

AUDIT REPORT 2008 **LUMEN CHRISTI COLLEGE**

Introduction

Lumen Christi College carries out a biennial audit of the opinions of parents, students, teaching staff and support staff in order to enhance the quality of the educational provision offered by the school. Research is done by means of a questionnaire delivered to a sample of pupils and their parents as well as to all staff. The audit seeks to take account of views on all aspects of the school curriculum and fabric and results inform our School Development Plan for the coming three years. All questionnaires provide the opportunity to elaborate on any responses or to make suggestions to the Board of Governors. A copy of the audit report and outline of results of the questionnaire are available on-line on www.lumenchristicollege.co.uk and are distributed to each parent and staff member in the school.

280 pupils and their parents were selected at random by the Board of Governors for inclusion in the school audit in which all members of staff were also included. There was a return of 280 pupil questionnaires, 146 parent questionnaires and questionnaires from 55 of the 57 teachers and 42 of the 61 members of the support staff at the time of writing.

The sample group in each year for pupils in Years 8-14 was 40 pupils; a separate audit with questions more appropriate to Sixth Form was administered to students in Years 13-14. This report differentiates between these as Pupil Questionnaire (for years 8-12) and Student Questionnaire (for sixth form students).

Every effort has been made to include the concerns or supporting comments by individual parents, pupils and staff and all questionnaires are made available to both Governors and Leadership Team in directing the School Development Plan for the next three years. Where individuals have drawn attention to issues not referred to in the report, they are encouraged to contact the college to discuss the action -or lack of it – taken as a result of their comment.

The format of the report reflects the areas directly relevant to the educational provision offered by the college, the ethos of and relationships in the school, teaching and learning, management and leadership, discipline and environment.

A summary of concerns expressed by each of the groups polled is included at the end of these sections. Where possible, suggested actions to meet such concerns have been identified.

Relationships and School Ethos

The audit clearly indicates that school ethos and relationships are excellent. 87% of pupils actually admitted to enjoying being at school and 76% of Sixth Form Students found school work interesting. All but two parents agreed with this and 99% felt that their child respected the teachers and that the school cared for their child. This positive response was reflected in the teachers' comments with 96% noting that most pupils showed them respect and were well-behaved in class, a view shared by 83% of support staff. One teacher noted that "the vast majority of students is a real pleasure to teach and to encounter outside of class". 97% of parents also felt that the school helped new pupils settle in quickly and treated their child well and one suggested that "what impresses me most is the care taken of each of my children pastorally and spiritually. These aspects sometimes can be abandoned in the pursuit of academic success". While an individual parent criticised teachers for "arrogance in ...manners and attitude" and a teacher noted that "parental expectations can sometimes be overwhelming", all but three parents thus felt that staff were both approachable and caring while only two teachers and seven support staff felt that they were not supported by parents, an indication of the excellent relationships between staff and parents by any standards.

Such views were certainly supported by pupils' responses where 95% of the senior students noted a positive relationship with school staff and 85% of pupils felt that they were fairly treated by their teachers. Pupils too were positive in their responses about support staff where 226 (84%) noted that they could get help from the Office staff when they needed it.

The listening ethos of the college was reaffirmed when, 92% of all students in the college believed that teachers listened to what they had to say, 86% of parents felt that their child's views were sought on school issue and all teachers and 86% of support staff noted that their views were listened to and taken seriously by the principal or line manager. However, only 52% of pupils felt they actually had a say in school issues and the recently revamped Student Council has a considerable task ahead in connecting with the student body to improve on this perception. A student voice is vital if we are to be a genuinely "listening college". However there is some consolation in the fact that 70% of senior students and 87% of other pupils felt they had an opportunity to discuss their views in pastoral class.

Though all teachers encouraged pupils to express their views honestly, ten felt that students would not talk to a teacher about personal problems and a significant minority of students (24%) revealed that they would not talk to a teacher if worried about something, the higher proportion at Years 11 and 12. Significantly, this concern is mirrored in the 23% of pupils in the junior and middle schools and 37% of students in the senior school who felt that their Form Tutor did not know them well. While the majority of students thus acknowledge the good relationship between teacher and form tutor, this is an area of concern that needs to be addressed if we are to be sure that all our students experience the ethos to which we aspire in terms of positive relationships in the college. For Sixth Form Students, in particular, the need for closer bonding between form tutor and student is a key issue demanding a whole-school approach and proactive involvement of tutors.

Interestingly, most parents (90%) felt that the contact with the form tutor was sufficient but while one rightly pointed out that "I can make an appointment to see a Form tutor at any time", another noted that "the parent meeting is hardly sufficient contact and the invitation to see the form teacher if there is a problem is intimidating." The desire by one parent for the Year 8 Parent Meeting earlier in the year is anticipated in the early progress report but parents can meet with form tutors by request. All sources acknowledge the good relationships among pupils themselves, with 70% of the senior students noting that they look after younger ones, 85% praising the strong sense of community existing in the schools and 99% of parents agreeing that their child has developed friendship groups in the school. Only ten students note that they have experienced bullying and all teachers note the good behaviour of students throughout the school. One particularly good idea expressed by a Sixth Former was to "take the opportunities in the school to make older students more involved with the younger pupils through fundraising events".

Relationship patterns among staff are also encouraging. One teacher highlighted "the significant improvements in communication." making for "good morale in the school and excellent relationships with support staff". While only two members of staff felt that they did not get on well or receive support from colleagues, all teachers felt that support staff were co-operative and helpful, a view reciprocated by all support staff for their teaching and support staff colleagues alike.

Teaching and Learning

There was considerable satisfaction with the work being done in the classroom. Only 3% of pupils felt that they were not learning or making progress and all parents felt their child was making good progress in the school with work matched to their ability. All teachers believed that pupils were eager to succeed at their work and all but two felt that the pupils were working to their ability. In a period of considerable curriculum change, 86% felt that they were receiving sufficient support to meet the demands.

96% of teachers believed that pupils got help when experiencing learning difficulties, a figure confirmed by pupils across all year groups in that 97% acknowledged being given help when they needed it. One pupil wrote: "The thing I like best about this school is how willing the teachers are to help with any difficulties with work or revision. For every problem, a solution is provided." It was a sentiment repeated in numerous pupil comments and a most heartening acknowledgement of the dedication of our teaching staff and the pupils' awareness of this.

Over all, only two students in the school felt that teachers did not encourage them to work hard. This is in keeping with a key aim in the college to encourage our students to think for themselves and to become independent learners and 88% of our Sixth Form students acknowledged that they were confident in organising their work independently and 84% felt that they used their time in the Sixth Form Study effectively. Praise for the Study facilities was common among the senior students' comments and they appreciated the potential impact upon their performance. The vast majority of students also acknowledged that their teachers took time to explain the requirements of homework and independent study, though this was felt by only 70% of pupils in Years 8-12 and requires some attention from our teachers.

In the junior and middle school, 76% of pupils acknowledged that they had been taught study skills for revising at home, somewhat intriguing in that the topic features as a part of all year group's PSE programmes and constitutes a full school day in Year 12. Learning how to learn is a key part of the Northern Ireland curriculum and it is to be hoped that the number of students increasingly aware of these skills will improve significantly over the next two years, particularly since a worthy 61% of these pupils saw the benefit of homework.

Classroom practice also featured prominently in the audit and 71% of pupils and even more parents (97%) noted that group work was encouraged in class, while 98% of teachers claimed that they promoted this. Likewise, there was a strong correlation between the high numbers of teachers and pupils who pointed to the encouragement of good behaviour in class. Though only one teacher identified poor pupil behaviour as common in class, one in four students did note that their learning was affected by the poor behaviour of others. The interpretation of such behaviour was fluid, however, and one student complained that "some teachers are incredibly strict about talking in class – even when you are trying to help someone." While we will take steps to ensure that good behaviour remains the norm in the college and review policy accordingly, a particularly pleasing outcome of the audit was that 73% of all students were open to admitting that they found their class work interesting.

Parents reported that time spent on homework varied among year groups according to the table below:

Year	Range (Hrs)	Average (Hrs)
8	0.5-3.5	1.5 / 2
9	0.5-2.5	1.5
10	0.5-4	1.5 / 2
11	1-5	2 / 2.5
12	1.5-5	2
13	2-4	2.5
14	1-3	2

Such findings would generally be in line with the expectations of teachers for students at each level, though those students in Year 14 doing a mere hour of work at home is particularly worrying and likely to result in lower grades in public examinations. Students at this level should be aiming to reach the top of the range in hours worked. Of the few parents who commented on this area, we can sympathise with one who noted that "homework set was too erratic – give more/give less .. none, then too much." and, particularly, with the hard-pressed student who complained that "I have noticed that my class gets a significant amount more than others and do not feel that this is fair as I spend sometimes up to four hours a night on homework." A less diplomatic comment was that from the student who complained that the school had "too much emphasis on learning, homework and exams [and] needs to chill out a bit." !

In terms of reporting on pupils' work, 98% of parents believed that the school reports provided clear information about their children's progress and found the Student Planner helpful in this respect and 90% felt that the school encouraged parents to be involved in their child's education. One thanked "caring teachers who provided such support particularly at difficult times of the year such as examinations." Perhaps, the same sentiment was more aptly put by the pupil who wrote: "I like the fact that teachers are understanding but pushy"!

There was overwhelming approval too for the college's extra curricular programme among all audiences. 81% of pupils enjoyed after-school activities, while 73% of Sixth formers found the Outreach and Enrichment programmes relevant to their self-development. Some 86% of teachers felt that pupils would readily volunteer for activities outside the classroom and only two parents felt that the school did not offer a wide range of extra-curricular activities. One criticism by a parent was that the school should have musical or show at least every 2 years and noted the "boost to my son's self-esteem because of his role in *Oklahoma*". This echoed the feeling of a student who reported that "the school show brought a real sense of community". Another parent praised the "good balance of academic, sport and plenty of extra-curricular activities to achieve a happy balance – important for a healthy mind and body".

Some disappointing findings came from the sixth form questionnaire where only 64% acknowledged that the school placed great importance on their personal and social development and, while it is certainly true that the focus of A-Level study is, by definition, heavily work related, much work has been done in seeking the students' involvement in developing an appropriate pastoral programme for them to meet their needs. Ironically, a staggering 73% noted that the school had offered them opportunities to show responsibility and leadership, 77% of students felt that the school had prepared them well for life after school and even more (85%) reported that the school had a strong sense of community. It is likely that they do not link such outcomes with their personal and social development as young adults.

By far, the most worrying feature of the curriculum responses lies in the divided opinion among Sixth Formers about the quality of Careers Provision. The college provides supported Careers Guidance, external expertise in mock-interview skills, planning for university life, work experience and internship programmes and UCAS preparation. Though 55% felt that this was appropriate, the significant majority means that this needs again to be a prominent aspect of the school's Development Plan in the next two years. Students do need to be aware, however, that their uncertainties about career planning cannot be resolved by the school telling them what careers they should follow; they must be active participants in the process and the final decisions lie with them.

Curriculum

The vast majority of parents (97%) expressed approval of the curriculum on offer in the college and only three felt that there were insufficient subjects available. One asked for the inclusion of Moving Image Art, perhaps not realising that the subject is offered through our links with the other post-primary schools in the city. Such links will be an increasing feature underpinning the provision of a broad and balanced curriculum for all our students in the future. The suggestion from another parent that Year 11 pupils all do English Language GCSE at the end of the year was considered by the college but was not felt appropriate for all students if they were to secure their best grades possible. It may be, however, that this might be examined in the context of the suggestion from one teacher that the school consider implementing a Gifted and Talented programme to be investigated in the next academic year.

Though a clear majority (89%) of pupils in Years 8-12 expressed satisfaction with the curriculum on offer, most of those who disagreed were to be found among Year 12 pupils who were on the verge of choosing options for A-Level and this should decrease as increasing options are available by inter-school links. Only 45% of those who have entered Sixth Form, however, are satisfied with the curricular options and the need for examination of expanding curricular choice post-16 is to be a priority. Yet very few identified what alternative subjects they wished to see on offer beyond Drama and Business Studies and one of those which featured, Psychology, is to be introduced from 2008.

We can sympathise with the student who noted that “I don’t think I should have to move school at 6th year because our school does not do the subjects you want to at A-Level” but this will always be the case for individual students in all schools and it is to be hoped that the Entitlement Framework arrangements should reduce this in the future.

A significant change in curricular provision since the last audit has been the implementation of the Science Specialist programme. 92% of parents and 69% of pupils were aware of the implications of the change, while 75% of teachers felt that their departments had benefited from the school’s status as a Specialist College. In its short history, these are significantly high figures but promotion of the Specialism among junior pupils remains an important part of the strategy, as it does with the one parent who noted that he/she was unaware of it.

Catholic Ethos:

The vast majority of parents (94%) agreed that the Catholic ethos was clearly discernible in the school and 95% had opportunities to join in liturgical ceremonies. By contrast, only 76% of parents knew that they could comment on and influence the religious and pastoral programme of the school, despite this being advertised each year in the school prospectus and monthly newsletter.

85% of sixth formers noted the strong sense of school community and an equal proportion of all staff had a clear understanding of the school Vision and Aims. The school Mission and pilgrimage to Lourdes were singled out for praise by parents, students and teachers alike and one member of staff felt that there was value in again providing a staff day of retreat and spirituality.

Facilities and Environment

97% of parents and 90% of students commented favourably on the cleanliness of the school building, a view shared by 96% of teachers and all support staff, and 78% of pupils thought that most students respected and cared for school property. One important aspect of pupils’ education, however, is to increase their understanding of their role in this process since only 75% of pupils and 68% of senior students felt they had a part to play in caring for the school environment.

Only two parents felt that the facilities and accommodation offered by the college were inadequate and elaborated, with one specifying the need to maintain soap consistently in the toilets and another complaining that there was insufficient room in the locker areas. This was echoed in some pupils’ comments about congestion in year 12 locker areas “due to all year groups walking through them”. It is a valid criticism and one which will be dealt with in the new term. Generally, however, pupils praised the facilities and one singled out the school’s “good IT and Library facilities and really appreciated the extra classes available.”

Only two members of staff felt that they did not get the resources to do their job and a pleasing 93% of support staff acknowledged their pleasant working environment, a significant increase upon previous audits. Parental acknowledgement of the helpfulness of the office staff was also high at 84% and with 74% noting that they found the on-line payment facility to the school convenient and only one noting that they found it difficult to access, this process has clearly been a huge success in its first year of implementation. One staff member felt that the lost property facilities were not adequate and needed improvement but this was not an issue identified by pupils or parents.

Some groups did criticise facilities directly affecting them. One such group was the sixth form students where 47% felt that the sixth form centre could be improved in terms of facilities and 28% sought improvement in catering facilities. Staff highlighted concerns regarding parking, photocopying facilities and, for the first time, an issue of litter, albeit from only two respondents.

Much work on improving the school cafeteria has been undertaken since the last audit and responses indicated that there was progress in this area. 91% of parents felt that school catering facilities were adequate for the needs of their child and 75% of all students believed the cafeteria provided a good service.

All but one member of support staff understood the Health and Safety Policy of the school but in-service provision on this will be provided again in the next term.

Discipline

Results of all the questionnaires would suggest that the school continues to provide an environment in which pupils feel secure and teachers are able to teach effectively. All parents felt that pupils respected their teachers and all believed that teachers encouraged pupils to be well-behaved. Staff, teachers and support staff alike, also indicated few discipline problems with all agreeing that pupils behaved well around the school and only one teacher feeling that pupils were not well-behaved in class. 94% of pupils had never experienced any bullying in school and several of those who had noted that form teachers and even class counsellors had solved their problems quickly.

Once again, fewer pupils reported bullying than in the previous audit but, while 77% of senior students noted that they understood the school's child Protection process and policy, only 56% of junior and middle school pupils knew who the Child Protection teacher was. This is essential in ensuring the safety of all pupils in the school and an awareness-raising campaign is a priority for the new term. Crucially, the Child Protection procedures were understood by all teachers and parents.

Significantly, 35% of the sixth form did not feel that school rules were appropriate or fair and one, who argued that the study was too strict, felt that "sixth years should be treated differently from other pupils".

Management and Leadership

Only four of the 97 staff respondents did not feel valued as a member of staff. 86% of support staff felt that their views were listened to and taken seriously by their line manager; 96 % of teachers got help and support from the school management and all believed that they were listened to and their views respected by the principal. At departmental level too, all but two teachers felt that they were given opportunities to contribute to the development of their subject. Significantly, then, all 52 teachers who responded to the statement agreed that they felt positive about the school.

85% of all staff felt that they were consulted when decisions affecting them were taken and 91% of teachers got the opportunity to suggest new ideas. Communication within the school was regarded as effective by 86% of support staff and 89% of teaching staff, one of whom commented on "the significant improvement in communications in the past year".

Parents also felt that they had been adequately informed about the activities of the school with 81% approving of the monthly Parents Newsletter and 90% pointing out that the school wished them to be involved in their child's education.

As with previous audits, one parent noted that he/she had not read the newsletter since it went on-line and preferred a paper copy; this facility remains available to all parents and copies may be taken from the office by pupils.

Pupils too were invited to develop their own leadership skills, a fact acknowledged by 83% of parents. When the possibility of representing the school arose, 70% of senior students and 86% of junior pupils noted that they had an equal opportunity of doing so.

Overall Approval Rating

Parents and pupils alike indicate a high approval rating for the college. Only 1 parent surveyed said that he/she would not recommend the school to other parents and 89% of pupils in the junior and middle school would recommend Lumen Christi to their friends. Once again, the most touching statistic of all is that all students in Sixth Form are proud to have been students in the college.

Staff Morale & Job Satisfaction

Morale among staff is very high; with 92 respondents feeling valued as a member of staff and 82 acknowledging that they are consulted when decisions affecting them are taken, though 19% of support staff disagreed with this latter statement and one suggested that the school could thus consider having a member of support staff on the leadership team.

Only two members of staff felt that they did not get on well with colleagues and both teachers and support staff unanimously praised each other's helpfulness and co-operation.

Internal communication systems has a major role to play in promoting staff morale and, in this respect, activities since the previous audit seem to have been highly successful with approval ratings of 89% from teachers and 86% from support staff. Likewise the vast majority of staff (98% of teachers and 93% of support staff) felt that they got the resources to do their job effectively.

All but one of the support staff agreed that they knew who to talk to if they had a problem and all teachers felt that they got help and support from the school management. This augurs well for any efforts to address concerns in the future, particularly since 92% in both groups acknowledged that they could talk to someone if they had difficulties and 95% of teachers felt comfortable about using school procedures and talking to an appropriate party to deal with specific issues which arose. Indeed, only one teacher felt that he/she was not supported in dealing with difficulties arising with parents or pupils.

In anticipating such concerns or issues, it is incumbent on management to provide appropriate in-service development and training. While 90% of staff believed that in-service provision was relevant to the needs of the school community, however, there was some disparity between teaching staff and support staff in their views as to whether opportunities for professional development were available to them. Where only two teachers felt that they had no opportunity for professional development, only 76% of support staff believed that such opportunities were available. Yet, all support staff noted that they had a clear understanding of their role in the school and were adequately trained for the jobs expected of them. The Professional Review and Staff Development process has proved highly effective in affording opportunities for staff development and the college will continue to work with support staff to increase awareness in this area.

A particularly satisfying response, however, is the acknowledgement by 98% of teachers and 91% of support staff that they had a good understanding of the Vision of the college and only one staff member did not understand the school's Child Protection Policy. Commitment to both aspects is crucial to the organisational success of a school.

PARENTS' CONCERNS

The vast majority of parents expressed wholehearted approval of the work of the college in all areas, several taking the opportunity at this point to support the decision by the Board of Governors to introduce an Aptitude Test as part of the Admissions Criteria.. Where some parents identified concerns, these will be featured in the school's Development Plan for the coming year.

The concerns outlined below, therefore, are anxieties felt by individual parents and will be taken on board by the school. Where it is possible, we have provided an initial response but will continue to review these concerns in the coming year.

- **No Home Internet access so less opportunity for students to study on-line**

While several subjects have placed study materials on-line and this will be an increasing element of the college's curricular provision encouraging independent study skills. However, all such materials are available on request from the subject departments in hard copy so no student should be disadvantaged.

- **Questionnaire limited in the range of issues/topics – not sure if it gives enough scope to improve school performance**

Any questionnaire will be limited in the areas for investigation, but our format has an open-ended provision for parents to elaborate on any concerns and all these are read and taken on board by the Leadership Team. The format reflects that of ETI audits and expands considerably on them. However, the format will be revised for the next audit in 2010.

- **Staggered Music lessons**

One criticism of the curriculum was the request by one parent that Music tutorials should be staggered throughout the week to avoid the same lessons being missed each week. This is actually the practice in the school and clashes only occur where the WELB provision cannot be altered.

- **Standards not consistently good**

The college has a wide range of self-evaluation tools in use each year, including class observation, pupil pursuit, book scoops and written departmental schemes of work. No variation in standards of teaching has been discerned and public examination results attained by teachers are consistent throughout the school. Individual parental concerns, however, are always taken seriously by the principal and will always be investigated,

- **Cafeteria**

Individual concerns were expressed by parents concerning the arrangements for a child with a nut allergy and the associated risk of cross contamination in cooking. Such issues are dealt with by canteen staff and, once informed of a problem, staff are always careful to watch out for individual pupils. It is important then that parents keep us up to date on all data relating to pupils.

- **Voluntary contributions**

One parent felt that the voluntary contribution of £70 per year was too steep. While this has seen an increase in the past two years, we believe it still remains value for money. It is £70 per family, not by individual student; it provides for over fifty extra-curricular clubs, supports school Prizegiving and subsidizes many departmental trips for students; above all, it is voluntary.

One other request, that Parentpay allow parents to view an up-to-date balance on instalments paid, will be examined for the new term.

- **Non – uniform days**

A parent felt that it was irresponsible to gather a large number of students not in uniform and dismiss them at 11:00 at the end of each term. We will review this practice with the help of the Student council.

STUDENTS' CONCERNS

Many of the written responses were extremely positive and encouraging and pupils took the opportunity afforded to emphasise the good relationships between teachers and pupils as the most attractive aspect of the school. The issues below emerged as matters of concern among the pupils.

- **Desire to see a wider curriculum**

This was the only predominantly negative comment in the student audit and was limited to the curriculum post-16. The expansion of post-16 provision has been a priority with the Leadership Team and the current Year 12 have a wider choice of subjects than any previous year group, including additional options of Psychology, Engineering, Accounting and Law. Other subjects such as Theatre Studies are available through links with other schools. The college will work with its post-primary partner schools in the city to ensure that all schools are delivering 27 post-16 subjects by 2012.

- **Student Voice**

Some pupils who wished to have a greater input into school issues, particular the appropriateness and fairness of school rules, felt that the Student Council “is not taken seriously and also has little say on school issues”. The Council has been significantly improved in organisation in the past year and its representatives now have direct access to the Leadership Team who discuss the Council’s minutes after each meeting. The process of developing a Student Voice is a high priority in the school and this will continue. There was at least some recognition of our efforts to encourage pupils to have their say by the pupil who noted “I have my say and this questionnaire is one example.”!

- **Careers Provision**

The perception that there is more careers advice for medicine, dentistry, pharmacy, etc. than other areas remains common among a minority of students. It exists because these students are the recipients of early careers guidance simply because their university applications must be sent off some three months ahead of others. All students have equal access to careers guidance and a problem which persists is that, where a student has no clear idea of which path to pursue, careers support can only provide the most general advice; what it cannot – and must not – do is to decide for the student. The aim is to help the students make informed decisions for themselves. However suggestions such as one on one careers help with personal statements has been taken on board and will be on offer to all students in the coming year.

- **Opportunities to represent the school should be open to all.**

There was a sense by some students that some pupils do not get chance to have positions of responsibility. In the senior school, all positions are open to all on application but are obviously dependent upon students demonstrating such responsibility in their junior and middle school years; in the latter year groups, School Council posts are elected by students and all other positions chosen openly. Nevertheless, that the perception exists is itself a problem to be resolved and the Leadership Team will address the issue directly with students.

STAFF CONCERNS

Many in both teaching and support staff expressed their support for the governors' decision on academic selection while expressing their satisfaction with most aspects of the school to date. Concerns below are gleaned from individual comments on the returns.

- **Support Staff on Leadership Team**

The request that there should be a member of Support staff on the Leadership Team reflects a sense that such staff are not involved in key decision-making. Most issues confronting the team are curricular and thus likely to be outside the remit or interest of support staff but there is no objection, in principle, to a representative attending on issues directly related to whole-school organisation and it may well be an issue for debate with both support staff and leadership team.

- **Redesigned form for audit**

The Leadership Team plans the design of the audit every two years and it is based on the ETI model but more detailed in nature and leaving open-ended comment available to all groups. We would welcome the involvement of the member of staff who felt that this was an issue and are happy to take on board any suggestions to improve the format.

- **Communications**

Several issues appear to be the result of communications issues in the school and these will be addressed by the Leadership Team immediately and reported at the following staff meeting. These include concerns about too much disruption to class that is last minute, lack of awareness about how teaching periods are allocated, formal reporting of school leavers and arrivals and the need to streamline reporting at KS4.

- **Standards dropping in behaviour**

Two staff members highlighted what they perceived to be falling standards in terms of pupil behaviour, often related to uniform and class conduct. While this was not a feature of the audit responses for the vast majority of staff, one teacher correctly identified the need for consistency and universal application of school rules which was felt to be missing; where even one teacher does not apply such, all others have a greater struggle to do so. Maintaining standards is a collective responsibility and, irrespective of personal viewpoints, school rules must be applied evenly by all.

Nonetheless, since it has emerged as an issue, it will be a feature of the School Development Plan in the coming year in redefining the terms of our Code of Conduct, investigating alternative sanctions and providing practical strategies in behaviour management.

- **Role of the Form Tutor**

As always, the pressures of work feature prominently in any response. One teacher expressed the opinion that everyone should have option of year out as Form Teacher – a wonderful dream but the need for 39 tutors each year from a pool of 48 available staff and the requirement to provide time for other duties does not make this easy for timetablers. Another teacher felt that form tutors are not shown enough appreciation for what they do; if this is the case, it must be remedied as a matter of urgency. The principal and Heads of Key stage have only the most enormous sense of gratitude for the work of the form tutors as crucial to the school's ethos; the challenge is to make staff aware of this!

- **Staff Training**

A need for Form Teacher training, professional development at departmental level and more planning time for Revised Curriculum and AS changes was requested by some staff. These will be addressed in the coming year.

AUDIT RESULTS BY PERCENTAGE AND SUBJECT GROUP

THE PARENT QUESTIONNAIRE

No. of returns: 144 (51.2%)

1. My child is well settled in school	142	98.6%
2. My child finds school work interesting	140	97.2%
3. My child respects his/her teachers	142	98.6%
4. My child is making good progress in school	140	97.2%
5. The work my child is asked to do is matched to his/her ability	142	98.6%
6. My child gets opportunities to show leadership	120	83.3%
7. My child gets opportunities to work as a member of a group	141	97.9%
8. The school cares for my child	142	98.6%
9. My child's opinions/ views are sought on school issues	124	86.1%
10. My child is treated well by the teachers	139	96.5%
11. Reports provide clear information about my child's progress	141	97.9%
12. Staff are approachable and caring	136	94.4%
13. The office staff are helpful	123	85.4%
14. The school helps new pupils to settle in quickly	139	96.5%
15. We have sufficient contact with the Form Tutor	129	89.6%
16. I find the Student Planner useful	142	98.6%
17. The online monthly newsletter keeps us adequately informed about issues in the school	117	81.3%
18. The school encourages parents to be involved in their child's education	129	89.6%
19. My child has developed friendship groups in school	142	98.6%
20. The school offers a good range of subjects	139	96.5%
21. The school provides a wide range of extra-curricular activities	140	97.2%
22. The Catholic ethos is evident in the work of the school	135	93.8%
23. Parents have opportunities to join with the school in liturgical ceremonies	137	95.1%
24. Parents have an opportunity to comment on and influence the religious and pastoral programme of the school	110	76.4%
25. The college's facilities and accommodation are adequate	140	97.2%
26. School buildings are kept clean and in good order	140	97.2%
27. School catering facilities are adequate for my child's needs	131	91.0%
28. I am aware of the school's Specialist School status	133	92.4%
29. I find the on-line payment facility convenient	107	74.3%
30. I would recommend the school to other parents	140	97.2%

PUPIL QUESTIONNAIRE

No. of returns: 196 (97.5%)

1. I enjoy being at school	170	86.7%
2. I find most school work interesting	140	71.4%
3. I feel I am learning and making progress	188	95.9%
4. I see the benefit of homework.	120	61.2%
5. I enjoy the extra-curricular activities offered in school	158	80.6%
6. I have often been bullied in this school	10	5.1%
7. I have been taught how to study/revise at home	148	75.5%
8. I am able to get help from the Office staff if I need it	165	84.2%
9. I am aware of the school's Specialist School status	135	68.9%
10. I would recommend the school to my friends	174	88.8%
11. My teachers encourage me to work hard.	194	99.0%
12. I can get help from my teachers if I have difficulty in a subject	184	93.9%
13. Teachers take time to explain what they want from homework	138	70.4%
14. Teachers encourage good behaviour in class	193	98.5%
15. Teachers encourage us to work together	140	71.4%
16. My teachers treat me fairly	167	85.2%
17. Teachers listen to what I have to say	178	90.8%
18. I can talk to teachers if something is worrying me	149	76.0%
19. My Form Teacher knows me well	149	76.0%
20. I have some say in school issues	102	52.0%
21. The school offers a good range of subjects	174	88.8%
22. I get an opportunity to give my views in pastoral class	170	86.7%
23. My learning is often affected by the poor behaviour of others	49	25.0%
24. The school cafeteria provides a good service	142	72.4%
25. When opportunities to represent the school arise, I am given an equal chance to participate	168	85.7%
26. The school is clean and tidy	177	90.3%
27. I feel that I have a part to play in the care of the school environment	146	74.5%
28. I think that most pupils respect and care for school property	152	77.6%
29. I know who the Child Protection teacher is	111	56.6%

STUDENT QUESTIONNAIRE

No. of returns: 74 (92.5%)

1. I find most school work interesting.	56	75.7%
2. I feel I am learning and making progress.	72	97.3%
3. I feel confident that I can organise my work independently	65	87.8%
4. I feel school rules are appropriate and fair	47	63.5%
5. Senior students generally look after younger pupils.	52	70.3%
6. I have been provided with appropriate careers advice	41	55.4%
7. The school offers a sufficient range of subjects post-16	32	43.2%
8. I use my time effectively in the Sixth Form Study	62	83.8%
9. When opportunities to represent the school arise, I am given an equal chance to participate.	52	70.3%
10. I found the Outreach/Enrichment programme relevant to my self development .	54	73.0%
11. Teachers encourage me to work hard in this school	74	100%
12. I can get help from my teachers if I have difficulty in a subject	73	98.6%
13. Teachers take time to explain what they want from homework and independent study.	59	79.7%
14. I have a positive relationship with school staff.	70	94.6%
15. I get an opportunity to discuss my views pastoral classes.	52	70.3%
16. My teachers listen to what I have to say	69	93.2%
17. My Form Tutor knows me well	46	62.2%
18. I understand the school's Child Protection Policy and Procedures	57	77.0%
19. There is a strong sense of community in this school	63	85.1%
20. The school has prepared me well for life post 16.	57	77.0%
21. The school places great importance on the personal and social development of its students.	47	63.5%
22. The school is clean and tidy	66	89.2%
23. I am able to get help from office staff when I need it	61	82.4%
24. The catering facilities for sixth form are adequate	53	71.6%
25. The school cafeteria provides a good service.	61	82.4%
26. Sixth form centre facilities are adequate.	38	51.4%
27. I am given opportunities to show leadership/responsibility	54	73.0%
28. I have a part to play in the care of the school environment.	50	67.6%
29. I am proud to have been a student in Lumen Christi College.	74	100%

TEACHER QUESTIONNAIRE

No. of returns: 55 (98.2%)

1. I have a good understanding of the Lumen Christi Vision	54 / 98.2%
2. Most pupils are eager to make progress	55 / 100%
3. The majority of pupils work to their ability	53 / 96.4%
4. Most pupils are well behaved in class	53 / 96.4%
5. Most pupils are well behaved around the school	54 / 98.2%
6. Most pupils show respect for their teachers.	53 / 96.4%
7. Most pupils will volunteer readily to participate in activities outside the classroom.	47 / 85.5%
8. Most pupils will talk to a teacher about personal problems	42 / 76.4%
9. Most pupils get help when they experience learning difficulties	53 / 96.4%
10. I feel positive about the school	52 / 94.5%
11. I find support staff helpful and co-operative	54 / 98.2%
12. I feel supported by parents	50 / 90.9%
13. I am adequately supported if I have difficulties with a pupil/parent	51 / 92.7%
14. I encourage pupils to express views honestly	55 / 100%
15. I have the opportunity for professional development	51 / 92.7%
16. I get the resources I need to do my job.	54 / 98.2%
17. I get help and support from school management	53 / 96.4%
18. I promote group work among pupils	54 / 98.2%
19. I am given the opportunity to contribute to the ongoing development of my department.	51 / 92.7%
20. I think internal communication, for the most part, is effective	49 / 89.1%
21. If I have a concern about school issues, I feel comfortable to raise it with the appropriate person	52 / 94.5%
22. I am listened to and my views taken seriously by the principal	55 / 100%
23. I get on well with and receive help from my colleagues.	54 / 98.2%
24. I feel I am consulted when decisions involving me are made.	48 / 87.3%
25. I am receiving sufficient support to enable me to meet the demands of curricular changes.	47 / 85.5%
26. I feel valued as a member of this staff.	52 / 94.5%
27. I get the opportunity to suggest new ideas.	50 / 90.9%
28. INSET is relevant to the school vision and the needs of the school community.	50 / 90.9%
29. School buildings are kept clean and in good order	53 / 96.4%
30. If I have a concern about specific issues I feel comfortable using school procedures	52 / 94.5%
31. My department has benefitted from the school's Specialist School status.	41 / 74.5%
32. I understand the school's Child Protection policy and procedures.	55 / 100%

SUPPORT STAFF QUESTIONNAIRE

No. of returns: 42 (72.4)

1. I have a good understanding of the vision and aims of the school	38	90.5%
2. Pupils are generally well-behaved and courteous	35	83.3%
3. Teaching colleagues are co-operative and helpful	42	100.0%
4. I am listened to and my views taken seriously by my line manager.	36	85.7%
5. I understand the school's Child Protection Policy and Procedures	41	97.6%
6. School buildings are kept clean and in good order	42	100.0%
7. I understand the Health & Safety policy of the school	41	97.6%
8. Support staff colleagues are co-operative and helpful	42	100.0%
9. If I have a problem, I know I can talk to someone about it.	39	92.9%
10. I get on well with my colleagues	41	97.6%
11. I feel I am consulted when decisions involving me are made	34	81.0%
12. I know who to talk to if I have a problem	41	97.6%
13. I have a clear understanding of my role in the school.	42	100.0%
14. I am adequately trained for the jobs I am expected to do.	42	100.0%
15. I get the resources needed to do my job.	39	92.9%
16. I have a pleasant working environment.	39	92.9%
17. I have opportunities for professional development	32	76.2%
18. I feel valued as a member of this staff	40	95.2%
19. I feel supported by parents	34	81.0%
20. I think internal communication, for the most part, is effective	36	85.7%
21. INSET is relevant to the school vision and the needs of the school community.	37	88.1%