

# M.

The  
McAuley  
Catholic High School  
and Sixth Form  
BONCASTLE



# The Glasses

IMPERIAL  
&  
METRIC

STAND STILL  
ON PLATFORM  
AND INSERT  
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has  
to  
be*

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# June 195 weigh

## M. i95 weigh

### How many times do you weigh yourself?

I know that asking that can be a very personal question. It's none of my business. "My weight's my issue". I ask because at a recent consultation, the doctor told me to lose some weight. He hadn't even weighed me! I have a resting heart rate of 60 (which is pretty good). I cycle over 100 km a week. I am, as my Mum told me, "big boned"! I have, as my friends tell me, the "thighs of an elephant". Not everything can be determined solely by the numbers on the scale.

There is an obsession in education, that anything that is worth something should be measured. Don't misunderstand me, we should be accountable but it's how things are measured and weighed that is the issue.

The OFSTED single word judgement is being questioned at the moment by many people except OFSTED and the Secretary of State for Education. Even Michael Wilshaw, former head of OFSTED, has changed his mind. OFSTED say that parents like it because it is simple. How patronising!

Measuring how effective a school is a complex task but is often oversimplified. School effectiveness is often reduced to a few key metrics, such as exam results or league table rankings. While these indicators provide some information about student achievement, they do not capture the full range of factors that contribute to a successful education, including student well-being, engagement, and personal development. The tests often have limitations and can only measure a narrow range of subjects and skills. They may not fully capture the overall quality of education or the development of other important skills, such as critical thinking, creativity, and problem-solving abilities.

School effectiveness measures often fail to adequately account for the influence of socioeconomic disparities, including income levels, parental education, and access to resources. All these can significantly impact a student's educational outcomes. Comparing schools without considering these contextual factors can lead to unfair judgments and inaccurate assessments of school effectiveness.

Assessing school effectiveness should also ideally take into account the long-term outcomes of education, such as students' career prospects, further education opportunities, and their overall success in adult life.

I've not come across a former student yet who has said, "Mr Rooney, that worksheet you set me in Y9 saved my life!"

As a school we weigh ourselves termly by completing self-evaluation against the OFSTED criteria. In fact, we have just finished our latest review. We confidently assess ourselves overall as a **GOOD** school. We have external visits that focus on moderating our judgements and they agree.

But we do so much more than can be adequately measured. How do you weigh the positive impact of being involved in Matilda, The Musical this week? Seeing young people working closely with staff in an event that will remain in their hearts for a lifetime; Y5 in school two days to conduct science experiments, hearing, as I can now, their squeals of excitement. Students preparing to spend time in Anglesey, others going to Calais and on pilgrimage to Lourdes. The Care for Creation students organising stock ready for the launch of 'UniformD', the return of Bronze and Silver Duke of Edinburgh expeditions, Buddies producing their own anti-bullying video, CAFOD filming our students concerning Climate justice, Fixing the food system, Debt justice. How do you weigh all that?

I have stopped weighing myself. It doesn't do me any good. The weighing, in itself, becomes the pre-occupation. I am happy with who I am as a human being, a dad, a husband and as being the headteacher of this fantastic school since 2017 and who is charged with that stewardship for the next six weeks.

God Bless

John Rooney