



## CATHOLIC LIFE OF THE SCHOOL, KEY STAGE 4(KS4) OVERVIEW - NOVEMBER 2022

### OUR MISSION

Our Ursuline **mission** focusses on four areas which are mutually inclusive:

1. Academic excellence
2. Addressing individual need [Pastoral Care]
3. Service in the Spirit of St Angela Serviam
4. Developing the leadership qualities of students

### SCHOOL POLICIES

To read our policies, including Behaviour, Positive Mental Health, Personal, Social and Health Education Curriculum (PSHEC), Relationships and Sex Education Equalities (SRE) and Racial Justice visit the [Policies page of our website](#).

### OVERVIEW

#### ***How does the school support students' well-being and happiness at school?***

The school places significant resources to support and enable each student to grow strong in their well-being and happiness.

#### ***Staffing***

- Students have a Personal Tutor, Head of Year and a pastoral Support Assistant who remains with the students throughout KS4 to build relationships and offer support in delivering a KS4 programme designed to guide and manage student well-being.
- The school has a Well-Being Co-ordinator, Ms Wilde, a School Counsellor, Ms Nunne, a Care Co-ordinator, Ms Obeng, and a School Nurse.
- For students who have Special Educational Needs the SEND Department has
- individual staff, Teaching Assistants, to support individual students.
- We have an on-site Social Worker and Police Officer to support when students need support outside of school.
- We have our own Emotional Well-being team (Mental Health Team) whom
- students can access during school time and during holidays.
- Student Services team assist with attendance and medical support.

#### ***Curriculum***

- Our [Personal and Social and Health Education Curriculum \(PSHEC\)](#) teaches students how to stay healthy and emotionally well.
- Our [Extra-Curricular Enrichment provision](#) provides students with opportunities to engage and join in what they enjoy and find new interests and deepen interests they hold already.
- Specialist Support groups for students including our Racial Trauma group and our Safe Space group for students who want to discuss issues around gender sexuality and seek conflict resolution support etc.



### ***Spiritual***

Every student can pray daily, use the school Chapel for private prayer (which is open every break-time for students), enjoy a Retreat Day, access the Sacrament of Reconciliation, celebrate the Eucharist on Holy Days of Obligation and on our school Feast Days: St Ursula and St Angela, as well as other liturgies throughout the year including Earth Day and Windrush Day. All students are invited to be part of the Chaplaincy team to plan and deliver prayer and liturgy as well as developing their teamwork.

Our new school Chaplain, Mr Cunliffe, will be joining us in January. In the meantime, Ms Connor, the Assistant Headteacher for Catholic Ethos, is ensuring that our chaplaincy provision continues uninterrupted.

### ***Who can students go to if they feel unhappy or unsafe?***

Students can speak to several staff including their Tutor, Pastoral Support Assistant, and Head of Year. Staff can then refer students for further support if needed.

### ***What will the school do if my child is unhappy or unsafe?***

We will work with the student to identify the issue and identify strategies to resolve the problem. If this does not work, we will identify further support from more specialist staff in our Well-Being or Safeguarding team. If that does not resolve the problem, we will refer to external experts who work in our school e.g., Emotional Well-Being staff, Social Worker, or Police. We collaborate with parents/carers on all matters.

### ***What does the school do to enable students to behave respectfully?***

The Governors have clear [Behaviour, Exclusions, Anti-Bullying and Anti-Racist policies](#) to respond to any disrespectful behaviour. The consequences are clearly spelt out in every student's planner.

The language that the school uses to share its expectations about behaviour is framed around the concept of Respect: Respect for ourselves, others and our environment. This can be found in student planners and on display in every classroom.

The school uses every opportunity including at assemblies, lessons, PSHEC and tutorial time to reinforce respectful behaviour and expectations. The school has a rewards and sanctions system which reinforces good behaviour and identifies and calls out any disrespectful behaviour. Our staff are trained to implement this consistently and in application of school policy.

When relationships between students break down, staff trained in Restorative Justice help students to see the impact of their actions on other people, make amends and agree a positive way forward.

We celebrate important national and international events which promote positive relationships such as World kindness day 14<sup>th</sup> November and Antibullying week

### ***How does the school support parents/carers?***

The school runs a significant number of workshops to support parents/carers with students' well-being and happiness of students. Parents/carers are emailed details on a termly basis.



***How is the school a supportive community to students?***

***Academically***

- Teachers mark and give feedback regularly and consistently to support progress.
- Every Year group has a homework club so students can seek and receive help.
- Students with Special Educational Needs have their own homework club.
- Students who are identified with gaps in their knowledge and understanding receive intervention to enable catch up. In year 11 this is an extensive programme across all subjects.
- Non-Examination Assessment support interventions are in place to help student reach or exceed their targets in this aspect of their assessment throughout KS4.
- Every student is provided with a laptop.
- Annual examinations are supported by a Revision Guide for students in addition to a Parent/Carer Information meeting on how to help students.
- Public examinations and Pre-Mocks have study leave and support programmes including guided revision in place to assist students during this time.

***Pastorally***

- The school has a culture of encounter where all staff get to know students so that they can bring students' own experiences into the classroom to ensure every student to feel valued.
- Students' successes are celebrated.
- Students are encouraged and expected to take part in extra curricula activities (a minimum of one per term).
- We recognise happiness comes from serving others. Therefore, students are expected to identify opportunities to regularly practice *Serviam*, the core value of the school. This is recorded and celebrated via the *Serviam Passport*.
- House points and certificates for positive engagement in the Catholic life of the school are issued half termly. 22,600 hours of service is logged per year group, per year.

***Spiritually***

- Holidays, Activities and Food Programme: In holidays there are lots of activities and excursions for Free School Meal Students.
- Students are given daily opportunities to reflect and pray. They are encouraged to think about the beauty of God's creation and how they can put the word of God into action in their own lives, to celebrate what they are good at and where there may be opportunities to do more, with particular emphasis on the Common Good and Care for our Common Home. Prayers and Reflections are devised, often in partnership with students, to deepen their understanding of the liturgical calendar and key moments of celebration and sorrow within the Church.
- The Chaplaincy team are invited to participate in the Faith Formation Programme *Sycamore*, facilitated by the Assistant Headteacher for Catholic Ethos. This allows for small group discussion about faith and consideration of 'big' questions about life and the nature of belief.



***How is the school joyful and where can you see students being joyful?***

***How?***

- Everyday interactions, greetings, asking how students are, celebrating their achievements, competitions, sporting competitions, house events, productions, attendance, extra-curricular activities, trips, residential, Feast days in our church and in the support for each other and friendship they show every day.
- Celebrations at the end of the academic year in both Year 10 and Year 11 recognise and celebrate achievements in Academics and Serviam.
- The last day of taught lessons in Year 11 is a particularly momentous day in school which precedes a formal celebration evening for students and parents/carers.

***Where?***

- As they line up to enter school in the mornings, at break-time, lunchtime and at the end of school.
- In lessons when they learn something new and are delighted with their efforts.
- In extra-curricular activities, music, plays, sports, clubs, leaderships activities, school trips, non-uniform days, Christmas markets, competitions, and conferences.
- Celebration events.

***How is the school welcoming?***

- A welcome transitions induction day into both Year 10 and Year 11.
- Induction processes for any new in year students.
- All staff including Form Tutors, Heads of Year, Student Services staff, and Pastoral Support Assistants offer support.
- New students are given buddies.
- Our English as an Additional Language staff give additional support where needed, especially to our Ukrainian students and Hong Kong students this year.
- Students of different faiths, particularly in our Sixth Form, are given specific support.
- Other faiths are acknowledged and celebrated in lessons. This was previously specifically taught in Key Stage 3(KS3) RE: Year 7 study Hinduism, Year 8 study Islam, Year 9 look at Pilgrimage and Prayer from a wide range of religious and non-religious perspectives.
- The Catholic faith is explained to students of different faiths, so they understand the ethos of the school, what is happening and why we do things specifically with events and liturgies.
- All cultures are celebrated in the curriculum and particularly at Multicultural Evening. Specific days punctuate the calendar including Nigerian International Celebration Day on 3<sup>rd</sup> October or St David's Day on 1<sup>st</sup> March.
- The school begins the welcome phase into Key Stage 5(KS5) during Year 10 and Year 11 with a formal programme of invitation and subject choices exposure to assist in transition.

***How is the school inclusive?***

- As a Catholic school **we are not selective by ability**, but a Comprehensive school.
- 205 of 1411 students are on the Special Educational Needs register.
- 15% of our Years 7-11 students are Pupil Premium students.
- 12% of our Years 7-11 students are on Free Schools meals.
- 37% of students are from minority ethnic backgrounds, as stated by parents/carers.
- 38 different languages are spoken at our school.
- 93% of our students are practicing Catholic because our mission and identity is to witness our faith and form our young people to live out the values of the gospel.



***How are staff positive role models for students?***

Staff support the values of the school in all that they do, for example by promoting academic excellence, nurturing, and supporting the well-being of students, challenging disrespectful behaviour and promoting positive relationships, serving the needs of students, promoting leadership, running Extra-Curricular clubs and school journeys/trips for students, and supporting the prayer and liturgies in the school.

***How does the school work in collaboration with local parishes?***

Local Priests celebrate Mass in school, extend the opportunity for the Sacrament of Reconciliation for every student, and attend school productions. School Masses are held in our Parish Church on an annual basis. The local Faith Minister collaborates with our Chaplain on Retreats. Catholic staff attend local Parish churches, many of whom are Readers, Servers, Eucharist Ministers, and sit on Parish Councils.

***What is the school's Catholic mission?***

Inspired by the life and work of Saint Angela Merici, our Ursuline School commits itself to education for tomorrow's world within the dynamic tradition of Catholic belief and practice. As a Christian community, characterised by a spirit of respect, trust and joy, we promote excellence in every aspect of life, thereby fully developing each individual. Our core values are Serviam, Respect, Kindness, Generosity, Perseverance and Gratitude.

***How does the school support parents/carers as the first educators?***

We empower parents/carers through:

- Information Evenings at the beginning of the year.
- Access to information on their daughters' progress in real time.
- Access to IT through every student having a laptop.
- Parent Workshops on several topics including Social Media, Self-Harm, and Emotional Well-Being.
- Workshops on revision, focusing on how parents can help students revise.
- Academic Review meetings and parent/carer teacher meetings.
- We also keep families informed on school life and news through regular ad hoc communications, half termly Headteacher communications, half-termly school wide newsletters and active social media.
- The school monitors students' laptops 24 hours a day, 365 days a year and supports parents with IT issues when they arise.

***How does the RE department engage students to help them enjoy learning?***

- Relate content to everyday life.
- Bring in student's experiences.
- Use inspiring and relevant role models
- Visits to local religious places of worship.
- Time to pray and reflect.
- Rewards and celebration of achievement.
- The English Department delivers a religious literacy course to allow students to study religious themes and ideas through the prism of literature.



***How do parents/carers know how well students are doing and what they have to do to improve in RE?***

- There is a tracker including target, marks, and areas to improve at the front of every student's book for parents/carers to read.
- Progresso has live data on student progress for parents/carers to access.
- Students are regularly assessed throughout the academic year, and attainment and targets for improvement are tracked (results logs can be found in each exercise book).
- Three formal reports are produced across the academic year - Autumn Term A, Spring Term A and in the Summer Term after the end of year exams.
- Academic/ PHSEC and Oracy Reports are uploaded to Progresso and parents/carers are notified when these are available.
- At all times parents/carers can keep up to date with their child's progress by reviewing their results logs.
- Parents/carers of students are invited to attend several meetings during the academic year, to discuss academic progress and attainment.
- Two academic reviews take place in the Autumn term before October half term and then again in the Spring Term prior to the Easter Holiday. These reviews take place online with either the Form Tutor or Head of Year.
- In addition, parents/carers are invited to attend an in-person meeting with their daughter's subject teacher at one point in the academic year.
- Parents/carers can arrange an appointment at any time to see a member of staff to discuss progress.

***How does the school support student's spiritual and moral development?***

***Spiritual***

- Daily prayers and reflections
- Assemblies
- Liturgies
- Masses
- Sacrament of reconciliation
- Annual retreats
- Arts curriculum (Art, Music, and Drama)

***Moral***

- RE Curriculum in addition to other subjects including PSHEC, Science, English, History, and Geography which all address moral issues for example Climate Change, Equalities issues, and Right to Life.
- Outside speakers e.g., Holocaust survivors
- Conferences
- Retreats

***How can parents/carers be more involved in the prayer life of the school?***

Parents/carers are always invited to all our Masses. We recognise there is more to be done here and we will collaborate with parents/carers to explore opportunities.