

ARCHDIOCESE OF CARDIFF



**SCHOOL AND COLLEGE
SELF-EVALUATION
REPORT**

Academic year 2010-2011

INTRODUCTION

The Second Vatican Council declared that all people, by virtue of their dignity as human persons have the right to education, that is, the right to achieve their potential in life (*Gravissimum Educationis*, para. 1). In addition, those who are baptised members of the Church have a right to a specifically Christian education. (cf. *Gravissimum Educationis*, para. 2). Catholic schools/colleges are thus part of the educative mission of the Church. They are challenged by the gospel to affirm their pupils/students' basic goodness, to promote their dignity and to develop their gifts and potential to the full. The Catholic school/college aims to educate people to live responsibly for the fullness of life that God wills for each of us.

This *Self-Evaluation Report* has been designed to assist the whole Catholic school and college community in its programme of monitoring, evaluating and reviewing the Catholic life of the school and curriculum religious education. The *Archdiocesan Inspection Framework* provides the structure for the *Report*. Schools and colleges are expected to use the *Self-Evaluation Report*, involving all stakeholders, in a continuous cycle of monitoring, evaluation and review. **Further guidance on its use is on page 3 below.**

The current *Self-Evaluation Report* should be emailed to the Archdiocesan Director of Religious Education by the end of October each year. It is also required documentation for the Section 50 and canonical inspection.

Catholic schools and colleges have provided an outstanding service of learning and pastoral care for many decades in the Archdiocese of Cardiff. This *Self-Evaluation Report* provides us with an opportunity to celebrate, and give thanks to God for, the passion, witness, dedication and commitment of all those – parents, clergy, governors, staff and pupils – who play a part in the Church's educative mission in Catholic schools and colleges.

Anne Manghan
Archdiocesan Director of RE

GUIDANCE ON USING THE SELF-EVALUATION REPORT

The self-evaluation report is structured around the three **key questions** of the *Archdiocesan Inspection Framework*: ‘How good are outcomes?’, ‘How good is provision?’ and ‘How good are leadership and management?’ Each question has a number of **quality indicators**, e.g., ‘how well pupils/students achieve, and enjoy learning, in Religious Education’ and each quality indicator has a number of **aspects**, e.g., ‘pupils/students are becoming religiously literate, have knowledge, understanding and skills appropriate to their age and ability to think spiritually, ethically and theologically and are aware of the demands of religious commitment in everyday life’.

- Complete the columns **Evaluation** and **Evidence** under each key **aspect**.
- Be as concise as possible.
- Try to be evaluative rather than descriptive and focus mainly on the impact and outcomes for pupils/students.
- In respect to each aspect, ask the questions; ‘How well are we doing?’ ‘How do we know?’ and ‘How can we improve things further?’
- Ensure you identify what you consider to be strengths and particularly strengths that are consistent and judged to be highly effective.
- Identify areas for improvement.
- Point to supporting evidence. If the supporting evidence is in an electronic form, you may insert hyperlinks.
- Identify any next steps that need to be taken to make improvements in the section at the end of each **quality indicator**, indicating where they are addressed in the relevant school/department improvement/development plan(s).

OVERALL DESCRIPTION OF JUDGEMENTS

- Excellent:** Many strengths, including significant examples of sector leading practice or practise that is both consistent and highly effective.
- Good:** Many strengths and no important areas requiring significant improvement

Adequate: Strengths outweigh areas for improvement

Unsatisfactory: Important areas for improvement outweigh strengths

The table below is to assist in maintaining a level of consistency in expressing proportions in words. It is for guidance only.

Proportion	Description
With very few exceptions	Nearly all
90% or more	Most
70% or more	Many
60% or more	A majority
Close to 50%	Half/around half
Below 40%	A minority
Below 20%	Few
Less than 10%	Very few

OVERVIEW OF THE SELF-EVALUATION FRAMEWORK

OUTCOMES

KQ1. How good are outcomes?

Schools should evaluate:

- 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?

Schools should evaluate:

- 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?

Schools should evaluate:

- 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 community cohesion.

Outcomes

KQ1. How good are outcomes?

Schools should evaluate:

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.

KQ1 How good are outcomes?

1.1 How well pupils/students achieve, and enjoy learning, in Religious Education.

Schools should evaluate:

- ❖ the quality of pupils/students' learning and progress, including those who have English as an additional language, those who are more able and talented or those who have other particular learning needs and/or disabilities.

Taking into account the extent to which:

- 1.1.1 pupils/students are becoming religiously literate, have knowledge, understanding and skills appropriate to their age and ability to think spiritually, ethically and theologically and are aware of the demands of religious commitment in everyday life;

Evaluation	Evidence

- 1.1.2 pupils/students make progress relative to their starting points and capabilities, making clear whether there is any significant variation between groups of pupils/students and there is any underachievement generally or among particular groups who could be doing better;

Evaluation	Evidence

- 1.1.3 pupils/students are actively involved in improving their knowledge, understanding and skills and are developing their competence as learners;

Evaluation	Evidence

--	--

1.1.4 pupils/students enjoy their learning as shown by their interest, enthusiasm and engagement.

Evaluation	Evidence

Way forward: 1.1 How well pupils/students achieve, and enjoy learning, in Religious Education.

If further action planned	(SDP/SIP reference)

KQ1 How good are outcomes?

1.2 How well pupils/students attain in Religious Education.

Schools should evaluate:

- the pupils/students' standards of attainment at the end of each key stage;

- any significant variations between groups of pupils/students, courses, trends over time and comparisons with all school/colleges.

Taking into account (where appropriate):

1.2.1 the quality of pupils/students' work;

Evaluation	Evidence

1.2.2 teacher assessment and tracking of pupils/students' progress and standards of attainment, measured in line with the *Levels of Attainment in Religious Education in Catholic School/colleges and Colleges (2007)*;

Evaluation	Evidence

1.2.3 school/college data, including test and examination results where appropriate for up to three previous years;

Evaluation	Evidence

--	--

1.2.4 nationally and locally produced data where appropriate.

Evaluation	Evidence

Way forward: 1.2 How well pupils/students attain in Religious Education.

If further action planned	(SDP/SIP reference)

KQ1 How good are outcomes?

1.3 The extent to which pupils/students contribute to, and benefit from, the Catholic life of the school/college.

Schools should evaluate:

- the extent to which pupils/students take on responsibilities and play a part in developing the Catholic life of the school/college;
- pupils/students' sense of belonging to the school/college community and their relationship with those from different backgrounds;
- the extent to which pupils/students develop skills and attitudes which will serve them and others, now and in the future.

Taking into account the extent to which:

1.3.1 pupils/students appreciate, value and participate in the Catholic life and mission of the school/college;

Evaluation	Evidence

1.3.2 pupils/students participate in evaluating the Catholic life and the mission of the school/college;

Evaluation	Evidence

1.3.3 pupils/students' behaviour shows that they value and respect others, including attitudes to bullying and any form of prejudice;

Evaluation	Evidence

1.3.4 pupils/students take on positions of responsibility and leadership in the Catholic life of the school/college and in the wider community;

Evaluation	Evidence

1.3.5 pupils/students participate in activities which enable them to contribute to the development of the Catholic life of the school/college and to their parishes and the wider community;

Evaluation	Evidence

1.3.6 pupils/students participate and respond to the school/college's chaplaincy provision, where appropriate;

Evaluation	Evidence

--	--

1.3.7 pupils/students show interest and engagement in extra curricular activities that support them in their religious, spiritual, moral, social and cultural development, including, where appropriate, the Welsh dimension;

Evaluation	Evidence

1.3.8 pupils/students' well-being is promoted by pastoral care systems;

Evaluation	Evidence

1.3.9 pupils/students develop healthy and safe attitudes, including an understanding of family life and sexual relationships within a moral framework consistent with the teaching of the Catholic Church;

Evaluation	Evidence

--	--

1.3.10 Pupils/students respond to opportunities for social action, outreach and the provision for global citizenship and sustainable development education.

Evaluation	Evidence

Way forward: 1.3 The extent to which pupils/students contribute to, and benefit from, the Catholic life of the school/college.

If further action planned	(SDP/SIP reference)

KQ1 How good are outcomes?

1.4 How well pupils/students respond to, and participate in, the school/college's prayer and worship.

Schools should evaluate:

- to what extent pupils/students show interest and actively participate in prayer and worship;
- to what extent pupils/students are acquiring skills in planning and leading prayer and worship;
- how well prayer and worship contribute to the spiritual and moral development of pupils/students.

Taking into account:

1.4.1 the extent to which pupils/students demonstrate reverence and respect during prayer and worship;

Evaluation	Evidence

1.4.2 the extent of pupils/students' participation in traditional prayer and liturgy;

Evaluation	Evidence

1.4.3 the extent of pupils/students' participation in a variety of prayer styles;

Evaluation	Evidence

1.4.4 worship prepared, organised and led by pupils/students;

Evaluation	Evidence

1.4.5 pupils/students' response to voluntary acts of worship;

Evaluation	Evidence

Way forward: 1.4 How well pupils/students respond to, and participate in, the school/college's prayer and worship.

If further action planned	(SDP/SIP reference)

PROVISION

KQ2. How good is provision?

Schools should evaluate:

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 the Religious Education curriculum meets pupils/students' needs
2.4	the quality of prayer and worship provided by the school/college

KQ2 How good is provision?

2.1 The quality of teaching and how purposeful learning is in Religious Education.

Schools should evaluate:

- how well teaching promotes purposeful learning, enjoyment, progress and pupils/students' standards of attainment.

Taking into account the extent to which:

2.1.1 lesson planning is linked to a current assessment of pupils/students' prior learning and is differentiated, so that it consolidates, builds upon and extends learning for all pupils/students;

Evaluation	Evidence

2.1.2 teachers' secure subject knowledge inspires pupils/students and builds their understanding;

Evaluation	Evidence

2.1.3 pupils/students are developing as independent and collaborative learners;

Evaluation	Evidence

--	--

2.1.4 the range of teaching styles and activities enhances pupils/students' concentration, motivation, application and understanding;

Evaluation	Evidence

2.1.5 teaching encourages pupils/students' enjoyment of and commitment to Religious Education;

Evaluation	Evidence

2.1.6 appropriate use of new technology maximises learning;

Evaluation	Evidence

--	--

2.1.7 resources are sufficient and of a high quality;

Evaluation	Evidence

2.1.8 other adults are deployed effectively;

Evaluation	Evidence

2.1.9 teachers have high expectations of pupils/students.

Evaluation	Evidence

Way forward: 2.1 The quality of teaching and how purposeful learning is in Religious Education.

If further action planned	(SDP/SIP reference)

KQ2 How good is provision?

2.2 The effectiveness of assessment and academic guidance in Religious Education.

Schools should evaluate:

- the effectiveness of the school/college's tracking systems in monitoring the pupils/students' achievement in Religious Education and securing improvement, particularly across phases;
- how effectively assessment outcomes enable the school/college to set targets;
- how well assessment is used to guide pupils/students;
- how well the school/college recognises and celebrates success at every level.

Taking into account:

2.2.1 the quality of assessment of and for learning, both individually and collectively, in terms of its accuracy and frequency;

Evaluation	Evidence

2.2.2 the extent to which the assessment of and for learning assists in planning for improvement;

Evaluation	Evidence

--	--

2.2.3 the quality of recording and reporting the outcomes of assessment, particularly for transition across phases;

Evaluation	Evidence

2.2.4 the extent to which pupils/students are involved in assessing and discussing their work and progress;

Evaluation	Evidence

2.2.5 the extent to which success is recognised and celebrated.

Evaluation	Evidence

Way forward: 2.2 The effectiveness of assessment and academic guidance in Religious Education.

If further action planned	(SDP/SIP reference)

KQ2 How good is provision?

2.3 The extent to which Religious Education and the wider life of the school/college meets pupils/students' needs.

Schools should evaluate:

- the extent to which the accommodation provides a stimulating learning environment;
- whether programmes of study and other activities are relevant to the pupils/students' learning needs;
- how well the curriculum contributes to pupils/students' spiritual, social, cultural and moral development, including, where appropriate, the Welsh dimension;
- whether the curriculum meets Bishops' Conference requirements and is responsive to diocesan policy and guidelines.

Taking into account the extent to which:

2.3.1 the Religious Education provided is designed and differentiated to meet the needs of individuals and groups of pupils/students;

Evaluation	Evidence

2.3.2 planning ensures full coverage of the Religious Education programme;

Evaluation	Evidence

--	--

2.3.3 the Religious Education curriculum meets external requirements of the Bishops' Conference and is in line with diocesan policy and guidelines;

Evaluation	Evidence

2.3.4 the Religious Education curriculum has been extended and improved through collaboration with other school/colleges and organisations;

Evaluation	Evidence

2.3.5 the extent to which the Religious Education curriculum promotes community cohesion;

Evaluation	Evidence

--	--

2.3.6 the school/college promotes equality and recognises diversity;

Evaluation	Evidence

2.3.7 the school/college provides an effective system of pastoral support for the well-being of pupils/students;

Evaluation	Evidence

2.3.8 the school/college provides opportunities for the development of healthy and safe attitudes, including an understanding of family life and sexual relationship within a moral framework consistent with the teaching of the Catholic Church;

Evaluation	Evidence

2.3.9 the school/college provides opportunities for pupils/students to be involved in parish life and the wider community;

Evaluation	Evidence

2.3.10 the school/college provides opportunities for social action, outreach and an understanding of global citizenship and sustainable development;

Evaluation	Evidence

2.3.11 the school/college provides opportunities, where appropriate, for pupils/students to appreciate the Welsh dimension of Catholic life and culture and to develop the Welsh language.

Evaluation	Evidence

Way forward: 2.3 The extent to which Religious Education and the wider life of the school/college meets pupils/students' needs.

If further action planned	(SDP/SIP reference)

KQ2 How good is provision?

2.4 The quality of prayer and worship provided by the school/college.

Schools should evaluate:

- how well the school/college provides for the spiritual needs of pupils/students and staff.

Taking into account:

2.4.1 the legal requirement for the school/college to provide a daily act of collective worship for every pupil/student;

Evaluation	Evidence

2.4.2 the extent to which acts of worship reflect the Catholic character of the school/college and take into account the variety of faith backgrounds;

Evaluation	Evidence

2.4.3 the range and appropriateness of prayer and worship opportunities, including both individual and collective prayer;

Evaluation	Evidence

--	--

2.4.4 the quality of provision, including religious artefacts and sacred space, in order to help pupils/students and staff engage with prayer and worship;

Evaluation	Evidence

2.4.5 how skilful staff and pupils/students are in planning and leading worship;

Evaluation	Evidence

2.4.6 how effectively the school/college engages parents, carers, local parishes and the wider community in its provision.

Evaluation	Evidence

--	--

Way forward: 2.4 The quality of prayer and worship provided by the school/college.

If further action planned	(SDP/SIP reference)

LEADERS AND MANAGERS

KQ3. How good are leadership and management?

Schools should evaluate:

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 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 Community Cohesion

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

Schools should evaluate:

- how well governors fulfil their statutory and canonical responsibilities;
- how effectively governors help to shape the strategic direction of the school/college;
- how rigorously governors support and challenge leaders and managers, in order to improve outcomes for all pupils/students;
- how well governors and leaders resource the Catholic life of the school/college and curriculum Religious Education.

Taking into account:

3.1.1 the rigour of the governing body's procedures to monitor, evaluate and review the Catholic life of the school/college and curriculum Religious Education;

Evaluation	Evidence

3.1.2 how engaged governors are in actively setting priorities for improvement and how robustly they monitor and evaluate the impact of any improvement plans;

Evaluation	Evidence

--	--

3.1.3 the extent to which governors ensure the adequacy and suitability of staff and of learning resources;

Evaluation	Evidence

3.1.4 the need to fulfil the statutory requirement for a daily act of collective worship for every pupil/student;

Evaluation	Evidence

3.1.5 the governing body's responsibilities for education in personal relationships;

Evaluation	Evidence

3.1.6 how effectively governors fulfil their duties to promote community cohesion.

Evaluation	Evidence

Way forward: 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

If further action planned	(SDP/SIP reference)

KQ3 How good are leadership and management?

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.

Schools should evaluate:

- how well leaders and managers promote the Catholic life of the school/college;
- how well leaders monitor and evaluate the provision and outcomes of the Catholic life of the school/college in order to plan future improvements.

Taking into account:

3.2.1 the accuracy, consistency and robustness of systems for monitoring, evaluating, reviewing and analysing the impact of the Catholic life of the school/college on pupils/students;

Evaluation	Evidence

3.2.2 the impact of in-service training, including staff induction, to developing the staffs' understanding of, and commitment to, the Catholic life of the school/college;

Evaluation	Evidence

--	--

3.2.3 the quality and range of opportunities for pupils/students’ spiritual, moral, social and cultural development, including, where appropriate, the Welsh dimension, and their response;

Evaluation	Evidence

3.2.4 pupils/students’ awareness and understanding of the Catholic life of the school/college and their engagement with it;

Evaluation	Evidence

Way forward: 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.

If further action planned	(SDP/SIP reference)

--	--

KQ3 How good are leadership and management?

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.

Schools should evaluate:

- how well leaders and managers use all aspects of monitoring to evaluate the school/college's performance in order to plan future improvements;
- how effectively plans are developed and how well they are implemented at all levels to bring about improvement in provision and in pupils/students' outcomes.

Taking into account:

3.3.1 the requirement for 10% of curriculum time to be devoted to Religious Education (5% for post-16 students);

Evaluation	Evidence

3.3.2 the accuracy, consistency and robustness of systems for tracking, monitoring, evaluating, reviewing and analysing the impact of the school/college's work including:

- the quality of planning for learning;
- the quality of teaching through lesson observations and other evaluations;
- progress and learning of whole cohorts, groups and individuals;

- performance in tests and examinations over time, of whole cohorts, groups and individuals;
- the impact of support, pastoral care and guidance on pupil/student outcomes;
- Stakeholders’ responses to the school/college’s provision.

Evaluation	Evidence

3.3.3 the quality of improvement planning, including the extent to which leaders and managers at all levels:

- prioritise areas for improvement through accurate self-evaluation;
- tackle key priorities by devising suitable plans with appropriate targets, milestones and clear lines of accountability; and
- review and adjust plans and priorities in the light of changing circumstances.

Evaluation	Evidence

Way forward: 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.

If further action planned	(SDP/SIP reference)

KQ3 How good are leadership and management?

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.

Schools should evaluate:

- how well the school/college engages in, and is actively committed to, partnership activity to promote learning and pupil/student well-being

Taking into account the extent to which the school/college works:

3.4.1 with the Archdiocesan education service;

Evaluation	Evidence

3.4.2 in partnership with local Catholic school/colleges, particularly in terms of transition;

Evaluation	Evidence

3.4.3 in partnership with Catholic school/colleges to promote professional development, learning and pupil/student well-being;

Evaluation	Evidence

3.4.4 in partnership with parishes and other organisations, including voluntary groups and faith communities, through extended school/college provision;

Evaluation	Evidence

3.4.5 with national and local authorities to promote the Catholic life of the school/college and curriculum Religious Education;

Evaluation	Evidence

Way forward: 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.

If further action planned	(SDP/SIP reference)

KQ3 How good are leadership and management?

3.5 How effectively leaders and managers promote community cohesion.

Schools should evaluate:

- how effectively leadership at all levels promotes community cohesion, sustainable development and global citizenship
- the inclusive nature of the provision for prayer, Collective Worship and the liturgical life of the school/college

Taking into account:

3.5.1 the extent to which the school/college is involved in serving the common good;

Evaluation	Evidence

3.5.2 the extent to which the school/college promotes pupils/students' knowledge and understanding of their own religious identity, the religious identity of others and those with none;

Evaluation	Evidence

3.5.3 how well the school/college promotes sustainable development and global citizenship;

Evaluation	Evidence

3.5.4 how well the school/college promotes the development of pupils/student's skills for dialogue and collaboration with people who hold different beliefs and values;

Evaluation	Evidence

3.5.5 the extent to which staff and pupils/students share an inclusive vision, and recognise and value the range of similarities and differences within the school/college community;

Evaluation	Evidence

3.5.6 the extent to which leaders and managers facilitate pupils/students' involvement in service to local communities;

Evaluation	Evidence

--	--

3.5.7 how well the school/college recognises the primary role of parents/carers in the education of their children and actively involves them.

Evaluation	Evidence

Way forward: 3.5 How effectively leaders and managers promote community cohesion.

If further action planned	(SDP/SIP reference)