassment and violence are never tolerated 	<p>Student Voice/Surveys, Case , Evidence of Actions – July 2022</p> <p>Student Voice/Surveys, Case Studies – July 2022</p>	<p>ADO/SMA</p> <p>ADO/SMA</p>

20.Strand 3: BHF+, Local and Regional Leadership

Actions	Success Criteria	How monitored and timescale	Owned by
<p>[i] Become Hub school for Greater Reading Catholic Cluster</p> 	<p>-Launch GRACE – Greater Reading Alliance for Catholic Education. A strong collaboration between local Catholic schools based on [a] shared CPD [b] shared research [c] common values</p> <p><i>Note: if the expected academisation of Portsmouth schools takes place, this work will place Blessed Hugh in a better position as a system leader.</i></p>	<p>-Report to Governors</p> <p>September 2021</p>	<p>Simon Uttley</p>
	<p>-Secure Higher Education support [St Mary’s University] for a 3-year professional development and collaborative programme</p>	<p>Liaise with Diocese</p> <p>September 2021</p>	<p>Simon Uttley</p>
	<p>Seek to recruit at least 5 schools to GRACE by January 2022</p>	<p>As above</p> <p>September 2021</p>	<p>Simon Uttley</p>
	<p>-Design and build online centre of excellence, showcasing individuals across GRACE</p>	<p>January 2022</p> <p>September 2021</p>	<p>Simon Uttley</p>
	<p>-Plan and deliver not less than three GRACE-wide projects each academic year</p>	<p>January 2022</p>	<p>Simon Uttley Sue Matthews</p>
	<p>Embed and develop</p>	<p>2022-2024</p>	
<p>[ii] Lead on Reading Schools’ Research Network</p>	<p>- All Reading schools enter partnership with Reading University to [a] deliver high-quality, research-informed pedagogy and curriculum [b] share best practice dynamically across the network</p>	<p>September 2021</p>	<p>Simon Uttley Sue Matthews</p>

	- Consult on the design and build of online centre of excellence, showcasing individuals across network		
	Embed and develop	2022-2024	Simon Uttley Sue Matthews
[iii] Become centre for faith and education within Churches Together in Reading 	Prepare annual calendar of symposia/presentations as a host school for Churches Together in Reading	Report to Governors December 2021	Simon Uttley
	Launch and edit journal 'Christian Education in practice' for Reading Churches Together, collating articles relating to education in schools with a religious character and 'character education'.	Report to Governors June 2022	
Annexe 3 Local and Regional Leadership [b] Centre of Excellence			
[iv] Become a centre for training within the local area and the Diocese	Develop Catholic school leadership across the Diocese through mentoring / Executive leadership	Report to Governors Liaise with Diocese December 2021	Simon Uttley/ Sue Matthews
	Offer MA's in Catholic School Leadership and Leading Innovation and Change [St Mary's University]	Report to Governors September 2021	
[v] Develop BHF+ Training and brand awareness 	Develop a suite of training based on best practice in: [a] Safeguarding training [b] ASD-related training opportunities [c] Pastoral care and mental health provision	Report to Head September 2022 September 2022	Sue Matthews Lisa Boorman Aimee Donaldson Rachel Killick

	<p>[d] Develop best practice in mixed ability teaching and narrowing the gap</p> <p>[e] SEND provision</p> <p>[f] exam analysis</p> <p>[g] training on implementing ethos in school</p>		Simon Uttley
	Embed the above	2021-2024	Sue Matthews, Lisa Boorman, Aimee Donaldson
Annexe 3 Local and Regional Leadership			
[c] Regional Reach			
[vi] Develop strands 3[a] and [b] to achieve a regional profile	-Complete 'Transformational' strands of 'Leading Edge'	September 2024	Sue Matthews Simon Uttley
[vii] Complete 'Romero Award'	Embedding Catholic Social Teaching in education	September 2022	Simon Uttley Chris Ferreira
	Produce a book[-let] supporting a better understanding of Catholic education and its relationship with Catholic Social Teaching	September 2022	Simon Uttley
	-Host a symposium: 'Why CST matters in Catholic Schools'	Spring 2023	Chris Ferreeira Simon Uttley
[viii] Complete 'John Paul II Award'	Celebrating senior students' engagement in parish life	September 2022	

21.Strand 4: Sixth Form

[a] Growth

Actions	Success Criteria	How monitored and timescale	Owned by
 <p>[i] Develop curriculum offer to meet changing needs of applicants</p>	Increased numbers on BTEC Health & Social Care enrolment, with expansion of offer to include 'triple' option	Report to Governors September 2021	H Jordan
	Increased numbers on roll in Year 12 through addition of Football Player and Coach Development Pathway with Virtu Academy	Report to Governors September 2021	H Jordan and J Webster
	Increased numbers on roll in Year 12 through addition of A Level Computer Science (following GCSE cohort 2020-22)	Report to Governors September 2022	H Jordan B Winsor
	Increased numbers on roll in Year 12 through addition of Rugby Player and Development pathway with Abbey College (following GCSE cohort 2020-22)	Report to Governors September 2022	H Jordan D Carter
	Increased numbers on roll in Year 12 through addition of priority subjects (according to ongoing student survey at KS3 & 4) Possibilities include: English Language & Lit, Spanish, BTEC Business, Economics, Film Studies BTEC Performing Arts, Criminology?	Report to Governors September 2023	H Jordan B Winsor
<p>[ii] Increase marketing within school and to external applicants</p>	Addition of Year 10 Summer Term 6 th Form Evening Information for students & parents	Report to Governors July 2021	H Jordan C Kennedy
	Build Social Media Following on Instagram and Twitter – double followers/ 'likes' retweets	Report to Governors September 2022	H Jordan
	Bespoke visits from 11-16 schools, in addition to representation at FE Fairs eg. Reading Girls, Chiltern Edge	December 2021	H Jordan

	Advertising campaign in Reading area via local media, banners, Exterior media (Reading buses)	September 2022	H Jordan
Annexe 4 Sixth Form			
[b] Standards			
[iii] Increase proportion of UCAS applicants successfully applying to competitive universities and courses	Establish 'Med/Den/VetSoc' to provide support and tutoring for Early Applicants preparing for admissions tests.	Report to Governors on UCAS destinations September 2022	H Jordan Lead science teacher (TBC)
	Formalise programme of Oxbridge support, both in school and in partnership with Wellington College, Study Higher, and Target Oxbridge. Complete the UNIQ Teacher Programme June 2021-January 2022	Report to Governors September 2022	H Jordan
[iv] Increase numbers of students successfully applying to degree-level apprenticeships with top national and global employers	Build on links with recruitment specialists – ASK Apprenticeships, Young Professionals, Rare Recruitment – to establish regular programme of visits, workshops and bespoke events for our students and parents	Report to Governors September 2024	H Jordan J Hawkins
[v] Maintain and improve good attendance	Achieve 97% average attendance at KS5, continuing incentives and structured intervention and support from 6 th Form team	Report to Governors September 2024	H Jordan
[vi] Continue to improve outcomes, achieving VA +0.43	Year-on-Year improvement, supported by high-quality teaching and learning, robust assessment practices, tailored support and advice for students and an effective intervention strategy	Report to Governors September 2024	H Jordan

Annexe 4 Sixth Form

[c] Unique Offer

[vii] Establish a 'pathways' Enrichment programme	Students' timetabled enrichment to include options for STEM, Creative & Performing Arts, Elite Sports, Enterprise & Finance, MFL	Report to Governors September 2024	H Jordan B Winsor Subject Leaders
[viii] Expand work experience offer	All Sixth Form students to have the opportunity to complete their work experience either in a block (Summer term Year 12) or through regular weekly fixed-term placement, as suits their needs	Report to Governors September 2024	H Jordan J Hawkins
[ix] Increase the scope and impact of 6 th Form Student Leadership in school and in the community	6 th Form Committee to help Student Council streamline the leadership across school year groups in all strands [charity, environment, sport, Drama etc] Re-establish and develop more links with community groups including students volunteering in linked primary schools, local care homes and taking part in programmes such as ABC to Read	Report to Governors September 2024	H Jordan J Eassom J Hawkins
[x] Establish Year 12 residential for team-building and transition	September 2022 induction to offer residential weekend. PGL-style activities to build students' confidence, resilience and sense of community as a 6 th Form group	Report to Governors January 2023	H Jordan J Eassom
[xi] Expand offer of international trips	Re-establish wider scope of subject trips to adventurous destinations eg. New York, Iceland, Rome, China...	Report to Governors September 2024	H Jordan SLT Subject Leaders

22.Strand 5: Sustainable School

[a] Financial Sustainability

Actions	Success Criteria	How monitored and timescale	Owned by
[i] Develop a short-, medium- and long-term strategy to reduce risk and ensure financial efficiencies 	Use appropriate budget tools which allow reporting to align and quickly adjust to current climate	-Report to Governors September 2021	Ann McDonnell
	Develop systems to review contracts/suppliers to ensure best value	March 2022	Ann McDonnell
	Continued involvement of Senior Leaders/Middles Leaders to raise awareness of budget detail	March 2022	Simon Uttley/Ann McDonnell
[ii] Income generation 	Continue to benchmark against comparative schools and ensure Governors understand the school's relative performance	March 2022	Ann McDonnell
	'Redouble' fund raising strategy: <ul style="list-style-type: none"> • Investigate external fund raisers • Innovative bid writing • Evaluate commissioning bid writer • Evaluate worth of part time position for Marketing/Website/Fundraising • Target for grant applications • Target Local Businesses • Investigate Match Funding opportunities 	Sept 2021 ongoing	Simon Uttley/Ann McDonnell
[iii] Accommodation Review	Reposition existing space: <ul style="list-style-type: none"> • Drama Studio • LRC – creation of two spaces 	Sept 21	Ann McDonnell

	<ul style="list-style-type: none"> Additional classroom 		
	Develop LRC further: Appoint librarian Use external design company to plan and develop facility – storage, seating etc	Sept 2022	
	Reposition ICT room	April 2022	
	Reposition/replace external storage containers	Sept 2022	
	Investigate solutions to address small canteen	Sept 2022	
[iv] Ventilation, Heat, Light & Space 	Remove small corridor offices on B & C floor Solar film to windows for heat reduction and retention Additional heating to classrooms Replace windows without openings where possible	April 2022	Ann McDonnell
[v] Visual 	Replace school signage Remove burgundy paintwork – phased programme External development of seating areas	Sept 2021 -23	Ann McDonnell
Annexe 5 Sustainable School			
[c] Ethical Operation			
[vi] Purchasing Policy 	Develop a procurement policy to ensure not only value for money but includes ethical and sustainable products/equipment The policy will look to the following: Paper - Cleaning products - Equipment - Lighting - Transport - Furniture – Energy - Food and catering services - Gardening products Key aspects of the approach will include:	March 2022	Ann McDonnell

	<ul style="list-style-type: none"> • Using local suppliers • Using recycled materials • Using recyclable materials • Using less chemicals • Reducing our carbon footprint 		
<p>[vii] Salix Opportunity</p> 	<p>Develop further projects for Salix Funding:</p> <ul style="list-style-type: none"> • Solar Power • Boiler Replacement 	Sept 22	Ann McDonnell
<p>[viii] “Green Credentials”</p> 	<p>Gain Eco Award for schools -</p> <p>Staged programme - three years –</p> <ol style="list-style-type: none"> 1. Formulate a specific Eco-committee 2. Undertake a specific environmental review 3. Formulate an action plan 4. Map the work to the curriculum, and vice versa, underpinned by catholic Social teaching so that this work comes out of, and returns to, our core ethos 5. Devise a comms strategy which effectively showcases work on this agenda 6. Monitor and evaluate provision, with a link Governor 7. Formulate an Eco Code, consistent with our values, accessible to all and providing a long-term, sustainable platform 8. Secure Green Flag assessment <p>https://www.eco-</p>	Sept 2022	Simon Uttley/Ann McDonnell

	<p>schools.org.uk/about/eco-schools-green-flag-other-awards/</p> <p>Plant trees - Free Trees for Schools and Communities - Woodland Trust</p>		
<p>(ix) Community</p> 	<p>hosting Reading / Southcote events e.g. Churches together</p>		<p>Simon Uttley</p>

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