

**Appendix B**

**DIOCESE OF EAST ANGLIA**

**CATHOLIC SCHOOLS SELF EVALUATION FORM**

(Catholic SEF – Full Guidance is obtained from using the East Anglia Inspection Handbook –

Appendix A: The Inspection Schedule which includes criteria and grade descriptors)

School:

School Address:

Tel:

Email:

Website:

School DfE number: School URN:

Name of Chair of Governors:

Name of Headteacher:

Name of RE Leader:

Date of SEF S48 Completion / Revision:

|  |
| --- |
| **Please give an indication of the key areas of spending in Religious Education including In-service costs:** |
|  |

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| --- |
| **BRIEF STATEMENT about the INSET devoted to Religious Education and the Catholic Life of the school during the past 2 years** |
|  |

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| **OVERALL EFFECTIVENESS OVERALL GRADE:** |

**How effective is the school in providing Catholic Education**

See Handbook Schedule Appendix A: Page 28

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|  |

**What aspects from the last inspection / IMV have been addressed and embedded, and what does the school need to**

**do to improve further? (Areas and actions taken and to be taken)**

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**Within the following areas for inspection, Key Aspects are evaluated against Impact of Actions**

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| **Catholic Life Grade:** |

**The extent to which pupils contribute to and benefit from the Catholic Life of the school**

See Handbook Schedule Appendix A: Pages 4, 5 & 6

|  |  |
| --- | --- |
| **Key Aspects for Evaluation** | **Impact of Actions** |
| The extent to which pupils take on responsibilities and take part in developing the Catholic character of the school  *Criteria bullet points 1, 2, 6, 7, 11* |  |
| Pupils’ sense of belonging to the school community and their relationship with those from different groups and backgrounds;  *Criteria bullet points 3, 4, 5, 10* |  |
| The extent to which pupils contribute to the common good in the wider community.  *Criteria bullet points 8, 9, 12, 13, 14* |  |

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| In order to improve, the school will - |

**The quality of provision for the Catholic Life of the school**

See Handbook Schedule Appendix A: Pages 7, 8 & 9

|  |  |
| --- | --- |
| **Key Aspects for Evaluation** | **Impact of Actions** |
| The centrality and efficacy of the school’s mission statement;  *Criteria bullet points 1, 2* |  |
| The extent to which the school makes its Catholic identity and ethos explicit through the learning environment, chaplaincy and community cohesion;  *Criteria bullet points 5, 7, 9* |  |
| The quality of pastoral care shown to all members of the community, both pupils and staff;  *Criteria bullet points 4, 10* |  |
| 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;  *Criteria bullet points 3, 6* |  |
| The quality of Personal, Social, Health and Emotional education PSHE, Relationships and Sex Education (RSE) and Spiritual and Moral Education.  *Criteria bullet points 7, 8, 11* |  |

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| In order to improve, the school will – |

**How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school**

See Handbook Schedule Appendix A: Pages 10, 11 & 12

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| --- | --- |
| **Key Aspects for Evaluation** | **Impact of Actions** |
| The effectiveness of leaders and governors in promoting the Catholic Life of the school;  *Criteria bullet points 1, 10* |  |
| How well leaders and governors monitor the Catholic Life provision and outcomes in order to plan future improvements;  *Criteria bullet points 2, 3* |  |
| The extent to which leaders offer models of good practice as leaders of Catholic Life;  *Criteria bullet points 4, 8* |  |
| How well leaders and governors implement improvement in respect of the Catholic Life of the school;  *Criteria bullet points 5, 9* |  |
| How well leaders and governors ensure that the whole curriculum contributes to pupils’ spiritual, moral and vocation development.  *Criteria bullet points 6, 7* |  |

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| In order to improve, the school will – |

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| **Religious Education Grade:** |

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

See Handbook Schedule Appendix A: Pages 13, 14 & 15

|  |  |
| --- | --- |
| **Key Aspects for Evaluation** | **Impact of Actions** |
| The quality of pupils’ achievement, learning and progress in Religious Education and any variations between groups of pupils;  *Criteria bullet points 1, 3, 4, 8* |  |
| The extent to which pupils are becoming religiously literate;  *Criteria bullet points 2* |  |
| The quality of learning for pupils with particular learning needs and/or disabilities and their progress;  *Criteria bullet points 5, 6, 7* |  |
| Pupils’ attainment in RE at the end of each key stage.  *Criteria bullet points 5, 6, 7* |  |

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| In order to improve, the school will – |

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

See Handbook Schedule Appendix A: Pages 16, 17 & 18

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| **Key Aspects for Evaluation** | **Impact of Actions** |
| How well teaching promotes learning, enjoyment, progress and the attainment of pupils;  *Criteria bullet points 2, 3, 4, 5, 6, 7, 9, 11, 13* |  |
| How well assessment informs appropriate teaching and learning strategies.  *Criteria bullet points 1, 8, 10, 12* |  |

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| In order to improve, the school will – |

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

See Handbook Schedule Appendix A: Pages 19, 20 & 21

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| **Key Aspects for Evaluation** | **Impact of Actions** |
| That the RE curriculum meets Bishops’ Conference requirements;  *Criteria bullet points 1, 2, 3* |  |
| That the curriculum meets any additional requirements of the diocesan Bishop;  *Criteria bullet points 1, 2, 3, 4, 5* |  |
| How well leaders and governors use monitoring data to evaluate the school’s performance in RE in order to plan future improvements;  *Criteria bullet points 7, 9(f)* |  |
| How well leaders and governors plan improvement in provision, and in pupils’ outcomes, and how effectively these plans are implemented at all levels;  *Criteria bullet points 7, 9(b), 9(c), 9(e), 10* |  |
| The effectiveness of the subject leader(s);  *Criteria bullet points 1 - 11* |  |
| How effectively assessment is used in monitoring and securing improvements;  *Criteria bullet points 7, 9(a), 9(g),* |  |
| How well scheme and specification choices support the learning and achievement of different groups of pupils.  *Criteria bullet points 6, 8, 9(d), 11* |  |

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| In order to improve, the school will – |

**Collective Worship Grade:**

**How well pupils respond to and participate in the school’s Collective Worship**

See Handbook Schedule Appendix A: Pages 22 & 23

|  |  |
| --- | --- |
| **Key Aspects for Evaluation** | **Impact of Actions** |
| The extent to which pupils show interest and actively participate in Collective Worship;  *Criteria bullet points 1, 2, 3, 4, 5* |  |
| The extent to which pupils are acquiring skills in planning and leading prayer and worship;  *Criteria bullet points 1, 2, 3, 4, 5* |  |
| The extent to which Collective Worship contributes to the spiritual and moral development of pupils.  *Criteria bullet points 1, 2, 3, 4, 5* |  |

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| In order to improve, the school will – |

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

See Handbook Schedule Appendix A: Pages 24 & 25

|  |  |
| --- | --- |
| **Key Aspects for Evaluation** | **Impact of Actions** |
| The centrality, quality and variety of Collective Worship opportunities provided by the school;  *Criteria bullet points 2, 4, 5* |  |
| 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.  *Criteria bullet points 1, 3, 4, 5* |  |

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| In order to improve, the school will – |

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

See Handbook Schedule Appendix A: Pages 26 & 27

|  |  |
| --- | --- |
| **Key Aspects for Evaluation** | **Impact of Actions** |
| How well leaders\* and governors promote, monitor and evaluate provision for Collective Worship in order to plan future improvements;  *Criteria bullet points 1, 4, 6*  \***Leaders are members of Senior Management and / or those responsible for Collective Worship** |  |
| The extent to which leaders offer models of good practice as leaders of Collective Worship;  *Criteria bullet points 3, 4* |  |
| How skilled leaders are in planning for worship and how knowledgeable they are about the liturgical rhythms of a Catholic community.  *Bullet points 1, 2, 4, 5* |  |

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| In order to improve, the school will – |

**PRIMARY CATHOLIC SEF ADDITIONAL INFORMATION**

**DESCRIPTION OF THE SCHOOL**

|  |  |
| --- | --- |
| The school’s location and a brief description of the area |  |
| The parish (es) it serves |  |
| Percentage of Catholic staff  Number of f/t and p/t teachers  Number of teachers with an RE qualification |  |
|  |
|  |
| Number of classes |  |
| Special characteristics/circumstances |  |

**PUPIL INFORMATION**

|  |  |
| --- | --- |
| Admission limit number of pupils (PAN) |  |
| The age range of the pupils |  |
| Number of pupils in each year group: Nursery  EYFS/Reception  Year 1  Year 2  Year 3  Year 4  Year 5  Year 6  Total number on roll |  |
| A description of pupils’ background |  |
| The percentage of pupils eligible for free school meals |  |
| The number of pupils/percentage identified as having special education needs  The number of pupils with a Child Health Care Plan. |  |
|  |
| Number of pupil premium pupils |  |
| Percentage of pupils with English as an additional language |  |
| Percentage of Catholic pupils |  |
| Percentage of pupils from each parish |  |
| Number/percentage of pupils from other Christian denominations |  |
| Number/percentage of pupils from other world faiths |  |

**ATTAINMENT AND PROGRESS**

**END OF EYFS ATTAINMENT**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Below expected  (%) | Expected  (%) | Higher than expected (%) |
| PUPILS ACHIEVING GLD |  |  |  |
| RELIGIOUS EDUCATION |  |  |  |

**END OF KS1 ATTAINMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| SUBJECT | Below expected  (%) | Expected  (%) | Higher than expected (%) |
| RELIGIOUS EDUCATION |  |  |  |
| ENGLISH (OVERALL) |  |  |  |
| MATHEMATICS |  |  |  |

**END OF KS2 ATTAINMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| SUBJECT | Below expected  (%) | Expected  (%) | Higher than expected (%) |
| RELIGIOUS EDUCATION |  |  |  |
| ENGLISH (OVERALL) |  |  |  |
| MATHEMATICS |  |  |  |

**END OF KS2 PROGRESS IN RELIGIOUS EDUCATION OVER PREVIOUS TWO YEARS**

|  |  |  |
| --- | --- | --- |
| ACADEMIC YEAR | eg. 2017-18 to 2018-19 | eg. 2016-17 to 2017-18 |
| % of progress from Below expected to Expected |  |  |
| % of progress from Expected to higher than Expected |  |  |

**TEACHING TIME**

|  |  |
| --- | --- |
| Total teaching time per week (whole curriculum) in hours | EYFS: |
| KS1: |
| KS2: |
| Total RE teaching time per week in hours | EYFS: |
| KS1: |
| KS2: |
| Percentage of total teaching time per week on RE |  |

**FINANCIAL DATA**

|  |  |  |
| --- | --- | --- |
| SUBJECT | Current Year | Previous Year |
| Religious Education |  |  |
| English |  |  |
| Mathematics |  |  |

**SECONDARY CATHOLIC SEF ADDITIONAL INFORMATION**

**DESCRIPTION OF THE SCHOOL**

|  |  |
| --- | --- |
| The school’s location and a brief description of the area |  |
| The parish (es) it serves |  |
| Number of feeder primaries |  |
| Special characteristics/circumstances |  |

**PUPIL INFORMATION**

|  |  |
| --- | --- |
| Admission limit number of pupils (PAN) |  |
| The age range of the pupils |  |
| Number of pupils in each year group:  Year 7  Year 8  Year 9  Year 10  Year 11  Year 12  Year 13  Total number on roll |  |
| A description of pupils’ background |  |
| The percentage of pupils eligible for free school meals |  |
| The number of pupils/percentage identified as having special education needs  The number of pupils with a Child Health Care Plan |  |
|  |
| Number of pupil premium pupils |  |
| Percentage of pupils with English as an additional language |  |
| Percentage of Catholic pupils |  |
| Number/percentage of pupils from other Christian denominations |  |
| Number/percentage of pupils from other world faiths |  |

**TEACHERS AND CLASSES**

|  |  |
| --- | --- |
| Percentage of Catholic staff  Number of f/t and p/t teachers  Number of teachers with an RE qualification |  |
|  |
|  |
| Number of classes Year 7 |  |
| Year 8 |  |
| Year 9 |  |
| Year 10 |  |
| Year 11 |  |
| Year 12 |  |
| Year 13 |  |

**TEACHING TIME**

|  |  |
| --- | --- |
| Total teaching time per week (whole curriculum) in hours | KS3 |
| KS4: |
| Year 12: |
| Year 13: |
| Total RE teaching time per week in hours | KS3 |
| KS4: |
| Year 12: |
| Year 13: |
| Percentage of total teaching time per week on RE | KS3 |
| KS4: |
| Year 12: |
| Year 13: |

**FINANCIAL DATA**

|  |  |  |
| --- | --- | --- |
| SUBJECT | Current Year | Previous Year |
| Religious Education |  |  |
| English |  |  |
| Mathematics |  |  |

|  |  |  |
| --- | --- | --- |
| Chaplaincy capitation allowance: |  |  |

**ATTAINMENT AND PROGRESS**

**END OF KS3 ATTAINMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| SUBJECT | Below expected  (%) | Expected  (%) | Higher than expected (%) |
| RELIGIOUS EDUCATION |  |  |  |
| ENGLISH |  |  |  |
| MATHEMATICS |  |  |  |

**RELIGIOUS EDUCATION PROGRESS AT END OF KS3 FROM END OF KEY STAGE 2 OVER PREVIOUS TWO YEARS**

|  |  |  |
| --- | --- | --- |
| ACADEMIC YEAR | eg. 2017-18 to 2018-19 | eg. 2016-17 to 2017-18 |
| % of progress from Below expected to Expected |  |  |
| % of progress from Expected to higher than Expected |  |  |

**PUBLIC EXAMINATION RESULTS**

**RE GCSE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **eg % Academic**  **Year end 2019** | **no of entries**  **2019** | **eg % Academic**  **Year end 2018** | **no of entries**  **2018** | **eg % Academic Year 2017** | **no of entries**  **2017** |
| **9** |  |  |  |  |  |  |
| **8** |  |  |  |
| **7** |  |  |  |
| **6** |  |  |  |
| **5** |  |  |  |
| **4** |  |  |  |
| **3** |  |  |  |
| **2** |  |  |  |
| **1** |  |  |  |
| **U** |  |  |  |

**RE GCSE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Value Added/progress** | **Academic Year end 2019** | **Academic Year end 2018** | **Academic Year end 2017** |
| **VA score** |  |  |  |

**RELIGIOUS EDUCATION (KS5) ‘A’ Level - RE ‘A’ Level**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **%**  **2019** | **no of entries**  **2019** | **%**  **2018** | **no of entries**  **2018** | **%**  **2017** | **no of entries**  **2017** |
| **A** |  |  |  |  |  |  |
| **B** |  |  |  |
| **C** |  |  |  |
| **D** |  |  |  |
| **E** |  |  |  |
| **U** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| ACADEMIC YEAR | 2019 | 2018 | 2019 |
| R.E ALPS Grade (if available) |  |  |  |
| R.E Level 3 VA Score |  |  |  |