**DIOCESE OF BRENTWOOD**



###### **S48 SELF EVALUATION FORM**

**The Catholic Life, Religious Education**

**and Collective Worship in Schools**

Canonical Inspection under Canon 806 on behalf of the Bishop Of Brentwood and inspection of Denominational Education under Section 48 of the Education Act 2005

Schools are requested to complete the Self Evaluation Form prior to the Section 48 inspection. It should be kept updated each year. This form will provide the starting point for each inspection and help to determine its scope. It will identify the strengths and points for development in each area. The statements need to be concise and supported by evidence that is referenced.

**FACTUAL INFORMATION ABOUT YOUR SCHOOL**

**SCHOOL DETAILS**

|  |  |
| --- | --- |
| Name of school |  |
| Unique Reference Number |  |
| Address of school |  |
| School telephone number |  |
| Email address to send report |  |
| School website |  |
| Local Authority |  |
| Type of school |  |
| School category |  |
| Age range of pupils |  |
| Gender of pupils |  |
| Date SEF completed  |  |
| Date of last S48 inspection |  |

|  |  |
| --- | --- |
| Name of Headteacher |  |
| Name of Chair of Governors |  |
| Name of Religious Education Subject Leader |  |
| Name/s of Priest/s |  |
| Name of School Chaplain |  |

**PUPILS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PRIMARY PUPILS** | FS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | **Total** |
|  | PT | FT |  |  |  |  |  |  |  |
| Number on school roll |  |  |  |  |  |  |  |  |  |
| Number of Catholic pupils |  |  |  |  |  |  |  |  |  |
| Number of pupils from other Christian denominations |  |  |  |  |  |  |  |  |  |
| Number of pupils from other faith backgrounds |  |  |  |  |  |  |  |  |  |
| Total EAL pupils |  |  |
| Total Pupil Premium |  |
| Total with Statements of SEND |  |
| Total with EHC Plan |  |
| Total on SEND register |  |
| Exclusions in last academic year | Temporary |  | Permanent |  |  |
|  |
| **SECONDARY PUPILS** | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 | **Total** |
| Number on school roll |  |  |  |  |  |  |  |  |
| Number of Catholic pupils |  |  |  |  |  |  |  |  |
| Number of pupils from other Christian denominations |  |  |  |  |  |  |  |  |
| Number of pupils from other faith backgrounds |  |  |  |  |  |  |  |  |
| Total EAL pupils |  |  |
| Total Pupil Premium |  |
| Total with Statements of SEND |  |
| Total with EHC Plan |  |
| Total on SEND register |  |
| Exclusions in last academic year | Temporary |  | Permanent |  |  |

***Please indicate the main feeder parishes served by the school***

|  |  |  |
| --- | --- | --- |
| Name of Parish | % of pupils | Parish Priest |
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**TEACHERS**

|  |  |  |
| --- | --- | --- |
|  | **Numbers** | **%** |
| **Total Catholic teachers**  |  |  |
| Total full-time Catholic teachers (headcount) |  |  |
| Total part-time Catholic teachers (headcount) |  |  |
| Total full-time teachers (headcount) |  |  |
| Total part-time teachers (headcount) |  |  |
| Total full time equivalent (f.t.e.) |  |  |
| Teachers who teach Religious Education |  |  |
| Teachers with CCRS |  |  |
| Teachers with other Catholic qualifications (e.g. Theology, leadership) |  |  |
| Hours per week of additional staff support (e.g. Teaching Assistant) given in Religious Education lessons |  |  |

**CONTINUING PROFESSIONAL DEVELOPMENT PROVISION**

***Please indicate staff in-service provision related to the school’s Catholic Life, Religious Education and Collective Worship.***

CPD RELATED TO THE SCHOOL’S CATHOLIC LIFE FOR THE LAST 3 YEARS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date  | Provider | Content | Duration | No. of staff |
|  |  |  |  |  |

CPD RELATED TO RELIGIOUS EDUCATION FOR THE LAST 3 YEARS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date  | Provider | Content | Duration | No. of staff |
|  |  |  |  |  |

CPD RELATED TO COLLECTIVE WORSHIP FOR THE LAST 3 YEARS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date  | Provider | Content | Duration | No. of staff |
|  |  |  |  |  |

**RELIGIOUS EDUCATION GUIDANCE TO PARENTS & CARERS**

***Please give details of guidance for parents and carers, e.g. talks, workshops, open evenings, newsletters, related to the Catholic Life of the school or the Religious Education curriculum or Relationships and Sex Education.***

**CURRENT ACADEMIC YEAR**

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Content | Duration | No. Attending |
|  |  |  |  |

**PREVIOUS ACADEMIC YEAR**

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Content | Duration | No. Attending |
|  |  |  |  |

**CURRICULUM**

***Please indicate the percentage of total teaching time spent on Religious Education***

|  |  |
| --- | --- |
|  | % |
| Foundation Stage |  |
| Key Stage 1 |  |
| Key Stage 2 |  |
| Key Stage 3 |  |
| Key Stage 4 |  |
| Sixth Form AS and A2  |  |
| Sixth Form General Religious Education |  |

***Please indicate the total expenditure for Religious Education and these other curriculum areas for the last two years***

|  |  |  |
| --- | --- | --- |
|  | Current Financial Year(£) | LastFinancial Year(£) |
| Religious Education |  |  |
| English |  |  |
| Mathematics |  |  |
| Science |  |  |

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| **Brief statement about the school’s context, including the Catholic context, the school’s mission statement and any significant changes in circumstances since the last inspection.** |
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**SCHOOL ATTAINMENT DATA**

**Primary School – Religious Education Attainment Data**

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

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year | No. in cohort | Working towards | Level 1 | Level 2 | Level 3 | Level 4 |
| No. | % | No. | % | No. | % | No. | % | No. | % |
|  |  |  |  |  |  |  |  |  |  |  |  |
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**Key Stage 2 - Teacher Assessment (over the last three years)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | No. in cohort | Working towards | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
| 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. Foundation Stage).

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**Secondary School – Religious Education Attainment Data**

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

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | No. in cohort | Level 3 | Level 4 | Level 5 | Level 6 | Level 7 | Level 8 | EP |
| No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
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**GCSE Results (over the last three years)**

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| --- | --- | --- | --- | --- | --- |
| Year | No. in cohort | A\* - A | A\* - C | A\* - G | U |
| 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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| **CATHOLIC LIFE**  |
| **The extent to which pupils contribute to and benefit from the Catholic Life of the school** |
| **Consider and comment on:** * The extent to which pupils take on responsibilities and take part in developing the Catholic character of the school;
* Pupils’ sense of belonging to the school community and their relationship with those from different backgrounds;
* The extent to which pupils contribute to the common good in the school and wider community.
 |
| **Key Strengths and Evidence:****Development Points:***Targets, timescales and* *clear lines of accountability* |
| **School Self Evaluation Grade:** |  |

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| **CATHOLIC LIFE**  |
| **The quality of provision for the Catholic Life of the school** |
| **Consider and comment on:** * 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 and community cohesion;
* the quality of the pastoral care shown to all members of the community, both pupils 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 Personal, Social, Health and Emotional Education (PSHE), Relationships and Sex Education (RSE) and Spiritual and Moral Education e.g. implementation of Journey in Love RSE Programme, Rainbows Bereavement Support Programme.
 |
| **Key Strengths and Evidence:****Development Points:***Targets, timescales and* *clear lines of accountability* |
| **School Self Evaluation Grade**:  |  |

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| **CATHOLIC LIFE**  |
| **How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school**  |
| **Consider and comment on:** * the effectiveness of leaders and governors in promoting the Catholic Life of the school;
* how well leaders and governors monitor and evaluate 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 the whole curriculum contributes to pupils’ spiritual, moral, emotional and vocation development.
 |
| **Key Strengths and Evidence:****Development Points:***Targets, timescales and* *clear lines of accountability* |
| **School Self Evaluation Grade**: |  |

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| **RELIGIOUS EDUCATION**  |
| **How well pupils achieve and enjoy their learning in Religious Education** |
| **Consider and comment on:** * the quality of pupils’ achievement, learning and progress in Religious Education and any variations between groups of pupils;
* the extent to which pupils are becoming religiously literate;
* the quality of learning for pupils with particular learning needs and/or disabilities and their progress;
* pupils’ attainment in Religious Education at the end of each key stage.
 |
| **Key Strengths and Evidence:****Development Points:***Targets, timescales and* *clear lines of accountability* |
| **School Self Evaluation Grade**: |  |

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| **RELIGIOUS EDUCATION**  |
| **The quality of teaching, learning and assessment in Religious Education** |
| **Consider and comment on:** * how well teaching promotes learning, enjoyment, progress and the attainment of pupils;
* how well assessment informs appropriate teaching and learning strategies.
 |
| **Key Strengths and Evidence:****Development Points:***Targets, timescales and* *clear lines of accountability* |
| **School Self Evaluation Grade**: |  |

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| **RELIGIOUS EDUCATION**  |
| **How well leaders and governors promote, monitor and evaluate the provision for Religious Education**  |
| **Consider and comment on:** * that the Religious Education curriculum meets Bishops’ Conference requirements;
* that the curriculum meets any additional requirements of the bishop e.g. Come and See – Catholic Primary Religious Education Programme, Bishop’s Directive on GCSE in Religious Studies;
* 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’ 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 the curriculum supports the learning and achievement of different groups of pupils.
 |
| **Key Strengths and Evidence:****Development Points:***Targets, timescales and* *clear lines of accountability* |
| **School Self Evaluation Grade**:  |  |

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| --- |
| **COLLECTIVE WORSHIP** |
| **How well pupils respond to and participate in the school’s Collective Worship** |
| **Consider and comment on:** * the extent to which pupils show interest and actively participate in Collective Worship;
* the extent to which pupils are acquiring skills in planning and leading prayer and worship;
* the extent to which Collective Worship contributes to the spiritual and moral development of pupils.
 |
| **Key Strengths and Evidence:****Development Points:***Targets, timescales and* *clear lines of accountability* |
| **School Self Evaluation Grade**:  |  |

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| --- |
| **COLLECTIVE WORSHIP** |
| **The quality of Collective Worship provided by the School** |
| **Consider and comment on:** * the centrality, quality and variety of Collective Worship opportunities provided by the school;
* how well the school provides opportunities for the pupils to develop spiritually through acts of Collective Worship, taking into account their age, aptitudes, family backgrounds and the Catholic character of the school.
 |
| **Key Strengths and Evidence:****Development Points:***Targets, timescales and* *clear lines of accountability* |
| **School Self Evaluation Grade**:  |  |

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| --- |
| **COLLECTIVE WORSHIP** |
| **How well leaders and governors promote, monitor and evaluate the provision for Collective Worship** |
| **Consider and comment on:** * how well leaders and governors promote, monitor and evaluate provision for Collective Worship in order to plan future improvements;
* the extent to which leaders offer models of good practice as leaders of Collective Worship;
* how skilled leaders are in planning for Collective Worship and how knowledgeable they are about the liturgical rhythms of a Catholic community.
 |
| **Key Strengths and Evidence:****Development Points:***Targets, timescales and* *clear lines of accountability* |
| **School Self Evaluation Grade**:  |  |

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| --- |
| **OVERALL EFFECTIVENESS** |
| **How effective is the school in providing Catholic Education** |
| This final section draws together all the available evidence and judgements made in the proceeding sections based on the evaluation schedule. |
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| --- | --- |
| **Outstanding****(1)** | Each of the following must be at least Good and two must be Outstanding:* The Catholic Life of the school
* Religious Education
* Collective Worship
 |
| **Good****(2)** | Each of the following must be at least Requires Improvement and two must be at least Good:* The Catholic Life of the school
* Religious Education
* Collective Worship
 |
| **Requires****Improvement****(3)** | Each of the following must be at least Requires Improvement:* The Catholic Life of the school
* Religious Education
* Collective Worship
 |
| **Inadequate****(4)** | The overall effectiveness of the school in providing Catholic education is likely to be Inadequate if anyof the following are Inadequate:* The Catholic Life of the school
* Religious Education
* Collective Worship
 |

 |
| **School Self Evaluation Grade**: **Overall Effectiveness** |  |

**Grades: Outstanding (1); Good (2); Requires Improvement (3); Inadequate (4)**