

# CONTENTS

## FOREWORD

Bishop Noel Treanor

## SECTION 1

A Charter for Catholic Schools

## SECTION 2

The Principles of Self – Reflection

## SECTION 3

The Framework of Self – Reflection

- 1.0. Mission
- 2.0. Religious Education
- 3.0. Effective Catholic Leadership
- 4.0. Learning & Teaching
- 5.0. Inclusion & Diversity
- 6.0. Social Justice & Respect for the Environment
- 7.0. Partnership and Community Outreach

## APPENDICES

- 1.0. Staff Survey
- 2.0. Primary Pupil Survey
- 3.0. Post-Primary Pupil Survey
- 4.0. Parent Survey
- 5.0. Prayer Survey
- 6.0. Research Literature (See Booklet)
- 7.0. Support materials (See Booklet)
- 8.0. School Context Data Table

# 1.0. A CHARTER FOR CATHOLIC SCHOOLS



# CATHOLIC EDUCATION: THE VISION

**Catholic Education** takes place in communities inspired by the Spirit of Christ. Christ's commandment to love God and neighbour inspires a caring ethos which is expressed in relationships within and beyond Catholic schools.

**Catholic Education** is person-centred. It promotes the dignity, self-esteem and full development of each person who is made in God's image and uniquely loved by God.

**Catholic Education** is inclusive. It is respectful of, and engages with people of all beliefs; it encourages the religious development of all in their own faith.

**Catholic Education** is rooted in the Gospel values of Respect for Life, Love, Solidarity, Truth and Justice; it aims to harmonise faith and culture, build a better society and pursue the Common Good.

**Together, Catholic Schools** provide high quality, rounded education for all young people, so that they develop their full uniqueness and potential.

## **In Catholic Schools the person and message of Christ find expression in:**

**Communities of Faith, Service, Prayer and Worship;**

**The development of each person's full potential in a climate of joy, freedom, respect, challenge, co-operation and celebration;**

**The enrichment of pupil life – intellectual, physical, spiritual, moral, social and emotional;**

**The promotion of a spirit of charity, social justice, global awareness and concern for others leading to practical outreach and partnerships;**

**A culture of tolerance where people of diverse identities are recognised, welcomed, respected and cherished;**

**Listening, mutual understanding, trust, reconciliation, healing and peace;**

**The preparation of pupils to lead fulfilling and purposeful lives which will contribute to the Common Good.**

# A CHARTER FOR CATHOLIC SCHOOLS

*Catholic schools are communities inspired by the spirit and message of Christ. Christ's commandment to 'love one another as I have loved you' promotes an ethos which is:*

**Gospel-inspired:** It gives living witness to the Gospel values of love, respect, truth and justice in every aspect of school life.

**Person-centred:** It promotes the dignity, self-esteem and full development of all, as persons made in the image and likeness of God.

**Life-affirming:** It promotes a positive culture of respect for life at all its stages, proclaiming the 'Good News' of life to the full and an eternal life of love to come.

**Reflective and Worshipping:** It encourages an open and inquiring approach to faith and learning, promoting opportunities for reflection, prayer, and celebration of the sacraments.

**Welcoming and Inclusive:** It welcomes and is respectful of people of all faith traditions, personal circumstances and community backgrounds, contributing actively to the work of peace, reconciliation and sharing.

(Insert School name)

provides high quality, holistic education for all our pupils so that they can develop their full uniqueness and potential. In our school the person and message of Christ find expression in:

- A 'Living Community' of Faith, Love and Service;
- A reflective and worshipping community, where the presence of Jesus is celebrated in prayer, worship and the sacraments;
- A school Leadership which models Gospel values and is committed to the promotion and celebration of the Catholic Ethos;
- A school community committed to:
  - Preparing pupils to lead fulfilling and purposeful lives, becoming responsible citizens, respectful of diversity, who will contribute positively to the Common Good.
  - The development of each person's full potential in a climate of joy, freedom, respect, co-operation and celebration.
  - The holistic enrichment of every pupil – intellectual, spiritual, physical, moral, social and emotional.
  - The promotion of a spirit of charity, social justice, global awareness and concern for the marginalised and vulnerable, leading to practical outreach and partnership.
  - The promotion of a positive, joyful and caring attitude to life and others, reflected in a respect for the sacredness of every human life at all its stages.
  - A culture of mutual respect and understanding in which people of all faiths, traditions and personal circumstances are welcomed and respected.
  - A climate throughout the school of collegiality, listening, trust, collaboration, healing and peace.

Each member of our school community, governors, staff, pupils and parent/carers, is asked to sign the School Charter and, in doing so, to commit to upholding the aims and values expressed in the Charter, so that **together** we may realise the vision and mission of our school.

I agree to uphold and promote the principles expressed in this charter.

Signature:

Date:

# 2.0.

## THE PRINCIPLES OF SELF-REFLECTION



# THE PRINCIPLES OF SELF-REFLECTION

*All who are engaged in Catholic Education are called to have the vision, energy, commitment and courage to affirm and proclaim the distinctive ethos of our Catholic schools. In a rapidly changing world, that presents many challenges, it has never been more important to reflect on, understand and develop the distinctive faith-based education that our Catholic schools provide. To this end, the Bishop is inviting all schools in the Diocese to reinvigorate their sense of Gospel mission by enthusiastically engaging with this new Framework for Self-Reflection on Catholic ethos in our schools.*

Self-reflection is an ongoing process in schools seeking to raise standards and improve the quality of provision for their pupils. There is no stage at which any school should cease to ask the question 'What can we do to improve further?' The Catholic school will always measure itself against the highest standards, seeking to ensure that Christ is at its centre.

The process of self-reflection offered in this Framework document will support schools in identifying and living out their distinctive ethos, re-affirming their mission to develop as communities of faith, love and service.

The ethos of the Catholic school is manifest in the:

- Values espoused and proclaimed;
- Relationships nurtured
- Faith professed, celebrated and lived.

Academic research confirms that the people most suited to review and evaluate their effectiveness, in any organisation, are those engaged most directly in the work. School communities are therefore invited to look carefully at all aspects of the Catholic life of their school, to make judgements as to its strengths and identify areas which need to be developed or addressed.

This is a positive opportunity to re-energise the essential evangelising mission of the Catholic school and to affirm its vocation to 'Service'. This is not envisaged as a bureaucratic exercise, rather an invitation to discussion, dialogue and action, involving all members of the school community.

By fully engaging in this self-reflection process schools will be strengthened in their sacred mandate to be bearers of the 'Good News' for all in their school communities.

# THE FRAMEWORK

## How to use the Framework document

Inspired by Christ's promise, *'I have come that you may have life and have it to the full'* (Jn10:10), this Framework provides the opportunity to assess the distinctive Catholic mission and ethos of the whole school community.

There is no area of the life and curriculum of a Catholic school which is not relevant to its Catholic ethos. The following seven areas provide a comprehensive structure to support schools in the self-reflection process.

<b>Section 1</b>	<b>The Mission</b>
<b>Section 2</b>	<b>Religious Education</b>
<b>Section 3</b>	<b>Effective Catholic Leadership</b>
<b>Section 4</b>	<b>Learning and Teaching</b>
<b>Section 5</b>	<b>Inclusion and Respect for Diversity</b>
<b>Section 6</b>	<b>Promotion of Social Justice and Respect for the Environment</b>
<b>Section 7</b>	<b>Partnership and Community Outreach</b>

Each section has a list of indicators which the school is asked to reflect on and to come to an overall judgement as to the quality of its provision in that particular area. It is anticipated that, within discussion groups, governors, staff, students and parents will be encouraged to consider the evidence base for determining a judgement against a particular indicator. Schools are best placed to decide the structure and leadership of these discussion groups.

At the end of each section the school is asked to identify an area or areas for development in the next academic year. These target areas should be included for action in the School Development Plan.

To help schools gather evidence to support their self-review, a number of pro-formas are included in the *Framework* document. Schools may use these pro-formas or their own means of gathering evidence.

In completing the *Self-Reflection Framework*, schools might consider carrying out some of the following activities and analysing the results. These activities are already integral to an effective School Development Plan.

## **Suggested Activities**

- Survey: (proformas provided)
  - Parents
  - Pupils
  - Staff
- Community engagement analysis (proforma provided)
- Review of:
  - The school prospectus
  - The school website
  - The induction materials given to new members of the school community;
  - Newsletters and other communication with parents/carers.
- Carry out an 'ethos' walk around the school
- Review the work and impact of the school council and seek pupils' views
- Examine relevant school policies
- Seek the views of the parish pastoral community and relevant outside agencies

It is anticipated that the target areas identified for further development arising from the self-reflection will be included in the School Development Plan and addressed within the school improvement planning process. Governors will have opportunities to follow the process through the involvement of the Ethos Link Governor and the RE Link Governor and their reports to meetings of the Board of Governors. In this way the process will be regularly reviewed at governor level, ensuring that it has the appropriate status in the school's strategic vision and plan.

# 3.0. THE FRAMEWORK FOR SELF – REFLECTION



# 3.1. MISSION

*We are called to be followers of Christ*



All who are members of the school community are invited to constantly rediscover what it is to follow the example of Christ and to give witness to the centrality of Gospel values. The school continues the mission of Christ entrusted to the Church to 'go and teach' and seeks to foster and promote Christian spirituality within an ethos of inclusivity and pastoral care. The vision that underpins all aspects of life in the Catholic school is the dignity of the human person made in the image and likeness of God.

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INDICATORS	EMBEDDED	DEVELOPING	NEED TO BE ADDRESSED
<b>01.</b> The school actively promotes the personal relationship with God who is Love.			
<b>02.</b> The school has a Mission statement clearly rooted in the Gospel values of Love, Respect, Justice and Forgiveness.			
<b>03.</b> All school planning and policy development are clearly linked to and inspired by the school's Mission statement			
<b>04.</b> The Mission is visible in the everyday life of the school as a 'living faith' community.			
<b>05.</b> All in the school community have knowledge and ownership of the school's Vision and Mission statement.			
<b>06.</b> Opportunities to foster the spiritual development of pupils within the Christian tradition can be found across the curriculum.			
<b>07.</b> Gospel values are explicitly and consistently reflected in all curricular and extra-curricular activities.			
<b>08.</b> All members of the school community are cherished and valued as children of God.			

INDICATORS	EMBEDDED	DEVELOPING	NEED TO BE ADDRESSED
<p><b>09.</b> Staff actively support and contribute to the expression of the Catholic faith within the school.</p>			
<p><b>10.</b> There is a place of prayer/sacred space in classrooms or in a suitable place which is open to all in the school community.</p>			
<p><b>11.</b> At regular school assemblies there is a religious focus and opportunities for prayer, reflection and celebration.</p>			
<p><b>12.</b> At the beginning and end of each school day, at the beginning of each class and at other specified times during the day, there is time devoted to personal and collective worship/prayer.</p>			
<p><b>13.</b> Pupils are encouraged to show respect for and take pride in their school.</p>			
<p><b>14.</b> The Pastoral Care in the school is a manifestation of its Catholic ethos and is visible and tangible to all who enter the school.</p>			
<p><b>15.</b> Regular celebration of achievement promotes the self confidence and self esteem of pupils, reinforcing the dignity of the person.</p>			
<p><b>16.</b> Pupils are confident in taking a leading role in activities which promote the Catholic ethos of the school, both within school and in the wider community.</p>			
<p><b>17.</b> Members of staff are provided with opportunities to develop their understanding of the mission and vocation of the Catholic teacher.</p>			

INDICATORS	EMBEDDED	DEVELOPING	NEED TO BE ADDRESSED
<p><b>18.</b> Pupils are introduced to and experience a variety of ways of praying including guided reflections, periods of silence and participation in the liturgical and sacramental life of the school.</p>			
<p><b>19.</b> The RSE programme reflects Catholic values and teachings and is consistent with Diocesan and Trustee policy.</p>			
<p><b>20.</b> There are quality PSHE programmes to support pupils in their human and moral development, consistent with Diocesan and Trustee policy.</p>			
<p><b>21.</b> The seasons of the Christian Year, including Holy Days, are highlighted by appropriate and relevant spiritual celebrations in which all in the school community are invited to participate.</p>			
<p><b>22.</b> There are annual spiritual retreats, ethos days and times for reflection for staff, Governors, pupils and parents.</p>			
<p><b>23.</b> The school's Catholic mission is visible in the displaying of a crucifix in every classroom and high quality, stimulating displays in the foyer, corridors and classrooms.</p>			
<p><b>24.</b> Sacred music is actively promoted and taught throughout the school.</p>			
<p><b>25.</b> The school chaplain, religious or layperson, actively supports the faith formation of staff, governors, pupils and parents and is actively involved in the school.</p>			
<p><b>26.</b> The school regularly reviews its vision, values, aims and practice in planning for improvement, in light of the Gospel message.</p>			

INDICATORS	EMBEDDED	DEVELOPING	NEED TO BE ADDRESSED
<b>27.</b> The school prospectus clearly articulates the mission and values of the Catholic school.			
<b>28.</b> Staff, pupils and parents are asked to sign up to the school's ethos charter.			

**In the coming year our school will give further attention to indicator number:**

*“Go into the world and proclaim the good news to the whole creation “(Mark 16:15) for “the Creation awaits with eager longing for the revealing of the children of God” Romans 8:19*

## 3.2. RELIGIOUS EDUCATION



The Religious Education programme includes faith formation, prayer, sacramental and liturgical experiences and a growing awareness of being stewards of God's creation. There is support for staff, principal, pupils, parents and members of Boards of Governors in opening their hearts and minds to the presence of God, as Religious Education is not just a school subject but rather it permeates the mission of the school and the whole journey of life.

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INDICATORS	EMBEDDED	DEVELOPING	NEED TO BE ADDRESSED
<p><b>01.</b> Christ and His teaching are central to the life of the school as expressed in the school's Mission Statement.</p>			
<p><b>02.</b> There is a policy statement on Religious Education which includes faith formation, prayer, sacramental experiences, encouraging vocations to the religious life and cross-curricular themes. This is integrated into the School Development Plan.</p>			
<p><b>03.</b> The school actively promotes vocations to the priesthood and to the religious life.</p>			
<p><b>04.</b> RE is given the highest priority within the life of the school, including in reports to parents , and is appropriately resourced.</p>			
<p><b>05.</b> Religious Education is a shared responsibility and not seen as the sole domain of the RE coordinator/ HoD/REteachers.</p>			
<p><b>06.</b> The RE co-ordinator/HoD is the lead professional in RE and leads staff through their own example of commitment to and practice of Catholic faith and values.</p>			
<p><b>07.</b> RE development planning is rigorous ; the scheme of work is firmly embedded across the school and includes opportunities to take public examinations at GCSE and A level; there is effective monitoring and evaluation to ensure the highest outcomes for pupils.</p>			

INDICATORS	EMBEDDED	DEVELOPING	NEED TO BE ADDRESSED
<p><b>08.</b> The RE programme includes a variety of quality learning experiences for pupils to develop their understanding of the concept of ‘service’ of others and to appreciate that they are called to be ‘workers for the Kingdom’.</p>			
<p><b>09.</b> The religious life of the school is a significant item on the agenda of each meeting of the Board of Governors.</p>			
<p><b>10.</b> Governors and senior leaders are actively involved in the religious life of the school.</p>			
<p><b>11.</b> There is a developmental, cross-curricular and inter-disciplinary programme in the school on social, environmental and ecological education which is underpinned / informed by Catholic teaching.</p>			
<p><b>12.</b> In partnership with the parish(es) and other bodies, opportunities are provided to staff, governors and parents for adult spiritual support and continuous faith development.</p>			
<p><b>13.</b> There is a planned programme of training for all staff which enables them to teach RE with confidence.</p>			
<p><b>14.</b> The RE department is staffed by appropriately qualified teachers.</p>			
<p><b>15.</b> School assemblies have a strong religious focus.</p>			

**In the coming year our school will give further attention to indicator number:**

# 3.3. EFFECTIVE CATHOLIC LEADERSHIP



The Catholic leader is called to 'Servant Leadership' and models a commitment to Gospel values and to the promotion of Catholic ethos, ensuring a programme of continuous school improvement which embraces the holistic development of pupils and the whole school community within the broader context of Catholic education.

## 3.3. EFFECTIVE CATHOLIC LEADERSHIP

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INDICATORS	EMBEDDED	DEVELOPING	NEED TO BE ADDRESSED
<p><b>01.</b> THE CATHOLIC LEADER:</p> <p>Has a deep commitment to and understanding of the Church's mission.</p>			
<p><b>02.</b> Is energised to inspire a shared commitment to the aims and mission of the Catholic school among the school community.</p>			
<p><b>03.</b> Is knowledgeable about Church teaching and doctrine.</p>			
<p><b>04.</b> Has a strong belief in 'service' as reflected in the mission of the Catholic school.</p>			
<p><b>05.</b> Is the leading role-model in the spiritual, moral, personal and academic life of the school community.</p>			
<p><b>06.</b> Ensures that within the school's educational programme the highest priority is given to providing for the Catholic life of the school.</p>			
<p><b>07.</b> Seeks the highest standards in all areas of school life. Excellence is an ideal to which staff and pupils are actively encouraged to aspire.</p>			
<p><b>08.</b> Ensures the highest standards of practice in Child Safeguarding procedures as a fundamental aspect of Catholic ethos.</p>			

INDICATORS	EMBEDDED	DEVELOPING	NEED TO BE ADDRESSED
<p><b>09.</b> Develops a climate of mutual respect, professional dialogue and positive relationships at the core of which is the sanctity and the dignity of the individual.</p>			
<p><b>10.</b> Works in close partnership with governors to ensure the effective management of the school in all areas.</p>			
<p><b>11.</b> Promotes a culture of collegiality and distributed leadership within the school which reflects its vision, mission and values.</p>			
<p><b>12.</b> Ensures staff morale and well-being are actively promoted and supported.</p>			
<p><b>13.</b> Works assiduously to ensure that the skills and talents of all staff at all levels are identified, acknowledged and celebrated.</p>			
<p><b>14.</b> Actively encourages and supports all staff in developing their career paths including opportunities for leadership.</p>			
<p><b>15.</b> Ensures there are clear policies and procedures in place to provide the highest quality of pastoral care reflecting Catholic values, teachings and principles.</p>			
<p><b>16.</b> Collaborates with all staff, ensuring that all policies and procedures are in place to secure continuous school improvement.</p>			
<p><b>17.</b> Ensures that the School Development Plan is a compliant document which has been contributed to by all stakeholders.</p>			
<p><b>18.</b> Complies with all requirements for the effective management of finances.</p>			
<p><b>19.</b> Allocates resources fairly and effectively across the curriculum to support the holistic development of pupils.</p>			

INDICATORS	EMBEDDED	DEVELOPING	NEED TO BE ADDRESSED
<b>20.</b> Engages positively with parish, community and other stakeholders in developing the vision, values and aims of the Catholic school			
<b>21.</b> Engages with other school leaders to build relationships and share knowledge, expertise and best practice.			

**In the coming year our school will give further attention to indicator number:**

*“The life of Jesus is a life for others, it is a life of service”.*  
Pope Francis

## 3.4. LEARNING & TEACHING



The Catholic school seeks to excel in Learning and Teaching. Teachers inspire young people to achieve their full potential in a climate of mutual respect, support and challenge.

*"Jesus came that all may have life and have it to the full."*  
John 10:10

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INDICATORS	EMBEDDED	DEVELOPING	NEED TO BE ADDRESSED
01. Teachers have the highest expectations of themselves and their pupils.			
02. A culture of ‘inspiration’ and ‘aspiration’ permeates the school			
03. Catholic values are explicitly and consistently reflected in all curricular and extra curricular activities.			
04. The uniqueness of each pupil is recognised and celebrated.			
05. Teachers model Catholic attitudes, values and behaviours.			
06. Teachers have a strong belief in the ability of all children to succeed.			
07. The Learning and Teaching policy recognises the needs of all children.			
08. Teachers actively build pupils’ self-confidence and self-esteem.			
09. The learning environment is stimulating and well organised .			
10. The pedagogy is purposeful, interesting and engaging.			
11. Pupils’ work is praised and publicly celebrated.			

INDICATORS	EMBEDDED	DEVELOPING	NEED TO BE ADDRESSED
<p><b>12.</b> Processes are in place for effective planning and regular monitoring and evaluation of classroom practice to ensure continuous improvement in outcomes for pupils .</p>			
<p><b>13.</b> Marking for improvement and constructive feedback are key components of the effective learning and teaching process.</p>			
<p><b>14.</b> There are positive and meaningful relationships between teachers and pupils within an ethos which challenges and supports pupils to achieve their best .</p>			
<p><b>15.</b> Teachers actively seek and are given opportunities to continue their professional development and to seek to deepen their personal spirituality.</p>			
<p><b>16.</b> The curriculum is regularly reviewed to ensure the provision of a broad, balanced and relevant Learning and Teaching environment.</p>			

**In the coming year our school will give further attention to indicator number:**

*“Let my teaching fall like rain and my words descend like dew, like showers on new grass, like abundant rain on tender plants.”*  
Deuteronomy 32:2

# 3.5. INCLUSION & DIVERSITY



The ethos of the Catholic school is one of inclusivity, welcoming all, irrespective of faith, ability, culture or ethnicity, living out Christ's seminal commandment 'Love one another as I have loved you'.

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INDICATORS	EMBEDDED	DEVELOPING	NEED TO BE ADDRESSED
<p><b>01.</b> The school's commitment to equality and justice is demonstrated by its inclusive ethos which honours the life, dignity and voice of each person made in the image and likeness of God.</p>			
<p><b>02.</b> All policies and procedures promote equity and equality for all pupils consistent with the mission of the Catholic school.</p>			
<p><b>03.</b> The school actively welcomes and celebrates diversity and promotes respect for different beliefs, faiths and culture and for inter-faith dialogue.</p>			
<p><b>04.</b> The school seeks every opportunity to reduce barriers to pupils' learning, whatever those barriers may be.</p>			
<p><b>05.</b> The school welcomes and supports staff, pupils and families of all faiths and none.</p>			
<p><b>06.</b> The school ensures an environment within which all feel safe and valued and are enabled to achieve their potential.</p>			
<p><b>07.</b> The school is sensitive to the needs of members of the school community who are facing personal issues, whether they are related to relationships, gender, sexuality or addiction and provides or signposts appropriate support, consistent with the Catholic values and ethos of the school.</p>			
<p><b>08.</b> Staff and pupils demonstrate personal responsibility for showing compassion and support for others, and for promoting justice.</p>			

INDICATORS	EMBEDDED	DEVELOPING	NEED TO BE ADDRESSED
<p><b>09.</b> A study of other faiths is included in the curriculum to support the development of respect for difference.</p>			
<p><b>10.</b> The school reasonably facilitates pupils from other faiths in worshipping according to their tradition.</p>			
<p><b>11.</b> School policies ensure that all appropriate strategies are in place to welcome and facilitate newcomers to the school.</p>			
<p><b>12.</b> Staff are appropriately trained to meet the needs of all learners.</p>			
<p><b>13.</b> There are regular opportunities to celebrate diversity within the school community.</p>			
<p><b>14.</b> The school engages with relevant agencies in supporting the Catholic ethos of the school, in keeping with Trustee policy.</p>			
<p><b>15.</b> The school works in close partnership with the family of Catholic schools in its diocesan pastoral communities, and schools in other sectors, to share best practice, knowledge, expertise and resources.</p>			

**In the coming year our school will give further attention to indicator number:**

*“May our prayer, each one according to his or her own tradition, adhere fully to the will of God who wants all men and women to recognise they are brothers and sisters and live as such, forming the great human family in the harmony of diversity.” Pope Francis*

## 3.6. PROMOTES SOCIAL JUSTICE & RESPECT FOR THE ENVIRONMENT



Concern for environmental and justice issues are inter-related in how we as humans are called to relate to God's creation. An awareness of and action for social justice permeate the whole curriculum in the Catholic school. A dialogue between faith and contemporary culture is fostered in the Catholic school in an age-appropriate manner..

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INDICATORS	EMBEDDED	DEVELOPING	NEED TO BE ADDRESSED
<p><b>01.</b> Whole school planning and policy development are inspired by the Mission statement.</p>			
<p><b>02.</b> The social teachings of Christ are actively promoted in the classroom and throughout the school.</p>			
<p><b>03.</b> Pupils are supported in developing the values of 'discipleship,' imitating Christ and following the example of Pope Francis, in seeking ways to 'serve' others less fortunate than themselves.</p>			
<p><b>04.</b> The school has a local outreach programme tackling issues such as homelessness, poverty and loneliness.</p>			
<p><b>05.</b> The school has a global outreach programme e.g. linking with schools in a developing country through which pupils are aware of their responsibilities as 'workers for the Kingdom'.</p>			
<p><b>06.</b> The school encourages prayerful respect for God's creation, including promoting 'Grace before meals' , as requested by Pope Francis.</p>			
<p><b>07.</b> The school participates in and supports local charities such as St Vincent de Paul and justice and peace initiatives such as Trócaire's Lenten Campaign.</p>			
<p><b>08.</b> The school is involved in programmes promoting an appreciation of and respect for the environment e.g. Green Flag.</p>			

INDICATORS	EMBEDDED	DEVELOPING	NEED TO BE ADDRESSED
<p><b>09.</b> The school community is encouraged to develop and maintain a 'sustainable school'.</p>			
<p><b>10.</b> Members of the school community are invited to reflect on the ethical uses, influences and dangers of modern means of communication: Internet, Facebook, Twitter, mobile devices.</p>			
<p><b>11.</b> The whole school community is encouraged to respect and take pride in the school's physical environment.</p>			

**In the coming year our school will give further attention to indicator number:**

*“Today we have to realise that a true ecological approach always becomes a social approach; it must integrate questions of justice in debates on the environment , so as to hear both the cry of the earth and the cry of the poor.”* Laudato Si

*“True mercy, the mercy God gives to us and teaches us, demands justice; it demands that the poor find the way to be poor no longer.”*  
Pope Francis

## 3.7. PARTNERSHIP & OUTREACH



The Catholic school seeks to grow as a community of love and service and actively nurtures meaningful partnerships with parents/carers, parish and the wider community, all of whom can support the school in enriching the lives of young people and their families.

## 3.7. PARTNERSHIP & OUTREACH

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INDICATORS	EMBEDDED	DEVELOPING	NEED TO BE ADDRESSED
<p><b>01.</b> The school is a pro-active member of the parish and local community.</p>			
<p><b>02.</b> The school recognises and values parents and carers as the primary educators of children and seeks to engage with them in a meaningful and respectful manner.</p>			
<p><b>03.</b> Parents are valued and welcomed in the school.</p>			
<p><b>04.</b> The opinion of parents is sought and listened to.</p>			
<p><b>05.</b> There is a complaints policy which all parents are made aware of.</p>			
<p><b>06.</b> Communication with parents is regular, timely, transparent and informative.</p>			
<p><b>07.</b> The school creates opportunities for parents to engage in personal and academic programmes to develop a culture of life-long learning and to support the educational progress of their children.</p>			
<p><b>08.</b> The school creates opportunities for parents and carers to be actively involved in the faith formation of their children.</p>			
<p><b>09.</b> The school seeks to identify and reach out to marginalised and vulnerable pupils and their families and either provide or signpost appropriate support eg mental health, substance abuse, bullying, e safety.</p>			

INDICATORS	EMBEDDED	DEVELOPING	NEED TO BE ADDRESSED
<p><b>10.</b> The school seeks creative and innovative ways to actively engage and support parents/ carers in the faith formation of their children.</p>			
<p><b>11.</b> Strong and active partnerships with local Catholic schools are actively sought and developed to enhance the concept of a 'family' of schools.</p>			
<p><b>12.</b> Relationships with schools in other sectors are actively promoted to create opportunities for co-operation, reconciliation and sharing and to enhance pupils' appreciation of and respect for difference.</p>			
<p><b>13.</b> The school seeks to engage with a range of church and external agencies to broaden and enrich the educational experiences of the pupils, consistent with Trustee policy, and to ensure equality of opportunity for all children.</p>			
<p><b>14.</b> Diocesan 'Living Youth' programmes, such as the Parish Gift programme, John Paul 11 Award, are actively promoted in school, to nurture pupils' faith development.</p>			
<p><b>15.</b> All agencies with whom the school engages are welcomed, facilitated and supported in the work they do.</p>			
<p><b>16.</b> The school seeks to be a 'hub' for the local community, providing a resource for local groups to use and as a venue for parish and community events.</p>			

**In the coming year our school will give further attention to indicator number:**

*“The Church must be a place of mercy, freely given, where everyone can feel welcomed, loved, forgiven and encouraged to live the good life of the Gospel.” Pope Francis*

# 4.0. APPENDICES



# 4.1. STAFF SURVEY



## 4.1. STAFF SURVEY

PLEASE PLACE A TICK IN THE BOX WHICH MOST CLOSELY REFLECTS YOUR OPINION.

		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
01.	The Mission Statement is known and owned by all members of the school community					
02.	The pupil is at the centre of the ethos of the school					
03.	The culture of the school promotes positive relationships at all levels					
04.	There is a shared commitment to achieving excellence in all aspects of school life					
05.	The Principal has a clear vision and purpose					
06.	The Principal leads by example in promoting Gospel values and attitudes					
07.	The Senior Leadership team shows a commitment to the religious life of the school					
08.	The Senior Leadership team motivates others to strive for success					
09.	As a teacher you feel valued and listened to					
10.	You are consulted on the compilation of the SDP					
11.	You have job satisfaction within your working environment.					
12.	You are enabled to fully discharge your responsibilities					
13.	You feel well supported by those around you.					
14.	You have opportunities for professional development					
15.	You have opportunities for spiritual and faith development					

**Please feel free to expand on any of your responses below, particularly where you have indicated you strongly disagree.**



# 4.2. PRIMARY PUPIL SURVEY



## 4.2. PRIMARY PUPIL SURVEY

PLEASE TICK A BOX TO SHOW HOW OLD YOU ARE:

6 Years Old or Younger	<input checked="" type="checkbox"/>
7 or 8 Years Old	<input type="checkbox"/>
9 Years Old or Older	<input type="checkbox"/>

PLEASE TICK YOUR ANSWER TO EACH QUESTION:		YES	MOSTLY	SOMETIMES	NO
<b>01.</b>	I feel happy and safe in school				
<b>02.</b>	The people in our school try to live out our Mission Statement				
<b>03.</b>	In school I am getting to know God better				
<b>04.</b>	I am given opportunities to deepen my relationship with God				
<b>05.</b>	I feel I am listened to by my teachers				
<b>06.</b>	I feel valued in my school				
<b>07.</b>	Worshipping together helps me to understand more about my Catholic faith.				
<b>08.</b>	In school I am helped to reflect on how I should treat other people				
<b>09.</b>	I take pride in my work in R E				
<b>10.</b>	I have opportunities to share my thoughts, feelings and worries				
<b>11.</b>	In school I am taught about and helped to understand and respect the faiths of other people				
<b>12.</b>	I am encouraged to make up and share my own prayer				
<b>13.</b>	I am given opportunities to take part and lead Liturgies				
<b>14.</b>	In School I am learning how to live like Jesus and be a better person				

**Do you want to say anything else about your school? Please write it here  
BUT DO NOT WRITE DOWN THE NAMES OF TEACHERS OR OTHER ADULTS.**



# 4.3. POST-PRIMARY PUPIL SURVEY



## 4.3. POST-PRIMARY PUPIL SURVEY

PLEASE TICK A BOX TO SHOW WHAT KEY STAGE YOU ARE IN:

	✓
Key Stage 3	
Key Stage 4	
Key Stage 5	

PLEASE TICK YOUR ANSWER TO EACH QUESTION:		YES	MOSTLY	SOMETIMES	NO
<b>01.</b>	I feel welcome, safe and valued in my school.				
<b>02.</b>	In school I am supported in the development of my relationship with God.				
<b>03.</b>	I am given opportunities to participate in activities that assist me in living as a follower of Christ.				
<b>04.</b>	In this school the student voice is respected.				
<b>05.</b>	The school community celebrates Mass together.				
<b>06.</b>	I am encouraged to lead acts of worship within school and in my parish community.				
<b>07.</b>	As part of the school community I am able to mark and celebrate the feasts and seasons of the Church's year.				
<b>08.</b>	In school I am able to access a sacred space for community/private moments of prayer and reflection.				
<b>09.</b>	The school provides retreats and liturgical services for me.				
<b>10.</b>	I have access to the services of a school chaplain.				
<b>11.</b>	The RE programme enables me to improve my knowledge, understanding and appreciation of God and my faith.				

PLEASE TICK YOUR ANSWER TO EACH QUESTION:		YES	MOSTLY	SOMETIMES	NO
12.	I am given opportunities to study other faith traditions.				
13.	Pastoral care in this school supports pupils in times of trouble, crisis, sickness and bereavement.				
14.	My achievements and successes are rewarded and celebrated by the school community.				
15.	I am able to participate in acts of solidarity and charitable outreach to the poor and suffering at home and abroad.				
16.	In this school the gospel values of respect, forgiveness, justice and truth are expected from all.				
17.	The subjects offered by the school enable me to fulfil my potential.				
18.	I am taught the importance of the Church's social teachings.				
19.	I believe that the religious sense of vocation and service are made known to all pupils.				
20.	In school I am learning what it means to be a follower of Jesus.				

**If you wish to write about other things that you and your school do to make the Catholic faith a lived reality, please do so in the space provided.**

**Please write it here but do NOT write down the names of TEACHERS or other ADULTS.**

# 4.4. PARENT SURVEY



## 4.4. PARENT SURVEY

**Thank you for completing this questionnaire. We value the support of our parents in striving to provide the highest quality education for our children. Your views on how we are doing are very important to us. We will inform you of the findings which we will use to inform future planning.**

**PLEASE TICK THE SPACE WHICH BEST REFLECTS YOUR VIEWS AND RETURN TO THE SCHOOL. IF YOU WISH TO ADD ANY FURTHER COMMENTS, PLEASE DO SO ON THE REVERSE SIDE.**

	I AGREE		NEUTRAL	I DISAGREE	
	STRONGLY	MODERATELY		MODERATELY	STRONGLY
<b>01.</b> I have confidence in the school to meet my child's needs					
<b>02.</b> My child is happy in school					
<b>03.</b> I am confident that the school is developing my child in the Catholic faith					
<b>04.</b> The school has a caring atmosphere with relationships based on Gospel values.					
<b>05.</b> I have been invited to share in collective worship eg. assemblies, masses					
<b>06.</b> I feel welcomed and valued as a parent by the school					
<b>07.</b> I feel the school communicates well with parents.					
<b>08.</b> I am well informed of the progress my child is making					
<b>09.</b> The school seeks and listens to the views of parents					
<b>10.</b> The school is a clean, bright, welcoming environment					
<b>11.</b> The school community actively reaches out to support those in need.					

	I AGREE		NEUTRAL	I DISAGREE	
	STRONGLY	MODERATELY		MODERATELY	STRONGLY
<b>12.</b> The school is an active member of the local Catholic community.					
<b>13.</b> The school encourages parents to be involved in the life of the school					
<b>14.</b> Religious education has a high profile within the school.					
<b>15.</b> The school gives parents a clear understanding of what is taught in RE.					
<b>16.</b> I am satisfied with my son/ daughter's progress in religious education.					
<b>17.</b> The prayer and worship provided in the school are child-centred					
<b>18.</b> The school provides pupils with clear guidance on health, personal growth and moral development.					
<b>19.</b> Pupils have positive attitudes and behave well.					
<b>20.</b> Those in positions of leadership in the school provide a Christian model of leadership.					
<b>21.</b> The Principal is visible and approachable.					
<b>22.</b> The school listens to and acts on concerns expressed by parents.					
<b>23.</b> The school is held in high regard in the community					
<b>24.</b> I would recommend this school to another family.					

Parents' Signature  
(Optional)

Date

# 4.5. PRAYER SERVICE



# CALLED TO SERVANT LEADERSHIP

## Reflection for leaders in our schools:

### Catholic Schools: Communities of Faith, Love and Service

*Our generation will show that it can rise to the promise found in each young person when we know how to give them space. This means that we have to create the material and spiritual conditions for their full development; to give them a solid basis on which to build their lives; to guarantee their safety and their education to be everything they can be.”*

- Pope Francis

## Invitation to Worship:

Loving God, daily we need to be reminded of the awesome responsibility that we as leaders in school communities possess. Education is a sacred task. A Catholic teaching vocation carries with it an obligation to live out the Gospel by example and to lead all those entrusted to our care, to your son, Jesus. James in his letter reminds us of the seriousness of this undertaking.

“My friends, not many of you should become teachers. As you know, we teachers will be judged with greater strictness than others”-(James 3:1)

With the help of your grace and the indwelling presence of your Holy Spirit, may our vocation remain fresh and vibrant, as we live out the daily challenges and hopes that the Gospel brings.

All: God, our Father, you have made us your co-workers in the task of building your kingdom on earth. Help us to fulfill that responsibility as Catholic Educators. Give us wisdom and understanding to see the issues clearly and to make the right decisions. Fill us with your Spirit that we may act only under that Spirit’s inspiration. Give us hearts to love those on whose behalf we meet: our parents, our young people, our teachers and support staff. Keep us always mindful that we are privileged to be your co-workers, accomplishing only what you will. Help us to follow that will after the model of your son, Jesus Christ, who lives and reigns with you forever and ever. AMEN

## **Build Bethlehem Everywhere**

(Adapted from the document of the Canadian Catholic Schools' Trustees Association)

We preach a word that is not our own, but which we help others to own fully. We are servants of the Good News, never taking liberties with it. Our teaching and preaching conform to the word of Jesus, therefore ensuring that we are not harsh, overly demanding, excessively moralizing nor filled with self-righteousness. We do not resort to condemnation when Jesus used persuasion.

We preach the Lord who is the living water for us, never the Lord of watered-down living. We aim to educate children and young people to the highest ideals of the Gospel. We help them to seek the higher things of the Spirit. Catholic education is not just about biblical formation, it is about opening the eyes of a new generation to the meaning and mystery of God's word, so that by their actions they may make His word come alive in their actions, choices and behaviours.

## **Gospel Reading**

Jn 15:12-18

My command is this: Love each other as I have loved you. Greater love has no one than this: to lay down one's life for one's friends. You are my friends if you do what I command. I no longer call you servants, because a servant does not know his master's business. Instead, I have called you friends, for everything that I learned from my Father I have made known to you. You did not choose me, but I chose you and appointed you so that you might go and bear fruit—fruit that will last—and so that whatever you ask in my name the Father will give you. This is my command: Love each other.

## **Prayer of the Faithful**

Let us pray for the Church. That all who follow Jesus might embrace his call to loving service in his name.

We pray to the Lord. Lord, hear our prayer.

Let us pray for the world. That the structures within families, communities and nations might be ever more deeply animated by the witness of persons who have said "yes" to the call to love. We pray to the Lord. Lord, hear our prayer.

Let us pray for those who suffer in our families, communities and wider world. That people might say "yes" to the call to love planted in their hearts, to welcome and serve them as brothers and sisters in their needs.

We pray to the Lord. Lord, hear our prayer.

Let us pray for ourselves and those whom we serve. That we might never lose sight of the mission to which we are called, holding fast to the love of Christ and faith of his Church to sustain and guide us in our labours.

We pray to the Lord. Lord, hear our prayer.

Let us pray for past principals and governors of our schools. In thanksgiving for their "yes" to Christ's call to love and serve, and for its lasting fruits in our lives, We pray to the Lord. Lord, hear our prayer.

For those of all we hold in our hearts. We pray to the Lord. Lord, hear our prayer.

And let us unite all these prayers spoken aloud and in our hearts and bring them before the Father, using the words that Jesus gave us: ***Our Father..***

## **Prayer Reflection. A Step Along The Way**

It helps, now and then, to step back and take a long view.  
The kingdom is not only beyond our efforts, it is even beyond our vision.

We accomplish in our lifetime only a tiny fraction of the magnificent enterprise that is God's work. Nothing we do is complete, which is a way of saying that the Kingdom always lies beyond us.

No statement says all that could be said.

No prayer fully expresses our faith.

No confession brings perfection.

No pastoral visit brings wholeness.

No programme accomplishes the Church's mission.

No set of goals and objectives includes everything.

This is what we are about.

We plant the seeds that one day will grow.

We water seeds already planted, knowing that they hold future promise.

We lay foundations that will need further development.

We provide yeast that produces far beyond our capabilities.

We cannot do everything, and there is a sense of liberation in realizing that.

This enables us to do something, and to do it very well.

It may be incomplete, but it is a beginning, a step along the way, an opportunity for the Lord's grace to enter and do the rest.

We may never see the end results, but that is the difference between the master builder and the worker.

We are workers, not master builders; ministers, not messiahs.

We are prophets of a future not our own. (Bishop Ken Untener of Saginaw)

## **Closing Prayer**

Lord, we thank you for all who manage and lead our Catholic schools. Bless and protect them in their role as Christian educators. May they always seek to respond to Jesus' call of love and service. Assist them as they imitate the ways of the Gospel in their school communities. We make this prayer through Christ our Lord. Amen.

# SCHOOL CONTEXT DATA TABLE



# SCHOOL CONTEXT

	2014	2015	2016
School enrolment trends in the last three years			
Number of teachers			
Number of classroom assistants			
Number of support staff			
Percentage of pupils in receipt of FSM entitlement			
Pupil attendance rates			
Staff attendance rates			
Number of pupils on the Special Needs Register			
Number of pupils with a statement of Special Educational Needs			
The number of Newcomer pupils of ethnic origin			
The faith traditions within the school community			

**Please provide some detail as to the context of your school e.g. social and economic circumstances etc.**