



Self-Evaluation Form

What is the purpose of this form?

The purpose of the attached form is to support governors and senior staff in Catholic schools in the process of self-evaluation. It is a basis for discussion between inspectors and the headteacher and governors.

How should it be completed?

- Please be evaluative, rather than descriptive, and focus primarily on impact and outcomes for pupils.
 - Include references to where the evidence of your self-evaluation can be found e.g. "excellent boys' results in GCSE RE (report to governors)".
- Be very brief (for example, use bullet points or note form) and point to, but do not include, information or data which can be found elsewhere e.g. "main priority: improve the prayer life (SIP)".
- Please place an X against the grade (1-7) which most accurately reflects your judgement of overall quality in response to the questions.
- Refer, where relevant, to specific stages in the school, for example the sixth form in secondary schools.
- You are advised to **complete section 1 last**. This section is summative and draws on your evaluations elsewhere in the self-evaluation report.

Name of School	
School No.	
Name of Headteacher	
Name of RE Co-ordinator/ Head of RE	
Chair of Governors	

1 What is distinctively Catholic about your school and its ethos?

2 How would you rate the school's improvement since its last inspection?

Evaluation:	Excellent	1	2	3	4	5	6	7	Very poor

How do you know?

What has improved most, and why?

What still needs improvement, and what action is being taken?

3. How well is the school regarded by its pupils and parents?

Evaluation:	Excellent	1	2	3	4	5	6	7	Very poor

How do you know?

What do (a) pupils and (b) parents most like about the school?

What do they feel needs improvement, and what action is being taken?

4. How well do pupils achieve in religious education?									
Evaluation:	Excellent	1	2	3	4	5	6	7	Very poor

How do you know?

What is the level of attainment of pupils on entry to the school?

What action is being taken to improve standards in RE?

Is there evidence of differential achievement according to gender, ethnic or faith background or other grouping and, if so, what action is being taken?

5a How effective are teaching and learning in religious education?									
Evaluation:	Excellent	1	2	3	4	5	6	7	Very poor

How do you know?

Which are the strongest features of teaching and learning in the subject, and why?

What aspects of teaching and learning in RE most need improvement, and what action is being taken?

5b How effective is assessment?									
Evaluation:	Excellent	1	2	3	4	5	6	7	Very poor

How do you know?

What are the strongest features of assessment?

What aspects need improvement, and what action is being taken?

6 How well do pupils respond to religious education both in RE lessons and in the wider sense?									
Evaluation:	Excellent	1	2	3	4	5	6	7	Very poor

How do you know?

What most needs improvement and what action is being taken?

7 What is the quality of the provision for curriculum in religious education?									
Evaluation:	Excellent	1	2	3	4	5	6	7	Very poor

How do you know?

Which areas of the curriculum in RE most need improvement, and what action is being taken?

8 How effective and efficient are leadership and management in religious education?									
Evaluation:	Excellent	1	2	3	4	5	6	7	Very poor

How do you know?

What aspects need improvement, and why?

9a How well do pupils respond to the school's provision for their SMSC development?									
Evaluation:	Excellent	1	2	3	4	5	6	7	Very poor

How do you know?

9b What is the quality of collective worship and the liturgical life of the school? [include sacramental education and chaplaincy where applicable]									
Evaluation:	Excellent	1	2	3	4	5	6	7	Very poor

How do you know?

What are the strongest features?

What most needs improvement and what action is being taken?

10 How well does the school work in partnership with parents, other schools, parish(es) and the community?									
Evaluation:	Excellent	1	2	3	4	5	6	7	Very poor

How do you know?

Which are the strongest features, and why?

What most needs improvement, and what action is being taken?

11a How effective is the leadership of the Catholic life of the school? [Only include the head of RE/RE Co-ordinator in respect of any broader responsibility in the school]									
Evaluation:	Excellent	1	2	3	4	5	6	7	Very poor

How do you know?

What are the notable features of the leadership of the Catholic life of the school by the headteacher and senior staff?

How effective is the governing body in fulfilling its role in relation to the school's religious foundation?

11b How effective is the management of the Catholic life of the school?									
Evaluation:	Excellent	1	2	3	4	5	6	7	Very poor

How do you know?

Which aspects of managing the Catholic life of the school work best, and why?

In what ways does the management need improvement, and what action is being taken?

Completing the Self Evaluation Form

These are brief guidelines to show the evidence base you might use. This list is not exhaustive. Please adapt to your own circumstances.

1. What is distinctively Catholic about your school?

- Mission Statement
 - It is relevant
 - It informs policy
 - It is known and understood by staff, students, wider community
 - It is evaluated regularly
- The School Environment
 - religious displays and artefacts which indicate Catholic nature of school. Students aware of the meaning
- Worship and Celebration
- A culture of evangelisation
- SMSC Development
- Relationships within school community

2. How would you rate the school's improvement since its last Section 23 inspection?

- Developmental planning informed by Section 23
- Monitoring and Evaluation of RE/Collective Worship etc

3. How well is the school regarded by its pupils and parents?

- Admission numbers
- Parental feedback eg response sheets from Annual Report
- Parental / governor meetings
- PTFA Meetings
- SEN reviews
- Complains procedures
- Student/parental support for extra curricular events
- Student relationships with staff
- School council

4. How well do pupils achieve in religious education?

- External results (secondary)
- Comparison of RE results to other similar subjects
- Trends in results
- Use of levels of attainment
- Student interviews
- Attainment target 2 demonstrated by students' response to worship/extra curricular/etc
- Monitoring of teaching/learning
- Analysis of gender/ethnic trends

5. How effective are teaching and learning in religious education?

- Assessment evidence
- Monitoring and evaluation of teaching and learning
- Scrutiny of books
- Portfolio works
- Inset provision
- Use of teaching and learning strategy (Secondary)
- Teaching styles adapted to suit needs of learners

5b. How effective is assessment?

- Indications students can improve own learning
- Variety of assessment forms used

- Improved achievement
- Common departmental (secondary) or whole school (primary) understanding of use of assessment
- Assessment formative as well as summative
- Diagnostic marking
- Parental involvement

5. **How well do pupils respond to religious education both in RE lessons and in the wider sense?**

- Student behaviour in lessons/acts of worship
- Support for retreat programmes
- Student participation in extra curricular events
- Student involvement in chaplaincy
- Take up rates for A Level (appropriate schools)

7. **What is the quality of the provision for curriculum in religious education?**

- Bishops' Conference recommendations are fulfilled
- Capitation
- Qualified staff
- Resources
- Timetable provision
- Accommodation
- Inset
- Chaplaincy

8. **How effective and efficient are leadership and management in religious education?**

- Act as role model
- Vision for department owned by all
- Monitoring and evaluation procedures
- Priorities identified and shared
- Development plan
- Performance management procedures
- Knowledge of Diocesan policies
- Assessment procedures

9a. **How well do pupils respond to the school's provision for their SMSC development?**

- Range of opportunities
- Students taking on responsibility (School Council, Prefects etc)
- Circle time (mainly primary)
- Use of chaplaincy provision (mainly secondary)
- Student behaviour
- Relationships within school community
- Respect for other faiths/cultures through specific events
- Response to charity work
- Response to opportunities for prayer

9b. **What is the quality of collective worship and the liturgical life of the school?**

- Inset provision (whole school)
- Policy documents for collective worship
- Evaluation methods
- Students involvement and ownership
- Whole school involvement
- Diocesan/statutory requirements fulfilled
- Sacramental life and preparation
- Inclusive liturgy

- Parental/parish/community involvement

10. **How well does the school work in partnership with parents, other schools, parish(es) and the community?**

- Newsletter – to parents/displayed parishes etc
- Parental/parish involvement in liturgy/retreat programme
- PTA
- Parental support for extra curricular events
- Clergy visit school
- Attendance and support for Diocesan events
- Complaints procedures

11a. **How effective is the leadership of the Catholic life of the school?**

- Role model
- Mission reflected in development plan/policies
- Professional development of staff
- Knowledge of church teaching/diocesan strategy and policies
- Attendance at relevant diocesan events
- Governors' training with Diocese
- Staff moral

11b. **How effective is the management of the Catholic life of the school?**

- Monitoring and evaluation
- Effective delegation
- Annual reviews
- Performance management

Parents Questionnaire

Age of Pupil		Class		
		Agree	Unsure	Disagree
1	I am happy with the programme of Religious Education provided by the school.			
2	I am well informed about the work my child is doing in Religious Education.			
3	I am aware of the opportunities for prayer provided by the school.			
4	I am satisfied with the opportunities the school provides to celebrate Mass, and other liturgical studies.			
5	I am happy with the school's efforts to promote the spiritual development of students.			
6	I am happy with the programme of Relationship Education and Sex Education provided by the school.			
7	I am happy with the standards of moral behaviour promoted by the school.			
8	I think the school keeps parents well informed about events in school.			
9	I think the school adequately promotes links with the wider church community			
10	I am satisfied that the school encourages students to take part in charity work.			

