

# Brentwood Diocesan Education Service

## ~ CSED Training ~

Friday 4<sup>th</sup> November 2022

**Brentwood Diocese Education Service**

“Supporting Catholic schools to provide excellent education where pupils flourish, and Christ is made known to all”



# Prayer

O God, the source of our common life, when we are dry and scattered,  
when divided and alone, we long for connection, we long for community.

**Breath of God, breathe on us.**

With those we live beside, who are often strange to us, whom we may be afraid to approach,  
yet who have riches of friendship to share, we long for connection, we long for community.

**Breath of God, breathe on us.**

With those we have only heard of, who see with different eyes, whose struggles we try to imagine,  
whose fierce joy we wish we could grasp, we long for connection, we long for community.

**Breath of God, breathe on us.**

With those we shall never know, but whose lives are linked with ours, whose shared ground we stand on,  
and whose common air we breathe, we long for connection, we long for community.

**Breath of God, breathe on us.**

When we are dry and scattered, when we are divided and alone,  
when we are cut off from the source of our life,  
open our graves, O God, that all your people may be free to breathe,  
strong to move, and joyful to stand together to celebrate your name.

**BDES**



# Brentwood Diocesan Education Service

## ~ Session 1 ~ Self-Evaluation~

Friday 4<sup>th</sup> November 2022

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# What is a CSED (Catholic Self- Evaluation Document)?

- **CSED** refers to whichever document(s) the school uses to record its self-evaluation of the three key inspection areas :
  - Catholic life and mission
  - Religious education
  - Collective worship.
- This self-evaluation takes place from three different perspectives :
  - a) Pupil outcomes
  - b) Provision
  - c) Leadership and management

## Use of the CSED template

- The Catholic Schools Inspectorate does not require any particular format be used for this record of self-evaluation.
- However, there is a template for those who wish to use it.
- The CSED needs to be sent as soon as the Headteacher has had the initial telephone call with the lead inspector
- Therefore, the school's CSED needs to be ready and available

## Inspectors' use of the CSED

- *The inspector(s) will evaluate the school's view of itself as expressed under these headings\* in the school's CSED and explore the extent to which this is compatible with any other documentary evidence. Any discrepancies should be discussed as soon as possible with the school. The opportunity to provide further evidence to support the school's view should be given.*

[\* Catholic Life and Mission, Religious Education, Collective Worship]

## A note on accuracy and omissions in the CSED

- *Inspectors should check the accuracy of the school's assessment of pupils' progress and attainment, and also the robustness and accuracy of the school's self-evaluation. Issues for inspection will arise from inconsistencies between the school's judgements and conclusions in the school's CSED and the evidence provided, and also from significant matters that the school's CSED seems to have omitted.*

# Main changes arising from the Pilot Inspections

- One of the main changes is that data has been removed from CSED.
- Another significant change is to the definition of progress, thus :

## Grade 2

*Pupils make good progress in knowing more, remembering more, and doing more when measured against the planned curriculum for each year. As a result, pupils, including disadvantaged pupils and pupils with SEND, achieve well in all age phases and most years.*

- This affects how a school should reflect on this in the CSED



# Key Features of a Quality CSED

- It is concise and evaluative
- It describes the *impact* of actions taken- what is different for staff/pupils now?
- It highlights where the evidence can be found to ‘back up’ the statements made.
- It is cohesive, judgements made link with each other/make sense with each other/variances are explained

# Writing a Quality CSED

- When you have finished go back and remove unnecessary detail
- Ask yourself have you been honest enough - would all staff and governors recognise your school in this document?
- Is it going to give rise to the positive judgement that leaders and governors evaluation is accurate?
- Do your evaluations match criteria in the Handbook-Evaluation Schedule?

# Brentwood Diocesan Education Service

## ~ Session 2 ~ Catholic Life and Mission

Friday 4<sup>th</sup> November 2022

**Brentwood Diocese Education Service**

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# Catholic Life and Mission 1

The extent to which pupils contribute to and benefit from the life and mission of the school

What should be included in the school's CSED

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**BDES**

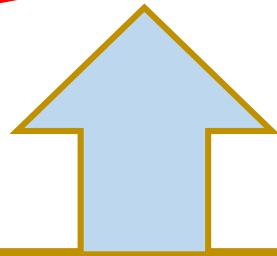


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# Catholic Life and Mission 1

The extent to which **pupils contribute to and benefit from** the life and mission of the school

What do you think  
should be evaluated in  
the CSED here?



What should be included in the school's CSED

# Catholic Life and Mission 1

The extent to which **pupils contribute to and benefit from** the life and mission of the school

## A checklist for self-evaluation :

- the school's Catholic identity, its charism and its mission
- The pupils' sense of worth
- Pupils' moral development
- Catholic Social Teaching
- Respect for self and others
- Chaplaincy

What should be included in the school's CSED

**BDES**



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# Catholic Life and Mission 2

The quality of provision for the life and mission of the school

What should be included in the school's CSED

# Catholic Life and Mission 2

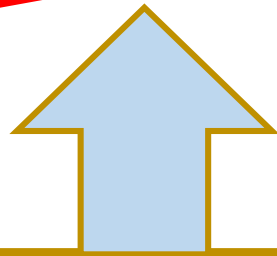
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The **quality of provision for** the life and mission of the school

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**BDES**



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# Catholic Life and Mission 2

The **quality of provision for** the life and mission of the school

## A checklist for self-evaluation :

- the school's Catholic identity, its charism and its mission
- Staff commitment
- Inclusivity
- Pastoral care of pupils
- RSE / RSHE
- The sense of community
- Staff as role models
- The physical environment
- Chaplaincy provision (pupils and staff)

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# Catholic Life and Mission 2

How well leaders and governors promote, monitor, and evaluate the provision for the life and mission of the school

What should be included in the school's CSED

# Catholic Life and Mission 3

How well **leaders and governors** promote, monitor, and evaluate the provision for the life and mission of the school

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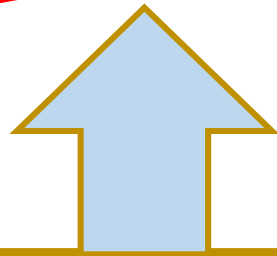


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# Catholic Life and Mission 3

How well **leaders and governors promote, monitor, and evaluate** the provision for the life and mission of the school

What do you think  
should be evaluated in  
the CSED here?



What should be included in the school's CSED



# Catholic Life and Mission 3

How well **leaders and governors promote, monitor, and evaluate** the provision for the life and mission of the school

## A checklist for self-evaluation :

- the school's Catholic life and mission in school policies
- Engagement with the diocese
- Partnership with parents
- Respect for the rights and dignity of employees
- The Catholic Curriculum
- Quality of the Self-evaluation process
- Induction of new staff
- Parish links
- CPD
- Staff as role models
- Governors' ambition
- Pupil evaluation
- Commitment to CST

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# Blessing

May you take time to celebrate  
the quiet miracles that seek no attention.

May you experience each day as a sacred gift  
woven around the heart of wonder.

May you know that you are ever embraced  
in the kind circle of God.

*- John O'Donohue*

# Brentwood Diocesan Education Service

## ~ CSED Training ~

Tuesday 29<sup>th</sup> November 2022

**Brentwood Diocese Education Service**

“Supporting Catholic schools to provide excellent education where pupils flourish, and Christ is made known to all”



# Prayer

Spirit of Wisdom, infuse in our hearts your light. Give us clarity of speech as we proclaim the good news. Give us clarity of vision that we may find our way to you. Give us clarity of hearing that we may recognise the cries of the needy. Give us discerning spirits that we may know the voice of God speaking within us. May your joy and enthusiasm find a home in us that we may live in gladness of heart. All this we pray in Jesus' name.

**Amen**

**BDES**



# Brentwood Diocesan Education Service

## ~ Session 3 ~ Religious Education

Tuesday 29<sup>th</sup> November 2022

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# Grade Descriptors for RE 1

## Grade Descriptors for how well pupils achieve and enjoy their learning in religious education

**2** • Pupils are developing secure knowledge, understanding and skills that reflect the learning required by the Religious Education Directory.

- Pupils make good progress in knowing more, remembering more, and doing more when measured against the planned curriculum for each year.

As a result, pupils, including disadvantaged pupils and pupils with SEND, achieve well in all age phases and most years.

- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. As a consequence, most pupils are aware of the demands of religious commitment in everyday life.

- Pupils can speak with confidence about what they have learned in religious education, showing an awareness of key concepts, and using some subject-specific vocabulary. As a consequence, they are able to ask good questions of adults and peers, which enhance learning.

- Pupils are able to work independently and take the initiative in their learning when given the opportunity to do so. As a consequence, they concentrate well, and respond to the challenge of learning.

- Pupils produce good work that is presented well and shows signs of emerging individuality and creativity. Through the modelling and displaying of this work other pupils are encouraged to strive to improve.

- Pupils engage in lessons and show a willingness to improve their knowledge, understanding and skills, in order to further develop as competent learners.

- Pupils enjoy their learning and approach their lessons with interest and enthusiasm. As a consequence, behaviour in lessons is good because most pupils enjoy religious education and are usually engaged.

- Pupils have an understanding of how well they are doing, of what they need to do to improve, and can articulate how they have made progress.

- Pupils achieve at least average attainment when compared with other core curriculum subjects or using national data where available. This has been sustained for the last three years, or if it has not there is an improving trend.



# Grade Descriptors for RE 1

## Grade Descriptors for how well pupils achieve and enjoy their learning in religious education

**1** • Pupils are developing excellent knowledge, understanding and skills that exemplify the learning required by the Religious Education Directory.

- Pupils make consistently good progress by knowing more, remembering more, and doing more when measured against the planned curriculum for each year. As a result, pupils, including disadvantaged pupils and pupils with SEND, achieve the best possible outcomes in all years and age-phases.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills effectively, to reflect spiritually, and to think ethically and theologically. As a consequence, they are particularly aware of the demands of religious commitment in everyday life.
- Pupils can speak fluently and confidently about what they have learned in religious education, using key concepts and subject-specific vocabulary. As a consequence, they ask incisive questions of adults and peers, which indicate an innate curiosity and a desire to deepen learning.
- Pupils show notable independence in their learning; they can think for themselves, synthesising what they have learned in original and creative ways. As a consequence, they concentrate exceptionally well, love the challenge of learning and are curious, interested learners.

- Pupils produce work of a consistently high quality, demonstrating excellent presentation, individuality and creativity. This motivates high performance from others through the modelling and displaying of excellent work.
- Pupils are actively engaged in lessons; they are reflective and are highly committed to improving their knowledge, understanding and skills, in order to develop further as competent learners.
- Pupils enjoy their learning and approach lessons with great interest, passion, and enthusiasm. As a consequence, behaviour in lessons is outstanding because almost all pupils enjoy religious education, and they remain fully engaged even in extended periods without direction from an adult.
- Pupils have a clear understanding of how well they are doing, of what they need to do to improve, and can fully articulate how they have made progress.
- Pupils achieve above average attainment when compared with other core curriculum subjects or using national data where available. This has been sustained for the last three years for almost all pupils.



# Comparative Grade Descriptors for RE1 (selection)

Comparing Grade Descriptors for how well pupils achieve and enjoy their learning in religious education

RE1 : Enjoyment			
4	3	2	1
Pupils show little or no enjoyment of their learning in religious education. Therefore, their behaviour in lessons is disruptive and not conducive to learning.	Pupils show limited interest and little enjoyment of learning in religious education. As a consequence, behaviour in lessons is varied and disruptions in lessons sometimes take place.	Pupils enjoy their learning and approach their lessons with interest and enthusiasm. Consequently, behaviour in lessons is good because most pupils enjoy religious education and are usually engaged.	Pupils enjoy their learning and approach lessons with great interest, passion, and enthusiasm. As a consequence, behaviour in lessons is outstanding because almost all pupils enjoy religious education and they remain fully engaged even in extended periods without direction from an adult.

RE1 : Self-assessment			
4	3	2	1
Pupils have no involvement in assessing how well they are learning.	Pupils have a limited understanding of how well they are doing and of what they need to do to improve.	Pupils have an understanding of how well they are doing, of what they need to do to improve, and can articulate how they have made progress.	Pupils have a clear understanding of how well they are doing, of what they need to do to improve, and can fully articulate how they have made progress.

RE1 : Attainment			
4	3	2	1
Most pupils achieve below average attainment when compared with other core curriculum subjects or national data where available.	Pupils do not always achieve average attainment when compared with other core curriculum subjects or national data where available.	Pupils achieve at least average attainment when compared with other core curriculum subjects or using national data where available. This has been sustained for the last three years, or if it has not there is an improving trend.	Pupils achieve above average attainment when compared with other core curriculum subjects or using national data where available. This has been sustained for the last three years for almost all pupils.





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# Grade 1 Descriptors

Descriptors for how well pupils are developing excellent knowledge, understanding and skills in religious education

religiously literate

active

enjoy

engaged

reflect

speak **fluently**  
and confidently

ask **incisive**  
questions

**love** learning

**original**

creative

interested

**curious**

BDES



# Religious Education 1

How well pupils achieve, and enjoy their learning in Religious Education

What should be included in the school's CSED

**BDES**



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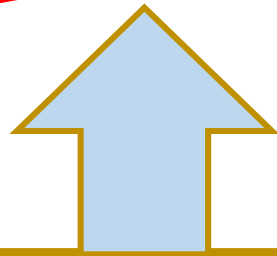
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# Religious Education 1

How well **pupils achieve**, and **enjoy their learning** in Religious Education

What do you think  
should be evaluated in  
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# Religious Education 1

How well **pupils achieve**, and **enjoy their learning** in Religious Education

## A checklist for self-evaluation :

- Development of knowledge, understanding and skills
- Pupil progress
- Religious literacy
- Independence and concentration
- Engagement
- Self-assessment
- Progress of groups
- Recall and questions
- Books
- Enjoyment
- Attainment

What should be included in the school's CSED

# Religious Education 2

The quality of teaching, learning and assessment in Religious Education

What should be included in the school's CSED

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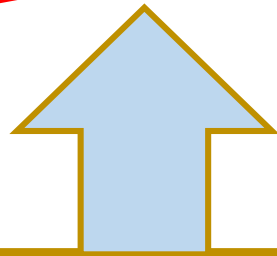


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# Religious Education 2

The quality of **teaching, learning and assessment** in Religious Education

What do you think  
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What should be included in the school's CSED

# Religious Education 2

The quality of **teaching, learning and assessment** in Religious Education

## A checklist for self-evaluation :

- Teachers' subject knowledge
- Teachers' pedagogical knowledge
- Expectations
- Planning
- Variety
- Effective questioning
- Resources
- Celebration
- Feedback
- Spiritual and moral development

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# Religious Education 3

How well **leaders and governors** promote, monitor, and evaluate the provision for Religious Education

What should be included in the school's CSED

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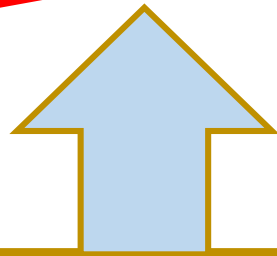
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# Religious Education 3

How well **leaders and governors promote, monitor, and evaluate** the provision for Religious Education

## A checklist for self-evaluation :

- Compliance with the Curriculum Directory
- Timetable allocation
- The subject leader
- Design of RE curriculum
- Self-evaluation
- Parity with other core subjects
- CPD
- Enrichment

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# Brentwood Diocesan Education Service

## ~ Session 4 ~ Collective Worship

Tuesday 29<sup>th</sup> November 2022

**Brentwood Diocese Education Service**

“Supporting Catholic schools to provide excellent education where pupils flourish, and Christ is made known to all”



# Collective Worship 1

How well pupils participate in and respond to Collective Worship

What should be included in the school's CSED

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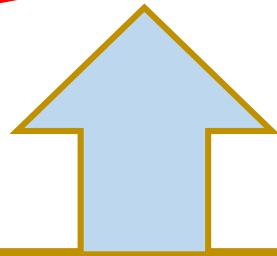
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# Collective Worship 1

How well **pupils participate in and respond to** Collective Worship

## A checklist for self-evaluation :

- Pupils' engagement and participation
- Collaborative planning
- Pupils' sense of the liturgical year
- Variety of prayer and liturgy
- Pupil leadership
- Pupil evaluation
- The impact of pupil participation and response

What should be included in the school's CSED



# Collective Worship 2

The quality of Collective Worship provided by the school

What should be included in the school's CSED

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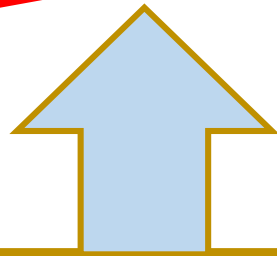


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# Collective Worship 2

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

## A checklist for self-evaluation :

- Centrality of prayer and liturgy in school life
- Daily pattern and rhythm of prayer and liturgy
- Richness of the Church's traditions
- Staff commitment
- Involvement of families and parish(es)
- Use of Scripture
- Creativity
- Use of space
- Staff skill

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# Collective Worship 3

How well leaders and governors promote, monitor, and evaluate the provision for Collective Worship

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What should be included in the school's CSED

# Collective Worship 3

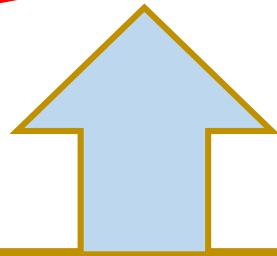
How well leaders and governors **promote, monitor, and evaluate** the provision for Collective Worship

What should be included in the school's CSED

# Collective Worship 3

How well **leaders and governors promote, monitor, and evaluate** the provision for Collective Worship

What do you think  
should be evaluated in  
the CSED here?



What should be included in the school's CSED

# Collective Worship 3

How well **leaders and governors promote, monitor, and evaluate** the provision for Collective Worship

## A checklist for self-evaluation :

- Impact of school Collective Worship and Prayer policies
- The Sacraments, Holy Days of Obligation and other significant days
- Formation
- CPD
- Leaders' knowledge and skill
- Impact of leadership
- Resourcing
- Self-evaluation

What should be included in the school's CSED





# Prayer of St Teresa of Avila

Let nothing disturb you,  
Let nothing frighten you,  
All things are passing away: God never changes.  
Patience obtains all things.  
Whoever has God lacks nothing; God alone suffices.

Christ has no body now on earth but yours,  
no hands but yours,  
no feet but yours,  
Yours are the eyes through which to look out  
Christ's compassion to the world  
Yours are the feet with which he is to go about  
doing good;  
Yours are the hands with which he is to bless the world.”

