**DIOCESE OF LEEDS**

**Diocesan Self-Evaluation Form (DSEF)**

**SECONDARY**

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**Catholic Life, Religious Education and Collective Worship**

**September 2018**

**INTRODUCTION**

The Catholic community recognises the importance of school self-evaluation as a continuous process that is complemented from time to time by external inspection. The Diocesan Self Evaluation Form (DSEF) is designed primarily to assist you in your annual self-evaluation of Catholic Life, Religious Education and Collective Worship. The DSEF also makes an important contribution to inspections. It provides the school and the inspectors with a means of ensuring that inspection covers matters of potential significance to the school.

 **Guidance on completing the form**

This diocesan self-evaluation form is for the inspection cycle beginning September 2018. Description is not requiredinstead it seeks *the school’s evaluative judgements* and *the evidence on which the judgements are based*. When making judgements leaders should refer to the **Section 48 Inspection Schedule** particularly the ‘Criteria’ and the document ‘**Differentiated Grade Descriptors**’. Inspectors will read the DSEF alongside the school improvement plan both to look for the ways in which self-evaluation informs improvement planning and also how self-evaluation indicates the effectiveness of earlier planning.

Interviews with governors, the headteacher and staff during an inspection will be focused on the self-evaluation form and other documents. In addition, headteachers will be invited either in person or through the subject leader or other senior staff, to accompany the inspector in one or more observations. This will enable the school to demonstrate the quality of its self-evaluation in a different way.

When completing the DSEF, the following guidelines should be followed:

* ‘Information about this School’: Please complete Parts A-C and supply brief contextual information about the school.
* In each sub-section, **include** and **highlight** the statements that ‘best fit’ the school’s view of its performance (in the numbered parts on the left hand side), from the ‘**Differentiated Grade Descriptors**’ e.g.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outstanding** | **Good** | **Requires Improvement** | **Inadequate** |
| Almost all pupils appreciate, value and actively participate in the Catholic Life and mission of the school.  | Most pupils appreciate value and actively participate in the Catholic Life and mission of the school.  | A minority of pupils appreciate, value and participate in the Catholic Life and mission of the school.  | Pupils do not appreciate, value or participate in the Catholic Life and mission of the school.  |
| They contribute in a planned and systematic way to the school’s evaluation of its Catholic Life and mission of the school and take a lead in planning improvements to it.  |  Most pupils participate in the school’s evaluation of its Catholic Life and mission and are part of planning improvements to it.  | A minority of pupils participate in the school’s evaluation of its Catholic Life and mission in some way but their involvement is infrequent and/or they lack a sense of the difference their contributions make.  | Pupils do not participate in the school’s evaluation of its Catholic Life and mission  |

* ‘Outstanding’ statements should be highlighted in **blue**; those relating to ‘good’ in **green,** ‘requires improvement’ in **amber,** and inadequate in **red.** This will help to give a visual picture of the self-evaluation
* Record the reasoning behind these evaluations, and any sources of evidence that support them, in the right-hand column, e.g. reasons why the grade above has not been selected, or particular examples, documents/records where further evidence can be found.
* Record the **impact** of the main actions for improvement in the summary column at the bottom of each sub-section.
* At the end of the form, include any priorities for further development
* At the end of the form, complete the summary information and decide on an evaluation of ‘overall effectiveness’ having studied the criteria to be applied

**Information about this School**

**PART A:**

|  |  |
| --- | --- |
| Name of the school |  |
| School URN |  |
| Type |  |
| Age Range |  |
| Address of school |  |
| Telephone |  |
| E-mail address |  |
| Website address |  |
| LA/Academy Trust |  |

|  |  |
| --- | --- |
| Name of Chair of Governors |  |
| Name of Head Teacher |  |
| Name of Deputy Head Teacher |  |
| Name of RE Subject Leader |  |
| Name of School Lay Chaplain |  |

**Part B:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **STUDENTS** | Y7 | Y8 | Y9 | Y10 | Y11 | Total | Y12 | Y13 | Total |
|  |  |  |  |  |  |  |  |  |  |
| Number on roll |  |  |  |  |  |  |  |  |  |
| Catholics on roll |  |  |  |  |  |  |  |  |  |
| Other Christian denomination |  |  |  |  |  |  |  |  |  |
| Other faith background |  |  |  |  |  |  |  |  |  |
| No religious affiliation |  |  |  |  |  |  |  |  |  |
| Total EAL |  |  |  |  |  |  |  |  |  |
| Total Pupil Premium |  |  |  |  |  |  |  |  |  |
| Total with Statements of SEND |  |  |  |  |  |  |  |  |  |
| Total with EHC Plan |  |  |  |  |  |  |  |  |  |
| Total on SEND register |  |  |  |  |  |  |  |  |  |
| Exclusions in last academic year |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **STAFFING**  | **TEACHING TIME**(Hours) | Y7 | Y8 | Y9 | Y10 | Y11 | Total | Y12 | Y13 | Total |
| Total Catholic teachers (f.t.e.) |  | Total Teaching Time |  |  |  |  |  |  |  |  |  |
| Total Full time teachers |  | RE Teaching Time |  |  |  |  |  |  |  |  |  |
| Total Part time teachers |  |
| Number Teaching RE |  |
| Number with CCRS or equivalent |  |
| Number currently undertaking CCRS |  |
| Total Classroom Support Staff (f.t.e.) |  |

|  |  |
| --- | --- |
| **ORGANISATION** |  |
| Published Admissions number |  |
| Number of Forms |  | Average Class size KS3 /KS4/Post-16 |  |  |  |

**FINANCIAL DATA**

|  |  |  |  |
| --- | --- | --- | --- |
| **EXPENDITURE (£)** | Last financial year20\_\_ | Current financial year20\_\_ | Next financial year20\_\_ |
|  |
| Religious Education |  |  |  |
| English |  |  |  |
| Mathematics |  |  |  |
| Science |  |  |  |

|  |  |
| --- | --- |
| **OUTCOMES FOR THE YEAR** |  |

**PART D: ATTAINMENT DATA – MOST RECENT YEAR 20\_\_\_**

(The school will present attainment data from the last **three** academic years)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **End of KS3 RE** | **Total in cohort** | **L3****%** | **L4****%** | **L5****%** | **L6****%** | **L7****%** | **L8****%** | **% Levels of Progress** | Please indicate how the school determines Levels of Attainment in Religious Education at the end of KS3:  |
| **ALL PUPILS** |  |  |  |  |  |  |  |  |  |
| **MALE** |  |  |  |  |  |  |  |  |  |
| **FEMALE** |  |  |  |  |  |  |  |  |  |
| **SEND** |  |  |  |  |  |  |  |  |  |
| **EAL** |  |  |  |  |  |  |  |  |  |
| **PP** |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **End of KS4 GCSE****RELIGIOUS STUDIES** | **Total no in Cohort** | **Number Full Course**  | **Full Course % Cohort 7+** | **Full Course % Cohort 4+** | **Full Course % Cohort 1+** | **Progress FFT****Cohort Ave. Point Score** | **Progress FFT****% 4+** |
| **ALL PUPILS** |  |  |  |  |  |  |  |
| **MALE** |  |  |  |  |  |  |  |
| **FEMALE** |  |  |  |  |  |  |  |
| **SEN** |  |  |  |  |  |  |  |
| **EAL** |  |  |  |  |  |  |  |
| **PP** |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Alternative RS Provision KS4** | **No** | **% Cohort** |
|  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Post 16** | Total in cohort | NumberAS (**RS**) | NumberA2 (**RS**) | NumberGCSE (**RS**) | Number**6TH FORM RE** | How is Sixth Form General RE organised? |
| Y12 |  |  |  |  |  |  |
| Y13 |  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Post 16 Religious Studies Attainment** | **AS** | **KS4-Y12** |  | **A2** | **KS4-KS5** |
|   | **A** | **B** | **C** | **D** | **E** | **U** | **Progress** | **A\*** | **A** | **B** | **C** | **D** | **E** | **U** | **Progress** |
| Y12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Y13 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |
| --- |
| **Contextual Information about this school** |
|  |

|  |  |  |
| --- | --- | --- |
| ***CL1* CATHOLIC LIFE:** The extent to which pupils contribute to and benefit from the Catholic Life of the school  | **Evaluation Grade:** |  |
| **Bullet Point No.** | **Highlighted Statement** | **Reasons for Evaluation and Sources of Evidence** |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |
| **5** |  |  |
| **6** |  |  |
| **7** |  |  |
| **8** |  |  |
| **9** |  |  |

|  |  |  |
| --- | --- | --- |
| ***CL2* CATHOLIC LIFE:** The quality of provision for the Catholic Life of the school  | **Evaluation Grade:** |  |
| **Bullet Point No.** | **Highlighted Statement** | **Reasons for Evaluation and Sources of Evidence** |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |
| **5** |  |  |
| **6** |  |  |
| **7** |  |  |
| **8** |  |  |
| **9** |  |  |
| **10** |  |  |
| **11** |  |  |

|  |  |  |
| --- | --- | --- |
| ***CL3* CATHOLIC LIFE:** How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school  | **Evaluation Grade:** |  |
| **Bullet Point No.** | **Highlighted Statement** | **Reasons for Evaluation and Sources of Evidence** |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |
| **5** |  |  |
| **6** |  |  |
| **7** |  |  |
| **8** |  |  |
| **9** |  |  |

|  |  |  |
| --- | --- | --- |
| ***RE1* RELIGIOUS EDUCATION:** How well pupils’ achieve and enjoy their learning in Religious Education  | **Evaluation Grade:** |  |
| **Bullet Point No.** | **Highlighted Statement** | **Reasons for Evaluation and Sources of Evidence** |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |
| **5** |  |  |
| **6** |  |  |
| **7** |  |  |

|  |  |  |
| --- | --- | --- |
| ***RE 2* RELIGIOUS EDUCATION:** The quality of teaching, learning and assessment in Religious Education  | **Evaluation Grade:** |  |
| **Bullet Point No.** | **Highlighted Statement** | **Reasons for Evaluation and Sources of Evidence** |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |
| **5** |  |  |
| **6** |  |  |
| **7** |  |  |
| **8** |  |  |
| **9** |  |  |
| **10** |  |  |

|  |  |  |
| --- | --- | --- |
| ***RE3* RELIGIOUS EDUCATION:** How well leaders and governors promote, monitor and evaluate the provision for Religious Education  | **Evaluation Grade:** |  |
| **Bullet Point No.** | **Highlighted Statement** | **Reasons for Evaluation and Sources of Evidence** |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |
| **5** |  |  |
| **6** |  |  |
| **7** |  |  |

|  |  |  |
| --- | --- | --- |
| ***CW1* COLLECTIVE WORSHIP:** How well pupils respond to and participate in the school’s Collective Worship  | **Evaluation Grade:** |  |
| **Bullet Point No.** | **Highlighted Statement** | **Reasons for Evaluation and Sources of Evidence** |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |
| **5** |  |  |

|  |  |  |
| --- | --- | --- |
| ***CW2* COLLECTIVE WORSHIP:** The quality of Collective Worship provided by the school  | **Evaluation Grade:** |  |
| **Bullet Point No.** | **Highlighted Statement** | **Reasons for Evaluation and Sources of Evidence** |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |
| **5** |  |  |
| **6** |  |  |

|  |  |  |
| --- | --- | --- |
| ***CW3* COLLECTIVE WORSHIP:** How well leaders and governors promote, monitor and evaluate the provision for Collective Worship  | **Evaluation Grade:** |  |
| **Bullet Point No.** | **Highlighted Statement** | **Reasons for Evaluation and Sources of Evidence** |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |
| **5** |  |  |
| **6** |  |  |
| **7** |  |  |
| **8** |  |  |
| **9** |  |  |

## **Catholic Life evaluation summary**

## The Catholic Life of the School

|  |  |
| --- | --- |
| Outstanding(1) | Of the three judgements:* The extent to which pupils contribute to and benefit from the Catholic Life of the school
* The quality of provision for the Catholic Life of the school
* How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school

**Two must be outstanding and one must be at least good.** |
| Good(2) | Of the three judgements:* The extent to which pupils contribute to and benefit from the Catholic Life of the school
* The quality of provision for the Catholic Life of the school
* How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school

 **Two must be at least good and one must at least require improvement.** |
| Requires Improvement (3) | **All three of the following judgements must at least require improvement**:* The extent to which pupils contribute to and benefit from the Catholic Life of the school
* The quality of provision for the Catholic Life of the school
* How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.
 |
| Inadequate (4) | The quality of Catholic Life is likely to be inadequate **if any** of the following are inadequate:* The extent to which pupils contribute to and benefit from the Catholic Life of the school
* The quality of provision for the Catholic Life of the school
* How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.
 |

## **Religious Education evaluation summary**

## Religious Education

|  |  |
| --- | --- |
| Outstanding(1) | Of the three judgements:* How well pupils achieve and enjoy Religious Education
* The quality of teaching, learning and assessment in Religious Education
* How well leaders and governors promote, monitor and evaluate the provision for Religious Education

 **Two must be outstanding and one must be at least good.** |
| Good(2) | Of the three judgements:* How well pupils achieve and enjoy Religious Education
* The quality of teaching and assessment in Religious Education
* How well leaders and governors promote, monitor and evaluate the provision for Religious Education

**Two must be at least good and one must at least require improvement.** |
| Requires Improvement (3) | **All three of the following judgements must at least require improvement:*** How well pupils achieve and enjoy Religious Education
* The quality of teaching and assessment in Religious Education
* How well leaders and governors promote, monitor and evaluate the provision for Religious Education
 |
| Inadequate (4) | The quality of Religious Education is likely to be inadequate **if any** of the following are inadequate:* How well pupils achieve and enjoy Religious Education
* The quality of teaching and assessment in Religious Education
* How well leaders and governors promote, monitor and evaluate the provision for Religious Education
 |

## **Collective Worship evaluation summary**

## Collective Worship

|  |  |
| --- | --- |
| Outstanding(1) | Of the three judgements:* How well pupils respond to and participate in the school’s Collective Worship
* The quality of Collective Worship provided by the school
* How well leaders and governors promote, monitor and evaluate the provision for Collective Worship

**Two must be outstanding and one must be at least good.** |
| Good(2) | Of the three judgements:* How well pupils respond to and participate in the schools’ Collective Worship
* The quality of Collective Worship provided by the school
* How well leaders and governors promote, monitor and evaluate the provision for Collective Worship

**Two must be at least good and one must at least require improvement.** |
| Requires Improvement (3) | **All three of the following must at least require improvement:*** How well pupils respond to and participate in the school’s Collective Worship
* The quality of Collective Worship provided by the school
* How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.
 |
| Inadequate (4) | The quality of Collective Worship is likely to be inadequate **if any** of the following are inadequate:* How well pupils respond to and participate in the school’s Collective Worship
* The quality of Collective Worship provided by the school
* How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.
 |

**SCHOOL SELF EVALUATION SUMMARY**

*Please highlight an evaluation grade against each sub-section and the section overall*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section 1** | **CATHOLIC LIFE** |  |  |  |  |
| **CL1** | The extent to which pupils contribute to and benefit from the Catholic Life of the school | Outstanding | Good | Requires Improvement | Inadequate |
| **CL2** | The quality of provision for the Catholic Life of the school | Outstanding | Good | Requires Improvement | Inadequate |
| **CL3** | How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school | Outstanding | Good | Requires Improvement | Inadequate |
|  | **Catholic Life Section Evaluation** | **Outstanding** | **Good** | **Requires Improvement** | **Inadequate** |
|  |  |  |  |  |  |
| **Section 2** | **RELIGIOUS EDUCATION** |  |  |  |  |
| **RE1** | How well pupils’ achieve and enjoy their learning in Religious Education | Outstanding | Good | Requires Improvement | Inadequate |
| **RE2** | The quality of teaching, learning and assessment in Religious Education  | Outstanding | Good | Requires Improvement | Inadequate |
| **RE3** | How well leaders and governors promote, monitor and evaluate the provision for Religious Education  | Outstanding | Good | Requires Improvement | Inadequate |
|  | **Religious Education Section Evaluation** | **Outstanding** | **Good** | **Requires Improvement** | **Inadequate** |
|  |  |  |  |  |  |
| **Section 3** | **COLLECTIVE WORSHIP** |  |  |  |  |
| **CW1** | How well pupils respond to and participate in the schools’ Collective Worship  | Outstanding | Good | Requires Improvement | Inadequate |
| **CW2** | The quality of provision for Collective Worship  | Outstanding | Good | Requires Improvement | Inadequate |
| **CW3** | How well leaders and governors promote, monitor and evaluate the provision for Collective Worship  | Outstanding | Good | Requires Improvement | Inadequate |
|  | **Collective Worship Section Evaluation** | **Outstanding** | **Good** | **Requires Improvement** | **Inadequate** |
|  |  |  |  |  |  |
|  | **OVERALL EFFECTIVENESS** | **Outstanding** | **Good** | **Requires Improvement** | **Inadequate** |

**Priorities for further development:**

**OVERALL EFFECTIVENESS** (September 2018)

|  |  |
| --- | --- |
| **OUTSTANDING (1)** | To be judged **OUTSTANDING** for overall effectiveness: Each Section must be **OUTSTANDING**  |
| **GOOD (2)** | To be judged **GOOD** for overall effectiveness: Each Section must be at least **GOOD**  |
| **REQUIRES IMPROVEMENT (3)** | To be judged **REQUIRES IMPROVEMENT** for overall effectiveness: At least **one** Section will require improvement |
| **INADEQUATE (4)** | To be judged **INADEQUATE** for overall effectiveness: At least **one** Section will be judged inadequate.  |