The Journey Continues

Meeting with Parents
9th October 2019

School Prayer

Almighty God, help us to treat each person in our school community with respect and to work together in an atmosphere of peace and justice.

Teach us to recognise unique and God-given gifts in every person and to work to ensure that everyone becomes the best person they can be in all that they do.

We ask this in the name of Christ our Lord. Amen

Agenda

1. Parent Forum Protocol
2. Update on progress made
3. Challenge
4. How can parents get involved?
5. Being involved in the Strategic direction of the school
6. Closing prayer

Parent Forum Protocol

- Developing the distinctive nature of the school
- Improving communication between school and parents including how and why decisions are made as well as planned initiatives for the future
- Providing support to parents
- Utilising the skills of the parent body
- The forum is not a place to air individual issues nor to replace the school's complaints procedure.

2018-19

Progress made

2019-20

More to do

September (2) 2019 i33
Challenge

To be read in conjunction with the 2018-19 strategic leadership team plan

5 Year Strategic Development Plan September 2019 - August 2024   **Draft 5**

Created by Governors and Senior Leaders at the strategic planning conference

28-29th September 2018

Reviewed at SLT Residential 7th – 8th June 2019

GOAL	Objectives
1. **McAuley established as the school of choice for Catholic families leading to oversubscription in Y7-13**	A. Increased marketing budget and activities e.g. establishing an ITT recruitment event B. Improve parental links- i) voice about pastoral care and follow up to ensure retention and ii) exit interviews with parents and students Y7-13 C. Develop parish work- Baptism pack with early message in conjunction with primary schools and participation in community events e.g. performances, celebrations etc D. Investigate potential ways of subsiding travel costs to and from outlying catchment areas E. Ongoing review of transport/bus arrangements F. Annual review of Pupil Admission Number by Governors
2. **Fully staffed school with high retention levels and curriculum / role delivery by specialists**	A. Maintain LA and Sheffield University ITT provider links and source additional ITT providers B. Evaluate the recruitment conversion rates for ITT and establish a way of maintaining contact for future vacancies C. Increase retention via leadership development opportunities (see goal 3) D. Continue funding allocation for every member of staff to cover personalised CPD needs and impact evaluation of this E. Review and develop the CPD programme for non-teaching staff

3. Sustainable servant leadership at all levels	A. Provide annual places on OTP, NPQ ML and NPQ SL courses B. Sharing knowledge of potential leadership applicants within the Diocese to support catholic leadership across the Diocese C. Develop extended leadership opportunities for teaching and support staff D. Rotate SLT roles and responsibilities to broaden experience E. Develop an internal Servant Leadership programme / academy
4. Avoid a deficit as a result of funding changes	A. Annual 8 step curriculum review (see goal 5) B. Explore diocesan Multi Academy Trust options C. Annual review of staff skills / subject specialisms D. Maximise income via goal 1 E. Increase income via increased use of the site and facilities within the community, financial benchmarking and best practice
5. Ongoing review and full implementation of curriculum and assessment changes	A. Reduce the variability in T, L & A across key stages and across and within departments using a group practitioner model B. Undertake an annual 8 step curriculum review in line with funding, the changing demographic of students C. Role out the use of SOLO taxonomy throughout Y7 -8 D. Explore the use of SOLO taxonomy in KS4 and 5 E. Allocate CPD time at subject level to support the development of T, L and A* resources for curriculum 2020 with a particular focus on RSE and reading

6. **Effective evidence for accountability and headline measures**	A. Review of strategy to ensure robustness of predicted student data B. training around Ofsted and the new 2019 inspection framework in partnership with the school improvement advisor and other schools in order to maximise the capacity for a 'good' judgement C. Review and implementation of performance management, capability, pay and appeals policy and processes
7. **Improve achievement across all key stages**	A. See goal 5
8. **Students and staff able to use digital communications and technology effectively to support learning and reduce workload**	A. IT whole school budget B. Review of IT strategy (pedagogy, support, curriculum time, subject attainment, cross-curricular delivery, parental engagement, wellbeing, attendance and responsible use) C. Staff IT skill audit and CPD to increase confidence and understanding using staff IT champions
9. **Maintain our distinctive mission alongside the changing national agenda**	A. Work with the Diocese to create a shared vision of education B. Annual / bi-annual staff training as required: keeping children safe; preventing sexual exploitation; FGM; reducing obesity; ensuring mental wellbeing; p British values (and preventing extremism) C. Ongoing review of careers education- developing personal and employment skills D. Strong focus on evangelising

10. Maximise opportunities to develop McAuley as an outward facing self-improving system	A. Contribute to the development of Diocesan MAT plans / structures
	B. Further develop partnership and system leadership work with primary feeders / umbrella trust schools and the Partners in Learning Doncaster Teaching School Alliance
	C. Further develop partnership work with Diocesan Catholic Secondary Schools
	D. Support system leadership within the diocese by supporting staff to achieve SLE designation with the Diocese Teaching School Alliance
	E. Increase the number of SLEs working across the local authority from 3

The Quality of Education	Behaviour and Attitudes Personal Development	Leadership and Management
Does everyone including Governors know our curriculum intent (what we are aiming to achieve as well as why you're teaching them that) and how it's being implemented, including their role in that?	How effective are the School strategies for improving student's rates of attendance and persistent absence, with particular focus on key groups especially disadvantaged.	Do leaders have equally high expectations and high ambitions of all students in our school including the harder to reach?
Are the curriculum endpoints, schemes of work, lessons taught and assessments sequenced and planned effectively so that pupils know more and can do more, and regardless of starting points.	How effective are the school's strategies in ensuring high levels of punctuality.	Do we engage parents and our community thoughtfully and positively in a way that supports students' education?
	How effective is the implementation of the behaviour policy in terms of improving student behaviour, conduct and learning?	Do we effectively reduce the workload and support and improve the well-being of staff, while also developing and strengthening the quality of the workforce?
Do we develop reading, writing, oracy, visual literacy and numeracy skills to enable students to access the curriculum?	How effective are fixed-term and internal exclusions and how well do we support all students to complete their programme of study?	Is the school's use of the pupil premium founded on good evidence implemented effectively and demonstrating impact?
Is leaders curriculum knowledge and teachers' pedagogical content and subject content knowledge good?	How well do we support learners to develop their character (including their resilience, confidence and independence) and prepare them for life in modern Britain?	How much progress is being made towards the OFSTED Areas for Improvement our five year strategic priorities and Vision statement?

How effective are the approaches to the recruitment and retention of students, particularly in the sixth form, in order to ensure a financially viable school? |
| Is pupils' work, the progress they make and outcomes good, including | How effectively is safeguarding built into the curriculum, including | Do Governors understand their respective roles and is there evidence that they are impacting on the effectiveness of the school in line with the recommendations of the review?

Are arrangements for safeguarding learners effective |

The Quality of Education

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Do we develop reading, writing, oracy, visual literacy and numeracy skills to enable students to access the curriculum?

Is leaders curriculum knowledge and teachers' pedagogical content and subject content knowledge good?

Is pupils' work, the progress they make and outcomes good, including for specific groups particularly SEND students and those who are disadvantaged?

Is all of this consistent across all teachers in all subjects and in all year groups?

Behaviour and Attitudes   Personal Development

How effective are the School strategies for improving student's rates of attendance and persistent absence, with particular focus on key groups especially disadvantaged.

How effective are the school's strategies in ensuring high levels of punctuality.

How effective is the implementation of the behaviour policy in terms of improving student behaviour, conduct and learning?

How effective are fixed-term and internal exclusions and how well do we support all students to complete their programme of study?

How well do we support learners to develop their character (including their resilience, confidence and independence) and prepare them for life in modern Britain?

How effectively is safeguarding built into the curriculum, including extremism, mental health, relationships and sex education, consent, etc.?

Leadership and Management

Do leaders have equally high expectations and high ambitions of all students in our school including the harder to reach?

Do we engage parents and our community thoughtfully and positively in a way that supports students' education?

Do we effectively reduce the workload and support and improve the well-being of staff, while also developing and strengthening the quality of the workforce?

Is the school's use of the pupil premium founded on good evidence implemented effectively and demonstrating impact?

How much progress is being made towards the OFSTED Areas for Improvement our five year strategic priorities and Vision statement?

How effective are the approaches to the recruitment and retention of students, particularly in the sixth form, in order to ensure a financially viable school?

Do Governors understand their respective roles and is there evidence that they are impacting on the effectiveness of the school in line with the recommendations of the review?

Are arrangements for safeguarding learners effective and up to date?

How can parents get involved?

- Continue to contribute to the governors development Fund. Every penny of the £25 will be spent on improving our facilities. (See your ParentPay account)
- Join the Parents, Teachers Association – they raise funds which are used to support a range of school activities. (see PTA contact on school website).
- Contact the school if you can contribute a skill that you think we can use.

Help determine the future direction of the school. Governance.

- Foundation
- Staff
- Co-opted
- Parent

Foundation Governor

01 **What is a Foundation Governor?**

They are appointed by the local Bishop

They represent the Bishop's education policy to the governing body

They preserve and develop the Catholic ethos of the school

02 **What do Foundation Governors do?**

Operate at strategic level, ensuring that the Catholic vision and character of the school is upheld

Hold the Head teacher and leadership team to account

Oversee the financial performance of the school and set the school's budget

Manage the school's admissions criteria.

Recruitment of senior leadership

03 **What are the time commitments and responsibilities?**

10 - 12 hours per month*

Attend at least three full governor meetings a year and sit on at least one sub committee

Attend training courses provided by your diocese

*This can vary depending on the school calendar or by events such as an Ofsted inspection

04 **Who can be a Foundation Governor?**

18+ All Foundation Governors must be over 18

To be a Foundation Governor you must be a practising Catholic

Good governing bodies have a wide range of skills and experiences

05. Interested?

Have an early discussion with Pat Hurley, Chair of Governors and explain the skills that you have to offer McAuley.

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Parent Governor

The
ROLE OF A
PARENT
GOVERNOR
at McAuley

M.

Parent Governor

We have a parent Governor vacancy and, since in a Catholic school, Foundation Governors must be the majority, the election will take place as soon as these positions are filled.

As previously planned we will be hold an information evening to allow interested parents to share their skill set with us as well as gaining an understanding of this important role in supporting McAuley on its improvement journey.

Staff well-being survey May 2019
The McAuley Catholic High - Governors

THE GOVERNANCE OF THE SCHOOL	Agree strongly	Agree	Disagree	Disagree strongly	Don't know
The governing body has rigorous procedures to ensure the health, safety and well-being of staff and pupils	11%	49%	10%	11%	28%
Governors are knowledgeable of the work of the school, including its strengths and weaknesses, through their monitoring and evaluation of the school's performance	10%	51%	10%	1%	28%
Governors are actively engaged in setting priorities for improvement and robustly monitor and evaluate the impact of any improvement plans	7%	46%	11%	2%	34%
Governors systematically consult and gather the views of users and stakeholders and take these views into account in future planning	6%	41%	21%	1%	31%

	Agree strongly	Agree	Disagree	Disagree strongly	Don't know
Relationships between the governing body and the staff are open and honest	17%	49%	8%	2%	24%
Staff understand the correct procedures they need to adopt in respect of governance	7%	41%	19%	1%	31%

	Agree strongly	Agree	Disagree	Disagree strongly	
I know and understand what the principal roles and responsibilities of the governing body are	16%	66%	12%	6%	

	Yes	No
I have met at least one governor and had the opportunity to talk with them about my role and work within the school	45%	55%

|	
Please tick this box if you are currently, or have served in the past as, an elected staff governor.	5 Staff

Ofsted Parent View

Parent View results

Search results - The McAuley Catholic High School

The McAuley Catholic High School
Cantley Lane
Doncaster
South Yorkshire
DN3 3QF

URN: **140865**
Telephone number: **01302537396**
Fax number: **01302537891**

Pupils on the roll: **1680**
Responses for this school: **48**
View inspection reports

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1. My child is happy at this school

| 38% | 52% | 8% | 2% | 0% |
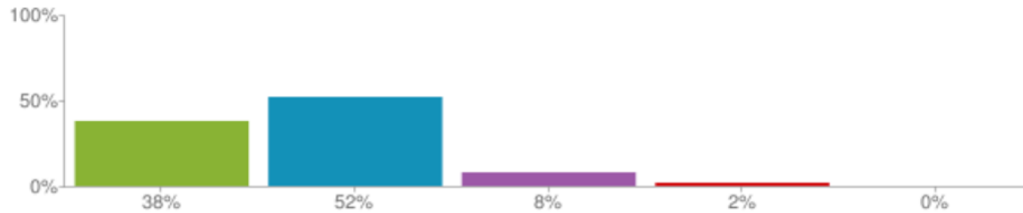
Figures based on **48** responses up to 24-05-2017

2. My child feels safe at this school

Key to results

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

Invitation to our INSET Day18th October

Programme for the Day

8.00	Gathering – tea/coffee etc
8.30	Story telling – Liturgy
8.45	David Wells
10.15	Break followed by **Sacred Space**
12.00	Breaking of bread
13.00	David Wells
14.15	Commissioning
14.30	Depart

Closing Prayer

Father,
Pour out your Spirit
Upon the people of our school
And grant us
A renewed vision of your Glory
A renewed experience of your power
A renewed faithfulness to your Word
And a renewed consecration to your service
So that your love may grow within and among us
Replenishing and filling us with hope.

Show us the way ahead,
So that your Kingdom come
Through Christ Our Lord

Amen

CATHOLIC SCHOOLS
educating mind ♥ heart ♥ spirit