**DIOCESES of HALLAM, HEXHAM & NEWCASTLE, LEEDS & MIDDLESBROUGH**

**Diocesan Self-Evaluation Form (DSEF)**

**The Catholic Life, Religious Education and Collective Worship**

**January 2018**

**INTRODUCTION**

The purpose of self-evaluation is to enable the Catholic school to identify its strengths and weaknesses and to tackle areas for development rigorously in order to improve the quality of provision that pupils receive and the standards they achieve. It is a reflective, systematic and analytical process, through which schools get to know themselves well and identify the best way forward for their pupils. The process of self-evaluation should be continuous and form a regular part of the school’s working life. Schools should use information from self-evaluation to plan for improvements in its Catholic Life, Religious Education and Collective Worship, to undertake improvement work, and to ensure a regular cyclical process of monitoring and evaluation that leads to further improvement.

This Diocesan Self-Evaluation Form (DSEF) should summarise the school’s view of its strengths and areas for improvement succinctly, pointing to where evidence can be found to support this view. When completing the DSEF, the following guidelines should be followed:

* ‘Information about this School’: Please give current details , and supply brief contextual information about the school, such as the community that it serves, the school demographic and any relevant recent changes within the school population or leadership of the school.
* In each sub-section, **highlight** the statements that ‘best fit’ the school’s view of its performance, from the accompanying document of grade descriptors e.g.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outstanding** | **Good** | **Requires Improvement** | **Inadequate** |
| Almost all pupils appreciate, value and actively participate in the Catholic Life and mission of the school. | Most pupils appreciate value and actively participate in the Catholic Life and mission of the school. | A minority of pupils appreciate, value and participate in the Catholic Life and mission of the school. | Pupils do not appreciate, value or participate in the Catholic Life and mission of the school. |
| They contribute in a planned and systematic way to the school’s evaluation of its Catholic Life and mission of the school and take a lead in planning improvements to it. | Most pupils participate in the school’s evaluation of its Catholic Life and mission and are part of planning improvements to it. | A minority of pupils participate in the school’s evaluation of its Catholic Life and mission in some way but their involvement is infrequent and/or they lack a sense of the difference their contributions make. | Pupils do not participate in the school’s evaluation of its Catholic Life and mission |

* ‘Outstanding’ statements should be highlighted in **blue**; those relating to ‘good’ in **green,** ‘requires improvement’ in **amber,** and inadequate in **red**
* When all statements have been copied in, adjust the size of font to fit to one page.
* This will help to give a visual picture of the self-evaluation
* Record the reasoning behind these evaluations, and any sources of evidence that support them, in the right-hand column, e.g. reasons why the grade above has not been selected, or particular examples, documents/records where further evidence can be found.
* Identify any significant areas for improvement that are being included in strategic improvement plans
* Please **do not** extend in another page. Succinct statements will give a better picture of the school.
* At the end of the document, complete the summary information and decide on an evaluation of ‘overall effectiveness’ having studied the criteria to be applied.

**Information about this School**

|  |  |
| --- | --- |
| School URN |  |
| Name of Chair of Governors |  |
| Name of Head Teacher |  |
| Name of Deputy Head Teacher |  |
| Name of RE Coordinator / Subject Leader |  |
| Name of School Chaplain |  |

|  |  |
| --- | --- |
| Type of School |  |
| Age profile of students |  |
| Number on roll |  |
| Number of students on Special Needs and Disabilities Register |  |
| Number of students with a Statement of SEN or EHC plan |  |
| Number of Catholics on roll |  |
| Number of Other Christian Denominations |  |
| Number of other Faiths |  |
| No religious affiliation |  |
| School Address |  |
| Telephone Number |  |
| Fax Number |  |
| Email |  |
| School Website |  |

|  |
| --- |
| **Contextual Information about this school** |
|  |

***\*\*\*\*EXEMPLAR PAGE: Please delete when self-evaluation document has been created\*\*\*\****

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***RE1* RELIGIOUS EDUCATION:** How well pupils’ achieve and enjoy their learning in Religious Education | | | | **Evaluation Grade:** | **2 (Good)** |
| **Bullet Point No.** | **Highlighted Statement** | **Reasons for Evaluation and Sources of Evidence** | | | |
| 1 | Most pupils, from their varied starting points, make good progress in each key stage. | * **Pupils start school with well below average levels of attainment** * **Attainment at Key Stages 1 and 2 is slightly below average, but progress across both Key Stages, particularly Key Stage 2 is good.** * **See Pupil Tracking and Assessment Records** * **Headteacher’s report to governors September 2017** * **Work Scrutiny record: January 2016 and March 2017** * **Pupil Interest and Engagement in RE is good.** * **See Lesson Observation Records: RE coordinator file** * **Pupil and Parent Questionnaires: June 2016** * **Class photographic portfolio of RE and Catholic Life** * **Pupil Work books show high levels of presentational consistency and quality of work** * **See Work Scrutiny records: March 2016, October 2016, March 2017** * **Sample of pupil workbooks from Year 6 retained from previous year.** | | | |
| 2 | Most groups of pupils, those with special educational needs, are also making progress comparable to the progress of other pupils. |
| 3 | Most pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. As a consequence, most pupils are aware of the demands of religious commitment in everyday life. |
| 4 | Almost all pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners. Almost all pupils concentrate exceptionally well, have a clear understanding of how well they are doing, of what they need to do to improve, and can fully articulate how they have made progress. |
| 5 | Most pupils approach their lessons with interest and enthusiasm. Pupils enjoy challenging activities, and respond well to opportunities which extend their learning. Behaviour in lessons is good because most pupils enjoy Religious Education and disruptions in lessons are unusual. |
| 6 | Pupils’ attainment as indicated by teacher assessment and/or public examination results requires improvement. Pupils do not always achieve average attainment using diocesan and/or national data where available. | **Priorities for Development**   * **Raising the levels of attainment in RE, particularly at Key Stage 2** * **The standards attained by boys** | **Impact**   * **The school’s results will be in line with diocesan averages.** * **75% of boys will reach age-related expectations.** | | |
| 7 | The quality of pupils’ current work, both in class and in written work is good. |

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| --- | --- | --- | --- | --- | --- |
| ***CL1* CATHOLIC LIFE:** The extent to which pupils contribute to and benefit from the Catholic Life of the school | | | | **Evaluation Grade:** |  |
| **Bullet Point No.** | **Highlighted Statement** | **Reasons for Evaluation and Sources of Evidence** | | | |
| 1 |  |  | | | |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 7 |  |
| 8 |  | **Priorities for Development** | **Impact** | | |
| 9 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***CL2* CATHOLIC LIFE:** The quality of provision for the Catholic Life of the school | | | | **Evaluation Grade:** |  |
| **Bullet Point No.** | **Highlighted Statement** | **Reasons for Evaluation and Sources of Evidence** | | | |
| 1 |  |  | | | |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 7 |  |
| 8 |  |
| 9 |  | **Priorities for Development** | **Impact** | | |
| 10 |  |
| 11 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***CL3* CATHOLIC LIFE:** How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school | | | | **Evaluation Grade:** |  |
| **Bullet Point No.** | **Highlighted Statement** | **Reasons for Evaluation and Sources of Evidence** | | | |
| 1 |  |  | | | |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  | **Priorities for Development** | **Impact** | | |
| 7 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***RE1* RELIGIOUS EDUCATION:** How well pupils’ achieve and enjoy their learning in Religious Education | | | | **Evaluation Grade:** |  |
| **Bullet Point No.** | **Highlighted Statement** | **Reasons for Evaluation and Sources of Evidence** | | | |
| 1 |  |  | | | |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  | **Priorities for Development** | **Impact** | | |
| 7 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***RE2* RELIGIOUS EDUCATION:** The quality of teaching, learning and assessment in Religious Education | | | | **Evaluation Grade:** |  |
| **Bullet Point No.** | **Highlighted Statement** | **Reasons for Evaluation and Sources of Evidence** | | | |
| 1 |  |  | | | |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 7 |  |
| 8 |  |
| 9 |  | **Priorities for Development** | **Impact** | | |
| 10 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***RE3* RELIGIOUS EDUCATION:** How well leaders and governors monitor and evaluate the provision for Religious Education | | | | **Evaluation Grade:** |  |
| **Bullet Point No.** | **Highlighted Statement** | **Reasons for Evaluation and Sources of Evidence** | | | |
| 1 |  |  | | | |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  | **Priorities for Development** | **Impact** | | |
| 7 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***CW1* COLLECTIVE WORSHIP:** How well pupils respond to and participate in the school’s Collective Worship | | | | **Evaluation Grade:** |  |
| **Bullet Point No.** | **Highlighted Statement** | **Reasons for Evaluation and Sources of Evidence** | | | |
| 1 |  |  | | | |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  | **Priorities for Development** | **Impact** | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***CW2* COLLECTIVE WORSHIP:** The quality of Collective Worship provided by the School | | | | **Evaluation Grade:** |  |
| **Bullet Point No.** | **Highlighted Statement** | **Reasons for Evaluation and Sources of Evidence** | | | |
| 1 |  |  | | | |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  | **Priorities for Development** | **Impact** | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***CW3* COLLECTIVE WORSHIP:** How well leaders and governors promote, monitor and evaluate the provision for Collective Worship | | | | **Evaluation Grade:** |  |
| **Bullet Point No.** | **Highlighted Statement** | **Reasons for Evaluation and Sources of Evidence** | | | |
| 1 |  |  | | | |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  | **Priorities for Development** | **Impact** | | |
| 7 |  |

**SCHOOL SELF EVALUATION SUMMARY** *Please highlight an evaluation grade against each sub-section and the section overall*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section 1** | **CATHOLIC LIFE** |  |  |  |  |
| **CL1** | The extent to which pupils contribute to and benefit from the Catholic Life of the school | Outstanding | Good | Requires Improvement | Inadequate |
| **CL2** | The quality of provision for the Catholic Life of the school | Outstanding | Good | Requires Improvement | Inadequate |
| **CL3** | How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school | Outstanding | Good | Requires Improvement | Inadequate |
|  | **Catholic Life Section Evaluation** | **Outstanding** | **Good** | **Requires Improvement** | **Inadequate** |
|  |  |  |  |  |  |
| **Section 2** | **RELIGIOUS EDUCATION** |  |  |  |  |
| **RE1** | How well pupils’ achieve and enjoy their learning in Religious Education | Outstanding | Good | Requires Improvement | Inadequate |
| **RE2** | The quality of teaching, learning and assessment in Religious Education | Outstanding | Good | Requires Improvement | Inadequate |
| **RE3** | How well leaders and governors promote, monitor and evaluate the provision for Religious Education | Outstanding | Good | Requires Improvement | Inadequate |
|  | **Religious Education Section Evaluation** | **Outstanding** | **Good** | **Requires Improvement** | **Inadequate** |
|  |  |  |  |  |  |
| **Section 3** | **COLLECTIVE WORSHIP** |  |  |  |  |
| **CW1** | How well pupils respond to and participate in the schools’ Collective Worship | Outstanding | Good | Requires Improvement | Inadequate |
| **CW2** | The quality of provision for Collective Worship | Outstanding | Good | Requires Improvement | Inadequate |
| **CW3** | How well leaders and governors promote, monitor and evaluate the provision for Collective Worship | Outstanding | Good | Requires Improvement | Inadequate |
|  | **Collective Worship Section Evaluation** | **Outstanding** | **Good** | **Requires Improvement** | **Inadequate** |
|  |  |  |  |  |  |
|  | **OVERALL EFFECTIVENESS** | **Outstanding** | **Good** | **Requires Improvement** | **Inadequate** |

**OVERALL EFFECTIVENESS**

|  |  |
| --- | --- |
| **OUTSTANDING (1)** | To be judged **OUTSTANDING** for overall effectiveness: The three Section judgements must all be **OUTSTANDING** |
| **GOOD (2)** | To be judged **GOOD** for overall effectiveness: The three Section judgements must all be at least **GOOD** |
| **REQUIRES IMPROVEMENT (3)** | To be judged **REQUIRES IMPROVEMENT** for overall effectiveness:  One or more sections will be judged to **REQUIRE IMPROVEMENT** with no sections judged inadequate. |
| **INADEQUATE (4)** | To be judged **INADEQUATE** for overall effectiveness: At least one Section will be judged inadequate. |