



Diocese of Brentwood

SEF/DP



Self-Evaluation Form (SEF/DP)

**Denominational Provision:
RE Collective Worship and SMSC
Development**

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. The form is also Brentwood Religious Education Service’s counterpart to OFSTED SEF and designed to help the **SECTION 48** inspectors take account of the outcomes and processes of the school’s 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 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 SATS/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 School Improvement Plan (SIP)”. Each section of the Self-Evaluation Form (SEF/DP) asks you to grade aspects of your work on a four-point scale, as follows: **Outstanding, Good, Satisfactory, Inadequate**. Refer, where relevant, to specific stages in the school, for example the Early Years Foundation Stage (EYFS) in primary schools or the sixth form in secondary.

Questions SEF/DP

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

SCHOOL DATA								
<i>Date of completion / update of form</i>								
Brief statement about school - location, type, population, feeder parishes etc								
STAFFING & ORGANISATION								
Number of full-time teachers								
Number of part-time teachers								
Total full time equivalent (f.t.e.)								
f.t. e. of Catholic teachers								
Percentage of Catholic teachers								
How many teachers 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								
PUPILS / STUDENTS	Inf.	R Y7	Y1 Y8	Y2 Y9	Y3 Y10	Y4 Y11	Y5 Y12	Y6 Y13
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								
Number of pupils with a Statement of Special Educational Needs								
Number on SEN register								
Number of pupils excluded in the last year								
						Permanent	Temporary	
Total teaching time - per week								
Total teaching time for Religious Education - per week								
Religious Education budget in the current year								
Average Core (English, Mathematics, Science) subject budget								

ATTAINMENT DATA

Please complete as appropriate with most recent results (please use numbers not percentages, unless otherwise stated). Please use Teacher Assessed Levels for SAT data.

PRIMARY RESULTS FOR YEAR _____							
Key Stage 1	No. In cohort	Working towards	Level 1	Level 2	Level 3	Level 4	Level 5
Religious Education							
English							
Key Stage 2	No. in cohort	Working towards	Level 1	Level 2	Level 3	Level 4	Level 5
Religious Education							
English							

Please detail any additional attainment data related to Religious Education not included above (e.g. Foundation Stage)

SECONDARY RESULTS FOR YEAR _____												
Key Stage 3	No. In cohort	Disappled	Working below level	Not awarded a level	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	EP	
Religious Education												
English												
GCSE	No. In Cohort	%A*-C of cohort	%A*-G of cohort									
Religious Education												
English												
16+ numbers	No. In cohort	No. who took AS (RS)	NO. who took A2 (RS)	No. who took GCSE (RS)	No. who took other RS exam							
Year 12												
Year 13												
16+ attainment	AS						A2					
	A	B	C	D	E	U	A	B	C	0	E	U
Year 12												
Year 13												

Please detail any additional attainment data related to Religious Education not included above (e.g. additional post 16 qualifications, additional / alternative KS4 courses)

Schools* are involved increasingly in the process of self-evaluation. This self review framework aims to help that process. Included is a set of statements to assist the review of the school's Catholic life and curriculum and priorities in the light of the school's mission and purpose. The statements are not exhaustive and many Catholic documents can support this work – for example, the document 'Evaluating the Distinctive Nature of a Catholic School' (CES 1999).

* the word 'school/s' is used to denote schools and colleges in this document

Common grading scale:

Grade 1: Outstanding; Grade 2: Good; Grade 3: Satisfactory Grade 4: Inadequate

1. How effective is the provision of Catholic education?

Please indicate a grading and summarise an evaluation of the main strengths and weaknesses relating to the above question particularly referring to:

- the overall effectiveness of the Catholic life of the school and its main strengths and areas for development
- the overall effectiveness of the provision for Religious Education within the Catholic curriculum, and the main strengths and areas for development

1	2	3	4

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2. The effectiveness of any steps taken to promote improvement since the last inspection.

Please indicate a grading and summarise the main strengths and weaknesses relating to the above question:

1	2	3	4

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3. The capacity of the school community to make further improvements.

Please indicate a grading and summarise the main strengths and weaknesses relating to the above question:

1	2	3	4

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THE CATHOLIC LIFE OF THE SCHOOL

4. How effective are leadership and management in developing the Catholic life of the school?

Please indicate a grading and summarise an evaluation of the main strengths and weaknesses relating to the above question particularly referring to:

- how well the governing body fulfils its role in relation to the school's Catholic foundation
- how effectively leaders and managers at all levels set clear direction which promotes high quality care and education and leads to improvement
- the leadership of the headteacher and senior staff in leading and developing the Catholic life of the school
- how effectively leadership at all levels in the school promotes learners' spiritual and moral development
- how effectively the school promotes good relationships with home and parish and communication across the Catholic and wider community
- how well this Catholic school monitors and evaluates the impact of its provision.

1	2	3	4

5. How good is the provision for prayer, collective worship and the liturgical life of the school?

Please indicate a grading and summarise an evaluation of the main strengths and weaknesses relating to the above question particularly referring to:

- the range, quality and frequency of the school's provision
- learners' response to the provision
- how well the liturgical life, prayer and collective worship contribute to the spiritual and moral development of the learners
- how effectively the provision is planned, monitored and evaluated

1	2	3	4

6. How effectively does the school /college promote community cohesion?

Please indicate a grading and summarise an evaluation of the main strengths and weaknesses relating to the above question particularly referring to:

- how effectively leadership at all levels in the school/college promotes community cohesion
- the inclusive nature of the provision for prayer, Collective Worship and the liturgical life of the school
- how far the Religious Education curriculum promotes community cohesion
- how far does the Catholic life of the school promote cohesion with the local community and beyond

1	2	3	4

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9. How effective are teaching and learning?

Please indicate a grading and summarise the main strengths and weaknesses particularly referring to:

- how well teaching meets learners' needs and curriculum requirements
- the suitability and rigour of assessment in planning, monitoring and informing learners' progress
- the identification of, and provision for, additional learning needs
- the extent to which the school seeks to involve parents and carers in their children's learning and development.

1	2	3	4

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10. How effective are leadership and management in raising achievement and supporting all learners in Religious Education?

Please indicate a grading and summarise an evaluation of the main strengths and weaknesses relating to the above question particularly referring to:

- how effective is leadership and management of religious education in setting clear direction leading to improvement and promoting high quality religious education
- how effectively progress in Religious Education is monitored and improved through quality assurance and self-assessment
- how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential
- the suitability of staff to ensure that learners are well taught
- how well leadership supports effective teaching

1	2	3	4

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11. How good is your school as a Catholic school?

Please indicate a grading and summarise an evaluation of the main strengths and weaknesses relating to the above question particularly referring to:

- the quality of provision for personal development, including spiritual, moral, social, and cultural development (SMSC).
- opportunities provided to develop citizenship education and caring for others.
- the provision of sex and relationship education (SRE)

1	2	3	4

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12. How well do learners respond to the school's provision for their SMSC and SRE development?

Please indicate a grading and summariseparticularly referring to:

- how well learners respond to the provision.
- how well parents and guardians co-operate with the school's provision.

1	2	3	4

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