

## DIOCESAN SELF EVALUATION FORM

Date of this version: November 2019

Telephone:

e-mail address:

 DFE Number: (type school’s DFE number)

URN Number:

Headteacher:

Chair of Governors:

Canonical Inspection under Canon 806 on behalf of the Diocese of Arundel and Brighton and inspection of Denominational Education under Section 48 of the Education Act 2005

Date of previous inspection:

SECTION 1 : SCHOOL DATA

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| SCHOOL CONTEXT |
| *Brief statement about school – location, type, population, feeder parishes etc* |

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| **STAFFING PROFILE** |
| Total of full-time teachers |  |
| Total of part-time teachers |  |
| Total full time equivalent (f.t.e.) |  |
| Number of teachers who are Catholic |  |
| Percentage of teachers who are Catholic |  |
| Number of teachers who teach Religious Education |  |
| Number of teachers with CCRS |  |
| Number of teachers with other Catholic qualification (e.g. Theology, leadership) |  |
| Hours per week of additional staff support (e.g. Teaching Assistant) given in Religious Education lessons |  |

| 1. **SENIOR LEADERSHIP TEAM**
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| Name | Position | Area(s) of Responsibility |
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**Pupils’ religious identity**

*(Figures are accurate to: insert date)*

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **N** | **R*****Y7*** | **Y1*****Y8*** | **Y2*****Y9*** | **Y3*****Y10*** | **Y4*****Y11*** | **Y5*****Y12*** | **Y6*****Y13*** | **Totals** |
| Number of pupils on roll |  |  |  |  |  |  |  |  |  |
| Number of Catholic pupils |  |  |  |  |  |  |  |  |  |
| % of Catholic pupils of total |  |  |  |  |  |  |  |  |  |
| % of children from other  Christian faiths |  |  |  |  |  |  |  |  |  |
| % of pupils from other faith  backgrounds |  |  |  |  |  |  |  |  |  |
| % of pupils from no faith  background |  |  |  |  |  |  |  |  |  |

**Pupil Data**

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| --- | --- |
| Number of pupils with a Statement of Special Educational Needs |  |
| Number on SEN register (all categories) |  |
| Number of pupils receiving Pupil Premium |  |
| Number of pupils excluded in the last academic year | Permanent | Fixed Term |

**Classroom Religious Education Time**

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| Total teaching time – per week |  |
| Total teaching time for classroom Religious Education – number of lessons and % |  |

**Classroom Religious Education Budget**

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| --- | --- | --- | --- |
|  | 2018-2019 | 2019-2020 | 2020-2021 |
| Religious Education budget over the last three years | £ | £ | £ |
| English budget over the last three years | £ | £ | £ |
| Mathematics budget over the last three years | £ | £ | £ |

Attainment Data – Primary

*Please use numbers not percentages, unless otherwise stated*

**Key Stage 1 - Teacher Assessment (over the last three years)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | No. in cohort | Working towards Age Related Expectations  | Working at Age Related Expectations  | Working above Age Related Expectations  |
| No. | % | No. | % | No. | % |
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**Key Stage 2 - Teacher Assessment (over the last three years)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | No. in cohort | Working towards Age Related Expectations  | Working at Age Related Expectations | Working above Age RelatedExpectations |
| No. | % | No. | % | No. | % |
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Please detail any additional attainment data, teacher assessment, related to Religious Education not included above (e.g. Foundation Stage).

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Please detail participation in the following: internal moderation, external (Deanery/Diocesan) moderation.

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**Schools may submit data in any way that is the usual practice of the school e.g. any tracker systems used.**

Attainment Data – Secondary

*Please use numbers not percentages, unless otherwise stated.*

**Key Stage 3 - Teacher Assessment (over the last three years)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | No. in cohort |  |  |  |  |  |  |  |
| No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
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**GCSE Results (over the last three years) using grades 1-9**

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| --- | --- | --- | --- | --- | --- |
| Year | No. in cohort |  |  |  |  |
| No. | % | No. | %. | No. | % | No. | % |
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**AS Level Results (over the last three years)**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | No. in group | A | B | C | D | E | U |
| No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
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**A2 Level Results (over the last three years)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | No. in group | A\* | A | B | C | D | E | U |
| No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
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Please detail any additional attainment data, teacher assessment, related to Religious Education not included above (e.g. General RE at post-16).

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Please detail participation in the following for Key Stage 3: internal moderation, external (Deanery/Diocesan) moderation.

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**Schools may submit data in any way that is the usual practice of the school e.g. any tracker systems used.**

SECTION 2: SELF-EVALUATION

## CATHOLIC LIFE

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| **Catholic Life**  |  |
| 1. The extent to which pupils/students contribute to and benefit from the Catholic Life of the school.
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| 1. The quality of provision for the Catholic Life of the school.
 |  |
| 1. How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.
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CL1: The extent to which pupils/students contribute to and benefit from the Catholic Life of the school.

* *Pupils’/students’ sense of belonging to the school community and their relationship with those from different backgrounds*
* *The extent to which pupils/students take on responsibilities for developing the Catholic character of the school*
* *The extent to which pupils/students contribute to the common good in the school and wider community*

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| CL1The extent to which pupils/students contribute to and benefit from the Catholic Life of the school. |
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CL2: The quality of provision for the Catholic Life of the school.

* *The centrality and efficacy of the school’s mission statement*
* *The extent to which the school makes its Catholic identity and ethos explicit through the learning environment, chaplaincy provision and community cohesion*
* *The quality of community life evident in the pastoral care shown to all members of the community, both pupils/students and staff*
* *The extent to which the school promotes standards of behaviour that reflect Gospel values and how effectively it develops positive relationships between all members of the school community*
* *The quality of pastoral programmes, including PSHE and RSE and spiritual and moral education*

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| CL2The quality of provision for the Catholic Life of the school. |
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CL3: How well leaders and governors promote, monitor and evaluate

 the provision for the Catholic Life of the school.

* *The effectiveness of leaders and governors in promoting the Catholic life of the school*
* *How well leaders and governors monitor and evaluate the Catholic life provision and outcomes in order to plan future improvements*
* *The extent to which leaders offer models of good practice as leaders of Catholic life*
* *How well leaders and governors implement improvement in respect of the Catholic life of the school*
* *How well leaders and governors ensure that the whole curriculum contributes to pupils’/students’ spiritual life*

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| CL3How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school. |
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 **RELIGIOUS EDUCATION**

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| **Religious Education**  |  |
| 1. How well pupils/students achieve and enjoy their learning in Religious Education.
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| 1. The quality of teaching and assessment in Religious Education.
 |  |
| 1. How well leaders and governors monitor and evaluate the provision for Religious Education.
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RE1: How well pupils/students achieve and enjoy their learning in Religious Education.

* *The quality of pupils’/students’ achievement, learning and progress in Religious Education and any variations between groups of pupils/students.*
* *The extent to which pupils/students are becoming religiously literate.*
* *The quality of learning for pupils/students with particular learning needs and or disabilities and their progress.*
* *Pupils’/stundents’ attainment in Religious education at the end of each Key Stage.*

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| RE1How well pupils achieve and enjoy their learning in Religious Education. |
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RE2: The quality of teaching and assessment in Religious Education.

* *How well teaching promotes:*
	+ *enjoyment*
	+ *purposeful learning*
	+ *progress and attainment of pupils/students in Religious Education*
* *How well assessment is used to inform appropriate teaching and learning strategies.*

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| RE2The quality of teaching and assessment in Religious Education. |
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RE3: How well leaders and governors monitor and evaluate the provision for Religious Education.

* *That the Religious Education curriculum meets Bishops’ Conference requirements and any additional requirements of the diocesan Bishop*
* *How well leaders and governors use monitoring data to evaluate the school’s performance in Religious Education, in order to plan future improvements*
* *How well leaders and governors plan improvement in provision, and in pupils’/students’ outcomes and how effectively these plans are implemented at all levels*
* *The effectiveness of the subject leader(s)*
* *How effectively assessment is used in monitoring and securing improvements*
* *How well scheme and specification choices support the learning and achievement of different groups of pupils/students*

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| RE3 How well leaders and governors monitor and evaluate the provision for Religious Education. |
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**COLLECTIVE WORSHIP AND PRAYER LIFE**

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|  **Collective Worship and Prayer Life** |  |
| 1. How well pupils/students respond to and participate in the school’s Collective Worship.
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| 1. The quality of Collective Worship provided by the school.
 |  |
| 1. How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.
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CW1: How well pupils/students respond to and participate in the school’s Collective Worship.

* *The quality of pupil/student response to Collective Worship*
* *To what extent pupils/students are acquiring skills in planning and leading Collective Worship*
* *How well Collective Worship contributes to the spiritual and moral development of pupils/students*

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| CW1How well pupils/students respond to and participate in the school’s Collective Worship. |
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CW2: The quality of Collective Worship provided by the school.

* *The centrality, quality and variety of Collective Worship opportunities provided by the school*
* *How skilled the school is in helping pupils/students to experience a richness of liturgical experience that includes the liturgical life of the Church without excluding any members of the community*
* *How well the school provides opportunities for the pupils/students to develop spiritually through acts of Collective Worship, taking into account their age, aptitudes, family backgrounds and the Catholic character of the school*

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| CW2 The quality of worship provided by the school |
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CW3: How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

* *How skilled leaders are in planning worship and how knowledgeable they are about the liturgical rhythms of a Catholic community*
* *The extent to which leaders offer models of good practice as leaders of Collective Worship*
* *How well leaders and governors monitor and evaluate provision for Collective Worship in order to plan future improvements*

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| CW3How well leaders and governors promote, monitor and evaluate the provision for Collective Worship. |

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|  SECTION 3: SUMMARY OF GRADES |

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| Overall Effectiveness  |  |

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

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| --- | --- |
| Religious Education  |  |
| * How well pupils/students achieve and enjoy their learning in Religious Education.
 |  |
| * The quality of teaching and assessment in Religious Education.
 |  |
| * How well leaders and governors monitor and evaluate the provision for Religious Education.
 |  |

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| Collective Worship |  |
| * How well pupils/students respond to and participate in the school’s Collective Worship.
 |  |
| * The quality of provision for Collective Worship.
 |  |
| * How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.
 |  |