



DIOCESE OF **Arundel and Brighton**

DENOMINATIONAL (S48) INSPECTION REPORT

St Andrew's Catholic School

Address: Grange Road, Leatherhead KT22 7JP

Telephone: 01372 277881

Email address: enquiries@st-andrews.surrey.sch.uk

School Unique Reference Number: 125275

|                             |                    |
|-----------------------------|--------------------|
| <b>Headteacher:</b>         | Mr A Mitchell      |
| <b>Chair of Governors:</b>  | Mrs M Kiero-Watson |
| <b>Lead Inspector:</b>      | Dr J Lydon         |
| <b>Associate Inspector:</b> | Mr D Fox           |
| <b>Inspection date:</b>     | 13-14 March 2018   |

|                              |                        |
|------------------------------|------------------------|
| <b>Overall Effectiveness</b> | Previous Inspection: 1 |
|                              | This inspection:       |
| <b>Catholic Life:</b>        | 1                      |
| <b>Collective Worship:</b>   | 1                      |
| <b>Religious Education:</b>  | 1                      |

## SUMMARY OF KEY FINDINGS FOR PARENTS AND STUDENTS

St Andrew's is an outstanding Catholic school because:

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>▪ It is an inclusive Catholic community in which every member of the school community is valued and is treated with dignity and respect in a culture of mutual trust.</li><li>▪ The headteacher and his leadership team constitute an empowering and an inspirational presence, particularly in the context of the promotion of the Catholic life of the school.</li><li>▪ The mission of the school 'to be a Catholic school in which our students will develop into young adults who achieve their full potential: spiritually, morally and academically', encapsulates the holistic approach to excellence which permeates the life of the school.</li><li>▪ Collective worship features prominently in the daily life of the school and is supported enthusiastically by both staff and students. It is led actively by a highly motivated chaplain in collaboration with colleagues from a number of departments. Students are engaged in the planning and preparation of liturgical celebrations.</li><li>▪ Religious Education is regarded as central to the life of the school, is particularly well resourced and is regarded as a key subject by the whole school community.</li><li>▪ Governors make a significant contribution to the Catholic life of the school. They are committed to the school's mission, are actively involved in its evaluation and are ready to challenge as well as support where necessary.</li></ul> | <ul style="list-style-type: none"><li>▪ Collective worship is central to the life of the school and constitutes the heart of every school celebration. Praying together is part of the daily experience for all students and staff.</li><li>▪ The Deanery clergy are supportive of the school, particularly in the context of the celebration of tutor group, class and whole school Masses.</li><li>▪ Students experience a wide range of liturgical opportunities, reflecting the commitment of governors and the leadership team to the distinctive nature of this Catholic school.</li><li>▪ Students are positively engaged and highlighted the inclusive nature of liturgical celebrations.</li><li>▪ The leadership team, staff and students are committed totally to an inclusive approach to every member of the school community, regardless of religious belief. This was highlighted as a significant strength by parents.</li><li>▪ The school invests significantly in the Religious Education department and in chaplaincy provision, reflecting its commitment to the spiritual and moral development of students.</li><li>▪ The contribution of support staff to this outstanding Catholic school cannot be overstated, encompassing both pastoral and logistical support.</li></ul> |
|---|---|

- The Catholic life of the school is outstanding.
- In every interview with inspectors the word 'community' was signposted as one of the defining characteristics of St Andrew's. This was emphasised particularly by parents who highlighted the caring nature of all staff.
- Governors and school leaders are committed passionately to realising the mission of the school, especially in terms of enabling students to realise their full potential as human beings made in the image and likeness of God.
- The commitment of the whole school community to charitable activities and support for the local community is outstanding.
- Pastoral care for the whole student body and for staff constitutes a significant strength of this Catholic school.
- This pastoral support for all students contributes to the sense of belonging articulated by governors, staff, students and parents.
- The behaviour of all students is exemplary at all times. They are alert to the needs of others and seek justice for all within and beyond the school community.

- Achievement in Religious Education is outstanding because students in general make outstanding progress.
- Students genuinely enjoy Religious Education lessons and appreciate the exploration of Christianity and other world religions. They spoke of the way in which they were stretched and challenged during lessons and the applicability of lessons to their lives beyond the school.
- Teaching is generally outstanding with several examples of innovative learning and teaching strategies.
- Lessons are very well-structured with detailed lesson plans provided to inspectors. Teachers model a commitment to Religious Education and are keen to develop their knowledge and skills. Collaboration with other Catholic schools in terms of sharing resources represents a significant strength.
- Students in general display outstanding age-related standards of religious literacy.
- The headteacher, supported by his leadership team, is genuinely committed to the growth and development of the Religious Education department and chaplaincy provision. This is evidenced by the considerable additional resources provided both in terms of staffing and texts.

# FULL REPORT

## INFORMATION ABOUT THE SCHOOL

St Andrew's Catholic School is a Voluntary Aided Secondary co-educational day school operating under the Trust Deed of the Diocese of Arundel and Brighton. It was founded by the Catholic church for the education of Catholic children and it is the intention of the Governors that the Catholic character of the school will always be maintained. The school is committed to academic excellence and works to support all students to reach their potential. Equally, the staff ensure that they provide opportunities for all students to develop spiritually, emotionally and creatively. The school serves primarily the Catholic community of the Epsom Deanery, which comprises the parishes of Ashted, Banstead, Dorking, Effingham, Epsom, Ewell, Fetcham, Leatherhead and Tadworth. The Catholic primary feeder schools are St Anne's in Banstead, St Clement's in Ewell, St Joseph's in Dorking, St Joseph's in Epsom and St Peter's in Leatherhead.

St Andrew's is an eight form entry school with 1180 students. Sixth Form numbers have increased in the last two years, with 198 students in Years 12 and 13. Students join the school from over 40 other primary schools, a combination of independent and state sector. The overall proportion of students who are baptised Catholic is 66%, the proportion in Year 7 increasing in the last two years to 80%. The proportion of baptised Catholic students in the sixth form is 51%.

The attainment of pupils on entering the school was below the national average but is now above the national average. The proportion of pupils eligible for free school meals is 4% and pupil premium is 9.7% in Years 7-11. There are 42 first languages other than English spoken by students, who make up 13% of all students. The number of students with Statements and/or Education & Health Care Plans is 9. The student body is socially, culturally and economically diverse.

## WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- Continue to develop relationships with the Deanery parishes and the Diocese.
- Continue to develop strategies to include students in the planning, preparation and leadership of worship.

## CATHOLIC LIFE

### THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

- The extent to which students contribute to and benefit from the Catholic Life of the school.
- The quality of provision of the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

1

1

1

1

### The extent to which students contribute to and benefit from the Catholic Life of the school

- The majority of students in all year groups demonstrate a genuine sense of belonging to the Catholic community of St Andrew's Catholic School. This is reflected in the way in which pupils display a commitment to the activities and initiatives that reflect its distinctive Catholic ethos within and beyond the school community. Students are genuinely supportive of each other in tangible ways, for example peer mentoring.
- The behaviour of almost all students is exemplary at all times. Justice is a perennial theme among the student body and is realised within and beyond the community. In student interviews there was unanimous agreement that reconciliation represented a distinctive feature of the community of St Andrew's.
- All students take full advantage of the wide-ranging opportunities the school provides for their personal support and development and as a result they are happy, confident and secure in their own spiritual journey. Students were particularly complimentary about the way in which *all* felt included, regardless of the stage they had reached on their faith journey. The range of extra-curricular activities reflects an approach which ensures that students are given every opportunity to develop their talents to the full.
- The development of talents is evident particularly in the very impressive range of opportunities for student leadership and participation in the sixth form exemplified for example by the mentoring of students in Key Stages 3 and 4, supporting staff in the organisation of school events and assisting in the local Catholic primary school as part of the Sixth Form Enrichment Programme.
- Students respond positively to opportunities to prepare and lead prayers in assemblies and in formal liturgies, supported by resources produced by the chaplain. Members of the Sixth Form offer support to Key Stage 3 students in preparation for liturgies.
- Students also support Deanery and Diocesan celebrations, especially the Deanery Confirmation. There is a developing culture of support for the Diocesan Pilgrimage to Lourdes.

- Students respond generously to a range of opportunities to serve others modelled on the example of Christ. There is support across the school community for a broad range of local, national and international charitable activities.
- Students behave in a respectful and courteous manner in their encounters with each other and with staff, reflecting the commitment of school leaders to the promotion of high standards of personal behaviour. The school environment constitutes a hospitable space for learning.

### **The quality of provision of the Catholic Life of the school**

- St Andrew's Catholic School empowers students to realise in their lives the central theme of its mission, a holistic education, by offering a wide range of extra-curricular activities which are responded to enthusiastically by the majority of students. The structuring of these activities within the Footprints programme aims to ensure that all students have embraced the opportunities offered to promote human flourishing within a distinctively Catholic community.
- The school mission statement is a clear and inspiring expression of the educational mission of the Church. 'We are guided by Christ's teaching and each day we strive to follow his examples of love, reconciliation, integrity, justice, humility and service' captures the culture of this outstanding Catholic school, particularly in terms of the way in which the ministry of Christ is modelled by all staff.
- The Catholic life of the school forms a regular feature of the professional development of all staff. Catholic distinctiveness also features prominently in staff induction programmes. The way in which the headteacher and his leadership team model Catholic life constitutes a significant formative instrument.
- The way in which students relate to each other and offer mutual support reflects the collaborative ministry modelled by all staff. The way in which all staff 'go the extra mile' in building up the school community was commented on by parents and students.
- The lay chaplain represents a substantial presence within and beyond the school, supported by other colleagues including both teaching and support staff and students. There is a strong sense of teamwork which, with local priests from the Deanery, enables a broad range of liturgical opportunities to be offered including Mass, opportunities for private and community prayer and retreats. Several students spoke of the centrality of the chapel as a 'safe haven' at crucial times during their life at the school.

- Pastoral care is a significant strength of the school, evidenced in interviews with governors, students and parents. Several parents cited specific examples of the pastoral team accompanying parents whose children experienced a range of physical and social and emotional challenges. Students unanimously voiced their affirmation of the inspiring, encouraging and caring nature of pastoral support, particularly at crucial times in their lives. A secure Relationships and Sex Education programme is evident.
- Pastoral care of staff plays an important role within the strategic purview of pastoral care within the school. One member of staff acknowledged that ‘we all look after each other – everyone has people that they can go to for support– formal and informal – there are never closed doors.’
- Behaviour policies are rooted in Gospel values and the teaching of the Catholic church. These policies embody throughout the importance of personal responsibility and the need for justice but also facilitate healing and reconciliation. Students highlighted the supportive nature of relationships between staff and students and their impact on the academic, spiritual, social and cultural development of students.

#### **How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school**

- The school’s leadership is deeply committed to the Church’s mission in education. Leaders are committed totally to maintaining a balance between school improvement and Catholic distinctiveness. Catholic ethos features strongly with the strategic objectives of the school’s development plan, encapsulated in the acronym *BASICS*.
- The high priority given to promoting the centrality of the school’s Catholic ethos is a living reality, evidenced in particular by its modelling by the whole staff. The influence of the headteacher in this context cannot be overstated. This was affirmed by parents in both parental surveys and interviews.
- The school has highly successful strategies for engaging with almost all parents and carers to the very obvious benefit of students, including those who might traditionally find working with the school difficult. The way in which there is constant communication between the school and parents was affirmed unanimously during parental interviews. Parents felt that the school’s mission statement was being realised in practice rather than public rhetoric and that they were encouraged constantly to participate in the liturgical life of the school. The empowering nature of the school’s ‘open-door policy’ was confirmed by governors, staff and students.
- The governors are fully committed to promoting the Catholic life of the school. The governing body meet regularly with the headteacher and provide appropriate support and challenge. Governors are fully supportive of the Catholic life of St Andrew’s, realised tangibly in their attendance at liturgies and financial support for the development of the retreat programme.

## COLLECTIVE WORSHIP / PRAYER AND PRAYER LIFE

- How well students respond to and participate in the school's Collective Worship and Prayer Life
- The quality of provision for Collective Worship and Prayer Life
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life

1

1

1

1

### How well students respond to and participate in the school's Collective Worship and Prayer Life

- Acts of worship engage all students' interest and inspire in them deep thought and heartfelt response. There is a palpable enthusiasm for collective worship, reflected in the quality of communal singing, the quality of prayerful silence and the depth of participation in community prayers. There is a strong emphasis on singing, with all students in Year 7 forming part of the school choir.
- During the inspection assemblies and tutor group liturgies were marked by an atmosphere of reverence, respect and active engagement on the part of students. Students display confidence in their use of a variety of approaches to prayer such as prayer which uses scripture, religious artefacts, liturgical music and other forms of prayer, both traditional and contemporary.
- Students participate very enthusiastically in a wide-range of liturgies from celebrations of the Eucharist to moments of quiet prayer with the chaplain which were commented upon favourably by students and staff during the inspection. Prayer during an assembly was marked by the application of scripture to real life examples.
- The themes and the style of liturgical celebrations are inclusive, with preparation focused around where students are on their faith journey. Students on different stages of that journey feel respected. Students were particularly insistent on the value of the chapel as a prayer space open to all for moments of reflection and quiet prayer.
- The experience of living and working in a praying community has had a profound and visible effect on the development of all students, irrespective of ability or faith background. There are several examples of former students engaged actively in the life of the Church including several involved in various ministries within the school.

### The quality of provision for Collective Worship and Prayer Life

- Collective worship is central to the life of the school and forms the heart of every school celebration. Praying together is part of the daily experience for all students and staff. The headteacher leads by example in this regard and emphasises the empowering nature of singing in the context of building a worshipping community within the school starting with Year 7.

- The provision of materials provided by the chaplaincy team to enable form tutors to lead collective worship effectively is outstanding. The half-termly Prayer Resource provided by the chaplain constitutes a bedrock providing 'mini-assemblies' each day based on the theme of the week which reflects the Church's liturgical cycle.
- The extensive retreat programme constitutes an outstanding degree of provision throughout the various Key Stages. Provision is extended to all year groups with the importance of prayer being signposted during every retreat experience which encompass a variety of formats including half-days at a local parish and the employment of a mime artist in Year 10 to explore the theme 'Looking after yourself'. Residential retreat experiences are offered to Sixth Form students for which take-up is very positive.
- The well-appointed school chapel is situated in the centre of the school and is always open for prayer and reflection. Governors, staff and students were unanimous in affirming the value of the Chapel as a resource for prayer and reflection. One student described the chapel 'as a place to be and to pray' and affirmed that students were free to visit the chapel at any time.
- Prayer is also an integral feature of the life of all school staff. Meetings begin with prayer and staff engage enthusiastically in leading tutor group prayers based on the wide-ranging support of the chaplain. Teaching and support staff offer a considerable degree of support to the chaplain and a 'more seen' initiative has seen prayer led by various departments within the school, exemplifying the reality that spiritual and moral development is a whole-school responsibility.

#### **How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life is**

- The headteacher is passionately committed to the building of an authentic Catholic community. He line manages the chaplain and was described by several staff as an inspiration in the context of sustaining the Catholic character of the school. Staff were particularly vocal in affirming the invitational nature of his leadership, enabling and empowering staff to lead key liturgical celebrations, including those that take place on staff induction weekends.
- The headteacher and his leadership team ensure that all staff in the school receive formation in the development of spiritual and liturgical understanding as a staff development priority. There is also a high degree of collaboration between the Religious Education department and the chaplain, resulting in a vibrant Catholic worshipping community.
- Collective worship is monitored effectively by the leadership team and Year Leaders, in particular at the start of the day. In addition, leaders and managers, including senior leaders and the chaplain, are highly visible as leaders of collective worship within school, and as such are models of outstanding practice for staff and students.

- Chaplaincy constitutes a key strength of the school. The abiding presence of the chaplain was affirmed by governors, staff and students. She is respected highly by all members of the school community for her support at all times. She is also involved in key aspects of the wider life of the school including safeguarding which means that she is often the first point of contact for parents and students in a range of contexts. There was widespread affirmation of the huge trust placed in the chaplain by the school community.
- The chaplain also meets with representatives of the Deanery clergy and is involved at deanery and diocesan level in connection with a variety of projects including the Lourdes 'Red Shirts' and the CRISIS project being pioneered by Bishop Richard Moth. She leads the major contribution made by St Andrew's Catholic School to the deanery confirmation programme.
- Formation for leadership of collective worship for both staff and students features prominently in the school's improvement plan. In this context the chaplain plays a significant role in garnering support from a wide range of staff for the school's spiritual life programme, representing a significant contribution to the solidarity around the school mission demonstrated by all staff.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

- How well students achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

1

1

1

1

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

- Achievement of pupils at GCSE is outstanding because they make above national average progress when compared to similar Catholic schools nationally, placing St Andrew's in the top one percent of all schools nationally.
- Attainment at GCSE over the last three years has been consistently outstanding which has put St Andrew's in the top 5 schools in the country for two of the past three years and in the top two in Surrey for the past 5 years (highest on 4 of the 5 years).
- Attainment at GCE AS and A Level is outstanding compared with all schools nationally placing St Andrew's in the top ten per cent of all schools.

- Pupils join the school from five Catholic and over 40 community and independent schools so pupils display a wide range of understanding of Catholic Christianity on entry. Notwithstanding this wide range school data shows that pupils make outstanding progress at Key Stage 3 in Religious Education.
- Pupils display good, and in most cases, outstanding age-appropriate standards of religious literacy. During the inspection, pupils in a Year 10 GCSE Religious Studies lesson displayed a wide range of skills to great effect, including independence, originality, imagination and the ability to interpret sources and symbols.
- Pupils generally enjoy Religious Education lessons and there was unanimous affirmation during interviews and within the classroom that they appreciate the opportunity to explore Christianity and other religious beliefs as they develop their own personal convictions.
- Behaviour for learning is outstanding. In the lessons observed across the key stages, pupils were attentive, engaged actively and collaborated very well in their learning.

### **The quality of teaching and assessment in Religious Education**

- Lesson observation and reviews of student work during the inspection confirms the school judgement that teaching is outstanding.
- Teachers use excellent subject knowledge and inspiring pedagogy to present a complex topic in ways both engaging and accessible to all pupils. The consistent application of pedagogical principles by all teachers is exemplary and reflects a 'community of learners' approach among staff whose sharing of resources contributes significantly to the classroom climate.
- Pupils are making greater than national average progress because teachers are committed to the carefully devised scheme of work which is well resourced and regularly reviewed by all who teach it. The collaboration across three Deanery schools in respect of developing resources for the new Key Stage 4 syllabus is paradigmatic.
- Teachers have a high level of confidence and expertise both in terms of their specialist knowledge and their understanding of effective learning in Religious Education. As a result, they use a very wide range of innovative and imaginative resources and teaching strategies to stimulate pupils' active participation in their learning and to secure outstanding progress.
- Lessons are planned and taught in accordance with the scheme of work, taking account of pupils' prior learning and achievement. The consistent application of the schemes by all teachers was demonstrated in a learning walk of four Year 11 lessons during which the 'team approach' adopted by all teachers contributed to the achievement of the learning outcomes. Student confirmation of the additional

support provided by teachers was unanimous and demonstrated convincingly the extent to which teachers go 'the extra mile' in support of student learning.

- A range of teaching and learning activities are employed to enable pupils to make progress in every lesson. Active learning is a feature of all lessons with pupils researching evidence in a number of ways. Appropriate video clips are used to enhance learning, for example a video clip of the life of Pope Francis and its impact on global citizenship.
- Appropriate homework is set regularly and posted on the school website ('FROG') so it is accurately accessible to all pupils and their parents.
- Assessment is undertaken in line with school policy with criteria focused on skill development which will promote the skills needed for GCSE Religious Studies. The moderation of work at all key stages is regarded as a key strategy in terms of enhancing student progress.
- Each unit of work is completed with an assessment which is marked and effective feedback enables pupils to appreciate the standard of their work and what is required to make further progress.
- Individual assessments are filed in folders and, when asked by inspectors, pupils were able to state clearly their target grade and what was being put in place to achieve it. One student spoke of the extra morning and lunchtime lessons being offered alongside homework booklets and detailed feedback on assessments to enable them to achieve 'beyond their potential'.
- The Religious Education development plan, encapsulated in the acronym CASTING, exemplifies the systematic and formative approach to the teaching of Religious Education at St Andrew's. Spiritual development inhabits the programme alongside a collaborative approach to teaching and learning marked by an exemplary collegial approach. In this environment learning walks are the most important feature of observation

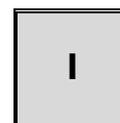
### **How well leaders and managers promote, monitor and evaluate the provision for Religious Education**

- The leadership of Religious Education inspires confidence and whole-hearted commitment from pupils and colleagues. As a consequence, Religious Education has a very high profile in the life of the school and is actively involved in initiatives within the school, having a profound impact on the moral and spiritual development of pupils and on their ability to discern their own unique vocations.
- The headteacher is committed passionately to promoting the pivotal role of the Religious Education department in this outstanding Catholic school. This was evidenced during the inspection during interviews with governors and parents. His tangible support in the form of staffing and resources constitutes confirmation that his promotion of the Religious Education department goes beyond public rhetoric.

- Leadership of Religious Education is informed by a high level of expertise and vision which focuses relentlessly on improving teaching and learning in Religious Education, resulting in teaching that is likely to be outstanding and at least consistently good.
- The department development plan encapsulates the collaborative nature of the Religious Education department, the notion of 'connecting with the heart' featuring prominently in the context of the faith development of staff and pupils. The idea of 'prophylactic conversations – raising concerns honestly before they become bigger' encapsulates the balanced approach to all aspects of leadership and management of the department.
- The Key Stage 3 curriculum has been recreated completely, the process being again marked by an excellent degree of collegiality. This curriculum is mapped against the Religious Education Curriculum Directory and has been configured with the new GCSE specifications in mind, particularly in terms of assessment structure.
- The study of world religions at Key Stage 3 level was remarked upon by pupils as a particularly positive feature. The Year 7 curriculum with its emphasis on vocation and the unique calling of all Christians constitutes a secure foundation for the Religious Education curriculum in general.
- The Key Stage 4 curriculum is based around the AQA syllabus which is ideally suited to transition to A Level study. The core text book is supported by an exceptionally well-prepared bank of resources managed by a member of the department. In the latter context the value of the collaboration between three Diocesan Catholic schools cannot be overstated and exemplifies solidarity around the educational mission of the Diocese.
- The Sixth Form General Religious Education programme has been created innovatively. The profile of the subject has been raised by means of the engagement of outstanding speakers, for example the Mizen family on forgiveness and reconciliation. Student voice was canvassed during the process of creating the programme through the medium of student questionnaires. The course has been designed deliberately as a refuge from academic pressure with no assessments and sessions devoted to work/life balance and the power of prayer.
- Religious Education is extremely well resourced in terms of staffing, physical resources and curriculum time when compared with other core curriculum subjects within the school. It meets the requirements of the Bishops' Conference fully, including in the sixth form where relevant.

- Summary of Inspection Judgements

How effective the school is in providing Catholic Education.



### Catholic Life



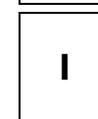
The extent to which pupils contribute to and benefit from the Catholic Life of the school.



The quality of provision for the Catholic Life of the school



How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.



### Collective Worship and Prayer Life



How well pupils respond to and participate in the schools' Collective Worship and Prayer Life.



The quality of provision for Collective Worship and Prayer Life.



How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.



### Religious Education



How well pupils achieve and enjoy their learning in Religious Education.



The quality of teaching and assessment in Religious Education



How well leaders and managers monitor and evaluate the provision for Religious Education

