

Archdiocese of Cardiff



Catholic College Inspection Report

St David's Catholic College, Cardiff

Inspection dates	5-6 March 2020
Reporting Inspector	Mr Peter Ward
Accompanying Inspectors	Mr Wiktor Daron Mr Paul Moriarty
Type of School	Sixth Form College
Age range of pupils	16-19
Number on roll	1450
Local Authority	Cardiff
Chair of Governors	Mr Christian Mahoney
School Address	Ty Gwyn Road Penylan Cardiff CF23 5QD
Tel No.	029 2049 8555
Email Address	enquiries@stdavidscollege.ac.uk
Parishes served	Parishes in the city of Cardiff and in Barry and Penarth
Date of previous inspection	26-27 January 2011
Principal	Mr Mark Leighfield

Catholic School inspection aims to assess outcomes, provision and leadership and management in each of the three Inspection Areas:

Inspection Area 1: Catholic Life and Ethos

Inspection Area 2: Curriculum Religious Education

Inspection Area 3: Collective Worship

Inspectors provide an overall judgement on the school's current performance and on prospects for improvement, both of which are based on the judgements arrived at in inspecting the three areas.

Judgement	What the judgement means
Excellent or Outstanding	Many strengths, including significant examples of sector leading practice or practise that is both consistent and highly effective.
Good	Many strengths and no important areas requiring significant improvement
Adequate and Needs Improvement or Requires Improvement	Strengths outweigh areas for improvement
Unsatisfactory and Needs Urgent Improvement or Inadequate	Important areas for improvement outweigh strengths

The table below shows the terms that Archdiocesan inspectors use and a broad idea of their meaning. It is for guidance only.

Proportion	Description
With very few exceptions	Nearly all
90% or more	Most
70% or more	Many
60% or more	A majority
Close to 50%	Half/around half
Below 40%	A minority
Below 20%	Few
Less than 10%	Very few

Copies of this report are available from the school and from the Archdiocese of Cardiff Schools website: www.rcadcschools.org

Context

St David's Catholic Sixth Form College was established in 1987 by the Archdiocese of Cardiff. It provides sixth-form provision at its campus located in the Penylan area of the city. The college employs approximately 130 staff members and educates 1,450 learners, nearly all of whom study full-time and are between 16 and 19 years of age.

The college serves four Catholic 11-16 partner schools, acting as their sixth form. In addition the college recruits learners from a wide range of other schools and remains oversubscribed. The college is comprehensive and inclusive in its approach with a preferential option for the poor and commitment to the common good. It recruits learners from a diverse range of socio-economic, ethnic and religious backgrounds. Thirty-four per cent of learners live in some of the most disadvantaged areas in Wales. Thirty-six per cent of the college population are black, Asian or have minority ethnic backgrounds, making it the most ethnically diverse college in Wales. Forty four per cent of college learners are Catholic. Fourteen per cent of students are of the Islamic religion.

The college operates a comprehensive compulsory religious education programme for all learners as well as academic religious studies courses at AS and A level. In total, the college offers learners a choice of 30 A level courses as well as level 3 vocational courses across eight subjects. AS and A level courses account for 64% of enrolments at the college, with level 3 vocational courses accounting for 23% of enrolments. Level 2 courses make up 10% of enrolments, with level 1 courses accounting for 2% of enrolments.

Summary

How effective is the college in providing Catholic education?	Excellent
<p>Catholic education at St David's College fully reflects its Mission Statement to be 'a Catholic college for the community, to discover and realise the full potential of all in an atmosphere of love, service and respect, inspired by Christ'. The college provides a strong and secure Catholic education because:</p> <ul style="list-style-type: none"> • The governing body are fully committed to ensuring that the college provides the best possible Catholic education for all members of the local community by drawing upon its extensive range of skills, commitment and experience. • The principal and senior team provide an inspiring research-based vision for how a Catholic college can realise the innate potential of all members of its community. • The inspiring vision is wholeheartedly supported by the school governors, chaplain, head of religious education and chaplaincy team. • The college provides for all students a religious education course known as Spiritual Reflection which enables them to deepen their understanding of the Catholic faith and their own beliefs and values. • The college provides a popular and successful academic GCE Religious Studies course. • The provision for prayer and worship within the college reflects its mission statement. • The college is a friendly inclusive community of students and staff committed to the well-being and growth of all its members. • Thoughtful and appropriate pastoral care contributes significantly to students' personal confidence, academic achievement and wellbeing. • Its thoughtful mutually supportive networking with Catholic schools supports diocesan Catholic education and aids student transition. 	
What are the school's prospects for improvement?	Excellent
<p>The college's prospects for improvement are excellent because:</p> <ul style="list-style-type: none"> • The Governing Body has the capacity, commitment and governance structures to promote and sustain the on-going development of this excellent Catholic college. • The principal and senior leaders share with the Governing Body an imaginative yet realistic vision of the part that the college can play in the mission of the (local) Church. • The governors and college leaders are committed to research-based policy and practice rooted in contemporary Catholic self-understanding. • The strong team of college staff, including those teaching Religious Education, are committed to the on-going success and development of the college. • There is a commitment to ensuring a curriculum model that supports the Catholic education and pastoral support of students. • New and established lines of communication with students enable dialogue and understanding amongst all members of the college community. • Students and their families are actively involved in and committed to the on-going success of the college. 	

Recommendations and Required Actions

What does the school need to do to improve further?

R1: Ensure that the high standard of teaching and learning in academic Religious Studies is consistently replicated throughout spiritual reflection.

R2: Ensure that prayer is a daily part of all students' experience at the college.

R3: Provide opportunities for students to devise and lead prayer and worship as part of Recommendation 2.

What happens next?

The school will submit a Post-Inspection Action Plan to the Director of Religious Education that shows how it will address the recommendations. Submission should be within 45 working days of publication of the report. Progress in addressing the recommendations will be monitored by the Archdiocese.

Main Findings

Inspection Area 1: Catholic Life and Ethos	Excellent
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The school's leadership is truly committed to the Church's mission in education. The development and promotion of a genuine Catholic ethos is viewed not only as a core leadership responsibility and priority but as a key aim of the college. The Principal and senior leaders have a secure coherent vision for Catholic education and provide clear leadership and example in this area. The college has built on its pre-existing strengths to develop students' understanding of the Catholic faith and has continued to maintain and improve the very good academic outcomes for all students irrespective of their ability levels or faith backgrounds.

The Principal and Senior Team ensure that the strategic planning and the leadership roles reflect the needs of all students. Their roles and responsibilities effectively promote accurate self-evaluation enabling continuous improvement. As a direct consequence of the staff's commitment to the college Mission Statement, the Catholic education at St. David's Catholic Sixth Form College is of the highest standard. The Mission Statement is very clear, firmly rooted in Gospel values and aims to create "A Catholic college for the community seeking to discover and realise the full potential of all in an atmosphere of love, service and respect, inspired by Christ". Staff at all levels of leadership are committed to the Catholic aims, mission and values of the college. They are fully aware of and committed to their individual and the collective responsibilities irrespective of their subject or support specialisms.

The current mission statement was the result of extensive consultation with staff, the student council, governors and other key stakeholders. It is well embedded within the organisation and embraced throughout the college community. It is currently under review as part of the development of the new strategic plan, with any change being subject to similar consultation. Students, both Catholic and those of another religion or belief, are proud to be a part of the college and comment very positively about their experiences. The students are fully aware of the distinctive Catholic character of the college and are very willing to embrace the opportunities provided for them to grow in faith or consider their own spiritual development. The staff are also very proud of the achievements of the college in respect of the accomplishments of students enabled by the broad scale and scope of opportunity made available including support for students' spiritual development. Among parents and within the local community the college is recognised as having an excellent reputation as a Catholic college.

Trust and genuine respect between students of all faiths and none and between staff and students is a major strength of this learning community. This in turn leads to exemplary behaviour in lessons and around the college including break and study times. The students are very considerate to each other and extremely polite and helpful to visitors. The influential Catholic and Friends Society has evolved from the student council and attempts to replicate Catholic Society groups at universities. It is an active and extensive body within the college and a respected consultative element of college management. The executive group of eleven students and a Senedd of over fifty class representatives is active and involved in many areas of college life and is trusted by fellow students and staff to promote the values of the college in a responsible, coherent and considered manner.

St David's has an effective, enthusiastic and experienced Chaplaincy team led by a Chaplain who is also an Assistant Principal within the Senior Team. The Chaplaincy Team is comprised of the Chaplain, the Principal and members of the Religious Education Team. The team has recently been extended to include students from the Catholics and Friends Society. The Chaplaincy team lead spiritual reflection, seasonal meditations, pilgrimages, and liturgies. The

team is also supported by the Rosminian clergy from the adjoining St Joseph's Parish.

The Chaplaincy promotes and engages student support of numerous charities both locally and nationally. These include raising funds for charities such as Cafod, through Lenten lunches, organising the Senior Citizens Christmas party, Mary's Meals and the Crisis at Christmas Appeal. Students are also involved in increasing numbers in assisting hosting the Catholic Primary schools' sports day. The Chaplaincy also encourages and supports students to participate in visits to places of pilgrimage including the annual pilgrimage to Lourdes. Although only a small percentage of the college roll participate, it is greater in 2020 and the students' commitment to raising the funds to participate in the pilgrimage is admirable. Increasing numbers of students have participated in local retreats and over three hundred students participated with the NET ministries when they visited the college and delivered their three-day programme. Students' awareness of the concept of vocation in all its senses is well understood as demonstrated by the nature of voluntary activities undertaken as part of the Welsh Bacculaureate and the large numbers of students attending the Chaplaincy events at the recent Vocations Festival.

The centrally located, sizeable and well-appointed college Chapel is being refurbished to enhance its appearance and enable greater numbers to attend college services. It is also regularly used by students and staff for private prayer and reflection. Students understand the significance of and are very respectful of the Chapel and of Catholic displays and artefacts around the college and in classrooms. The attractive Memorial Garden is also conducive to outdoor reflection and prayers when the weather is favourable. Together these are a constant reminder of the Christian message and mission statement that is central to the ethos of the college. Prayers or a reflection are conducted in all spiritual reflection lessons and also before or at the end of some other lessons and students are again very respectful and considerate when they are said. Leaders at the college are aware however that guidelines for staff concerning prayer or reflection should be clearer to ensure consistency of practice.

Continued Professional Development for staff colleagues is seen as a priority in the college and both the Presentation for the Deanery in September 2019 and the Staff Development Day in August 2019 emphasize the need to prepare staff for their individual roles in contributing to the mission statement of the college. The former mentions and outlines plans for staff training to support evangelisation and the latter by indicating how the college should evolve as a Christian community whilst posing the question as to what is understood by this term and how the Catholic ethos is a lived experience.

The pastoral organisation of the college is inclusive, systematic, pro-active and caring and has the confidence of both students and parents alike. Students interviewed understood the system of support, were comfortable in seeking support as required and felt their peers also trusted and used the system to assist them in their learning and the other life issues that inevitably arise for individuals. The college's Relationships and Sex Education programme forms part of the pastoral development programme and is based firmly on respect for others and self. It was approved by the Archdiocese by whom it is seen as an example of good practice.

The principal is well supported by an effective Senior Leadership Team. Relationships within the team are professional and positive and they work together to ensure the college's Catholic life is central to their strategic direction going forward. Self-evaluation is effective because it draws upon a wide range of structured sources including student and parental surveys. These contribute to identifying areas for further development and improvement in the College's Strategic Plan which currently has six key themes including responding to the Church's mission. This theme aims to ensure the distinctive nature of the college and its mission are promoted and celebrated. The leadership theme aims for high standards and strives for excellence whilst directly promoting gospel values within the daily life of the college.

The development and adoption of the college's own Servant Leadership Model as the *modus operandi* for all interactions takes account of well-being for the whole college community by developing staff skills including listening and extending their ability to empathise. The model aligns Christian theology with a supportive and inclusive ethos which is instrumental in improving outcomes for all learners. The new 2020-2024 strategic plan also draws on the collaborative international research undertaken by Katholieke Universiteit (Catholic University) Leuven, Belgium and the Catholic Education Commission of Victoria in Melbourne, Australia.

Governance is a particular strength of the college. The Governors bring a range of experience and skills and have a detailed knowledge and understanding of the college's strengths and areas for development. They are fully committed to their roles and provide appropriate support and challenge to the principal and Senior Leadership Team through a well-informed set of committees. They are both realistic and aspirational for the future development of the college and are fully involved and engaged in order to support continued improvement. The governors understand their role in holding the college to account for the Catholic life of the college. The governors receive regular reports and updates from the Senior Leadership Team and Head of Religious Education on both the Catholic life of the college and academic progress. The college works closely with the Archdiocese and partner secondary schools and has met with Deanery clergy to explore wider evangelisation.

Inspection Area 2: Curriculum Religious Education	Excellent
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Students confirmed the judgement of inspectors that the compulsory Spiritual Reflection programme is appreciated by many if not most students. The level of overall student engagement varies, reflecting in part the varying commitment to religious education of their former school setting and hence their recognition of the significance of this field of study. The level of engagement also varies in different groups with around half of students engaging in some but most students in another.

Individual students spoke approvingly of the content, nature and level of challenge in lessons. They recognise that it sets out to provoke thought and reflection. Some were appreciative of the non-confessional approach while confirming that Catholic Christian teaching were presented clearly. There is some reluctance on the part of students to show interest and engagement but most are generally attentive and participate in discussions. The college Learner Voice student survey in June 2019 on Spiritual Reflection gave very positive results and feedback from both Level 2 and Level 3 students.

More than half of students are completing the written assignment requirements and achieving the standard for certification by Agored Cymru. School data analysis shows that students in Year 13 are achieving or are on course to achieving Level 7 when they have completed the requisite assignments. This shows strong progress relative to their starting points and capabilities.

Students in class and in conversation with inspectors showed that they are becoming increasingly religiously literate. For example, a group discussion with students from various backgrounds explained various Christian beliefs about the Eucharist and understood clearly the term 'transubstantiation'.

Those students who choose to study GCE A and AS Religious Studies are fully engaged in their learning. In lessons students confidently and accurately use specific religious language and terminology freely and assuredly. Their folders are thorough and well organised with a judicious mix of handouts, notes and essay questions completed to a high standard.

Students know the exam skills and techniques needed for the external examinations and understand the progress they are making and how to improve. Year 13 students are aware of their areas for development from their year 12 exam. College and national data show that students gain excellent results with those attaining grades A-B some 24% above the national average. College results were above the national averages for Wales in every key indicator. All students make significant progress relative to their starting points and capabilities.

Teaching overall is good with many excellent features in GCE Religious Studies and a little weaker in Spiritual Reflection lessons. In GCE lessons objectives and success criteria are clearly defined at the beginning and revisited throughout. Inspectors observed engaging starter activities such as a dominoes challenge to introduce Aquinas' teachings on the existence of God. Teachers fully engage students in learning because of their excellent subject and exam specification knowledge and breadth of understanding of effective teaching strategies which they use well in planning and teaching. Tracking and monitoring is rigorous and thorough. Students are always made aware of their present and target grades with formal examinations being used to identify any underachievement and to set each student their realistic targets. As a consequence, course completion rates are excellent at 93.3% at AS and 100% at GCE A2 and students make strong academic progress.

The Spiritual Reflection programme and individual lessons are carefully planned using a wide variety of resources and activities. Teachers communicate a strong appreciation of the value

of Religious Education and of its contribution to each student's wholistic education. They have a high level of confidence and expertise in presenting this course that most have been involved in specifically designing in order to address the breadth of interests and experience of contemporary college students.

Each lesson is well planned with a sequence of varied activities that enables students to work towards the aim of the lesson that is clearly presented at the outset. For example, in the 'Learned and Wise' lessons observed teachers used a video clip from The Simpsons, a general knowledge quiz and drew on examples of the work of Skinner, Piaget and Pavlov. Teachers always include scripture references and also include QR codes in task sheets to expand the information readily available.

Students are challenged to address such resource and stimulus material in a number of ways including through individual, pair and group discussion and recording as well as plenary sessions. Teachers are attentive to these interactions and generally listen carefully and question skilfully in order to support student learning and reflection. They provide constructive feedback and guidance and make good use of praise, together with appropriate reference to the external assessment criteria. Most lessons start and conclude with a prayer and include reference to opportunities for voluntary prayer and reflection in the coming College week.

Leaders and Governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect. Religious Education is provided for all students on roll for at least 5% of curriculum time. It conforms with the Religious Education Curriculum Framework of the Archdiocese and is assessed in accordance with the Levels of Assessment included in the Religious Education Curriculum Directory for Catholic Schools and Colleges in England and Wales [RECD].

Leaders and Governors appreciate and are fully committed to ensuring that Religious Education is at the core of the curriculum. It is timetabled weekly for all students in tandem with pastoral reflection lessons to emphasise the centrality and facilitate the mutual provision of religious and pastoral support for all students. In addition, WJEC GCE AS and A Level Religious Studies is a well-established Level 3 course that provides students with the opportunity to study Christianity together with religion and ethics and the philosophy of religion.

The Governors' Catholic Ethos and Culture committee is a strong, well-constituted and effective committee that ensures that the College has sound and robust policies and programmes to address spiritual reflection and Wellbeing that are regularly reviewed. The departmental Religious Education self-evaluation report and action plan is reviewed and approved annually. It is included in the committee's regular report to every meeting of the full Governing Body so that they are able to discharge their responsibilities effectively.

Spiritual Reflection is the title given to the Religious Education programme followed by all students within the college. It is an imaginative well-designed course now well into its second year. It is a fusion of the Jesuit Pupil Profile, comprising eight pairs of virtues, along with the expectations of the RECD. It is designed to be accessible to students of any faith or none in a way that will encourage them to explore a range of philosophical, theological, ethical, and spiritual questions in a reflective, analytical, balanced way. Inspectors confirm that it stimulates questioning and debate and introduces key beliefs, teachings and practices of the Catholic Church and other faiths. The programme has been adopted as the template for all sixth form Religious Education in the Archdiocese and is accredited externally by Agored Cymru. Student progress and achievement in this course is carefully tracked to support learning and meets external assessment criteria.

The well-qualified subject leader regularly meets the team of full- and part-time specialist Catholic teachers including a priest of the diocese to support subject teaching and to monitor

and respond to student progress. They are based in the Chaplaincy Office which facilitates communication among all with responsibility for Religious Education and Prayer and Worship in the college. Regular meetings between the subject leader and his line manager, the Assistant Principal (Catholic Ethos and Culture), include consideration of the rigorous self-evaluation report and action plan. This draws upon a wide range of sources including the on-line surveys of parents' and annual 'learner voice'.

Inspection Area 3: Collective Worship	Excellent
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Students recognise the significance of prayer and worship and its contribution to the distinctive Catholic character of the college. They act with reverence and respect in the school chapel and engage with the opportunities for prayer and reflection during the spiritual reflection programme. The programme includes meditations during Advent and Lent. The meditation observed in the chapel during the inspection was attended by two class groups of students. It was extremely well led and thus a very meaningful experience for those in attendance. There is little evidence of students being engaged in preparing formal liturgies, a point honestly recognised by the college's own self-evaluation and one which they seek to change without delay.

Students told inspectors that they thought most students appreciated all these opportunities which broadened their personal experience. The students also confirmed the inspectors' judgement that there is a real sense of respect for those of a different religion, faith or belief. The students also stated that they have the confidence to celebrate these differences and to act with integrity when praying with others. Students of the Islamic faith told inspectors that the college made provision for them to pray during Ramadan.

Those students who participate in voluntary opportunities for prayer and worship do so with considerable enthusiasm and engagement, often helping to devise and fashion the occasion, contributing to its celebration. These occasions embrace a variety of formats which include scripture, liturgical music, meditative reflection and other forms of prayer. Student participation includes serving and reading at voluntary Mass and the annual cycle of liturgical and para-liturgical celebrations including morning prayer and the Stations of the Cross which inspectors attended in the school chapel.

Staff prayer is a regular part of college life with both integral and voluntary opportunities contributing to the college's sense of community. The regular pattern of voluntary opportunities for prayer and worship are open to and embraced by both staff and students. They are well planned and resourced and both students and staff speak positively of them and instance occasions which were inspiring and memorable.

Most students have a good understanding of the Church's liturgical year with its seasons and feasts and how this is reflected in the focus and tone of prayer and worship. Staff and students told inspectors that the chapel, where the Blessed Sacrament is reserved, is regularly used for private prayer throughout the day.

Planning and provision of prayer and worship reflects the centrality of the Catholic mission of the college. Relevant staff including the college chaplain and chaplaincy team members have an excellent understanding of the purpose of prayer and worship and the wide variety of methods and styles within the Latin tradition and wider Catholic traditions. They also are fully conversant with the Church's liturgical year, seasons and feasts and strive to ensure that all members of the college community can participate in prayer and worship of the highest order.

Individual celebrations and the patterns and cycles of prayer and reflection are regularly and effectively evaluated and reviewed in order to ensure that they engage the college community and conform to the teaching and practice of the Church.

Prayer is an integral part of all students' experience of the college, being a significant feature of the weekly spiritual formation programme. Within the programme prayer and reflection is rooted in the specific virtues and values that are being explored. It is deliberately designed with the aid of thoughtful and imaginative Power-point presentations to prompt students to appreciate and reflect upon the spiritual and transcendent character inherent in the subject matter of each lesson. Staff introduce them in an inclusive manner that enables all students irrespective of their religion or belief to fully engage in the activity. The programme also includes an introduction to forms of prayer including the Examen and Christian meditation. In both Advent and Lent every student attends a seasonal meditation led by the school chaplain in place of the spiritual reflection period. Prayer within the spiritual reflection programme provides a wide range of opportunities for students to develop spiritually irrespective of their age, aptitude and personal faith or belief.

Voluntary Mass is celebrated each week and on Holydays of Obligation. The college calendar includes an extensive programme of annual liturgies and events that demonstrate a strong understanding of the liturgical seasons and Catholic practice. These engage numbers of students and staff because they are thoughtfully scheduled in the college chapel so that all may be able to attend as part of their schedule of work. For example, weekly celebrations of Mass at lunchtime are held on different weekdays each term, complemented with Sacred Heart devotions in June and midday prayer in May and July. The rosary is recited daily at lunchtime in May and at the end of the day on Fridays in October. At that time on Fridays in November there are prayers for those who have died and in Lent there are the Stations of the Cross. The week of prayer for Christian unity is also marked by prayers each day after college. During Advent and Lent each day begins with the Angelus prayers and a gospel reflection. Student participation in these celebrations is encouraged during spiritual reflection sessions and through a range of social media. The leadership and celebration of these opportunities is of a high standard that encourages wholehearted engagement by all who attend.

In addition to these events that are open to staff as well as students, there are opportunities and occasions of staff prayer and reflection including a voluntary weekly lunchtime gathering. Prayer and worship are also incorporated into college events such as the day for senior citizens in Advent which commences with Mass in the chapel. Other annual events include an Advent service of lessons and carols and participation in the St David's Day Mass at the cathedral. Such events include numbers of students and those involved directly in the celebration of prayer and worship are appropriately briefed and supported. The Sacrament of Reconciliation is always available, with particular provision during Advent and Lent.

Provision of acts of collective worship exceeds significantly the requirement in the college Articles of Government "that at an appropriate time on at least one day in each week during which the College is open an act of collective worship is held at the College which students may attend".

The Governing Body and Senior Leadership Team are both fully committed to the importance of prayer and worship that engages college students and has the potential to support their personal flourishing. Governance and school structures ensure that they receive accurate and timely reports so that they can promote, monitor and evaluate provision in order to plan future improvements. Both groups include members with a thorough knowledge of planning and leading prayer and worship and of the rich tradition of Catholic liturgical practice.

The college chaplain is supported by a chaplaincy team of staff members who have considerable knowledge and experience of leading prayer and worship and more recently

student members of the Catholics and Friends Society. Working together from the centrally located chaplaincy office, they devise and lead an extensive range of curriculum and voluntary opportunities of prayer, reflection and collective worship. All are committed to providing opportunities that reflect the Catholic character and mission of the college and engage the varied faith and belief background of students.

Including prayer and reflection in the weekly spiritual reflection programme and clearly linking it to the content of each lesson, which is itself based on the Jesuit Pupil Profile 'virtues' programme, ensures that all students are presented with an approach to prayer and reflection from a contemporary context. At the same time the signposting to other opportunities available in the college in the coming week ensures that students are made aware of and have access to a broad range of Catholic opportunities for prayer and worship. The chaplaincy team positively encourage students who wish to lead or to develop occasions for prayer and worship. All students who are involved in liturgical events are fully supported so that they have a secure grounding and can confidently participate in the event.

Regular surveys of students, their parents and of staff include reference to prayer and worship. The Catholics and Friends Society also represent views of students. These contribute to the regular and systematic evaluation of prayer and worship opportunities in the college by the chaplaincy team which feeds into the annual review of the School Development Plan by the School Leadership Team and subsequently the Catholic Ethos and Policy Committee and finally the full Governing Body. Thus the college has a rigorous and robust system that supports the provision of high quality prayer and worship.

Appendix 1

Responses to parent questionnaires

143 parents/carers completed the online parent questionnaire in an average of just over 5 minutes.

In response to the specific questions:

1. Most parents/carers were happy with the values and attitudes that the college fosters with none disagreeing.
2. Most parents/carers indicated that they were made to feel welcome in the college.
3. Many parents/carers also believed that the college sought their views and concerns and took them into account.
4. Many parents/carers believed that the college gave them a clear understanding of what is taught in Religious Education.
5. Most parents/carers agreed that the college enabled their children to achieve a good standard of work in Religious Education.
6. Most parents/carers felt that the college kept them well informed about their child's education in Religious Education.
7. Most parents/carers were happy with the help and guidance available to their children.
8. Around half of the parents felt that the college provided a clear understanding of what is taught in personal, social and health education and, where appropriate, relationships and sex education.
9. Many parents/carers believed that the college enabled their children to develop spiritually through prayer and worship.

All 109 written comments were positive apart from one observation about a parents' consultation meeting and one ambiguous/cryptic comment. The most common reason for choosing the college was its reputation followed by its being a Catholic college and ease of transition from secondary school. The range of courses and its being the personal choice of the student were also statistically significant responses. Written responses as to what is distinctive about the college were more varied but references to the atmosphere, ethos and faith of the school were the largest single group, followed by positive appreciation of the care and professionalism shown by teachers. Other common references included the pastoral care of students, the friendly sense of community together with several references to cultural and ethnic mix of students, one noting 'its ethos and values are similar to my Islam'.

Appendix 2

Evidence Base

- The college self-evaluation report
- Review of college website documentation
- Review of college leadership and management documentation
- Review of Religious Education documentation
- Review of Chaplaincy documentation
- Review of ancillary documentation e.g. college prayer book
- Meetings with
 - College Principal and Vice Principal
 - Assistant Principal Catholic Ethos and Culture/school chaplain
 - Assistant Principal Student Experience
 - External Governance Consultants
 - Head of Religious Education
 - Chaplaincy Assistant
 - Teaching and support staff members
 - Students
 - Chair of Governors and Chair of Catholic Ethos and Culture committee
 - Local clergy and Religious
- 8 lesson observations
- Examples of assessed students' work
- Observations of integral and voluntary occasions of prayer and worship
- Parental questionnaire returns