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

**DIOCESE OF LEEDS**

**SECONDARY**

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|  |  |  |
| --- | --- | --- |
| School Name |  |  |
|  |  |  |
| Date of DSEF completion/revision |  |   |
|  |  |  |
| Date & grade of last S48 inspection |  |  |

**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 DSEF 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-D and supply brief contextual information about the school.
* Record the reasoning behind the evaluations, and any sources of evidence that support them e.g. reasons why the grade above has not been selected, or particular examples, documents/records where further evidence can be found
* At the end of each sub-section, include any areas for improvement
* At the end of the form, complete the summary information and provide an evaluation of ‘overall effectiveness’ having studied the criteria to be applied.
* At the end of the form, include any priorities for further development.

**Information about this School / College**

**PART A:**

|  |  |
| --- | --- |
| Name of the school/college |  |
| URN |  |
| Voluntary: Aided / Academy |  |
| Age Range |  |
| Address of school/college |  |
| Telephone |  |
| Headteacher’s E-mail address |  |
| Website address |  |
| LA/Academy Trust |  |

|  |  |
| --- | --- |
| Name of Chair of Governors |  |
| Name of Headteacher |  |
| Name of Deputy Headteacher |  |
| Name of RE Coordinator / 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 |  |  |  |

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

**PART C:**

**FINANCIAL DATA**

|  |
| --- |
| Please give an indication of the key areas of spending in RE including CPD, resources: |

**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 / college** |
|  |

## **CATHOLIC LIFE**

|  |  |
| --- | --- |
| **CL1 The extent to which pupils contribute to and benefit from the Catholic Life of the school.** | **Grade** |
| **Reasons for the evaluation & Sources of evidence** |  |
|  |
| **CL1 Areas for Improvement** |  |
|  |
| **CL2 The quality of provision for the Catholic Life of the school**  | **Grade** |
| **Reasons for the evaluation & Sources of evidence** |  |
|  |

## **CATHOLIC LIFE**

|  |  |
| --- | --- |
| **CL2 Areas for Improvement** |  |
|  |
| **CL3 How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school**  | **Grade** |
| **Reasons for the evaluation & Sources of evidence** |  |
|  |
| **CL3 Areas for Improvement** |  |
|  |

## **RELIGIOUS EDUCATION**

|  |  |
| --- | --- |
| **RE1 How well pupils’ achieve and enjoy their learning in Religious Education** | **Grade** |
| **Reasons for the evaluation & Sources of evidence** |  |
|  |
| **RE1 Areas for Improvement** |  |
|  |
| **RE2 The quality of teaching, learning and assessment in Religious Education** | **Grade** |
| **Reasons for the evaluation & Sources of evidence** |  |
|  |

## **RELIGIOUS EDUCATION**

|  |  |
| --- | --- |
| **RE2 Areas for Improvement** |  |
|  |
| **RE3 How well leaders and governors promote, monitor and evaluate the provision for Religious Education**  | **Grade** |
| **Reasons for the evaluation & Sources of evidence** |  |
|  |
| **RE3 Areas for Improvement** |  |
|  |

## **COLLECTIVE WORSHIP**

|  |  |
| --- | --- |
| **CW1 How well pupils respond to and participate in the school’s Collective Worship**  | **Grade** |
| **Reasons for the evaluation & Sources of evidence** |  |
|  |
| **CW1 Areas for Improvement** |  |
|  |
| **CW2 The quality of Collective Worship provided by the School**  | **Grade** |
| **Reasons for the evaluation & Sources of evidence** |  |
|  |

## **COLLECTIVE WORSHIP**

|  |  |
| --- | --- |
| **CW2 Areas for Improvement** |  |
|  |
| **CW3 How well leaders and governors promote, monitor and evaluate the provision for Collective Worship**  | **Grade** |
| **Reasons for the evaluation & Sources of evidence** |  |
|  |
| **CW3 Areas for Improvement** |  |
|  |

## **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 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 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 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 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 be judged requires improvement\* |
| **INADEQUATE (4)** | To be judged **INADEQUATE** for overall effectiveness: At least **one** Section will be judged inadequate\* |

* each Section means Catholic Life, Religious Education and Collective Worship
* \* At least one Section - Catholic Life, Religious Education or Collective Worship - requires improvement or is inadequate