

ESGOBAETH WRECSAM



DIOCESE OF WREXHAM

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***THE CATHOLIC SCHOOL'S SELF-EVALUATION TOOL***

***REVIEW & REPORT***

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<i><b>SCHOOL</b></i>	
<i><b>HEADTEACHER</b></i>	
<i><b>CHAIR OF GOVERNORS.</b></i>	
<i><b>DATE OF REVIEW</b></i>	

*'If we are to be confident about the success of our schools as Catholic, in the new cultural and religious context in which they are asked to function, we need to reflect more on what we can and should do in the changed and changing conditions of our time'.*

*J Gallagher 'Serving the Young' 2004*

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## *INTRODUCTION*

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### **Key Questions for the Catholic School**

The main purpose of this self-review tool is to help the school reflect on its own effectiveness as a Catholic Church school. Self-evaluation, sometimes verified by inspection, seeks to judge how well the school's distinctive character, aspiration and values, inspire success and the development of young people towards the fullness of life.

*'It must never be forgotten, that the school is always in the process of being created due to the labour brought by all who have a role to play in it, and most especially to those who are teachers' (Lay Catholics in school. No 78)*

**Towards this objective, school leaders, staff and inspectors should seek answers to the following key questions.**

#### **1. HOW EFFECTIVE IS THE SCHOOL/COLLEGE IN PROVIDING CATHOLIC EDUCATION?**

KQ1: How good are Outcomes?

KQ2: How good is Provision?

KQ3 : How good is Leadership and Management.

#### **2. WHAT DOES THE SCHOOL/COLLEGE NEED TO DO TO IMPROVE FURTHER?**

As a school, you are asked to carry out an honest self-evaluation of your school, which will also form the basis of the inspection. This is why a school's self-evaluation documentation must be presented to the Section 50 inspector before the Pre-inspection meeting

Please try to:

- be evaluative rather than descriptive and focus mainly on the impact and outcomes for pupils;
- identify what you consider to be strengths and areas for improvement; and
- be brief and point to supporting evidence that can be found elsewhere (if there is supporting evidence).

### KQ1. How good are Outcomes?

Judgement		How do you know?	What has most improved?	Action Required?
In line with their age and capacity, pupils and learners:-				
Know, understand and can articulate the teachings, beliefs, values and way of life of Catholic Christianity and, where appropriate, those of other faith traditions.	<b>1.1</b>			
Learners can think & reflect spiritually, ethically and theologically and relate these to their everyday lives.	<b>1.1</b>			
They know and appreciate the Catholic life and culture in Wales.	<b>1.1</b>			

They show good gains in knowledge, understanding and skills in Religious Education.	<b>1.1</b>			
Learners show they can build on prior learning and apply it in new contexts in Religious Education.	<b>1.1</b>			
Learners show, as appropriate, intelligence and/or creativity in their work.	<b>1.1</b>			
Learners show enjoyment, sustained concentration and interest in their work. They work productively and at a good pace.	<b>1.1</b>			
Learners develop skills and the ability to work independently and collaboratively.	<b>1.1</b>			
Learners can evaluate their own work and set their own targets.	<b>1.1</b>			
Work in Religious Education is assessed appropriately, including using levels of attainment.	<b>1.2</b>			
The principles of assessment for learning, including target setting, are integral to the assessment of the pupils' work in Religious Education.	<b>1.2</b>			

Learners achieve high standards in Religious Education.	<b>1.2</b>			
The standards reached through assessment and examination are analysed and used to inform planning and to set targets.	<b>1.2</b>			
Learners show a grasp of religious concepts in various forms, including, where appropriate, extended writing.	<b>1.2</b>			
Learners, parents, staff and visitors are made welcome in the school/college.	<b>1.3</b>			
The school/college is a place of joy, optimism and endeavour.	<b>1.3</b>			
There is good order in the school/college.	<b>1.3</b> <b>L</b>			
There is good communication throughout the school/college and with parents and the wider community.	<b>1.3</b>			

## **KQ2. How good is Provision?**

<b>Judgement</b>		<b>How do you know?</b>	<b>What has most improved?</b>	<b>Action Required?</b>
Teachers have a secure knowledge and understanding	<b>2.1</b>			

of Catholic Belief and practice and the programme of Religious Education.				
Teachers challenge and set high standards to extend and deepen pupils' knowledge and skills.	<b>2.1</b>			
Teachers plan lessons effectively, sharing clear objectives and learning outcomes with the pupils.	<b>2.1</b>			
Teachers use a good range of methods and resources to engage the pupils.	<b>2.1</b>			
Teachers expect high standards of behaviour and manage and regard all learners well.	<b>2.1</b>			
Teachers use time, resources, including ICT, to meet the learning objectives.	<b>2.1</b>			
Good attention is given to the learning environment.	<b>2.1</b>			
The resources used in Religious Education are sufficient and of a high quality...	<b>2.1</b>			
Financial and physical resources are well-managed.	<b>2.1</b>			
Teachers mark and assess work regularly and constructively.	<b>2.2</b>			

Teachers use assessment to inform planning and target setting.	<b>2.2</b>			
Where appropriate homework is relevant to what is learnt in school	<b>2.2</b>			
Learners know how well they are doing and how they can improve.	<b>2.2</b>			
Religious Education is inclusive, providing equality of access to all learners...	<b>2.3</b>			
The school/college gives priority to the disadvantaged pupils.	<b>2.3</b>			
Learning in Religious Education includes exploring the many forms of prayer and worship.	<b>2.3</b>			
Where appropriate, learners are helped to develop bilingual skills in Welsh and English.	<b>2.3</b>			
Religious Education is at the core of the curriculum, contributing to reflective learning and common skills across the curriculum.	<b>2.3</b>			
The Religious Education curriculum addresses the learners' interests, aspirations and attitudes.	<b>2.3</b>			

Extra-curricular provision helps to meet the religious and spiritual needs of the learner.	<b>2.3</b>			
The school respects and includes the faith backgrounds of learners of other Christian denominations and religious faiths.	<b>2.3</b>			
There is a chaplain or chaplaincy team to support the faith of the school.	<b>2.4</b>			
The quality of religious artefacts, signs and symbols is high across the school.	<b>2.4</b>			
Staff pray together regularly.	<b>2.4</b>			
There is a shared act of worship every day for learners and staff in accordance with the Catholic life of the school and with statutory requirements	<b>2.4</b>			
There is a carefully planned programme for assemblies and worship.	<b>2.4</b>			
The school/college monitors, evaluates and reviews the quality of provision for prayer and worship.	<b>2.4</b>			
Staff and learners are involved in the planning, preparation and presentation of acts of collective worship.	<b>2.4</b>			

6. Staff and learners play an appropriate part in the general prayer life of the school.	<b>2.4</b>			
7. Mass is celebrated regularly in the school/college. It includes and involves staff and learners. It is well-thought out and planned.	<b>2.4</b>			
Opportunities are provided for the Sacrament of Reconciliation.	<b>2.4</b>			
There is a prayer focus in the classrooms	<b>2.4</b>			
There is a sacred space, or chapel for prayer that is used and well maintained.	<b>2.4</b>			
There are resources to help learners and staff to pray.	<b>2.4</b>			
Staff and learners are helped and guided to lead prayer.	<b>2.4</b>			
Learners are helped to pray in different ways and to reflect upon their lives.	<b>2.4</b>			
Opportunities are provided for private prayer throughout the day.	<b>2.4</b>			
Learners are helped to know how to respond in liturgical celebrations.	<b>2.4</b>			
The school/college environment is attractive and stimulating.	<b>P</b>			

Regular reports on progress in Religious Education are provided for parents.	<b>P</b>			
Teachers undertake appropriate in-service training and apply it effectively in school/college.	<b>P</b>			
Teachers make good links with parents.	<b>P</b>			

### **KQ3. How good are Leadership and Management?**

<b>Judgement</b>		<b>How do you know?</b>	<b>What has most improved?</b>	<b>Action Required?</b>
The mission statement reflects the Gospel and the Catholic purpose of the school/college.	<b>3.1</b>			
The mission statement is known by the school community.	<b>3.1</b>			
The mission statement is revisited and revised regularly.	<b>3.1</b>			
Governors and school leaders use the mission statement to inform and challenge policies	<b>3.1</b>			
Governors are informed, helped through specific training and are able to promote the Catholic life of the school/college.	<b>3.1</b>			
Governors and school leaders share a vision of Catholic	<b>3.1</b>			

education that draws upon Church teaching.				
Governors have a good understanding of the strengths and development needs of the school/college as a Catholic community.	<b>3.1</b>			
Development planning is consistent with the mission of the school, and with the aims and purposes of Catholic Religious Education, and is set out in a clear way with appropriate targets and review criteria.	<b>3.1</b>			
Leaders provide good role models for other staff and learners.	<b>3.2</b>			
Senior staff are well-informed on developments in Catholic education.	<b>3.2</b>			
The leaders of the school/college are involved in the development of the Catholic life of the school.	<b>3.2</b>			
The development plan includes improvements arising from Catholic self-evaluation.	<b>3.2</b>			
There is an ethos of respect and trust in the school/college.	<b>3.2</b>			
Success at every level is recognised and celebrated	<b>3.2</b>			
The school/college has a policy for spiritual development and is its	<b>3.2</b>			

provision monitored and reviewed regularly.				
Opportunities for spiritual development are offered throughout the school/college curriculum and the school/college day.	<b>3.2</b>			
The school/college has a policy for moral development and is its provision monitored and reviewed regularly	<b>3.2</b>			
Opportunities for moral development are offered throughout the school/college curriculum and the school/college day.	<b>3.2</b>			
The school/college helps its learners to develop an informed conscience and to take responsibility.	<b>3.2</b>			
The school/college provides an understanding of family life and sexual relationships within a moral framework consistent with the teaching of the Catholic Church.	<b>3.2</b>			
The school/college has a policy for social development and is its provision monitored and reviewed regularly.	<b>3.2</b>			
Opportunities for social development are offered throughout the school/college curriculum and the school/college day.	<b>3.2</b>			

The school/college has a policy for cultural development, including where appropriate the Welsh dimension, and is its provision monitored and reviewed regularly.	<b>3.2</b>			
Opportunities for cultural development, including where appropriate the Welsh dimension, are offered throughout the school/college curriculum and the school/college day.	<b>3.2</b>			
The school/college promotes global citizenship and sustainable development	<b>3.2</b>			
The school/college has a positive relationship with the Diocese and does it avail itself of Diocesan in-service training and contribute to initiatives.	<b>3.2</b>			
The subject leader creates an effective team and inspires, motivates and influences learners and staff. The department models good practice	<b>3.2</b>			
The department is high achieving and uses monitoring, evaluation and review to aim for high standards.	<b>3.2</b>			
Teaching and learning is supported by effective professional development.	<b>3.2</b>			

Every member of the school/college community is provided with a wide range of learning and growth opportunities.	<b>3.3</b>			
The school meets the requirements of the <i>Curriculum Directory for Religious Education</i> , the Diocesan Policy and guidelines for Religious Education and the time allocation set by the Bishops' Conference of England and Wales	<b>3.3</b>			
The school has sufficient teaching and support staff with qualifications and experience to meet the requirements of the Religious Education curriculum.	<b>3.3</b>			
There is a clear vision for the subject within the mission of the school and a focus on high standards	<b>3.3</b>			
The leadership of teaching and of the curriculum is knowledgeable and innovative.	<b>3.3</b>			
Curriculum planning guides teaching and secures learners' progression in knowledge, understanding and skills.	<b>3.3</b>			
Teachers' Performance Management is thorough and	<b>3.3</b>			

effective in bringing about improvement.				
The curriculum and teaching in Religious Education tries to ensure that every learner fulfils his/her potential.	<b>3.3</b>			
The school/college actively promotes racial and religious harmony.	<b>3.5</b>			
The school/college deals effectively with incidents of bullying or racism.	<b>3.5</b>			
The school/college involves parents and the wider community in its prayer life.	<b>3.5</b>			
Local clergy and/or Religious visit school/college regularly.	<b>3.5</b>			
The school/college finds ways to strengthen links with the local parishes.	<b>3.5</b>			
The school/college has strong links with its cluster of other schools/colleges and with other Catholic schools/colleges in the Diocese.	<b>3.5</b>			
The school/college contributes to the life of the local community.	<b>3.5</b>			
The school/college provides opportunities for learners to be involved in charity work and social action.	<b>3.5</b>			
There is a high quality programme of induction and	<b>L</b>			

professional development for staff.				
The policy for performance management ensures that objectives are included which support the development of the Catholic life of the school/college.	<b>L</b>			
There is at least one inset day a year that evaluates and/or enhances the Catholic life of the school/college.	<b>L</b>			
The school actively seeks and listens to the views its members and of the parishes and wider community.	<b>L</b>			
The work of subject leader in religious education is supported directly by school leadership.	<b>L</b>			
Staff who teach Religious Education are supported with on-going training.	<b>L</b>			
Leaders provide an effective system of pastoral support for learners.	<b>L</b>			

## OVERVIEW OF THE INSPECTION FRAMEWORK

### **OUTCOMES**

#### **KQ1. How good are outcomes?**

- 1.1 how well pupils/students achieve, and enjoy learning, in Religious Education;
- 1.2 how well pupils/students attain in Religious Education;
- 1.3 the extent to which pupils/students contribute to, and benefit from, the Catholic life of the school/college;
- 1.4 How well pupils/students respond to and participate in the school/college's prayer and worship.

### **PROVISION**

#### **KQ2. How good is provision?**

- 2.1 The quality of teaching and how purposeful learning is in Religious Education;
- 2.2 The effectiveness of assessment and academic guidance in Religious Education;
- 2.3 The extent to which Religious Education and the wider life of the school/college meets pupils/students' needs;
- 2.4 The quality of prayer and worship provided by the school/college.

### **LEADERS AND MANAGERS**

#### **KQ3. How good are leadership and management?**

- 3.1 The extent to which the governing body promotes the strategic development of the Catholic life of the school/college and curriculum Religious Education;
- 3.2 How well leaders and managers promote, monitor, evaluate and review the provision for the Catholic life of the school/college and plan improvement to outcomes for pupils/students;
- 3.3 How well leaders and managers promote, monitor, evaluate and review the provision for Religious Education and plan for improvement to outcomes for pupils/students;
- 3.4 How well leaders and managers develop partnerships with other providers, organisations and services in order to promote learning and pupil/student well-being;
- 3.5 How effectively leaders and managers promote inclusion and community cohesion.