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| REPORT TITLE  2018 |
| ST AUGUSTINE’S RC HIGH SCHOOL  RECRUITMENT PACK FOR THE POST  OF HEADTEACHER  START DATE: 1st JANUARY 2024 |
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| *“We want our pupils to be safe, happy and successful”*  School Mission Statement 2023 |

Welcome from Des Callaghan, CEO Romero Catholic Academy Trust

Thank you for your interest in this post. Due to the current Headteacher moving to the position of Director of Education (Secondary) at the Trust, we have an exciting opportunity for a dynamic and inspirational leader to join St Augustine’s RC High School.

As the Headteacher of St Augustine’s, you will have the full support of the Romero Catholic Academy Trust (RCAT) with a comprehensive school improvement offer, to help you move the school forward with a network of support from serving practitioners. You will also have the support from our Human Resources, Finance and Governance team which will enable you to focus more of your time on effective leadership and management at all levels, high quality of education, high standards of behaviour and attitudes, strong personal development.

You will be joining a Trust that currently includes 3 secondary schools, 8 primary schools and is growing very rapidly. By 2030 RCAT will be one of the largest Trusts in the region with nearly 60 schools, including nine high schools. This means you will have the support of the growing network of Headteachers and leaders across the Trust with huge potential benefits for each of our schools.

Funding has recently been approved for a new building to accommodate the expansion of the school roll with the admission number rising from 215 to 240 from September 2023. The new school building, which is currently in the planning phase, will also incorporate a SEND unit specialising in Cognition and Learning which provides an exciting development for the school, building on a tradition of excellence in this area.

We believe that all our schools have their own distinct ethos within the shared Catholic values of the Trust, which are valued and celebrated, and for which you will be responsible for creating and maintaining. Our scheme of delegation reflects that, with all Headteachers being responsible for the strategic direction and operational management of their schools, with high levels of delegation to the school. We are hugely ambitious for our pupils and have a shared responsibility for all the pupils in our schools. If you share this ambition, we would love to hear from you.

Welcome from the School Governors

Thank you for requesting information about the position of Headteacher at our school.

St Augustine’s is an oversubscribed mixed 11-16 Roman Catholic High School with over 1,100 pupils on roll. From our original intake of 450 pupils in 1963 we have grown steadily in popularity and are now one of the largest Catholic high schools in Lancashire. Our location is enviable. Surrounded by fields, with Pendle Hill as a backdrop, we enjoy a beautiful rural setting. Billington is a short walk from the ruined twelfth century Cistercian Abbey of Whalley, one of the most attractive villages in the Ribble Valley. The school is also a short drive away from the market town of Clitheroe, dominated by its little castle, and the Pendle villages associated with the seventeenth century witchcraft trials. The Ribble Valley is a lovely part of the world, often listed in the “Best Places to Live in the UK” surveys, and despite being largely rural, its population is rising.

The school has a large catchment area. We have ten partner primaries, four of which are small rural schools. Around 95% of the Year 6 pupils in our partner primaries move on to us. The socio-economic profile of our intake is diverse and reflects our comprehensive nature. The 2000, 2006, 2009 and 2013 OFSTED reports all described our pupils’ behaviour as “outstanding.” In December 2022, St Augustine’s joined the Romero Catholic Academy Trust, one of the three Multi Academy Trusts (MAT) established by Salford Diocese. You can find out more at [www.romerocat.com](http://www.romerocat.com)

Our staff is made up of 65 full-time teachers and a further contingent of part-time teachers, support staff, and colleagues with site, technical and administrative responsibilities which brings the total to around 140. Staff turnover is relatively low, but we have a regular and very welcome intake of new colleagues who are provided with an excellent induction programme and settle in very quickly. We have a comprehensive CPD programme and are very proud of our strong track record for St Augustine’s staff being promoted elsewhere.

The school has a strong academic record and has been identified over a number of years as a centre of excellence. In November 2013 we were delighted to be judged by OFSTED as “an outstanding school”. Outstanding grades were given to all four key areas of school performance, Achievement, Quality of Teaching, Behaviour & Safety and Leadership & Management. The report commented that students showed their maturity in the respect they showed one another and the pride they had in the school– we believe this is still true in 2023! Our Section 48 Salford Diocesan Inspection was conducted in May 2019 and described St Augustine’s as “an outstanding Catholic school”.

If you are the successful candidate, you will be a welcome addition to our school. You will lead a strong, stable and supportive community held in affection and high regard by the local community. Our staff hold deep loyalties to St Augustine’s and willingly go that extra mile for our children. Our school website, [www.sarchs.com](http://www.sarchs.com) , has a wealth of information about life at St Augustine’s so do please take a look at it if you would like to learn more about our school.

Application process

Please ensure that you provide a separate, personalised supporting letter, bespoke to St Augustine’s RC High School to accompany your application form. The letter should be a maximum of 1,300 words with normal margin settings and Arial font size 10.

Candidate advice and guidance from the Diocese

Thank you for your interest in the post of Headteacher at St Augustine’s Roman Catholic High School, which is part of the diocesan Romero Catholic Academy Trust and one of our diocesan schools.

Within this information pack prepared by the school, you will have a copy of the Diocesan Equal Opportunities Statement adopted by the Trust and school. You will also note that the appointment will be under the terms of

the Catholic Education Service contract. If you are not familiar with this contract, it can be found on the CES website.

The Trust’s Board and the School’s Governors will offer the successful applicant a contract based on this CES model. As a possible candidate you may be uncertain about the contract in relation to your personal circumstances or previous teaching experience, especially if you are not currently teaching in a Catholic school. The diocese and the school’s governors are fully aware that everyone’s experience and circumstances are unique, and we find that any concerns can sometimes be resolved through a confidential prior discussion. Therefore, we offer all candidates the opportunity to discuss these issues in complete confidence should they wish to do so. Please feel free to contact the Diocese prior to making your application or at any time during the appointment process.

Important advice regarding faith references

As you are aware, the person specification for the post to which you are making an application states that you are asked to provide a ‘positive and supportive faith reference from a priest where you regularly worship.’

At a time when priests are often assuming responsibility for larger pastoral areas it is becoming increasingly common for priests not to know parishioners as well as they might have in the past. In the light of this we offer the following advice when seeking faith references.

1. Speak to the priest before completing your application and ask if he agrees to you including him as a referee.

2. Provide him with an outline of - your involvement in parish life e.g., Eucharistic minister, reader, etc (it may be that currently you are not heavily involved in parish life due to other commitments)- your present post - school, areas of responsibility- the post to which you are applying - name of school, post, etc

By following the above advice, you are able to prepare the priest for the reference request and so ensure it will be completed as fully as possible.

Definition of practising Catholic

“Christ at the Centre” is the adopted Salford Diocesan guidance which sets out our understanding of what it means to be a “practising Catholic” in relation to Catholic schools. The document can be accessed via the Catholic Education Service website.

Bishop’s Memorandum

As a minimum requirement it is the ‘Bishops’ Conference of England and Wales that expects that the posts of Headteacher, Deputy Headteacher and Head or Coordinator of Religious Education are to be filled by practising Catholics. Whilst these posts have traditionally been used in schools, other senior leadership posts, and terminology, have come about in practice, often as a result of collaborative working arrangements between schools. Terms which are being used more frequently, and which are not defined in legislation for example: Executive Headteacher, Associate Headteacher and Head of School. The principle to be applied is that this minimum requirement will apply to the most senior leadership post i.e. the person with overall responsibility for the day-to-day management of the school, and the person who is the second most senior person in the leadership team.

North West Diocesan statement on equal opportunities in employment

The principle of equal opportunity for all is consistent with social justice and with the Christian ideal of recognising the dignity and worth of all who work or wish to work in our schools. The governing body is therefore committed to employment procedures which comply with discrimination legislation and do not discriminate on grounds of age, gender reassignment, race, colour, nationality, religion, sexual orientation, ethnic origin, marital status or disability.

We recognise and value the current and future contribution to our school of staff who while not sharing our Catholic faith make a strong and sincere commitment to the school’s Christian values and Mission Statement.

The preservation and development of the quality and distinctive nature of Catholic schools depends on the faith, practice and commitment of the teachers in the schools, working with their Governing Bodies. Some teaching posts include specific responsibility for providing leadership and direction in the religious life and Catholic identity of the school and in these cases, there will be a requirement that the successful candidate is a baptised and practising Catholic.

Job Advert

Headteacher

Leadership Spine Points L31 TO L37

Required to commence 1st January 2024

Closing date: Friday 23rd June 2023 12noon

St Augustine’s is a large and friendly school, under the Trusteeship of the Salford Diocese and part of the Romero Catholic Academy Trust, which welcomes pupils of all Christian denominations and world faiths or no faith. Our community is one in which we aim for our pupils to be safe, happy and successful in a positive atmosphere where every person is known, valued and given the support and guidance they need while being excited by the challenges and opportunities before them.

We have an exciting opportunity for a dynamic and inspirational leader for our ambitious school which is part of Romero Catholic Academy Trust. We wish to appoint a practising Catholic Headteacher with a strong personal faith and the vision and leadership to build and develop our school.

This is an exciting opportunity for an individual with strong senior leadership experience wishing to develop their career leading our school.

We can offer you:

* A Board of Directors and a LGB who have high expectations in delivering the strategic direction of the school and are positive and supportive;
* A stable and effective leadership team committed to setting and delivering ambitious goals;
* A strong, supportive and dedicated staff team;
* As part of the Trust, support from the Central team;
* Committed students who are eager to learn, in an atmosphere where they all feel valued and respected;
* The opportunity to make a real difference to lives of the students and community we serve;
* The opportunity to play a pivotal role in sustained school improvement;

Visits to the school are warmly welcomed, in fact encouraged, and can be arranged by contacting the school office on 01254 823362

Closing Date:   Friday 23rd June 2023 12noon

Shortlisting: Tuesday 27th June 2023

Interview: Wednesday 12th & Thursday 13th July 2023

*St Augustine’s RC High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Appointment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service.*

Job Description

Headteacher

Accountable To: Trust CEO and Board of Directors

Introduction

The school has been designated by the Secretary of State as a school with a religious character. The Trust’s Articles of Association confirm that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with Canon Law, the teachings of the Catholic Church and the diocesan trust deed. At all times the school is to serve as a witness to the Catholic faith in Our Lord Jesus Christ. The post is therefore reserved for a practising Catholic who can show by example and from experience that he or she will ensure that the school is distinctively Catholic in all its aspects.

This appointment is made by Romero Catholic Academy Trust, in consultation with the Local Governing Body of the school and is subject to the terms of the Catholic Education Service contract signed with Romero Catholic Academy Trust as employers. The post is under the current conditions of service for Headteacher contained in the School Teachers’ Pay and Conditions document, as well as all other current education and employment legislation and statutory guidance.

This job description is based on the key areas identified in the Headteacher Standards (2020). These standards are in turn built upon the Teaching Standards (2011 and updated 2021) which apply to all teachers, including the headteacher.

The Academy Trust Board, Governing Body and the Diocese acknowledge the importance of the role of the Catholic Headteacher and will actively offer continuing support, encouragement, affirmation and realistic challenge to the successful candidate.

St Augustine’s RC High School is an academy with Romero Catholic Academy Trust. Romero Catholic Academy Trust and the Governing Body are committed to safeguarding and promoting the welfare of children and young people. The headteacher must ensure that the highest priority is given to following the guidance and regulations relating to safeguarding and child protection. Appointment is conditional upon receipt of satisfactory Disclosure and Barring Service (DBS) checks in relation to criminal and child protection matters.

Roles and responsibilities of the Headteacher

1. School culture

As Headteacher, you will:

* Recognise the authority of the Bishop in relation to the provision of education in the Diocese and work within the school and parish community to create and promote an educational vision and values for

the school which take account of the school’s Catholic mission and of the diversity, values and experiences of the school and the community it serves.

* Establish and sustain the school’s ethos and strategic direction in partnership with the trust and others responsible for governance and through consultation with the school community
* Create a culture where pupils experience a positive and enriching school life
* Build a school culture and curriculum based on Gospel values, the teaching of Jesus Christ and the Catholic Church, which take account of the richness and diversity of the school’s communities
* Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
* Hold and articulate clear Catholic values, promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
* Ensure a culture of high staff professionalism

1. Teaching

As Headteacher, you will:

* Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
* Ensure the curriculum, and its delivery, is in accordance with the teachings and doctrines of the Catholic Church. Ensure quality provision for pupils’ spiritual, moral, social and cultural education in line with the distinctive Catholic nature, purpose and aims of the school
* Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains

1. Curriculum and assessment

As Headteacher, you will:

* Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
* Ensure arrangements for the daily Act of Collective Worship and the spiritual life of the school. Ensure the diocesan policy for Religious Education is fulfilled
* Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
* Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
* Ensure valid, reliable and proportionate approaches are used when assessing pupils’ knowledge and understanding of the curriculum

1. Behaviour

As Headteacher, you will:

* Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
* Ensure high standards of pupil behaviour and courteous conduct in accordance with the school’s behaviour policy
* Implement consistent, fair and respectful approaches to managing behaviour
* Ensure that adults within the school model and teach the behaviour of a good citizen

1. Additional and special educational needs and disabilities

As Headteacher, you will:

* Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
* Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
* Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
* Ensure the school fulfils its statutory duties with regard to the SEND code of practice

1. Professional development

As Headteacher, you will:

* Create an ethos based on Catholic values within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
* Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
* Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers’ professional development
* Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

1. Organisational management

As Headteacher, you will:

* Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
* Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
* Ensure staff are deployed and managed well with due attention paid to workload
* Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
* Ensure rigorous approaches to identifying, managing and mitigating risk

1. Continuous school improvement

As Headteacher, you will:

* Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
* Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school’s context
* Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

1. Working in partnership

As Headteacher, you will:

* Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
* Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
* Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

1. Governance and accountability

As Headteacher, you will:

* Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility as set out in the Trust’s Scheme of Delegation
* Establish and sustain professional working relationship with those responsible for governance
* Ensure that staff know and understand their professional responsibilities and are held to account
* Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Person Specification

Headteacher

*As the Academy is a Catholic school, designated as such, the Directors are accountable to the bishop to ensure that the Academy is conducted as a Catholic school in accordance with Canon law and the teachings of the Roman Catholic Church so that, at all times, the Academy may serve as a witness to the Catholic faith in Our Lord Jesus Christ. The post therefore requires a practising Catholic who can show by example and from experience that they will ensure that the school is distinctively Catholic in all its aspects.*

*St Augustine’s RC High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.*

*The applicant will be required to safeguard and promote the welfare of children and young people.*

*Source Key: A = Application Form I = Interview R = References CC = Checking Certificates*

[A] Faith Commitment

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| --- | --- | --- | --- | --- |
|  |  | Essential | Desirable | Source |
|  | Practising Catholic | E |  | A/I/R |
|  | Involvement in parish community |  | D | A/I/R |

To be able to demonstrate their knowledge and understanding of the following in the context of a Catholic school.

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|  |  | Essential | Desirable | Source |
|  | A commitment to strategic thinking and planning that builds, communicates, and carries forward a coherent and shared vision for the Catholic ethos of the school*.* | E |  | A/I |
|  | Leading school worship | E |  | A/I |
|  | Ways of developing religious education and worship | E |  | A/I |
|  | How relationships should be fostered and developed between the school and parish community. | E |  | A/I |

[B] Qualifications

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| --- | --- | --- | --- | --- |
|  |  | Essential | Desirable | Source |
|  | Qualified teacher status | E |  | A/CC |
|  | Degree level qualification | E |  | A/CC |

[C] Professional Development

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Essential | Desirable | Source |
|  | Evidence of appropriate professional development for the role of headteacher | E |  | A |
|  | Up to date safeguarding training and knowledge of legislation for the protection of young people | E |  | A/I/CC |
|  | Has completed a Catholic Leadership Programme/CCRS |  | D | A/CC |
|  | Has successfully undertaken Designated Safeguarding Lead training |  | D | A/CC |

[D] School leadership and management experience

|  |  | Essential | Desirable | Source |
| --- | --- | --- | --- | --- |
|  | Successful leadership as a Headteacher or Deputy Headteacher | E |  | A/I/R |
|  | Experience in more than one school |  | D | A/I |
|  | Evidence of successfully leading school improvement | E |  | A/I |
|  | Evidence of the application of strategies to review, implement, evaluate and improve learning and teaching | E |  | A/I/R |
|  | Experience of curriculum leadership and development | E |  | A/I/R |
|  | Experience of working constructively with parents | E |  | A/R |
|  | Experience of monitoring staff performance | E |  | A/I/R |
|  | Experience of providing professional challenge and support to others through the performance management process | E |  | A/I/R |
|  | To have experience of guiding, coaching, mentoring or training individuals or teams | E |  | A/I/R |

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|  |  | Essential | Desirable | Source |
| 21. | The ability to provide advice and support to the Governing Board to enable it to meet its responsibilities | E |  | A/I/R |
| 22. | An understanding of strategic financial planning in relation to its contribution to school improvement, curriculum development and pupil achievement | E |  | A/I/R |
| 23. | Experience of effective budget management and financial analysis |  | D | A/I/R |
| 24. | Able to demonstrate a good awareness of current national education policy and strategy | E |  | A/I/R |

[E] Experience and knowledge of teaching

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|  |  | Essential | Desirable | Source |
| 25. | To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice | E |  | A/I/R |
| 26. | To have a working and current knowledge and understanding of both Key Stages in the secondary phase | E |  | A/I |
| 27. | To be able to effectively use data and assessment to raise standards/address weaknesses | E |  | A/I/R |
| 28. | Be able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies | E |  | A/I/R |
| 29. | Possess a good understanding of primary and post-16 education |  | D | A/I/R |
| 30. | Displays commitment to the protection and safeguarding of children and young people | E |  | A/I/R |
| 31. | Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people | E |  | A/I/R |

[F] Professional Attributes

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|  |  | Essential | Desirable | Source |
| 32. | Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people | E |  | A/I/R |
| 33. | Inspire, challenge, motivate and empower teams and individuals to achieve high goals | E |  | A/I/R |
| 34. | Demonstrate personal and professional integrity, including modelling values and vision | E |  | A/I/R |
| 35. | Be able to demonstrate an understanding, awareness and empathy for the needs of the pupils at the school and how these could be met | E |  | I |
| 36. | Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others | E |  | A/R |
| 37. | Think analytically and creatively and demonstrate initiative in solving problems | E |  | A/I |
| 38. | Prioritise, plan and organise themselves and others | E |  | A/I |
| 39. | Build and maintain quality relationships through interpersonal skills and effective communication | E |  | A/I/R |
| 40. | Manage and resolve conflict | E |  | A/I/R |
| 41. | Maintain confidentiality | E |  | A/R |
| 42. | To have effective written and oral communication skills (which will be assessed at all stages of the process) | E |  | A/I |
| 43. | Demonstrate a capacity for sustained hard work with energy and vigour | E |  | A/I/R |

[G] Confidential References and Reports

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| A positive and supportive faith reference from a priest where the applicant regularly worships. | E |
| Positive recommendation from all referees, including current employer. | E |
| A supportive reference from the Local Authority/Academy Trust if possible, or a further supportive professional reference | E |

The directors / governors reserve the right in exceptional cases to seek additional references from other former employees where this seems appropriate.

[H] Application Form and Supporting Statement

The form must be fully completed. Please ensure that you provide a separate, personalised supporting letter, bespoke to St Augustine’s RC High School to accompany your application form. The letter should be a maximum of 1,300 words with normal margin settings and Arial font size 10.

Summary School Development Plan 2022/23

Priorities: Attendance, Behaviour, Curriculum, Reading

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| **Leadership and Management** |
| LM1 Ensure all stakeholders are aware of the core purpose of the school and share the same vision – to be an outstanding Catholic school, with Jesus at the centre, where pupils are safe, happy and successful. |
| LM2 To secure strong outcomes for disadvantaged pupils and SEND pupils. |
| LM3 To provide support for staff and manage workload in line with DFE recommendations. |
| LM4 Embed assessment systems to ensure accurate and efficient recording and reporting. |
| LM5 To provide outstanding governance through giving strategic direction to the school. |

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| **Quality of Education** |
| QE1 To ensure a comprehensive and coherent curriculum is in place at school and subject level. To ensure vertical integration of schemes of learning - a coherent 3-year progression of knowledge and skills at KS3 (incorporating transition from KS2 where appropriate). |
| QE2 To provide continuing professional development for teachers so that they are able to deliver better teaching for pupils. To ensure teaching leads to pupils securing long term knowledge and skills |
| QE3 To secure consistency in assessments in all year groups through department standardisation to allow meaningful comparisons of pupil progress and to inform setting arrangements. |
| QE4 To ensure the curriculum caters for the needs of all pupils. |
| QE5 Improve levels of literacy and fluency in reading. |

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| **Behaviour and Attitudes** |
| BA1 To secure clear expectations for behaviour and conduct. |
| BA2 To support pupils with barriers to their progress; focusing on SEND pupils; PP pupils, and pupils with mental health issues. |
| BA3 Improve attendance with a focus on PP and other vulnerable pupils. |
| BA4 Response to Ofsted document on sexual harassment - develop a culture where all kinds of sexual harassment are recognised, reported and addressed, including with sanctions when appropriate. |
| BA5 Create an environment where bullying and prejudiced based behaviours are recognised and not tolerated |

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| **Personal Development** |
| PD1 Provide for learners’ broader development, enabling them to develop and discover their interests and talents |
| PD2 To support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy |
| PD3 To prepare pupils for future success in their next steps |
| PD4 prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity. |

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| **Catholic Ethos** |
| CE1 Promote Catholic life and mission of the school. |
| CE2 To promote the Common Good through the appreciation of the school community as part of a wider global community. |
| CE3 Provide experiences for pupils to reflect upon and develop their spiritual lives. |
| CE4 Increase pupils’ understanding of scripture and the Catholic faith |

Section 48 Summary

Inspection carried out Under Canon 806

and in accordance with Section 48 of the Education Act 2005

Name of School St Augustine’s RC High School,

Elker Lane, Billington, Clitheroe, Lancashire, BB9 9JA

Inspection date 4 June 2019

Reporting Inspectors Andrew Bridson, Janet Burns, Leo Conley

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| The Inspection judgements are: | Grade | Explanation of the grades  1 = Outstanding  2 = Good  3 = Requires Improvement  4 = Inadequate |
| Overall effectiveness of the school | 1 |
| Catholic Leadership | 1 |
| The Catholic Life of the school | 1 |
| Religious Education | 1 |
| Collective Worship | 1 |

Overall effectiveness of the school is outstanding

St Augustine’s RC High School is an outstanding Catholic school. The Catholic life of the school is inspiring and is at its strongest in the exemplary relationships between staff and pupils and the excellent care staff give to all pupils, especially the vulnerable and potentially marginalised. Religious Education delivers the required 10% of curriculum time and, under the enthusiastic leadership of the Religious Education subject leader, has established itself as a hub of best practice in teaching and learning. Governors are knowledgeable and ambitious for the school, holding leaders to account for the Catholic mission of the school. They work closely with the Headteacher and have prioritised appropriate human and material resources to maintain sustainable improvement. The recent appointment of a new lay chaplain reflects the school’s commitment to further improvements and the dedication of school leaders. A key strength is the supportive and caring staff who are committed to the Catholic ethos of the school and who take ownership of chaplaincy, liturgy and collective worship. The inclusive chaplaincy model has developed over a number of years and is successful because of the number of adults and pupils who are involved and committed to it. Chaplaincy is particularly strong and promotes a culture of confidence in witnessing to Catholic beliefs and values, both within

and beyond the school community. Members of the school council defined these values without hesitation as: *‘Faith in God; Love for one another; Help for those in need’*. Commitment to local, national and international charitable causes are impressive and imbues within the community a sense of service to the common good. Each year group supports nominated charities and there are high levels of participation in groups such as CAFOD Action, the Faith and Justice team and the developing Eco-Action Group.

THE KEY STRENGTHS OF THE SCHOOL INCLUDE:

* The Catholic leadership and vision of the school creates a learning community that inspires all to strive for excellence.
* Governors know the school well and are clear about how the school can continue to improve further.
* The exceptional quality of pastoral care, particularly for those in greatest need, is inspirational.
* The quality of Catholic education is outstanding.

AGREED AREAS FOR DEVELOPMENT

* Review the Mission Statement to ensure it continues to be understood and lived by all in the school community.
* Support the newly appointed lay chaplain to further develop the work of the chaplaincy team and to continue the existing plans to work more closely with local parishes.
* To broaden the opportunities for pupils to develop a greater understanding of other faiths in the local community so they can fully integrate into the world around them.

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| **Location**  Saint Augustine’s RC High School, Elker Lane, Billington, Lancashire, BB7 9JA |

