**SSE Form Primary (Pilot)**

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| **School** |  |
| **School Leader** |  |
| **RE Subject Leader/s** |  |
| **Chair of Governors** |  |

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| **Prompts** | **Summary Information about the school** |
| Summarise the school *briefly* in terms of pupils, staffing and leadership of the school including governance, parents and parish.Identify any significant changessince the last inspection. |  |

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| **Key Issues from previous Section 48 Inspection** | **Actions and progress in relation to Key Issues** |
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| **Question Prompts** | **Other developments in RE and Catholic Life since the previous inspection and/or risk assessment** |
| What other key development points either in your SDP/SIP and or RE Action Plan have you acted upon as a result of self-evaluation? | **Catholic Life** | **Collective Worship** | **Religious Education** |
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**The following pages are to be completed in relation to the last 12 months only.Catholic Life**

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| **Refer to Section 48 Framework for gradings** | **1** | **2** | **3** | **4** |
| How well leaders monitor and evaluate provision for and outcomes from the Catholic life of the school in order to plan and implement improvements |  |  |  |  |
| How well pupils contribute to and benefit from the Catholic life of the school |  |  |  |  |
| The effectiveness of the curriculum in promoting pupils’ learning  |  |  |  |  |
| The contribution of the curriculum to pupils’ spiritual, moral and vocational development |  |  |  |  |

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| **Question Prompts** | **1. Monitoring** |
| What processes do you use to monitor and evaluate the quality of the Catholic life of your school and at what intervals? |  |
| Who is responsible for leading Catholic Life and who is involved in gathering the evidence?  |
| What kind of evidence have you gathered and recorded? |
| How is it shared with staff, parents, pupils and governors? |
| **Question Prompts**  | **2. Areas of Strength - Impact** | **3. Areas for Development** |
| What does the evidence tell you about:a) pupils’ attitudes and values including how they reflect Gospel values and virtues in their behaviour and relationships? (ref Christ at the Centre and CSPP) |  |  |
| b) the extent of their active participation of the Catholic life of the school? |
| c) whether the pupils see the Catholic character of the school motivating or at least relevant to their lives? |
| d) how pupils respond to provision for spiritual, moral and vocational development? |
| e) how the whole school curriculum fosters the Catholic life including SMV development, SRE and other religions? |

**Collective Worship**

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| **Refer to Section 48 Framework for gradings** | **1** | **2** | **3** | **4** |
| How well pupils respond to and participate in the school’s Collective Worship |  |  |  |  |
| The quality of collective worship provided by the school |  |  |  |  |

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| **Question Prompts** | **1. Monitoring** |
| How do you monitor collective worship? |  |
| Who does the monitoring and at what intervals? |
| How do you communicate the findings to staff, pupils, parents and governors? |
| **Question Prompts**  | **2. Areas of Strength - Impact** | **3. Areas for Development** |
| What do you find about the quality and development of prayer in assemblies, in class prayer, liturgies across the school? |  |  |
| What do you find about opportunities for pupils to plan, lead and organise prayer? |

**Improvement Planning**

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| **Question Prompts** | **1. Monitoring** |
| Who is involved in creating the SDP/SIP |  |
| Is there always an element in the school plan for improving the Catholic life, mission, ethos, worship befitting the centrality of Catholicity to the school? |
| Is the plan well managed, prioritised, times, with success criteria, implemented and reviewed? |
| In what ways is the plan linked into the performance management of school leaders and or all staff? |
| **Question Prompts**  | **2. Areas of Strength - Impact** | **3. Areas for Development** |
| How does self-evaluation of Catholic life and worship directly feed into improvement planning? (whole school development plans not RE action plan) |  |  |

**Religious Education**

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| **Refer to Section 48 Framework for gradings** | **1** | **2** | **3** | **4** |
| Pupils’ attainment in Religious Education |  |  |  |  |
| The quality of pupils’ learning and their progress |  |  |  |  |
| The quality of learning for pupils with particular learning needs and/or disabilities and their progress |  |  |  |  |
| How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils. |  |  |  |  |
| How well teaching promotes purposeful learning, enjoyment, progress and attainment of pupils in RE. |  |  |  |  |
| How well assessment supports learning in RE |  |  |  |  |

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| **Question Prompts** | **1. Monitoring** |
| Attainment and progress:a) How do you record pupils’ attainment? |  |
| b) How do you monitor the learning skills of the pupils/pupils’ learning? |
| c) How do you monitor pupils’ attitudes and enjoyment in RE and at what intervals? |
| What processes do you use to monitor the quality of teaching in RE? Is there an agreed schedule for monitoring RE? |
| How do you monitor the quality of the RE curriculum?  |
| Who is involved in gathering the evidence? |
| How is it fed back to staff, SLT governors? |
| **Question Prompts**  | **2. Areas of Strength - Impact** | **3. Areas for Development** |
| What does your analysis reveal about differences between groups of children; differences between class groups; differences over time; significant groups |  |  |
| What skills are being developed and is there evidence of progress? |
| What is the attitude of pupils towards RE? Do they enjoy RE? |
| How does the RE curriculum meet the needs of all pupils? |
| How effective is assessment (including attainment and AfL) and is it consistent across the school? |

**Governance**

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| **Question Prompts** | **1. Monitoring** |
| In what ways do governors monitor and evaluate Catholic Life and RE? |  |
| Has the summative self-evaluation been shared with them and have they approved it? |
| **Question Prompts**  | **2. Areas of Strength - Impact** | **3. Areas for Development** |
| Do they know the strengths and development needs of Catholic life and RE? |  |  |
| How do governors hold school leaders to account for the quality of Catholic life and RE? |
| How do governors ensure RE is consistently led by appropriately qualified, experienced and rewarded staff? |
| How do governors ensure the school provides the time required by the Bishops’ Conference for classroom RE? |