



Oaklands Catholic School and Sixth Form College

Catholic Self-Evaluation Document
(CSED)

Executive Summary, May 2024

Stakes Hill Road, Waterlooville, Hampshire, PO7 7BW

Phone: (023) 92 259214

Email: Oaklandseoaklandscatholicschool.org



INTRODUCTION

Oaklands is a very popular and high-performing, Catholic Secondary School in the Diocese of Portsmouth, serving parishes in a twelve-mile radius. We are over-subscribed in all year groups.

The Sixth Form College at Oaklands Catholic School is relatively small with around 250 students, drawn from the main school as well as from diverse schools over a wide catchment area.

Approximately 55% of students are Catholic. Catholic numbers have fallen in recent years mirroring the situation in parishes, and this is compounded by issues related to home-school transport.

Oaklands is one of the most diverse schools in Hampshire. There are over 60 languages spoken by staff and students from different parts of the world. Oaklands is truly 'Catholic', welcoming students and staff from different faiths and none. This diversity enriches our community, leading to recognition and understanding of each other, as seen in our Culture Week celebrations.

At Level 2, our curriculum offer mainly consists of GCSEs with a high EBacc component. Post-16 students typically take three or four A Levels and we also offer a limited range of Cambridge Technical courses. Alongside their studies, Sixth Form students follow an extensive enrichment programme which includes timetabled sessions on core religious education, mentoring younger students, work experience options, sports and arts.

The school leadership structure is distributed; at a senior level the school operates with an extended leadership team that comprises a Headteacher, two Deputy Headteachers, three Assistant Headteachers, four Heads of core Departments, SENCO and a Catholic Ethos and Culture Lead.

The school has two Lay Chaplains who coordinate all liturgical and worship celebrations supported by a Chaplaincy Team composed of staff and students.

- The sense of community within the school is exceptionally strong and lived out through words and action.
- The school meets its requirement for 10% of RE at KS3 and KS4 and 5% at KS5.
- Outcomes in RE are high with students making good or better progress.
- Oaklands is committed to developing Catholics into positions of leadership, and this is reflected in the majority of those in the Extended Leadership Team being Catholics.
- The leadership is conscious of succession planning.
- Opportunities for worship and spiritual development are extensive.
- The school's commitment to improving Catholic education in the Diocese has been seen in the expansion of the Academy Trust to include Corpus Christi Catholic Primary School.
- Pastoral care is exemplary, recognising preferential treatment of the poor.
- Catholic Social Teaching (CST) is explicitly taught through curriculum subjects.

Oaklands has also been instrumental in setting up the Oscar Romero Award Trust to support Catholic schools across the nation to embed Catholic Social Teaching principles in their day-to-day activities. This is recognised by the CES and is working in 280 schools in 20 Dioceses in England, Wales and Scotland.

At Oaklands, we maintain that our Catholic provision is outstanding. However, this does not mean that we stand still. As the context in which we work changes, we need to respond accordingly, developing new initiatives and further embedding what we do well.



CATHOLIC LIFE AND MISSION

CLM1 The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

- Students engage with and participate in the school's Catholic identity activities; St John's Korogocho, Students for Oaklands Students (S4OS), affinity groups, and the Charism Team's work.
- More students are taking up leadership roles in the school through the Oaklands+ programme.
- 'The Oaklands Way' highlights key messages and reflections related to the school mission and is shared weekly with students and parents.

Areas for Development

- Further embedding of CST in lessons and everyday life of the school.
- Further development in student participation in preparing and leading worship celebrations.

CLM2 The quality of provision for the Catholic life and mission of the school

- Staff provide a visible Catholic identity through school activities, pastoral care and restorative justice.
- S4OS and the SEND Department demonstrate a commitment to the well-being of the vulnerable.
- Student voices heard through Culture Week and consultation to relaunch the Mission Statement.
- The RSE programme aligns with the tenants of the Catholic Church.

Areas for Development

- Increase participation in the Chaplaincy team, so it reflects the breadth of the school community.
- Display scripture and offer prayer stations around the school site.
- Embed the KS5 RSE curriculum.

CLM3 How well leaders and governors promote, monitor, and evaluate the provision for the Catholic life and mission of the school

- Leaders can articulate the vision of Catholic education and are committed to its aims by their actions.
- Governors visit departments termly and report on Catholic Social Teaching, as well as ethos. Governors undertake CST training and Formation.
- Leaders take on board student voice.
- Induction for new staff and ongoing CPD for staff about Catholic ethos.
- Leaders recognise their wider responsibility to the community, so the school plays an active part in the Havant Federation, including embracing vulnerable students who need a fresh start.

Areas for Development

- Continue to iterate school policies so they reflect Catholic Social Teaching.
- Staff retreat and formation opportunities.

COLLECTIVE WORSHIP

CW1 How well pupils participate in and respond to the school's collective worship

- Students engage well in liturgical and worship celebrations (singing).
- They are planning weekly prayers and can articulate their needs.
- They take leadership roles in key celebrations, and we have some as extraordinary ministers of communion.
- Two Chaplains in the school.

Areas for Development

- Engage the enthusiasm of students in Year 9 and above.



CW2 The quality of collective worship provided by the school

- The school has a purpose-built Chapel in which the Blessed Sacrament is present.
- The termly worship rota includes Masses and other worship, following the liturgical calendar and a clear weekly prayer structure.
- Staff routinely model prayer and being witnesses of faith.
- Prayer stations around the school.
- Good links with local parishes for Mass and key celebrations.
- Families are invited to attend Mass at school.

Areas for Development

- Continue training of staff to develop student participation in worship.
- Introduce Staff Alpha.

CW3 How well leaders and governors promote, monitor, and evaluate the provision for collective worship

- Leaders put Chaplaincy at the heart of the school, provide a generous budget and offer opportunities for faith formation.
- Policy on Prayer and Worship in place, including CPD for staff on leading prayers.
- Celebration of half-termly and year group Mass.
- Weekly guidance on prayer and worship in the Staff Bulletin.

Areas for Development

- Re-introduce student and staff retreats.

RELIGIOUS EDUCATION

RE1 How well pupils achieve and enjoy their learning in religious education

- Student attainment is high, above the national average in GCSE and GCE, and they enjoy and engage in their lessons.
- RE literacy is emphasised.

Areas for Development

- Improve progress in RE at GCSE and larger numbers achieving ARE in Year 8 and Year 9.

RE2 The quality of teaching, learning, and assessment in religious education

- The school employs specialist RE teachers, engages in clear planning of the curriculum and uses a variety of resources which are adapted to meet the needs of the classes.
- Expectations are high leading to low behaviour issues in RE.
- There is effective questioning and monitoring of progress.
- Reflection and prayer are part of the lessons, and the curriculum is well-designed to promote CST.

Areas for Development

- Continue to update RE learning journey to reflect the latest Curriculum Directory in accordance with the implementation time line

RE3 How well leaders and governors promote, monitor, and evaluate the provision for religious education.

- RE given parity with other core subjects
- RE Directory compliant in KS3 and in Year 10 and rigorous self-evaluation.
- Termly meetings with students to hear student voices.
- The Head of Department, Second in Department and KS3 Lead are all specialists and attend and disseminate CPD opportunities.

Areas for Development

- Provision and 'blocking' of A Level RS.
- Increased focus on Core RE by staff.
- Find other and additional extra-curricular opportunities to support the RE curriculum and wider Catholic life of the school.



Community: No one gets left behind



Unity: United by The Cross



Opportunity: Potential for Greatness