## Catholic Self-Evaluation Document (CSED)

## School Information

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| **Full Name of School:** |  |
| **Full Postal Address:** |  |
| **School Telephone Number:** |  |
| **Email address:** |  |
| **School URN:** |  |
| **Multi-Academy Trust or Company (if applicable):** |  |
| **Name of Headteacher:** |  |
| **Name of Chair of Governors and/or Chair of Directors:** |  |
| **Website address:** |  |
| **Diocese:** |  |
| **Parish in which school is located:** |  |
| **Local Authority Area:** |  |
| **Age range of pupils on roll:** |  |
| **Type of School:** | Academy/VA/Independent/Non-maintained special |
| **Foundation Trustees:** | Diocese/Religious Order |
| **Gender:** |  |
| **Significant pupil groups e.g. EAL, BAME** |  |
| **Percentage of pupils eligible for Free School Meals** |  |
| **Percentage of pupils with special educational needs and/or disabilities** |  |
| **Percentage of pupils with an Education, Health and Care Plan** |  |
| **Date of last Catholic Schools Inspectorate Inspection (or the equivalent predecessor inspection)** |  |
| **Current Catholic Schools Inspectorate Inspection (or the equivalent predecessor inspection) grade** |  |
| **Date of last statutory inspection** **[[1]](#footnote-2)** |  |
| **Current statutory inspection grade** |  |
| **RE Coordinator/Subject Leader** |  |
| **School Chaplain (if applicable)** |  |
| **Any person with overall responsibility for the Catholic life and mission of the school (if this is someone other than the head)** |  |
| **Any person with overall responsibility for the prayer and liturgy (if this is someone other than the head or the chaplain)** |  |

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| **Pupil Catchment** | |
| Number of pupils on roll: |  |
| Planned Admission Number of Pupils: |  |
| Percentage of pupils who are baptised Catholics: |  |
| Percentage of pupils from other Christian denominations: |  |
| Percentage of pupils from other religions: |  |
| Percentage of pupils who are non-religious: |  |
| Percentage of pupils from black and minority ethnic groups: |  |
| Percentage of pupils with special needs: |  |
| **Staffing** | |
| Full-time teachers: |  |
| Part-time teachers: |  |
| Percentage of Catholic teachers: |  |
| Percentage of teachers with CCRS (or recognised equivalent): |  |
| Percentage of teachers with other professional qualifications in Catholic education: |  |
| **RE Department Staffing (For Secondary schools)** | |
| Number of full-time RE teachers: |  |
| Number of part-time RE teachers: |  |
| **Amount of learning time given to Religious Education** | |
| Foundation stage |  |
| Year 1 |  |
| Year 2 |  |
| Year 3 |  |
| Year 4 |  |
| Year 5 |  |
| Year 6 |  |
| Year 7 |  |
| Year 8 |  |
| Year 9 |  |
| Year 10 |  |
| Year 11 |  |
| Sixth form |  |

## Areas for improvement from last inspection

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| **Area for improvement** | **Actions taken** | **Impact of actions** |
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## Summary Evaluation

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| What is the impact of the actions you have taken? |
| What could be improved? |

## Catholic life and mission

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| **Pupil outcomes: the extent to which pupils contribute to and benefit from the Catholic life and mission of the school** |  |

CLM1.1. How well pupils understand, value and contribute to the school’s Catholic life and mission.

CLM1.2. How well pupils understand that they are valued and loved as unique persons, made in the image and likeness of God.

CLM1.3. How well pupils flourish as they seek opportunities to grow in virtue.

CLM1.4. How well pupils respond to Catholic Social Teaching.

CLM1.5. The extent to which pupils show respect for themselves and others.

CLM1.6. How well pupils respond to the school’s Chaplaincy provision.

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| What is the impact of the actions you have taken? |
| What could be improved? |

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| Catholic life and mission |
| **Provision: the quality of provision for the Catholic life and mission of the school** |  |

CLM2.1. How well does the school’s Catholic life and mission embody the educational mission of the Church or of the schools’ particular charism.

CLM2.2. To what extent do the staff embrace the Catholic life and mission of the school.

CLM2.3. How strong the school community is in supporting every one of its members.

CLM2.4. To what extent does the school provide for those from other faith and belief traditions.

CLM2.5. To what extent do the staff bear witness to the Catholic life and mission of the school.

CLM2.6. What is the quality of the pastoral care provided for pupils.

CLM2.7. How well does the school environment witness to its identity, mission and charism.

CLM2.8. How central is chaplaincy to the life and mission of the school and what is the quality of the provision for spiritual and moral development of pupils and staff.

CLM2.9. How well planned the RSHE/RSE curriculum is and to what extent is it rooted in the teaching of the Church.

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| What is the impact of the actions you have taken? |
| What could be improved? |

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| Catholic life and mission |
| **Leadership: how well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school** |  |

CLM3.1. How committed are leaders and governors to the Catholic life and mission of the school.

CLM3.2. What is the extent of the engagement of leaders and governors with the diocese and the local Church.

CLM3.3. How committed are leaders and governors to Catholic Social Teaching.

CLM3.4. To what extent do school leaders and governors acknowledge parents as the first educators of their children and support them in that vocation.

CLM3.5. To what extent do leaders and governors demonstrate respect for the rights and dignity of employees.

CLM3.6. To what extent does the whole school curriculum reflects a Catholic worldview.

CLM3.7. How committed are governors to the Catholic life and mission of the school and how effective are they as guardians of the Catholic life and mission of the school.

CLM3.8. What is the quality and effectiveness of the self-evaluation processes of the school.

CLM3.9. To what extent is the pupil voice included in self-evaluation processes.

CLM3.10. What is the frequency and quality of professional development opportunities devoted to the Catholic life and mission of the school.

CLM3.11. How effective is the induction of new staff into the Catholic life and mission of the school.

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| What is the impact of the actions you have taken? |
| What could be improved? |

## Religious education

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| **Pupil outcomes: how well pupils achieve and enjoy their learning in religious education.** |  |

RE1.1. How well pupils develop the knowledge, understanding and skills as measured against the learning required by *The Religious Education Curriculum Directory.*

RE1.2. How well pupils make progress relative to their starting points and capabilities.

RE1.3. The extent to which there is any significant variation between groups of pupils and if there is any underachievement generally or among particular groups who could be doing better.

RE1.4. The extent to which pupils are developing as religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life.

RE1.5. The extent to which pupils are developing as curious investigators and competent communicators who are able to use increasingly complex and subject-specific vocabulary as they develop to frame questions and speak about what they have learned in religious education.

RE1.6. The extent to which pupils are developing as independent learners who are able to integrate what they have learned into their lives and express it in original and creative ways.

RE1.7. The quality and variety of pupils’ work.

RE1.8. The extent to which pupils are engaged in lessons and how committed they are to improving their own knowledge, understanding and skills.

RE1.9. How well pupils enjoy their learning as shown by their interest, enthusiasm, and behaviour.

RE1.10. How skilled pupils are in assessing their own learning and taking the next steps in learning.

RE1.11. How good pupil attainment in religious education is when compared against relevant diocesan or national benchmarks.

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| What is the impact of the actions you have taken? |
| What could be improved? |

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| Religious education |
| **Provision: the quality of teaching, learning and assessment in religious education** |  |

RE2.1. The depth of teacher subject and pedagogical expertise and how well teachers ensure this expertise is constantly sustained and nurtured.

RE2.2 The extent to which teachers’ expertise and commitment to religious education inspires pupils and builds their knowledge, understanding and skills.

RE2.3. The extent to which lesson planning is linked to a current assessment of pupils’ prior learning and is differentiated, so that it consolidates, builds and extends learning for all pupils.

RE2.4. How effectively questioning is used in lessons to identify prior learning, to deepen understanding and to assess new learning and how well teachers respond to the gaps in knowledge, understanding and skills revealed by incisive questioning.

RE2.5. How effectively feedback ensures that pupils know how well they are doing and what they need to do to improve, including how well teachers use appropriate praise for effort to motivate pupils in their learning.

RE2.6. How well teachers understand the contributions religious education makes to moral and spiritual development and the amount and quality of time set aside to allow for personal and spiritual reflection in the classroom.

RE2.7. How good teachers are at creating, selecting, adapting and utilising resources to produce high quality learning experiences for all pupils, including how well they make use of the support provided by other adults.

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| What is the impact of the actions you have taken? |
| What could be improved? |

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| Religious education |
| **Leadership: how well leaders and governors promote, monitor and evaluate the provision for religious education** |  |

RE3.1. How faithful the planned curriculum is to the learning required by The Religious Education Curriculum Directory, and the extent to which resources enhance this learning.

RE3.2. Whether religious education has parity with other core curriculum subjects in terms of resourcing, timetabling, staffing and accommodation.

RE3.3. The frequency and quality of professional development in subject and pedagogical expertise provided for teachers of religious education.

RE3.4. How effective the subject leader is in securing high quality teaching and learning in all religious education lessons.

RE3.5. How well the sequencing of learning in the planned curriculum secures progress, and how coherent it is within and between different age phases.

RE3.6. The extent to which the planned curriculum ensures that all pupils are able to make progress in their learning.

RE3.7. The extent to which the subject leader ensures that the learning in the classroom is enriched by the extra-curricular opportunities provided for pupils.

RE3.8. The quality of the self-evaluation undertaken by leaders and governors and its impact on improvements to teaching and learning in Religious Education.

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| What is the impact of the actions you have taken? |
| What could be improved? |

## Collective Worship

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| **Pupil outcomes: how well pupils participate in and respond to the school’s collective worship** |  |

CW1.1. The extent to which pupils are engaged by and participate in prayer and liturgy.

CW1.2. The extent to which pupils are able to articulate an understanding of different ways of praying and the cycle of the liturgical year.

CW1.3. The ability of pupils to work with others to prepare prayer and liturgy and how well formed they are to undertake liturgical ministries.

CW1.4. The capacity of students to recognise and articulate the connections between prayer and liturgy, the curriculum and the life of the school.

CW1.5. The ability of students to reflect on their experience of prayer and liturgy and the extent to which this reflection inspires them to action.

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| What is the impact of the actions you have taken? |
| What could be improved? |

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| Collective Worship |
| **Provision: the quality of collective worship provided by the school** |  |

CW2.1. How central prayer and liturgy are to the whole of school life.

CW2.2. How well daily patterns of prayer are embedded and the extent to which these reflect the rhythms of the prayer life of the Church.

CW2.3. How well the range of prayer and liturgy engage participants with the breadth and richness of the Catholic tradition.

CW2.4. The extent to which the celebration of prayer and liturgy has Scripture at its heart, and how well informed that selection is by the liturgical calendar and takes account of the capacity of the participants.

CW2.5. How effectively staff, including senior leaders, model good practice as leaders of and participants in prayer and liturgy.

CW2.6. How skilled relevant staff are in helping pupils to plan and lead celebrations of prayer and liturgy according to the norms of the Church.

CW2.7. How well the school draws upon the creative and artistic skills of pupils and relevant staff and the riches of the Church to enhance prayer and liturgy.

CW2.8. How well space and the physical environment are prepared to support pupils’ experience of prayer and liturgy.

CW2.9. How well the school works with families and parishes to support the developing prayer life and liturgical participation of pupils.

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| What is the impact of the actions you have taken? |
| What could be improved? |

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| Collective Worship |
| **Leadership: how well leaders and governors promote, monitor and evaluate the provision for collective worship** |  |

CW3.1. How well formulated the school’s policy on prayer and liturgy is and how effective it is in shaping and supporting the prayer and liturgical life of the school

CW3.2. How well leaders have planned prayer and liturgy across the school to facilitate the pupils’ progressive participation

CW3.3. The priority given by leaders to the Celebration of the Eucharist, especially on holy days of obligation and other significant days in the Church’s or school’s calendar, and to the Sacrament of Reconciliation at key times in the liturgical year

CW3.4. The frequency, quality and impact of the planned opportunities for the professional development of all staff: how well these reflect the significant role of prayer and liturgy in the life of the school

CW3.5. How well leaders, including chaplains, understand prayer in the Catholic tradition, the spiritual development of students and the interplay between the personal and collective experiences of prayer;

CW3.6. How well leaders, including chaplains, understand the principles of liturgical participation and ministry and how well they draw upon the Church’s liturgical sources

CW3.7. The effectiveness of leaders, including chaplains, in facilitating pupils and staff to provide high quality prayer and liturgy across the school, in a manner that reflects the age and capacity of participants

CW3.8 The priority given to prayer and liturgy when setting budgets and allocating resources, such as time, staffing and dedicated spaces for prayer and liturgy

CW3.9. The extent to which evaluation of prayer and liturgy is central to the school’s annual review cycle and how effectively leaders implement improvements as a result

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| What is the impact of the actions you have taken? |
| What could be improved? |

## Summary of Grades

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| Overall Effectiveness |  |

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| Catholic Life and Mission |  |
| * The extent to which pupils contribute to and benefit from the Catholic life and mission of the school |  |
| * The quality of provision for the Catholic life and mission of the school |  |
| * How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school |  |

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| Religious Education |  |
| * How well pupils achieve and enjoy their learning in religious education |  |
| * The quality of teaching, learning and assessment in religious education |  |
| * How well leaders and governors promote, monitor and evaluate the provision for religious education |  |

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| Collective Worship |  |
| * How well pupils respond to and participate in the schools’ collective worship. |  |
| * The quality of collective worship provided by the school |  |
| * How well leaders and governors monitor and evaluate the provision for collective worship. |  |

1. This includes inspections undertaken by Ofsted, Estyn or an approved inspectorate pursuant to any statutory power or duty or the requirements of any funding agreement or conditions. [↑](#footnote-ref-2)