

**The Diocese of Hallam**  
**Section 48 Inspection Report**

**The Catholic Life of the School, Religious Education and  
Collective Worship**

**The McAuley Catholic High School**

Cantley lane, Doncaster DN3 3QF

<b>School URN</b>	<b>140865</b>
<b>Overall Effectiveness grade</b>	<b>Good</b>
<b>Date of inspection</b>	<b>5<sup>th</sup> May 2022</b>
<b>Name of Chair of Governors</b>	<b>Dr Pat Hurley</b>
<b>Name of Head teacher</b>	<b>Mr John Rooney</b>
<b>Name of RE Subject Leader</b>	<b>Kathryn Giles</b>
<b>Date of previous inspection</b>	<b>19<sup>th</sup> September 2014</b>
<b>Previous inspection grade</b>	<b>Outstanding</b>
<b>Section 48 Inspector(s)</b>	<b>Meg Baines Christopher Devanny Mark Taylor</b>

## INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good,  
3 requires improvement in order to be good, 4 is Inadequate

**OVERALL EFFECTIVENESS:** how effective the school is in providing Catholic Education.

2

*The above judgement on overall effectiveness is based on all the available evidence following the evaluation of the following three sections:*

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

2

COLLECTIVE WORSHIP

2

<b>OUTSTANDING (1)</b>	To be judged <b>OUTSTANDING</b> for overall effectiveness: The three Section judgements must all be <b>OUTSTANDING</b>
<b>GOOD (2)</b>	To be judged <b>GOOD</b> for overall effectiveness: The three Section judgements must all be at least <b>GOOD</b>
<b>REQUIRES IMPROVEMENT (3)</b>	To be judged <b>REQUIRES IMPROVEMENT</b> for overall effectiveness: One or more sections will be judged to <b>REQUIRE IMPROVEMENT</b> with no sections judged inadequate.
<b>INADEQUATE (4)</b>	To be judged <b>INADEQUATE</b> for overall effectiveness: At least one Section will be judged inadequate.

Summary of key findings:

### This is a good Catholic Secondary School

- The head teacher and his team have passion for Catholic education which informs their clearly defined vision for a school. A collaborative approach to creating vision and mission documents ensures these are owned by the community. The school's Catholic ethos is embraced by the whole school community and permeates all aspects of school life and all departments. Catholic life is evident in the relationships between staff and pupils and amongst the staff a genuine sense of support and concern for each other is

tangible. Behaviour of the pupils is excellent. They were seen to treat each other with kindness and respect. High on the school's agenda are service and charitable giving. Many of the ideas for this come from the pupils themselves.

- Collective Worship is good. Pupils benefit from a range of opportunities to gather and worship. Evidence was seen of pupils and staff planning for and leading prayers and liturgies. The role of Chaplain is currently assumed by one senior leader and the Curriculum Leader for RE who work closely together to provide opportunities for Collective Worship. Good relationships with local clergy enable some year groups to attend Mass at the local parish church. Pupils have the opportunity to pray reflectively and formally. There are quiet spaces on all sites and the chapel is open and free for anyone to use daily. Pupils speak with knowledge and pride about their faith.
- Progress and attainment in Religious Education (RE) are both improving and now good. There is an improving picture over the last three years and RE is becoming a strong department within the school. Teaching is consistently good with some outstanding practice. Behaviour for learning is good and attitudes of staff and pupils to teaching and learning combined with high expectations of their pupils have ensured progress and enhanced the excellent relationships that exist within the department. An intelligently led department, strong leadership and commitment have helped drive up standards. An effective RE curriculum and well-planned resources allow the department to run smoothly. Very good pupil/staff relationships have also helped drive the ambitions of leaders and managers, staff and parents.

#### **What the school needs to do to improve further.**

- improve further teaching and learning in RE, lifting teaching from good to outstanding by:
  - Creative use of pedagogies and by embedding differentiation
  - Reviewing the policy of marking and feedback
- review the current curriculum time for RE, with a view to extending provision to 10% to be in line with the Bishops' Conference requirements
- ensure the school's learning environment reflects the school's mission and distinct identity by:
  - Creating effective signs and symbols reflecting the school's Catholic character in public areas and meeting spaces.
- Increase student involvement in Collective Worship by:
  - Reviewing the role and responsibilities of the Chaplaincy team, creating a clear structure of chaplaincy, coordinating all aspects of Collective Worship across the school sites.

## Information about this inspection

The inspection of The McAuley Catholic High School was carried out under the requirements of the Education Act 2005, and in accordance with the Diocesan Framework and Schedule for Section 48 Inspections approved by the Bishop of Hallam. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2017). While following the inspection schedule as published, inspectors acknowledged the significant impact of Coronavirus pandemic on schools over a sustained period, and took this into consideration when reaching their judgements.

The inspector reviewed in detail the following aspects:

- The extent to which pupils benefit from and contribute to the Catholic Life of the school.
- The quality of learning and the impact teaching is having on learning in RE. The quality of planning and assessment in RE.
- Analysis of the outcomes for pupils and the effectiveness of the tracking of progress.
- The Curriculum for RE and Relationships and Sex Education (RSE).
- The impact that leadership and management are having on school ethos, chaplaincy, mission and the quality of provision for Catholic Life at school and beyond.
- The effectiveness of the school's monitoring procedures around Collective Worship and Catholic Life.
- The role of middle leaders in the Catholic Life of the school.

The inspection was carried out by 3 inspectors over 1 day.

- A sample of 15 RE lessons covering all 3 key stages and 3 acts of Collective Worship were observed.
- Meetings were held with: the Headteacher; Head of 6<sup>th</sup> Form and the Associate Head linked to the 6<sup>th</sup> Form; Senior Leadership Team [which included Associate Head with responsibility for Teaching and Learning, interim Deputy Head, Pastoral]; the Chaplaincy Leads; Head of RE; Associate Head with responsibility for data; Middle Leaders; RE teachers; Chair of Governors (via Zoom) and representative groups of pupils from all Key Stages.
- A range of RE and Catholic Life of the School documentation was scrutinised, including the RE Departmental Improvement Plan and the Whole School Development Plan, the Diocesan Self Evaluation Form (DSEF), the previous OFSTED inspection report, the previous Section 48 inspection report from 2014, the Diocesan Monitoring Visit report 2019 and the Ofsted Monitoring Visit report from 2021. We also reviewed attainment data, pastoral, PSHE and RSE programmes of study. We viewed the website and the

RE department evaluations of RE lessons plus other Senior Leadership observation and monitoring records. Schemes of work, student progress and attitude for learning tracking records and a representative sample of student work from across the age range and ability range were also scrutinised.

### Information about this school

- The McAuley Catholic High School is a larger than average 11-18 school in Doncaster. It has a good reputation locally. Numbers (1,491 on roll) are stable now and beginning to rise especially in the sixth form. 60% of the 2021 Year 11 cohort took up places in the sixth form.
- It serves the Borough of Doncaster and its surrounding areas, stretching from Conisbrough in the west to Haxey in the east and from Askern in the north and then south to Retford in Nottinghamshire. It draws from 41 feeder primaries.
- The school's socio-economic background varies considerably.
- 44% of 1,491 pupils are baptised Catholic, 376 are from other Christian denominations, 153 have other faiths and 287 register none.
- The number of pupils who are eligible for pupil premium has increased every year since 2016. On average 28% of pupils are in receipt of pupil premium. Percentage of pupils from minority ethnic background is above the national average at 37%. Correspondingly there is a rise in the numbers of pupils for whom English is an additional language - 16%. Pupils with special educational needs is a complicated picture due to the pandemic and increases in social, emotional and health related issues arising, alongside speech, language and communication needs which hover around 5% and are now stabilising.
- There are 11% of pupils with SEND needs and 16 on Educational Health Care Plans. This is in line with National at 1%.

## Full Report – Inspection Judgements

### CATHOLIC LIFE

#### The quality of the Catholic Life of the school is outstanding

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	1

#### The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding

- Catholic Life is central to the school. Pupils and staff speak warmly about their school and the opportunities offered to enhance and demonstrate the ethos which exists. Pupils were able to articulate fluently the events and charities they were involved with. They treat each other with respect and say that they feel safe in school. The highly effective Pastoral systems ensure McAuley is a safe place for all pupils and in particular for those in need or at risk. Catholic Life is championed by the Headteacher who models his expectations to staff and pupils, an example being his 'walk through the Mass' assembly resulting in greater participation in prayerful responses. Legacy work carried out by the Lay Chaplain is currently being facilitated and fostered by one senior leader and the Curriculum Leader for RE. The school is a positive caring environment which places Christ at the heart of all it does. It is not inward looking but seeks to look out to the community to help others and offers a rich source of support for families in need. Importance of this was highlighted during 'lockdown'. Catholic Life is strong across the school as a whole with all seeking to encourage and deliver support through charitable events throughout the year.
- A student version of the school's Vision Statement was created in March 2018 and refreshed in November 2021.
- Behaviour in class and around school is excellent. Behaviour for learning within the classroom is also very good. Pupils are proud of their school and many know by heart the school prayer. They are proud of their charity work. A number spoke of their experience of connections with the local parishes. The links with the local community are strong.

- Pupils were able to speak about pupils from other faiths within their school, demonstrating a sense of genuine tolerance and inclusion. A real sense of belonging was identified amongst all pupils from across the various faith backgrounds.
- The recently launched McAuley Diploma with its focus of “Knowledge, Strive, Service” speaks to the focus the school has on developing ‘Character Education’, namely a ‘Virtues’ laden ethos. It is already showing signs of success, witness the school’s involvement with the Diocesan pilgrimage to Lourdes and Hallam Young Chaplaincy Leaders. In November 2021 the Youth Leadership and Active Citizenship group received over 70 applications to become lead activists. A conference took place and the five areas were: Care for creation; Care for others; Care for self; Keeping self and others safe and Educating self. The priorities for this group were shared virtually with all pupils in January.
- Younger pupils said they felt safe and all knew who to speak to if they needed help, reflecting the effectiveness of the school’s inclusion strategy begun in 2018. Those who need it can use the Emmaus Centre for respite and support.
- The extent of the Catholic Life of the school is confirmed by the comments from sixth formers when discussing ‘difference’. They say that everyone is respectful of each other’s religion. When new pupils come to the school they are given a buddy to support them: ‘You never see a new pupil on their own’. An example of faith in action.

### **The quality of provision for the Catholic Life of the school is outstanding**

- Everyone at The McAuley High School is proud of its heritage and tradition. A clear and effective Vision statement which expresses the educational mission was created with the staff and governors. A subsequent Vision document was created by pupils with staff guidance and informs the main thrust of the Catholic Life of the school. It can be found in student planners. Coupled with an insightful document, ‘Our Ambition’, which was created by the aptly named Servant Leadership Team, the authors, current Senior Leadership Team, highlight the centrality of Catholic Life in school. The Ofsted monitoring visit in June ’21 stated, “You and other leaders place pupils firmly at the centre of your work. Pupils feel that you have their best interests at heart and that staff listen to their concerns”.
- Staff are committed to the implementation of the mission statement across the curriculum. They actively support it through prayer, and through their continuous professional development and induction programmes which are being reignited post pandemic. There is a strong sense of community on all sites. This can be seen in the

strong relationships between staff and the senior leadership team as well as among pupils and other adults in school. Staff wellbeing is a genuine focus for senior leaders as seen in the comment from one member of staff who stated, “Senior leaders are genuinely concerned about staff wellbeing, this really is a community, there is always someone you can go to for help or a chat, it is a lovely place to work”. There are strong relationships between adults and pupils. Pupils clearly respect and like their teachers.

- High standards of behaviour are promoted by the school. Pupils’ behaviour is very good outside the class room, when moving between sites and during breaks. Behaviour for learning in the classroom is very good. School continued to monitor ‘Attitude to Remote Learning’ during lockdown. Data from monitoring shows a significant increase in student engagement over a ten-week period. This success led to staff continuing to monitor attitudes to learning which was picked up by Ofsted and described in a positive light.
- A strong and tangible commitment to Catholic social teaching is evident in the Curriculum planning in RE. A curriculum review from 2019 looked to embed ‘7 aims’ which are reflected in all curriculum areas: Aspiration and Personal Development, Life-long Learning, Knowledge base, Communication and Teamwork, Critical thinking and problem solving, Equality and Diversity, and Stewardship. Pupils spoke about ‘fairness and helping each other’ and the desire to do the right thing, demonstrating a respect for human dignity and the planet.
- The school has shown a commitment to supporting the community through its charitable giving, supporting agencies such as Harvest collections, CAFOD world gifts, SVP hampers, Aid for Ukraine, along with visiting care homes and the CAFOD Walk Against Hunger (April 2022).
- There are some evocative statues, signs and symbols around the school demonstrating its Catholic character. However, it is a large split site and there are some areas that do not have these outward signs of the Catholic nature of the school. All RE classrooms display a crucifix.
- Chaplaincy provision supports and promotes the Catholic Life of the school. The SLT who are effectively Lay Chaplains liaise effectively with local clergy and the Diocese.
- Effective structures are in place to support the most vulnerable pupils in school.
- The pastoral structure is a strength of the school. Pupils know who to go to if they need help or support. The rewards system is used to great effect with Green cards and McAuley Stars being awarded for contribution to the Catholic Life of the school or Collective Worship as well as good work.

- Programmes for personal social and health education (PSHE) and relationships and sex education (RSE), follow the Ten Ten scheme of work and are complemented by the school's own 'Life Character and Culture Curriculum' emphasising that all are to be treated with dignity as all are made in the image of God. This is in line with diocesan guidelines and taught throughout the school year by RE staff. Years 12 and 13 study core RE and follow a planned programme.

### **How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school is outstanding**

- The Governors, the Headteacher and his team are passionate about the Catholic Life of the school and effective in planning for and promoting Catholic Life at The McAuley Catholic High School. Evidence for this was found in planning documentation which is contributed to by a wide range of stakeholders. The Headteacher talks passionately about a school ethos based on Gospel values. It can be evidenced in newsletters, on the well-designed website and in attendance at Diocesan events at which the school is represented. Governors monitor Catholic life through reports which are rag rated to show developments and progress.
- Behaviour is excellent. Policies are in place which ensure everyone, (pupils, parents and staff) understands the procedures. Effective planning for pastoral care is also evident. Pupils in vulnerable groups are cared for and closely monitored. Leaders manage all aspects of pastoral care well. Exclusions are low. Attendance has continued to improve for all groups and is in line with National and above local percentages.
- Middle leaders play their part in planning. Across the school they have rewritten schemes of work (SOW) for key stage 3 to accommodate the newly structured three-year key stage 3. All schemes have a Spiritual, Moral, Social and Cultural thread, the school's Golden Thread. This was seen in the SOW. Examples of Laudato Si were evident in science and geography SOW. Following support from the headteacher and his fellow middle leaders the Head of Music feels music is now re-established within the curriculum and plays a strong part in the Catholic Life of the school contributing to events including worship.
- The Chair of Governors is a frequent visitor to school. He is the Governor link with the RE department. Governors were involved in the creation of the Diocesan Self Evaluation Form (DSEF). they take their responsibilities seriously ensuring monitoring takes place and playing a role in strategic development of Catholic Life.

- The head teacher is the line manager of the lay chaplain. Both formal and informal monitoring of Catholic Life takes place regularly. Leaders encourage events which highlight the Catholic Life of the school, facilitating them.
- All groups interviewed as part of this inspection were highly supportive of the school, praising the leadership, the progress made and the school's ethos. Ofsted monitoring visit June 2021 stated, 'The comments made by many parents in the online inspection questionnaire note the caring ethos and the efforts of staff who have gone "over and beyond", particularly given the challenges presented by the pandemic over the past year'.
- Staff say they feel valued and, while they have been challenged, they believe it is a 'community where everybody cares for each other'.
- The deeply held faith of the head and his team is at the centre of all they do. The tenets of our Catholic faith are openly shared and are threaded through all school policies. Everything the staff do is pupil focused.

## RELIGIOUS EDUCATION

### The quality of Religious Education is good

How well pupils achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

### How well pupils achieve and enjoy their learning in Religious Education is good

- Pupils' attainment in RE is an improving picture. From their varied starting points they make progress in line with national standards. Pupils enjoy RE. They apply themselves well, come prepared for work and work at a good pace. In all lessons observed behaviour for learning was very good. Those pupils, including those with additional needs, are making good progress within lessons and over time as evidenced in their books. Pupils have an understanding of their own progress and most know what their targets are. Pupils are secure in their understanding of Attainment Target 1. They can convey how well they are doing. From evidence in books and discussions they are able to describe a range of skills, including the ability to identify and interpret sources and symbols, engage with religious ideas and integrate them into their own lives (Attainment Target 2). Work in books is marked according to the school's marking policy. This is not consistent.

- Work in books is very good and shows progress over time. It showed attention to detail and a good level of understanding. Differentiation was observed in lessons but was less well evident in books.
- While behaviour is always good and very good relationships exist between staff and pupils, passion and commitment of pupils in RE are not fully apparent in some lessons. Where pupils were tasked well the response was always very good.
- The key stage 3 curriculum is internally designed and in line with the diocesan curriculum guidelines. It provides a structured springboard for the transition to exam work. Pupils observed in this key stage showed interest in their lesson and were able to articulate the knowledge they had acquired.
- The recently appointed Head of RE has worked to create a well sequenced curriculum which is now engaging students. There is a focus on raising attainment for boys and pupil premium pupils.
- Pupils' religious literacy is good. When challenged in lessons they respond well and are able to describe in detail work covered.
- Most classrooms display pupil work and all have key words and displays to support learning.
- RE in the sixth form is taught by specialist teachers. There are currently 6 pupils in total studying A Level. Pupils say they enjoy the subject, commenting on the reflective study it entails. Current predicted grades are very good. All students also study General RE as part of their timetable.

#### **The quality of teaching, learning and assessment in Religious Education is good**

- The quality of teaching is good with some examples of outstanding teaching. At its best it enthuses pupils and engages them totally allowing them to make sustained progress.
- All lessons observed were at least good. In some lessons pupils were off task and needed prompting to engage.
- Teachers, have a clear understanding of the value of RE which they endeavour to communicate to pupils. The department is intelligently led by a subject specialist who is effective at planning and selecting resources which promote good learning. Resources are made available on Microsoft Teams and teachers adapt them to the needs of their group. A limited range of teaching strategies was seen. Highly effective use of questioning was in evidence. Where it was used it was transformative and had an immediate impact. Teachers are efficient at managing their time and all lessons observed showed good pace. Some lessons were outstanding, engaging the pupils and having an impact on learning.

- Homework in all key stages follows the school's policy, is regularly set contributing to pupils' learning, allowing them to consolidate their learning. Pupils are given time and opportunity to respond to teacher feedback which sometimes takes the form of marked work and at other times it is verbal feedback.
- Assessment is proving effective. It is used to check pupils' progress and attitudes to learning. As a result of these assessment processes teachers have a sound knowledge and awareness of pupils' prior learning and capabilities, which enables them to meet the specific needs of all those in their group when planning. Data from assessments is gathered every term and shared with parents. Other forms of monitoring include lesson observations, learning walks and book scrutiny. The school's reward systems of Green cards and McAuley Stars reward good work and attitudes to learning.
- The Head of RE ensures that schemes of work are in line with the Bishops' conference requirements. She meets regularly with her team and they have a shared vision for the department. High energy levels amongst staff teaching RE make for a lively focused environment. They work as a team and are exceptionally well led. They have contributed to whole school professional learning.

**How well leaders and governors promote, monitor and evaluate the provision for Religious Education is outstanding**

- Leadership and management are ambitious for the pupils in their care. The RE department is managed by a newly appointed Head of RE who values a collegiate approach to leading. Review and Self-evaluation are encouraged by the senior leaders and governors. They are rigorous and challenge the staff and pupils to be the best they can be. Targeted planning and monitoring have enabled the RE department to continue to focus on raising standards in teaching and learning and attainment.
- Leaders are well informed of current best practice and are employing a range of strategies to ensure the department is always striving to achieve highly. Leadership of the RE department is excellent and informed by a high level of expertise and vision to improve teaching and learning and ultimately outcomes for all. Attitudes and relationships within the department are outstandingly positive. Leaders model the high standards and expectations of behaviour expected for all those in their care.
- Planning is collaborative and thorough. Data is assiduously gathered and shared with governors and senior leaders. The key stage 3 curriculum is skilfully designed to meet the wide range of pupils' abilities and needs. Relationship and sex education (RSE) is in line with the diocesan guidelines and is delivered by the RE department. This

delivery of RSE should be reviewed to ensure that the 10% of Curriculum time is devoted solely to RE teaching to ensure that it meets the standards set out by the Bishops' Conference which come into operation in September 2022.

- Leaders have ensured that the curriculum offers opportunities for pupils to engage with the sacramental and liturgical life of the school. Links with parishes and outside agencies enrich the programme further which in turn enhances pupil learning and progress.
- Governors are actively involved in detailed analysis of performance data throughout the academic year. At the start of the autumn term a thorough analysis of data takes place where priorities for the coming year are identified, the curriculum lead then plans for these.
- RE lessons are well resourced in terms of staff, physical resources and curriculum time, ensuring it has parity with other core subjects. The curriculum does not currently meet the requirements of the Bishops' conference with a minimum of 10% curriculum time dedicated to RE while it includes RSE. Creative use of resources including staffing and the appointment of two members of RE staff to the Senior Leadership Team ensures the RE department is very much a core subject in school and that it is meeting the needs of all pupils.

## COLLECTIVE WORSHIP

### The quality of Collective Worship is good

How well pupils respond to and participate in the school's Collective Worship	2
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	2
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	2

### How well pupils respond to and participate in the school's Collective Worship is good

- The acts of Collective Worship observed were teacher led, virtual and limited due to Y10 exams taking place in the Hall. They held the pupils' interest and inspired some to reflection. Responses in the classroom were muted but a respectful silence was seen. The prayer life of the school is evident in and around school in displays and in the chapels on both sites. One pupil when asked if there was a school prayer happily recited it without being asked. Evidence was seen of liturgy and worshipful

events online, which can be observed by the whole school community. An Associate Head (Strategic Communication) uses a variety of social media platforms including a YouTube channel, Instagram and Facebook to host and promote such events. When spoken to, pupils were able to articulate very clearly what it meant to be part of a Catholic School and how it has helped them. An example was the inspiring 'Resurrection Liturgy' written and performed by sixth form students.

- During lockdown a series of virtual liturgies took place which were well received by pupils.
- Anecdotal reports of end of year Masses and liturgies during Advent were received and video evidence of a variety of liturgies was also seen. Such events were well received and favourably remembered by staff and pupils.
- The school day begins with a prayer and pupils follow the liturgical year and Church feast days throughout. When questioned about their knowledge of the liturgical year the pupils were knowledgeable and liturgically literate.
- There is a sense that pupils are aware of each others' different backgrounds, be it ethnic, religious or socio economic, and that a genuine moral awareness pervades.

#### **The quality of provision for Collective Worship is good**

- Prayer and worship are central to the life of The McAuley Catholic High School. While less than half the pupils are baptised Catholic, a large number are Christians and all respect the prayer life of the school.
- The high priority that Collective Worship is being given by the leadership provides a sense of belonging to a faith community which takes seriously its mission in education. Prayer opportunities are carefully planned in the McAuley Ethos planner and follow the seasons of the Church. These and the Mansion feast days supported by leadership provide regular opportunities for worship and reflection. A variety of liturgical experiences has been used. Liturgical dance, music, mime and drama were evidenced.
- The Headteacher and his senior leadership team have an excellent understanding of the Church's liturgical heritage, its rites and seasons. They are passionate and determined in ensuring that pupils are given high quality experiences which are provided throughout the liturgical year.  
The Chaplaincy leadership is currently being carried out by one senior leader and the Curriculum Leader for RE. There is a challenge for such a big school with three sites to effectively coordinate this on. Work has already begun to identify the reach of Chaplaincy across the sites and to maximise its effectiveness. A further challenge is the low numbers of Catholic teachers - currently 35%.

- Opportunities for attendance at Masses and liturgies are extended where possible to Governors, parents and local clergy, providing a connection with the wider community to share in the prayer life of the school.

#### **How well leaders and governors promote, monitor and evaluate the provision for Collective Worship is good**

- The school community benefits from leaders, Governors and middle leaders who are committed to promoting good quality Collective Worship. Many are highly experienced at delivering outstanding experiences in Collective Worship themselves.
- The school has also ensured that there are opportunities daily for reflection and prayer for staff and pupils in the morning and for staff before staff meetings. All continuous professional development sessions begin with a prayer. Induction of new staff has a focus of working in a Catholic school. Further staff-led INSET took place with a focus in Lent on the Stations of the Cross.
- Staff have a positive view of ongoing formation which they feel is effective. Six members of staff hold the Catholic Certificate in Religious Studies. There is a planned programme for Collective Worship which can be flexible to respond to current events, for example the 40-year anniversary of the school, which is being celebrated by the Bishop on Friday 6<sup>th</sup> May with a Mass at the Keepmoat Stadium. This is a whole school event.
- Leaders and the governing body have a keen understanding of the Church's year and ensure that events and liturgies are planned to reflect this. Pupils' responses to such events are very good. There is a buzz around school with regard to the anniversary event. The school's leaders frequently lead Collective Worship, modelling good practice for staff and pupils.
- As part of the self-review process, leaders meet with key deliverers of Collective Worship weekly. Information regarding Collective Worship is reported to Governors via the Head's report, newsletters and the website.
- Leaders and Governors are proactive in seeking to elicit the views of all groups in the school, staff, parents, carers, pupils, support workers and governors regarding the quality and appropriateness of Collective Worship. The Chair of Governors is personally supportive and frequently involved in Collective Worship in the local parish church thus bringing a good deal of experience to his role in monitoring its quality and impact. Leaders seek the views of all stakeholders when reviewing the quality of Collective Worship.