



# Diocese of Brentwood



## 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 designed to assist 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, leaders 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 school on a four-point scale, as follows: **Outstanding, Good, Requires Improvement, 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 URN	
Name of Headteacher	
Name of Chair of Governors	
Name of R.E. Co-ordinator / Head of R.E.	
Name of Chaplain/Priest	

<b>INFORMATION ABOUT THE SCHOOL</b>	
<i>Date of completion / update of form</i>	
Brief statement about the context of the school - location, type, population, feeder parishes, distinctive characteristics as a Catholic school, and any changes in circumstances since the last inspection.	

**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	

<b>PUPILS / STUDENTS</b>	School <b>Total</b>	<b>R</b> Y7	<b>Y1</b> Y8	<b>Y2</b> Y9	<b>Y3</b> Y10	<b>Y4</b> Y11	<b>Y5</b> Y12	<b>Y6</b> 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								
<b>Religious Education Budget in the current year</b>								
Average Core (English, Mathematics, Science) Subject Budget								

**SCHOOL MISSION STATEMENT**

## 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 _____								
End of Key Stage 1	No. In cohort	Working towards	Level 1	Level 2+	Level 3	Level 4	Level 5	
Religious Education								
English: Reading								
English: Writing								
End of Key Stage 2	No. in cohort	Working towards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Religious Education								
English								

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

## Foundation Stage Data:

SECONDARY RESULTS FOR YEAR _____												
End of Key Stage 3	No. In cohort	Disapplied	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							
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 or questions 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, academies and colleges in this document

**Grading scale:**

Grade 1: Outstanding; Grade 2: Good; Grade 3: Requires improvement; Grade 4: Inadequate

**OUTCOMES FOR PUPILS**

**1. Outcomes: How well do pupils' achieve and enjoy their learning in Religious Education?**

Please indicate a grading and summarise an evaluation of the main strengths and areas for improvement relating to the above question:

**Outcomes: Pupils' standards of attainment in Religious Education** (Judgement based on assessment, tracking and standards measured against: Catholic Bishops' Conference of England and Wales, Religious Education Curriculum Directory (3-19) for Catholic Schools and Colleges in England and Wales (2012). Examination/assessment results for the last three years, quality of pupils' current work in class and in written work. Analysis of baseline assessment data in primary schools.)

1	2	3	4

**2. Outcomes: The quality of pupils' learning and progress in Religious Education.**

Please indicate a grading and summarise an evaluation of the main strengths and areas for improvement relating to the above statement:

**Outcomes: Pupils' learning and progress in Religious Education** (Judgement based on pupils' knowledge, understanding and skills appropriate to age and stage of development of pupils; progress relative to pupils' starting points and capabilities and how underachievement is addressed; the extent to which pupils are religiously literate; the extent to which pupils reflect spiritually and think ethically and theologically; quality of pupils' learning with particular learning needs and/or disabilities; variation between different groups of pupils; pupils' enjoyment of and enthusiasm for religious education; pupils' behaviour.)

1	2	3	4

### 3. Outcomes: The extent to which pupils contribute to and benefit from the Catholic life of the school.

Please indicate a grading and summarise an evaluation of the main strengths and areas for improvement relating to the above statement:

#### **Outcomes: Pupils' contribution to and how they benefit from the Catholic life of the school**

(Judgement based on the extent to which pupils take on responsibilities and take part in developing the Catholic character and mission of the school; extent to which pupils appreciate, value and participate in the Catholic life as expressed in the mission statement of the school; pupils' sense of belonging to the school community and their relationship with those from different backgrounds; pupils' spiritual, moral, social, cultural and ethical awareness; the extent to which pupils develop skills and attitudes to serve others and response to charities/outreach activities; pupils' response to pastoral care programmes e.g. Rainbows Bereavement Support Programme; pupils' attitudes to education for personal relationships: A Journey in Love SRE Programme; pupils' participation and response to the school's chaplaincy provision; pupils' participation in retreat activities.)

1	2	3	4

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### 4. How well do pupils respond to and participate in the school's Collective Worship?

Please indicate a grading and summarise an evaluation of the main strengths and areas for improvement relating to the above question:

#### **Outcomes: Pupils' response to and participation in Collective Worship**

(Judgement based on the extent to which pupils display interest, active participation, reverence and respect in Collective Worship; pupils' response to voluntary acts of worship and prayer; acquisition of skills in planning and leading prayer and worship; involvement in organising and leading prayer and preparation of worship materials; the extent of pupils' knowledge and understanding of prayers and liturgy; how well Collective Worship contributes to the spiritual and moral development of pupils.)

1	2	3	4

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**LEADERS, GOVERNORS AND MANAGERS**

**5. How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvements to outcomes for pupils.**

Please indicate a grading and summarise an evaluation of the main strengths and areas for improvement relating to the above statement:

**Effectiveness of leaders, governors and managers in developing the Catholic life of the school**

(Judgement based on effectiveness of processes for monitoring and evaluating provision and outcomes in order to plan future improvements; promotion of the Catholicity of the school; implementation of improvements in respect of the Catholic life of the school; the accuracy, consistency and rigour of systems for monitoring, analysis and evaluation of the impact on pupils and staff; review of progress and impact of actions in current improvement plans linked to the School Development Plan (SDP)/School Improvement Plan (SIP); provision for staff induction and in-service training to develop staff understanding and commitment to the Church's mission in education and the response of staff; the quality and range of opportunities for pupils' spiritual, moral, social and cultural development and their response; pupils' and staff awareness and understanding of the Catholic life of the school and their engagement with it; promotion of Catholicity of school through displays, art, symbols, pupils' work; analysis and response to views of pupils, parents/carers, priests and governors.)

1	2	3	4

**6. How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education and plan and implement improvements to outcomes for pupils.**

Please indicate a grading and summarise an evaluation of the main strengths and areas for improvement relating to the above statement:

**Effectiveness of leaders, governors and managers in developing the provision for Religious Education**

(Judgement based on effectiveness of processes for monitoring data over the last 3 years to evaluate the school's performance and impact in order to plan future improvements in provision and in pupils' outcomes; rigour of systems for tracking, monitoring and evaluating pupils' performance and analysis of data; evaluation of quality of teaching and learning; impact of curriculum and assessment on pupils' outcomes; progress and learning of whole cohorts, groups and individuals; quality of improvement planning, implementation and evaluation linked to SDP/SIP; effectiveness of prioritising areas of improvement through accurate self-evaluation; effectiveness of subject leader(s); analysis and response to views of parents/carers and pupils.)

1	2	3	4

**PROVISION**

**7. How purposeful is learning in Religious Education and what is the quality of teaching?**

Please indicate a grading and summarise an evaluation of the main strengths and areas for improvement relating to the above question:

**Provision: The quality of teaching and how purposeful learning is in Religious Education**

(Judgement based on the effectiveness of: impact on pupils' learning through lesson planning linked to a current assessment of pupils' prior learning; impact of teaching in promoting purposeful learning, enjoyment, progress and attainment of pupils in Religious Education; development of independent learners; teaching promotes investigation and reflection by pupils; pupils develop appropriate skills to assess their progress and achievement; extent to which teachers and others ensure pupils know how well they are doing and provide detailed steps for improvement; appropriate challenge based on assessment for learning, guidance through dialogue, feedback, marking pupils' work and target setting for all groups of pupils; high expectations; acknowledgement of achievement and effort.)

1	2	3	4

**8. The extent to which the Religious Education curriculum promotes pupils' learning.**

Please indicate a grading and summarise an evaluation of the main strengths and areas for improvement relating to the above statement:

**Provision: The effectiveness of the Religious Education curriculum in promoting pupils' learning**

(Judgement based on the effectiveness of the curriculum and other activities which are relevant to the pupils' needs and are provided coherently to ensure that pupils, whatever their starting points are able to achieve; curriculum contributes to pupils' spiritual, moral, social, cultural and vocation development; curriculum coverage of the R.E. programme and modification to meet needs of individuals and groups of pupils; plans for the introduction of new curriculum developments, where appropriate; curriculum provision for sex and relationship education; curriculum provision for learning about other faiths; the curriculum meets Bishops' Conference and diocesan requirements: 'Here I Am' or 'Come And See' Programmes in EFYS, KS 1 & KS 2, 'ICONS' Programme in KS 3 as recommended by Brentwood Diocese; contribution from other subject areas.)

1	2	3	4

**Collective Worship**

**9. How well the school provides opportunities for pupils to develop spiritually through acts of Collective Worship.**

Please indicate a grading and summarise an evaluation of the main strengths and areas for improvement relating to the above statement:

**Collective Worship: The quality of Collective Worship provided by the school**

(Judgement based on the effectiveness of how well the school meets the needs of pupils in acts of Collective Worship, taking into account their age, aptitudes, backgrounds and Catholic character of the school; the range of opportunities for pupils to pray and develop their understanding of liturgy; the extent to which collective worship reflects the Catholic character of the school and the intake of pupils; extent to which pupils are enabled to plan, lead, organise, participate and evaluate and their skills are developed; how effectively the school engages parents/carers, local parishes and others in the community with collective worship provision.)

1	2	3	4

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## OVERALL EFFECTIVENESS

### 10. How effective is the school in providing Catholic education?

The final section draws together all the evidence and judgements made in the preceding sections.

This judgement alongside the judgements for each aspect of outcomes for pupils, effectiveness of leadership and management in developing the Catholic life of the school and the effectiveness of provision, informs the judgement *Overall Effectiveness*.

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

#### **Overall Effectiveness: How effective the school is in providing Catholic education**

(Judgement based on how good outcomes are for pupils, taking particular account of variations between different groups; how effective the provision is in promoting Catholic education; how effective leaders, governors and managers are in developing the Catholic life of the school and Religious Education and how effective the provision is in promoting Catholic education.)

This is a summative judgement. You do not need to repeat information from other sections. This is an opportunity to draw out your judgement about the school as a Catholic school with the main evidence that supports the judgement: Overall Effectiveness.

1	2	3	4

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