



# Diocese of Arundel & Brighton

## Education Service

### Secondary RE Adviser Interim Monitoring Report

**Name of school:** St Wilfrid's Crawley

**Headteacher:** Michael Ferry

**DATE:** Friday 5<sup>th</sup> November 2021

**Education Service representatives:** Julie Oldroyd, Sarah Feist, Claire Franke

**Head of RE:** Ciara Baldwin supported by Claire Cross (new in post)

**Chaplain:** Claire Franke

*'To provide an inspiring and personalised education for all students, enabling them to realise their full potential in a dynamic environment which follows the teachings of Christ and His Church'*

<b>Catholic Life of the School</b>	<b>Fully in place</b>	<b>Partly in place</b>	<b>Not yet in place</b>
The school regularly monitors and evaluates its provision and outcomes in order to plan future improvements.	√		
<b>Comments:</b>	The HT works in a close partnership with the school Chaplain to ensure that the school continually strives to further develop the Catholic life of the school. The school fully informs the Governing Body through regular reporting and the chair reported that challenging questions are asked of the leadership team. Staff and pupil voice inform future provision to ensure continual development.		
<b>Recommended Actions:</b>			
The governing body /Link RE Governor is influential and fully involved in the Catholic Life of the school and offers support and challenge.	Fully in place √	Partly in place	Not yet in place
<b>Comments:</b>	The chair of governors reported that even during COVID and school closures they were kept informed virtually. He reported that although it had been difficult to come into the school there had been opportunities recently to attend meetings and take part in Masses and celebrations. The Chaplain has ensured that students/ families and governors have had opportunities to take part in virtual celebrations and acts of worship. Additional support was given to families through 'prayer requests' which is something the school intend to keep in place.		
<b>Recommended Actions:</b>			
The school Mission Statement reflects Gospel Values and is regularly reviewed or been reviewed recently.	Fully in place √	Partly in place	Not yet in place
<b>Comments:</b>	The mission statement and ethos of the school is clearly visible on the school website and around the school and underpins school values. In school students know the school prayer. Although the students were not able to quote the Mission Statement verbatim, they were able to articulate how the mission statement is lived out daily.		
<b>Recommended Actions:</b>	Use the Year 7 community days as a way of introducing the students to the Mission Statement.		

Other school policies support the Catholic life of the school.	Fully in place √	Partly in place	Not yet in place
Comments:	All policies viewed on the school website have a piece of relevant, reflective scripture at the forefront. Policies that are linked to the Catholic ethos of the school are rooted in Gospel Values, a prime example being the Behaviour for Learning Policy.		
Recommended Actions:			
Statutory requirements for Collective Worship are in place.	Fully in place √	Partly in place	Not yet in place
Comments:	The statutory requirement for a daily act of worship is in place and the school has a full programme of liturgical celebrations planned throughout the school year that follow the cycle of the Church year. These are documented in the extensive and informative Chaplaincy Handbook. All students and staff spoken to during the day valued the chaplaincy provision in the school and that which spills out into the community. Many are eager to take on leadership roles within it and actively participate in the variety of opportunities offered. This was evident in the school Mass that was enhanced by students leading the music and readings. The Chaplain has worked hard to develop prayer and worship resources for staff to use in tutor time along with a bank of resources that can easily be found on the school's shared drive. The very positive working relationship that the Headteacher, Chaplain and Head of RE has developed is a strength of the school and a model that can be shared with other schools. The school is very well supported by the local clergy.		
Recommended Actions:	Staff to continue to model good practice in planning and delivering liturgy to ensure all students have a consistent experience in taking on the role of planning, ministering and evaluating their own prayer and liturgy resources.		
The school has good links with the home and parish and promotes Community links.	Fully in place √	Partly in place	Not yet in place
Comments:	The school, the chair of governors and local priest, report that links with parents/carers and the parish community is a positive one. Students have the opportunity to engage with retreat days, class acts of worship and a variety of other prayer experiences. The school, conscious of being a deanery school, encourages joint working and initiatives with other deanery schools. A sample of students of the school when interviewed, talked about their links with local Catholic primary schools, their work in the community, their work towards CAFOD initiatives and their charitable giving. The school's programme of linking with the wider community is through a variety of ways linked to their house system, these are changed annually and sometimes in response to an individual need. Some of the charities being supported are CAFOD, Friends of Embark, Mark Lay, MacMillan, St Catherine's Hospice, Chestnut Tree House, Mary's Meals and the Christmas shoebox appeal in the past. There is a strong link with the Catenians who are supporting students from the school and parish by fundraising for the pilgrimage to Lourdes. When interviewed, students talked about their role in supporting others, one saying <i>'what makes us special here is that we are charity focused, we think of the community outside school as well as inside school, helping those who need help and are less fortunate than us, for example the homeless, we support them in practical ways'</i> .		
Recommended Actions:			
Prayer and worship are central to the life of the school.	Fully in place √	Partly in place	Not yet in place

<b>Comments:</b>	<p>The Chaplaincy handbook details the prayer and worship life of the school and its cycle linked to the liturgical year. There are timetables for worship across the school. The prayer life of the school is evident in the comments from the students, the displays and the artefacts in each classroom, the library and around the school environment. There are prayer and scripture quotes around the school and students, when interviewed, could talk about how these inspire them in their daily lives. The role of the Chaplain in supporting other schools and other Chaplains in the Diocese is to be commended.</p>		
<b>Recommended Actions:</b>			
<b>Staff development ensures all teachers understand the distinctiveness of a Catholic School. <i>Especially in relation to RSE.</i></b>	Fully in place √	Partly in place	Not yet in place
<b>Comments:</b>	<p>The HT is passionate about all staff understanding what it means to be a member of St Wilfrid's Catholic school. This begins at interview. There is a full programme of staff induction and regular CPD both in-house and diocesan. The pastoral team and the Chaplain work closely together to ensure that Church teaching is integrated throughout all subjects and special links are formed between departments especially relating to PSHE and RSHE.</p> <p>In preparation for the Statutory Guidance for RSHE all staff undertook the CES / TenTen training on-line. The school reported that this was a refresher for school staff and an opportunity to build new teaching into the already strong curriculum for PSHE. Relationship and Sex Education is seen as everyone's responsibility not just one department and the links across subjects have been strengthened. There is further training planned on 'how to have difficult conversations' and a script for a film to answer questions for parents is being written.</p> <p>The RSHE policy has been formed using diocesan and CES guidance documents.</p> <p>Parental consultation has taken place and the most common feedback was 'thanks'. One of the foundation governors has been involved in the preparation for the new guidance and been challenging in their questioning especially in relation to supporting those children who may be more vulnerable due to SEND.</p>		
<b>Recommended Actions:</b>	The next steps are to skill staff in questioning and facilitating discussions with students.		

<b>Religious Education</b>	<b>Fully in place</b>	<b>Partly in place</b>	<b>Not yet in place</b>
Staff development ensures all staff who teach RE are supported and equipped through regular CPD to deliver the RE syllabus.	√		
Comments:	The school has invested in developing the RE department with a subject leader, a deputy subject leader, assistant subject leader, pastoral leader/DHT and three dedicated RE teachers. All work closely with the Chaplain. Since the Chaplain has reduced hours to work in the diocese as Secondary Adviser for RE, each RE teacher has taken on a performance management target related to Chaplaincy. This collaborative chaplaincy model is a strength of the school. CPD is regular and a focus has been on promoting more creative lessons.		
Recommended Actions:	Monitor the impact of this extended way of working and disseminate this good practice and strong working relationships across other schools in the diocese.		
RE teaching is clearly evident through displays.	Fully in place √	Partly in place	Not yet in place
Comments:	The school has moved the classrooms into one area to give RE parity with other core subjects. Each RE teaching room had a display on key words linked to KS4 GCSE driver words. There are a variety of displays throughout the school that relate to the Catholic ethos. There were examples of student work on displays in some areas. In the 6 <sup>th</sup> form a display on metacognition is used by students to remind them of how to be independent learners, with a focus on retrieval. Outside of the RE classrooms, there are display which support the ethos of the school and the RE curriculum e.g. the Equality and Climate Change staircases.		
Recommended Actions:			
RE features in School Improvement Plan.	Fully in place √	Partly in place	Not yet in place
Comments:	School improvement plans ensure that RE changes have a positive impact on the teaching and learning and that this is consistent across the department. There has been an introduction of spiral testing for KS4 to support the preparation for exams. RSHE has featured in the SIP. Extension and stretch tasks are included on lesson PowerPoints with a focus on supporting access to the higher levels required at GCSE.		
Recommended Actions:			
RE / RSE/ EPR Policy and practice is current and in line with diocesan guidance.	Fully in place √	Partly in place	Not yet in place
Comments:	RSHE policy and practice is fully updated and in line with diocesan and CES policy. The role of the Chaplain as having oversight for PSHE ensures fidelity to Catholic Church teaching.		
Recommended Actions:	Share this model of good practice.		
RE meets the Bishop's Conference directives e.g.10 % curriculum time devoted to teaching and learning RE in KS3 & KS4 - 5% curriculum time in KS5 GCSE Syllabus	Fully in place √	Partly in place	Not yet in place
Comments:	The school is teaching GCSE using the EDEXCEL specification. The Head of RE made the decision to change the specification from		

	AQA to support the students more fully in preparing for examination. This change reflects the understanding that the Head of RE has of the needs of the student and all students sit the GCSE exam. A level students study OCR Philosophy and Ethics. The HT and head of RE reported that at least 10% curriculum time is dedicated to the teaching and learning of RE in KS3 & KS4 and 5% in 6 <sup>th</sup> form. The Spiritual Development classes observed in the 6 <sup>th</sup> form were topical with most students engaging well with the lessons. Students, during lessons observed were highly respectful of each other's opinions.		
<b>Recommended Actions:</b>			
<b>There are rigorous monitoring and evaluation procedures in place for RE.</b>	Fully in place √	Partly in place	Not yet in place
<b>Comments:</b>	The Head of RE reported that regular monitoring takes place through observations and learning walks with the HT. Assessments are moderated within the RE Department and there are regular department meetings. Feedback is given to all members of the department with their next steps.		
<b>Recommended Actions:</b>			
<b>There is regular scrutiny of Pupils' work to ensure continuity and progression.</b>	Fully in place √	Partly in place	Not yet in place
<b>Comments:</b>	The Head of RE reported that book scrutiny forms part of the regular monitoring and evaluation.		
<b>Recommended Actions:</b>			
<b>Planning, marking and feedback promotes learning and progress for all groups of students.</b>	Fully in place	Partly in place √	Not yet in place
<b>Comments:</b>	All marking follows WWW (what went well) EBI (even better if) & DIN (do it now). Yellow assessment sheets are also included in each student's book. The school report that there is already a noted improvement in written work. The structure around assessment has been formalised in line with the assessment and marking policy of the school.		
<b>Recommended Actions:</b>	Greater consistency across all groups at all stages for the use of marking and assessment sheets.		
<b>Within lessons teaching promotes purposeful learning, progress and attainment for all groups of students.</b>	Fully in place √	Partly in place	Not yet in place
<b>Comments:</b>	In all lessons observed, students were engaged through the well-planned lessons that included relevant and current issues. Students were able to articulate what they were learning and how it linked to prior learning. Themes have been re-created in line with the RECD and each key stage map flows into the other. The curriculum map was in most of the books presented for observation. When interviewed, students discussed how teachers were supportive during lessons and after lessons if required. Students were keen to talk about the lessons that were provided over teams during COVID and how teachers sent videos to help them further if required. One student said 'Our teachers have worked so hard to help us get the best grades we can'		
<b>Required Actions:</b>			

**Key Issues from previous Section 48 Report Inspection if applicable. Oct 2017**

- **Continue to develop strategies for the recruitment and retention of Catholic teachers of Religious Education**
- **Develop teaching strategies and related resources to increase student engagement in order to promote a culture of profound learning**

Key issues have been addressed **YES and ongoing**

Progress has been made since the last Section 48 Inspection **YES**

The school has robust systems in place to evaluate its Catholic Character and standards in RE **YES**

A further visit is required **NO**

**Areas to celebrate:**

- The school's mission, driven by the Headteacher, to be a Catholic community is ***'not just words, but a lived reality'***.
- A fully committed Headteacher, Senior Leadership Team, Head of RE and Chaplain who are continually striving to ensure RE and the Catholic ethos remain at the heart of the school.
- Behaviour for learning is excellent in class and behaviour around the school in all areas is exemplary.
- Students in the school embrace their faith and put this into action.
- Voluntary attendance at Mass is high.
- Students report that on entering the school there is ***'a buzz, this is a homely place, a place where we all feel welcome; it is full of love all the time'***
- The transition for students from primary into KS3 is well supported and the diocesan 'ABRIDGE' resources have been well received.

- New staff are included in the Year 7 tutor group retreat which helps staff become fully aware of the Catholic ethos of the school.
- Students are proud to talk about the positive relationships they have with staff and how teachers support the opinions of all.
- The RE department has moved to dedicated classrooms closer together within the school to show parity with other core subjects.
- Changes to the curriculum have had a positive impact on the engagement of all students, evidenced through student voice.
- The Head of RE is highly effective and is developing her team.
- The Chaplain has developed outstanding resources which she has shared with other diocesan Chaplains.
- The commitment to ensure all staff engage in CPD and discussions to support all staff's understanding of Catholic teaching, especially in relation to RSHE.
- Chaplaincy and the RE department have developed a united approach to the RE teaching and Catholic life of the school.
- There is an increased number of students year on year taking up the A level.
- There are a wide range of initiatives and charitable giving for students to partake in to put their faith into action.

**Recommendations following this visit:**

- Staff to ensure all students have a consistent experience in taking on the role of planning, participating, and evaluating their own prayer and liturgy resources.
- Ensure there is even greater consistency across all groups and key stages in expectations of marking and assessment and the sheets being used to record these.

**Headteacher Comments:**