



DIOCESE of
DOWN and CONNOR

CATHOLIC ETHOS AND VALUES

A FRAMEWORK FOR SELF-REFLECTION



CONTENTS

Prayer Reflection

A Step Along the Way	2
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Foreword

Bishop Alan McGuckian	3
-----------------------	---

SECTION A

A Charter for Catholic Schools	4
--------------------------------	---

SECTION B

Prayer Service	6
----------------	---

SECTION C

The Principles of Self-Reflection	13
-----------------------------------	----

SECTION D

How to use the Framework Document	15
-----------------------------------	----

1. Mission	18
2. Religious Education	29
3. Catholic Leadership	34
4. Learning and Teaching	41
5. Inclusion and Diversity	50
6. Social Justice and Respect for the Environment	60
7. Partnership and Community Outreach	65

SECTION E

Appendices

1. Nursery Pupil Survey	72
2. Key Stage 1 Pupil Survey	73
3. Key Stage 2 Pupil Survey	75
4. Post-Primary Pupil Survey	77
5. Staff Survey	80
6. Parent/Carer Survey	82

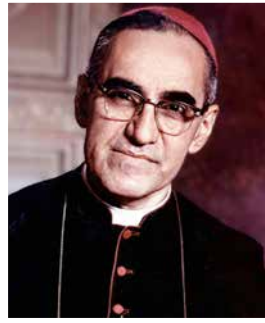


This document is produced by the Down and Connor Catholic Schools' Support Service.

The Down and Connor Framework for Self-Reflection references the Education and Training Inspectorate (ETI) Empowering Improvement: New Framework For Inspection, September 2024.

PRAYER REFLECTION

Saint Óscar Romero Prayer



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, Diocese of Saginaw

FOREWORD



I warmly commend this revised *Catholic Ethos and Values: A Framework for Self-Reflection* to every Catholic school in the Diocese of Down and Connor. This document is an essential resource for all those entrusted with the sacred mission of Catholic education. It offers a structured means of reflecting on the education we provide - rooted in the Gospel and animated by the message of Jesus Christ, who came that we might “*have life and have it to the full.*” (John 10:10)

This tool has been developed by the Down and Connor Catholic Schools’ Support Service (CSSS), which was established by the Diocese to support and accompany our schools in their vocation. The CSSS team walks alongside school leaders, staff, and governors as envoys of the Bishop, offering encouragement, guidance and practical support as schools seek to live out their founding mission. Their presence is a visible sign of the Diocese’s commitment to Catholic education and a reminder that no school undertakes this journey alone.

In a world marked by rapid change - technological, cultural, moral, and geopolitical change - Catholic schools are uniquely placed to form young people who are not only academically accomplished but also spiritually grounded, morally courageous and socially responsible. Inspired by Catholic Social Teaching, our schools are called to be communities of faith, hope, and love, where the dignity of every person is upheld and where the values of justice, peace, solidarity and care for the common good are lived out daily.

This *Framework for Self-Reflection* is designed to help schools reflect on how the Catholic ethos and values are expressed in every aspect of school life. It affirms that the ethos and values of a Catholic school are not confined to religious education or liturgical celebrations, but are pervasive, shaping the culture, relationships, curriculum and leadership of the school.

Academic research and educational policy, including *ETI’s Empowering Improvement Framework*, increasingly recognise the importance of ethos in improving outcomes and enhancing the educational experience of pupils. This document provides key quality indicators to support schools in evaluating and strengthening their Catholic identity and encourages the integration of this reflection into the School Development Plan, ensuring that ethos and excellence go hand in hand.

While school leaders and governors have a particular responsibility to lead this process, everyone has a role to play. This Framework invites all members of the school community to participate in a spirit of mutual respect, encouragement and shared responsibility, united in the common goal of providing an outstanding, Gospel-inspired education.

As Bishop of Down and Connor, I offer my sincere thanks to the CSSS Team for their dedication and vision, and to all those in our schools who give so generously of themselves in the service of Catholic education. May this Framework be a source of inspiration and renewal as we continue to proclaim the Good News of Jesus Christ in our schools and in the lives of the young people we are privileged to serve.

With every blessing,

+Alan McGuckian SJ.

Most Reverend Alan McGuckian, SJ
Bishop of Down and Connor



A CHARTER FOR CATHOLIC SCHOOLS



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:

Pupil / Student friendly Charters are available on the CSSS portal of the Down and Connor website.



PRAYER SERVICE



You are my Witnesses

Prayers, Reflections and Scripture 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, we are reminded daily of the awesome responsibility we are called to as leaders in school communities that were established, in faith, to continue the Gospel mission of your Son. Education is a sacred task. The vocation to lead, teach and support the children and young people, in a Catholic school, carries with it the responsibility to live out the Gospel message by example and to lead all those entrusted to our care, to knowledge of your Son, Jesus Christ, and his message of love and justice for all.

In the New Testament, James in his letter, reminds us of the seriousness of our call when he says: ‘Not many of you should become teachers, my brothers and sisters, for you know that we who teach will be judged with greater strictness.’ (James 3:1)

With the help of your grace and the indwelling presence of your Holy Spirit, may we remain fresh and vibrant in our vocation, as we live out the daily challenges and hopes that our work of servant leadership of a Catholic school brings.

We Are Your Co-workers

God, our Father, you have made us your co-workers in the task of building up your kingdom of love and peace, of justice and truth, and of holiness and grace in the world. Help us to fulfil that responsibility with courage and wisdom as servant leaders of our Catholic schools. Fill us with the strength and inspiration of your Holy Spirit that we may respond justly and lovingly to the challenges that face us each day. Help us to inspire others and make good decisions, in a spirit of mutual respect, fairness and collegiality. Give us hearts to love all those who share the mission of the Catholic school with us: our parents/carers, our young people, our teachers and support staff, our local parish communities. Keep us mindful of the privilege of being called to lead others after the example of your Son, who came to serve, to heal, to encourage and to bring hope. Help us to follow that example in all that we say and do. We ask this through Jesus Christ, your Son, who lives and reigns with you, and the Holy Spirit, one God, 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 but presenting it with fidelity, confidence and joy. Our teaching and preaching conform to the word of Jesus, ensuring that we are not harsh, overly demanding, or 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, not the Lord of watered-down living. We aim to educate children and young people in the highest ideals of the Gospel. We help them to seek and strive for the higher things of the Spirit. Catholic education is not just about knowledge of the bible, it is about setting fire to the Spirit within, about opening the eyes of a new generation to the meaning and mystery of God's word of love, justice and peace, so that by their actions, they may make His word come alive in their actions, choices and behaviours. In this way, we are called to make incarnate the Good News of Bethlehem, everywhere!

Gospel Reading - Luke 3:21-22

"When all the people were being baptized, Jesus was baptized too. And as he was praying, heaven was opened, and the Holy Spirit descended on him in bodily form like a dove. And a voice came from heaven: "You are my Son, whom I love; with you I am well pleased."

The Beatitudes for all who work in Schools

- † Blessed are you who are called to teach, for you walk in the footsteps of Christ.
- † Blessed are you who sow peace and harmony in your school, for yours will be the joy of the Lord.
- † Blessed are you when you share your faith with others, for your name will be written on their hearts.
- † Blessed are you who plant the seeds for learning, for your legacy will be the harvest.
- † Blessed are you who are sensitive to the pastoral needs of young people, for you will be their voice.
- † Blessed are you who show patience with the challenging young person, for your effort will be their light.
- † Blessed are you when you teach with understanding and empathy, for this is what Jesus did.
- † Blessed are you when you lead your students in loving service, for yours is the Kingdom of God.

"Children will look up to you as models of faith, particularly in how you teach and live." I encourage all who teach in our schools to cultivate your own relationship with Christ, who gives us the pattern of all authentic teaching."

Pope Leo XIV

Gospel Reading - John 15:12-17

"This is my commandment, that you love one another as I have loved you. No one has greater love than this, to lay down one's life for one's friends. You are my friends if you do what I command you. I do not call you servants any longer, because the servant does not know what the master is doing; but I have called you friends, because I have made known to you everything that I have heard from my Father. You did not choose me but I chose you. And I appointed you to go and bear fruit, fruit that will last, so that the Father will give you whatever you ask him in my name. I am giving you these commands - so that you may love one another."

Prayer of the Faithful

Let us pray for the Church. That all who follow Jesus might embrace his call to loving service of others and of all creation.

We pray to the Lord

Lord, hear our prayer

Let us pray for the world. That the culture within our schools, families, communities and nations will be inspired by those who have said "yes" to the commandment of love, and the call to serve the Common Good.

We pray to the Lord

Lord, hear our prayer

Let us pray for those who may be dealing with suffering or difficulty of any kind in our schools, in our families, in the world. That we will respond sensitively and generously to all those who suffer and are in need.

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 the 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 our school communities, and for its lasting fruits in our lives.

We pray to the Lord

Lord, hear our prayer

For all of those we hold in our hearts at this time. Let us pause to think of them by name.

We pray to the Lord

Lord, hear our prayer

For members of our school communities who have died, in gratitude for their lives, that they will know the everlasting peace and love of our heavenly home.

We pray to the Lord

Lord, hear our prayer

Let us unite all these prayers, spoken aloud and in our hearts, as we bring them before the Father, using the words that Jesus gave us:

Our Father ...

We All Contribute To Our Community

Henri Noumen



A mosaic consists of thousands of little stones. Some are blue, some are green, some are yellow, some are gold. When we bring our faces close to the mosaic, we can admire the beauty of each stone. But as we step back from it, we can see that all these little stones reveal to us a beautiful picture, telling a story that none of these stones can tell by itself. That is what our life in community is about. Each of us is like a little stone, but together we can reveal the face of God to the world.

Reflection

I do not stand alone but with others to support me,
I can stand my ground.

I do not see the way but with others with me,
I can make a path.

I cannot master all skills but with others who will share their talents,
I can try my best.

I cannot carry every burden but with others to share it,
I can bear my own load.

I cannot meet all needs but with others to nourish and replenish me,
I am able to give enough.

I do not have limitless free choice but with others to consult,
I will make my own choices gladly.

I will not always be consistent but with others to laugh with me,
I will regain my balance.

I cannot be perfect but with others to make up for the shortfall of my imperfections,
I will make every effort to give my best.

A Short Reflection on Appreciation and Acceptance

Peter G. Van Breeman, SJ

"One of the deepest needs of the human heart is the need to be appreciated. Every human being wants to be valued, every human being craves to be accepted, accepted for what they are. Acceptance means that the people with whom I live, and work give me a feeling of self-respect, a feeling that I am worthwhile.

Acceptance means that I am welcome to be myself. Acceptance means that though there is a need for growth, I am not forced. I am given the room to unfold, to outgrow the mistakes of the past. Every one of us is born with many potentialities. However, unless they are drawn out by the warm touch of another's acceptance, they will remain dormant."



I Don't Care

I don't care that you are late for school every day,
that you can't find your tie or that you haven't got your hair combed
and you look like there's no hot water in your house. I don't care.

I don't care if you didn't do your homework (again),
or left your book at home (again),
or haven't brought in your PE uniform. I don't care.

I don't care if you fall asleep in my class,
don't pay attention or can't be bothered to learn. I don't care.

I don't care if you drive me up the walls,
if no one wants to be friends with you because you always annoy them. I don't care.

I don't care if no one comes to teacher-parent meetings,
or if they don't show up at school events. I don't care.

I don't care because I know that you are special, precious and wonderful.
You are a child of God made in His image and likeness.
That is why I don't care.

Dr Aidan Donaldson

Together let us pray ...

For love made flesh in laughter,
the delight of playing together,
bubbling with words, ideas and stories,
the ease of chatting quietly together:
We praise you, joyous God.

For love made flesh in caring,
the shared tears and embrace,
holding one another in the rawness of pain,
gently accepting failings and weakness:
We praise you tender God.

For love made flesh in prayer,
naming God in and for each other,
the questions and challenges teasing out the truth,
finding our voices in worship and song:
We praise you faithful God.

Amen



Closing Prayer

Lord,

We thank you for all who work within our Catholic schools. Bless and protect them in their role as Christian educators and role models. 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



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 and values 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 revised Framework for Self-Reflection on Catholic ethos and values 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 process outlined in the Self-Reflection Framework links seamlessly to the Education and Training Inspectorate's guiding principle of promoting processes of self-evaluation which enable schools to provide high quality education and outcomes for learners.

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.



HOW TO USE THE FRAMEWORK DOCUMENT



The Framework

How to use the Self-Reflection Framework document

Inspired by Christ's promise, 'I have come that you may have life and have it to the full' (John 10:10), 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.

Number 1	The Mission
Number 2	Religious Education
Number 3	Catholic Leadership
Number 4	Learning and Teaching
Number 5	Inclusion and Respect for Diversity
Number 6	Social Justice and Respect for the Environment
Number 7	Partnership and Community Outreach

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. The indicators have been cross-referenced with the five core questions and indicators of effective practice set out in the Education and Training Inspectorate's - *Empowering Improvement: New Framework for Inspection (updated September 2024)*. Using this Self-Reflection Framework will assist schools with their ongoing processes of self-evaluation and self-improvement which should result in further improvement. It is anticipated that, within discussion groups, governors, staff, students and parents/carers 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 numbered section (as illustrated above) 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 proformas are available on the Catholic Schools' Support Service portal on the Down and Connor website. Schools may use these proformas 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

Surveys: (proformas provided)

- ▶ Parents/Carers
- ▶ Pupils
- ▶ Staff

Review of:

- ▶ The school prospectus
- ▶ Social media platforms
- ▶ 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.

The CSSS Team continues to work with Boards of Governors, Principals and school staff in supporting the implementation of the ***Catholic Ethos and Values: A Framework for Self-Reflection***. The CSSS Team offers bespoke in-service training and ethos days that best suit the needs of the staff and school community identified through their process of self-evaluation. Any school interested in organising in-service training should contact the CSSS office to arrange a training programme for their school.



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.

Mission

	INDICATORS Mission	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
1	The school actively promotes the personal relationship with God who is Love. - Vision encourages holistic development of learners. (Core Question 1) - Priorities for development relate to and help achieve the vision. (Core Question 1) - The school creates the right conditions for the growth and development of a community of learning. It allows for collaboration, communication and continuous learning to be encouraged and promoted particularly through the ethos, culture and relationships for learning of the school. (Core Question 5)		
2	The school has a Mission Statement clearly rooted in the Gospel values of Love, Respect, Justice and Forgiveness. Core Questions 1 - 5: - Learners are enabled to progress and achieve; they experience challenge. (Curriculum for All) - Learners progress in line with their abilities (Planning, Teaching/Training and Assessment for Successful Learning) - Learners know they have a right to be heard and provision is underpinned by meaningful collaboration between learners and adults. (Learner Participation)		
3	All school planning and policy development are clearly linked to and inspired by the school's Mission Statement. Core Questions 1 and 2: - Provision is underpinned by planning that reflects the school's context; is tailored to individual needs and has high expectations for all. (Planning, Teaching/Training and Assessment for Successful Learning) - The context of the school informs the provision. (Planning, Teaching/Training and Assessment for Successful Learning) - Learners are engaged, motivated and can work independently and collaboratively; their needs and abilities are met through planning, teaching/training and assessment. (Planning, Teaching/Training and Assessment for Successful Learning)		

	INDICATORS Mission	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
4	The Mission is visible in the everyday life of the school as a ‘living faith’ community. - Provision is informed by the needs of learners, is age and stage appropriate and responsive to relevant and contemporary issues. <i>(Health, Wellbeing and Keeping Safe)</i> - Provision includes opportunities for collaborative internal and external working with others, including other providers, employers and the wider community. <i>(Collaborative Networks)</i> - There is a culture of valuing learners’ rights and the participation of all. <i>(Learner Participation)</i>		
5	All in the school community have knowledge and ownership of the school’s Vision and Mission Statement. Core Questions 2, 3 and 5: - There is an inclusive ethos which promotes equity and fairness which is reflected in policy and practice. <i>(Equity, Diversity and Inclusion)</i> - There are strong links with parents/carers and the wider community. <i>(Equity, Diversity and Inclusion)</i> - Learners have a sound knowledge and understanding of people and environments beyond the school; they have skills for, and confidence in learning effectively with and from others. <i>(Collaborative Networks)</i>		
6	Opportunities to foster the spiritual development of pupils within the Christian tradition can be found across the curriculum. Core Questions 1 and 2: - Holistic development of all learners. <i>(Curriculum for All)</i> - Leaders have a strategic vision and rationale for learning within the context of the school. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i>		

	INDICATORS Mission	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
7	Gospel values are explicitly and consistently reflected in all curricular and extra-curricular activities. Core Question 4: - Learners develop skills and capabilities such as leadership, communication, teamwork, problem solving and creativity and apply these in a variety of contexts. (Environment, Society and Economy) - Learners can connect their learning with real life experiences. (Environment, Society and Economy) - Provision is coherent and facilitated across areas of learning and through a wide range of real-life experiences. (Environment, Society and Economy)		
8	All members of the school community are cherished and valued as children of God. Core Question 5: - Learners and staff skills are progressively developed and sustained. (Digital Skills) - Professional learning needs of staff are met. (Staff Professional Learning) - Learners make appropriate progress in their learning in line with their abilities. (Staff Professional Learning)		
9	Staff actively support and contribute to the expression of the Catholic faith within the school. There is a proactive and collaborative commitment to continuous professional learning which improves learning experiences and outcomes for learners. (Staff Professional Learning)		
10	There is a place of prayer/sacred space in classrooms or in a suitable place which is open to all in the school community. Provision is inclusive, responsive to learner diversity, accessible to all and reflects the needs of the learners within the context of the school. (Equity, Diversity and Inclusion)		

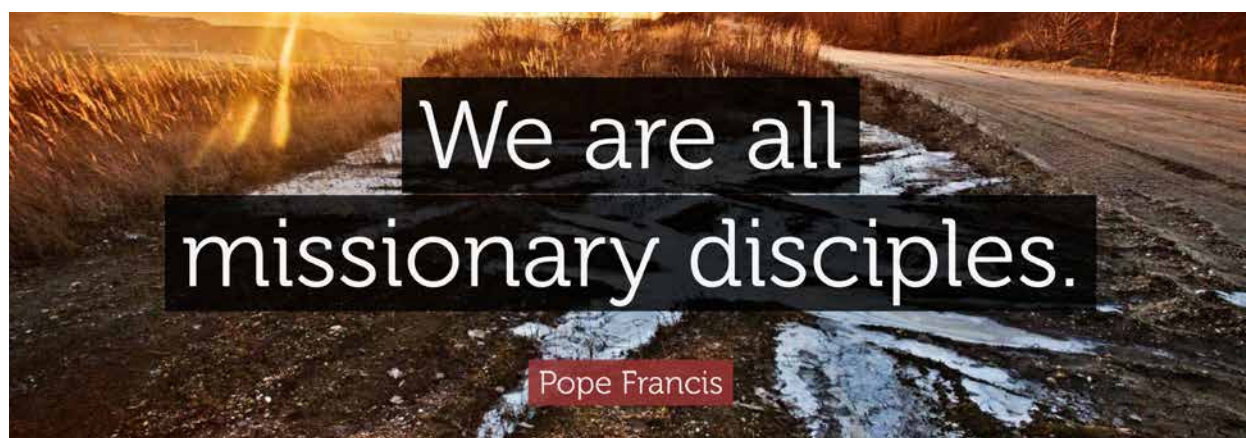
INDICATORS Mission		STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
11	At regular school assemblies there is a religious focus and opportunities for prayer, reflection and celebration. The context of the school/organisation informs the provision. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i>		
12	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. The context of the school/organisation informs the provision. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i>		
13	Pupils are encouraged to show respect for and take pride in their school. Learners display positive dispositions and value learning. <i>(Curriculum for All)</i>		
14	The Pastoral Care in the school is a manifestation of its Catholic ethos and is visible and tangible to all who enter the school. - Learners feel safe and cared for. <i>(Health, Wellbeing and Keeping Safe)</i> - Leaders have a clear and well understood strategic vision for the provision which is understood by the school's/organisation's ethos and is informed by the views of key stakeholders. <i>(Health, Wellbeing and Keeping Safe)</i>		
15	Regular celebration of achievement promotes the self-confidence and self-esteem of pupils, reinforcing the dignity of the person. - Learners achieve, experience, challenge and progress. <i>(Curriculum for All)</i> - The school evaluates the effectiveness of strategies to celebrate and build upon success. <i>(Core Question 4)</i>		
16	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. - Learners know they have a right to be heard. <i>(Learner Participation)</i> - Leaders foster an ethos of active participation and promote learners' rights, equality and inclusion. <i>(Learner Participation)</i>		

	INDICATORS Mission	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
17	Members of staff are provided with opportunities to develop their understanding of the mission and vocation of the Catholic teacher. • Leaders prioritise staff professional learning and make best use of expertise, partnerships and contemporary research to inform practice. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> • Well targeted, resourced and responsive professional learning meets the needs of staff. <i>(Staff Professional Learning)</i>		
18	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. • The holistic development of learners is central to curriculum, design, planning and delivery. <i>(Curriculum for All)</i> • Learners develop appropriate skills, knowledge and understanding. <i>(Curriculum for All)</i> • Provision is underpinned by planning that reflects the school's/organisation's context. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i>		
19	The RSE programme reflects Catholic values and teachings and is consistent with Diocesan and Trustee policy. • How is the school/organisation setting about achieving the vision within its own context? <i>(Core Question 2)</i> • Learners have sufficient knowledge and skills to make informed choices and keep themselves safe. <i>(Curriculum for All)</i> • Provision is enriched by meaningful learning experiences beyond the classroom. <i>(Curriculum for All)</i> • Learners feel safe and cared for. <i>(Health, Wellbeing and Keeping Safe)</i> • Provision is underpinned by planning that reflects the school's/organisation's context, is tailored to individual needs and has high expectations for all. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i>		

	INDICATORS Mission	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
20	There are quality PSHE programmes to support pupils in their human and moral development, consistent with Diocesan and Trustee policy. - How does the school/organisation monitor how well it and its learners are doing and how responsive is it to overcoming barriers? (Core Question 3) - The school promotes inclusion and equality. (Core Question 3) - It identifies, responds to the needs, abilities and interests of all learners. (Core Question 3) - It overcomes the barriers learners face. (Core Question 3)		
21	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. - Learners embrace diversity and value and accept others. (Equity, Diversity and Inclusion) - The teaching and learning is enriched by meaningful learning experiences beyond the classroom. (Equity, Diversity and Inclusion) - The provision is inclusive, responsive to learner diversity, accessible to all and underpinned by high expectations. (Equity, Diversity and Inclusion) - Provision reflects the needs of learners within the context of the school/organisation. (Equity, Diversity and Inclusion) - Leaders value and promote an inclusive ethos, embrace diversity and work to ensure equitable access to opportunities, resources and progression pathways. (Equity, Diversity and Inclusion)		

	INDICATORS Mission	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
22	There are annual spiritual retreats, ethos days and times for reflection for staff, governors, pupils and parents/carers. - How is the school/organisation creating the right conditions for the growth and development of a community of learning? (Core Question 5) - The school/organisation encourages growth and development of a community of learning where collaboration, communication and continuous learning are valued and promoted among learners, staff, parents/carers and the wider community. Examples include: - The ethos, culture and relationships for learning. - Supporting professional learning and wellbeing of staff. - Building and sustaining partnerships. (Core Question 5) - Leaders prioritise and plan strategically for inclusive, flexible and responsive staff professional learning, which reflects the school's/ organisation's vision, context and any statutory requirements. (Staff Professional Learning) - The provision is impacted positively by staff professional learning, resulting in improved learner experiences, engagement and progression. (Staff Professional Learning)		
23	The school's Catholic mission is visible in the displaying of a crucifix in every classroom and in high quality, stimulating displays in the foyer, corridors and classrooms. - How is the school/organisation setting about achieving the vision within its own context? (Core Question 2) - The school's/organisation's ongoing work impacts on: - The quality of teaching and learning. - The appropriateness of the curriculum. - The promotion of learners' health and wellbeing. (Core Question 2) - Learners display positive dispositions and value learning. (Curriculum for All) - The provision is enriched by meaningful learning experiences beyond the classroom. (Curriculum for All) - Leaders have a strategic vision and rationale for the curriculum. (Curriculum for All)		

	INDICATORS Mission	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
24	Sacred music is actively promoted and taught throughout the school. - The provision is enriched by meaningful learning experiences beyond the classroom. <i>(Curriculum for All)</i> - The provision is informed by the learners' abilities, interests and aspirations. <i>(Curriculum for All)</i>		
25	The school chaplain, religious or layperson, actively supports the faith formation of staff, governors, pupils and parents/carers and is actively involved in the school. - How is the school/organisation creating the right conditions for the growth and development of a community of learning? <i>(Core Question 5)</i> Examples include: - Building and sustaining partnerships. - Engagement with the local community including purposeful relationships with businesses and employers where appropriate. - Appropriate use of external support/providers. <i>(Core Question 5)</i> - Leaders have an effective strategic approach to, and rationale for internal and external collaboration. <i>(Collaborative Networks)</i> - Leaders develop effective partnerships with parents/carers, other providers, communities and external agencies to support learning. <i>(Collaborative Networks)</i> - Leaders monitor and evaluate the effectiveness of collaborative networks. <i>(Collaborative Networks)</i>		



	INDICATORS Mission	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
26	The school regularly reviews its vision, values, aims and practice in planning for improvement, in light of the Gospel message. • Leaders have a strategic vision and rational for learning within the context of the school/organisation. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> • Monitor, evaluate and review the effectiveness of planning, teaching/training and assessment for successful learning. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> • Foster a culture of openness, reflection and shared practice. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> • Leaders have a clear, well-understood strategic vision for the provision which is underpinned by the school's/organisation's ethos and is informed by the views of key stakeholders. <i>(Health, Wellbeing and Keeping Safe)</i>		
27	The school prospectus clearly articulates the mission and values of the Catholic school. • How does the school/organisation define, celebrate and embed success for all learners? <i>(Core Question 4)</i> This may include: • Feedback to and from learners. • Extra-curricular and wider achievements. • Award programmes. • Events. • Internal and external communication of successes. <i>(Core Question 4)</i> • Develop effective partnerships with parents/carers, other providers, communities and external agencies to support learning. <i>(Collaborative Networks)</i>		

	INDICATORS Mission	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
28	Staff, pupils and parents are asked to sign up to the school's Ethos Charter. <i>Learners know they have a right to be heard.</i> (Learner Participation) <i>Learners are able to express their views in a variety of ways.</i> (Learner Participation) <i>Learners are confident that their views are valued and will be acted upon as appropriate.</i> (Learner Participation) <i>The provision ensures that all learners have regular meaningful opportunities to share their views on their learning experiences and other aspects of the school/organisation.</i> (Learner Participation) <i>Leaders foster an ethos of active participation and promote learners' rights, equality and inclusion.</i> (Learner Participation) <i>Leaders welcome, encourage and act on direct communication with learners.</i> (Learner Participation)		

“Go into the world and preach the Gospel to the whole creation.”

Mark 16:15

“We need to be courageous in the witness we give, with the world and above all with life: giving life, serving, sometimes with great sacrifices in order to live out this very mission.”

Pope Leo XIV



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, carers 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.

Religious Education

INDICATORS Religious Education		STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
1	Christ and His teaching are central to the life of the school as expressed in the school's Mission Statement. What is the school's vision and what informs it? <i>(Core Question 1)</i>		
2	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. Leaders have a strategic vision and rationale for learning within the context of the school. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i>		
3	The school actively promotes vocations to the priesthood and to the religious life. Learners are well prepared for the future, including CEIAG. <i>(Curriculum for All)</i>		
4	RE is given the highest priority within the life of the school, including in reports to parents, and is appropriately resourced. - Leaders ensure that staff professional learning under-pins the identified priorities for development. <i>(Staff Professional Learning)</i> - How is the school setting about achieving the vision within its own context? <i>(Core Question 2)</i>		
5	The school has its own dedicated school prayer. How is the school/organisation setting about achieving the vision within its own context. <i>(Core Question 2)</i>		
6	Religious Education is a shared responsibility and not seen as the sole domain of the RE co-ordinator/HOD/RE teachers. Leaders monitor, evaluate and review the effectiveness of planning, teaching/training and assessment of successful learning. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i>		

	INDICATORS Religious Education	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
7	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. <i>The context of the organisation informs collaboration and networking.</i> <i>(Collaborative Networks)</i> <i>The provision utilises partnerships to create appropriate progression pathways for all learners.</i> <i>(Collaborative Networks)</i>		
8	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. <i>The provision for learning is well-planned, coherent and connected.</i> <i>(Curriculum for All)</i> <i>Learners' needs, abilities and interests are met through planning, teaching/training and assessment.</i> <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> <i>Learners are enabled to progress and achieve.</i> <i>(Curriculum for All)</i>		
9	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.' <i>The RE programme provides meaningful learning experiences beyond the curriculum.</i> <i>(Curriculum for All)</i> <i>RE provision is well-planned, coherent and connected.</i> <i>(Curriculum for All)</i> <i>Learners recognise the benefits of collaboration for themselves and others.</i> <i>(Collaborative Networks)</i>		
10	The religious life of the school is a significant item on the agenda of each meeting of the Board of Governors. <i>Leaders monitor and evaluate the effectiveness of collaborative networks.</i> <i>(Collaborative Networks)</i>		

INDICATORS Religious Education		STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
11	Governors and senior leaders are actively involved in the religious life of the school. • Leaders monitor and evaluate the effectiveness of collaborative networks. <i>(Collaborative Networks)</i>		
12	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. • The provision connects meaningfully across all areas of learning. <i>(Environment, Society and Economy)</i> • Pupils understand their responsibility to care and protect the environment; pupils are taught environmental and economic awareness; active citizenship is embedded into the curriculum. <i>(Environment, Society and Economy)</i> • Leaders prioritise staff professional learning about contemporary issues and challenges so that classroom practice is current and responsive. <i>(Environment, Society and Economy)</i>		
13	In partnership with the parish(es) and other bodies, opportunities are provided to staff, governors, parents and carers for adult spiritual support and continuous faith development. • Leaders have an effective strategic approach to, and rationale for, internal and external collaboration. <i>(Collaborative Networks)</i>		
14	There is a planned programme of training for all staff which enables them to teach RE with confidence. • Leaders ensure that staff professional learning underpins the identified priorities for development. <i>(Staff Professional Learning)</i> • Leaders promote and encourage individual responsibility for own professional learning. <i>(Staff Professional Learning)</i>		
15	The RE department is staffed by appropriately qualified teachers. • Leaders manage effectively resources including finances, staffing and accommodation. <i>(Curriculum for All)</i>		

	INDICATORS Religious Education	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
16	School assemblies have a strong religious focus. • <i>What is the school's vision and what informs it?</i> <i>(Core Question 1)</i> • <i>How is the school setting about achieving the vision within its own context?</i> <i>(Core Question 2)</i>		

“To evangelise, therefore, it is necessary to open ourselves once again to the horizon of God’s spirit, without being afraid of what he asks of us or of where he leads us; evangelising, proclaiming Jesus gives us joy, evangelising Jesus uplifts us.”

Pope Francis



Source: Unsplash



CATHOLIC LEADERSHIP



“

The Catholic Leader lives out the Gospel values of Love, Respect, Justice and Forgiveness and inspires all in the school community to promote and celebrate the Catholic ethos in every aspect of the life of the school.

“If your actions inspire others to dream more, to learn more, do more and become more, you are a Leader.”

Pope Francis

Catholic Leadership

INDICATORS Catholic Leadership		STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
1	THE CATHOLIC LEADER: Has a deep commitment to and understanding of the Church's mission. - What is the school's vision and what informs it? (Core Question I) - Leadership has a strategic vision and rationale for the curriculum and the wider endeavours of the school. (Curriculum for All)		
2	Is energised to inspire a shared commitment to the aims and mission of the Catholic school among the school community. - There is holistic development of learners and this is central to curriculum design, planning and delivery. (Curriculum for All) - Leaders have a strategic vision and rationale for the curriculum. (Curriculum for All)		
3	Is knowledgeable about Church teaching and doctrine. Leaders give priority to staff professional learning and make best use of expertise to inform curriculum provision and change. (Curriculum for All)		
4	Has a strong belief in 'service' as reflected in the mission of the Catholic school. - The context of the school informs the provision. (Planning, Teaching/Training and Assessment for Successful Learning) - There are high quality outcomes for learners. (Planning, Teaching/Training and Assessment for Successful Learning)		
5	Is the leading role-model in the spiritual, moral, personal and academic life of the school community. Leaders foster a culture of openness/reflection and shared practice. (Planning, Teaching/Training and Assessment for Successful Learning)		

INDICATORS Catholic Leadership		STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
6	Ensures that within the school's educational programme, the highest priority is given to providing for the Catholic life of the school. • Leaders value and promote an inclusive ethos, embrace diversity and work to ensure equitable access to opportunities, resources and progressive pathways. <i>(Equity, Diversity and Inclusion)</i>		
7	Seeks the highest standards in all areas of school life. Excellence is an ideal to which staff and pupils are actively encouraged to aspire. • Learning and teaching is well planned, coherent and co-ordinated. <i>(Curriculum for All)</i> • The learning experiences and outcomes for learners are improved through ongoing staff professional learning. <i>(Staff Professional Learning)</i> • Leaders prioritise and plan strategically for inclusive, flexible and responsive staff development learning which reflects the school's vision, context and statutory requirements. <i>(Staff Professional Learning)</i> • Leaders monitor, evaluate and review the effectiveness of the curriculum. <i>(Curriculum for All)</i>		

“Foster ‘fruitful paths of holiness’ among young people, encourage them to use education as a means of both evangelization and personal development.”

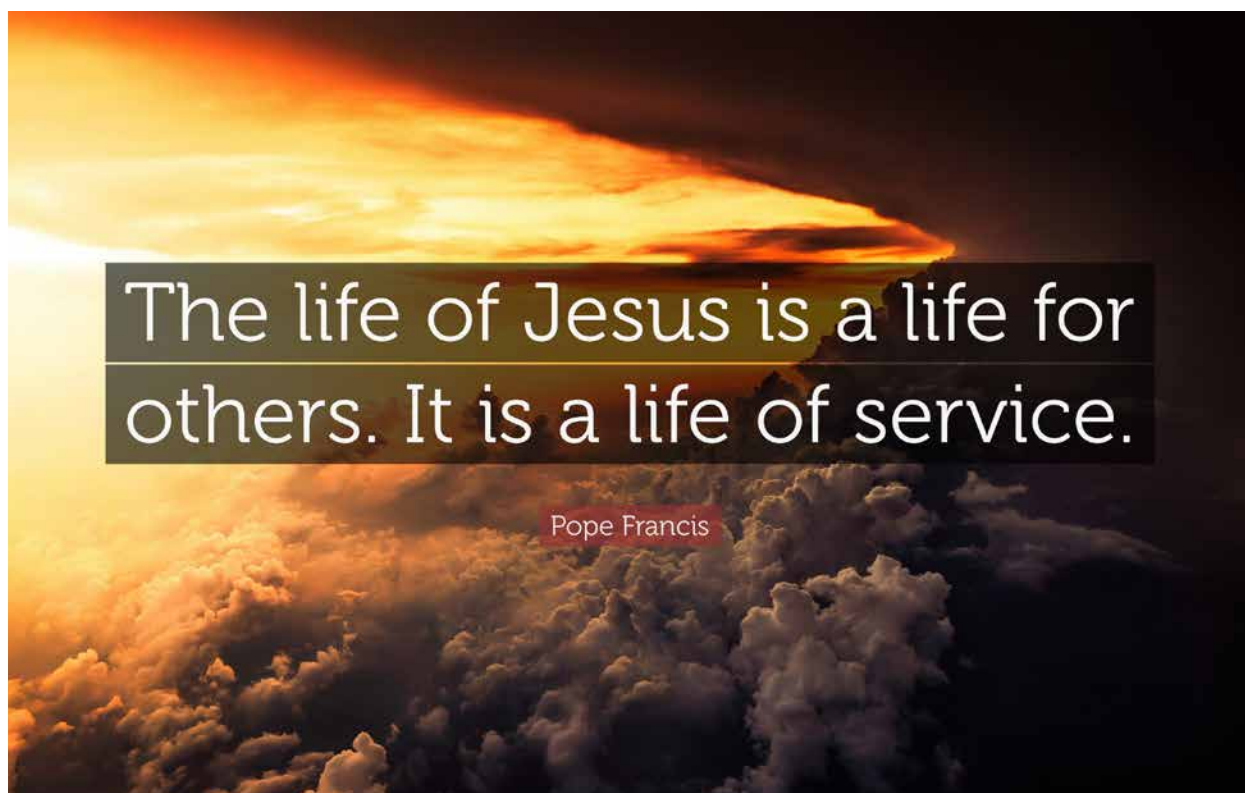
Pope Leo XIV May 2025

INDICATORS Catholic Leadership	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
8 Ensures the highest standards of practice in Child Safeguarding procedures as a fundamental aspect of Catholic ethos. - What is the school's vision and what informs it? (Core Question I) - There is a culture of keeping safe and healthy lifestyles encouraged and practised in the school. (Health, Wellbeing and Keeping Safe) - Learners feel safe and cared for. (Health, Wellbeing and Keeping Safe) - Learners have sufficient skills and knowledge to make informed choices and keeping themselves safe. (Curriculum for All) - Leaders engage with parents/carers and others to support the learners' wellbeing and development. (Health, Wellbeing and Keeping Safe) - Provision is informed by the needs of the learners, is age and stage appropriate and responsive to relevant and contemporary issues. (Health, Wellbeing and Keeping Safe) - Provision for RSE includes age and stage appropriate content and scientifically accurate information. (Health, Wellbeing and Keeping Safe) - Learners understand how to stay safe online. (Digital Skills) - The provision prioritises staying safe online for all. (Digital Skills)		
9 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. There is an inclusive ethos which promotes equity and fairness that is reflected in policy and practice. (Equity, Diversity and Inclusion)		
10 Works in close partnership with governors to ensure the effective management of the school in all areas. - There are improved broader learning experiences and outcomes for learners. (Collaborative Networks) - Leaders have a strategic approach to and rationale for internal and external collaboration. (Collaborative Networks)		

INDICATORS Catholic Leadership		STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
11	Promotes a culture of collegiality and distributed leadership within the school which reflects its vision, mission and values. - Leaders develop the capacity of staff to prepare learners to contribute to the environment, society and the economy. <i>(Collaborative Networks)</i> - Schools work to establish a community of professional learning. <i>(Staff Professional Learning)</i>		
12	Ensures staff morale and well-being are actively promoted and supported. - Leaders provide staff professional learning. <i>(Learner Participation)</i> - Leaders develop the capacity of staff. <i>(Collaborative Networks)</i> - Emotional health and wellbeing for all is promoted. <i>(Health, Wellbeing and Keeping Safe)</i> - Prioritise staff professional learning and make best use of the expertise to inform curriculum provision and change. <i>(Curriculum for All)</i>		
13	Works assiduously to ensure that the skills and talents of all staff at all levels are identified, acknowledged and celebrated. - The school has a proactive and collaborative commitment to ongoing staff professional learning. <i>(Staff Professional Learning)</i> - Leaders ensure that staff professional learning underpins the identified priorities for development. <i>(Staff Professional Learning)</i>		
14	Actively encourages and supports all staff in developing their career paths including opportunities for leadership. - Well-targeted, resourced and responsive professional learning meets the needs of all staff. <i>(Staff Professional Learning)</i> - Promote and encourage individual responsibility for own professional learning. <i>(Staff Professional Learning)</i>		

	INDICATORS Catholic Leadership	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
15	Ensures there are clear policies and procedures in place to provide the highest quality of pastoral care reflecting Catholic values, teachings and principles. • <i>An inclusive ethos which promotes equity and fairness is reflected in policy and practice.</i> <i>(Equity, Diversity and Inclusion)</i> • <i>Leaders engage with parents/carers and with others to support the learners' wellbeing and development.</i> <i>(Health, Wellbeing and Keeping Safe)</i>		
16	Collaborates with all staff, ensuring that all policies and procedures are in place to secure continuous school improvement. • <i>Leaders have an effective strategic approach to, and rationale for, internal and external collaboration.</i> <i>(Collaborative Networks)</i>		
17	Ensures that the School Development Plan is a compliant document which has been contributed to by all stakeholders. • <i>There is the strategic development of strategic networks that inform the context of the organisation.</i> <i>(Collaborative Networks)</i>		
18	Complies with all requirements for the effective management of finances. • <i>Leaders manage effectively resources, including finance, staffing and accommodation.</i> <i>(Curriculum for all)</i>		
19	Allocates resources fairly and effectively across the curriculum to support the holistic development of pupils. • <i>Leaders manage effectively resources, including finance, staffing and accommodation.</i> <i>(Curriculum for all)</i> • <i>Leaders ensure that staff professional learning underpins the identified priorities for development.</i> <i>(Staff Professional Learning)</i>		

INDICATORS Catholic Leadership		STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
20	Engages positively with parish, community and other stakeholders in developing the vision, values and aims of the Catholic school. The school encourages the growth and development of a community where collaboration, communication and continuous learning are valued and promoted among learners, staff, parents/carers and the wider community. <i>(Core Question 5)</i>		
21	Engages with other school leaders to build relationships and share knowledge, expertise and best practice. Leaders develop effective partnerships with parents/carers, other providers, communities and external agencies to support learning. <i>(Collaborative Networks)</i>		





LEARNING AND 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

Learning and Teaching

INDICATORS Learning and Teaching	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
1 Teachers have the highest expectations of themselves and their pupils. - The school's/organisation's ongoing work impacts on: - The quality of the learning and teaching. - The appropriateness of the curriculum, including the development of digital skills. <i>(Core Question 2)</i> - Learners make progress and achieve in line with their abilities. <i>(Curriculum for All)</i> - Leaders prioritise staff professional learning and make best use of expertise, partnerships and contemporary research to inform practice. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> - Provision is underpinned by planning that reflects the school's/organisation's context, is tailored to individual needs and has high expectations for all. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i>		
2 A culture of 'inspiration' and 'aspiration' permeates the school. - Provision is informed by the learners' abilities, interests and aspirations. <i>(Curriculum for All)</i> - Learners progress successfully to the next stage of education, training or employment. <i>(Curriculum for All)</i> - Learners are engaged, motivated and can work independently and collaboratively. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> - Learners develop and apply their digital skills through problem solving, exploratory and project based learning including unplugged. <i>(Digital Skills)</i> - Provision develops learners' skills progressively and, where relevant, provides a range of appropriate pathways and qualifications. <i>(Digital Skills)</i>		

	INDICATORS Learning and Teaching	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
3	Catholic values are explicitly and consistently reflected in all curricular and extra-curricular activities. - Have a strategic vision and rationale for learning within the context of the school/organisation. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> - Learners display positive dispositions and value learning. <i>(Curriculum for All)</i> - Provision is enriched by meaningful learning experiences beyond the classroom. <i>(Curriculum for All)</i> - Provision offers all learners a holistic and progressive curriculum underpinned with appropriate qualifications and career pathways. <i>(Curriculum for All)</i>		
4	The uniqueness of each pupil is recognised and celebrated. - Provision enables learners to experience and build on success. <i>(Curriculum for All)</i> - Learners understand how they learn and know how to improve their learning. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> - Learners make progress and achieve in line with their abilities. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> - Learners progress successfully to the next stage of their education, training or employment. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> - Provision is underpinned by planning that reflects the school's/organisation's context, is tailored to individual needs and has high expectations for all. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i>		

INDICATORS Learning and Teaching	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
5 Teachers model Catholic attitudes, values and behaviours. - Have a clear, well understood, strategic vision for the provision which is underpinned by the school's/organisation's ethos and is informed by the views of key stakeholders. <i>(Health, Wellbeing and Keeping Safe)</i> - The school/organisation prioritise staff professional learning so that staff work proactively and respond effectively to the learners' needs. <i>(Health, Wellbeing and Keeping Safe)</i> - Foster a culture of openness, reflection and shared practice. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i>		
6 Teachers have a strong belief in the ability of all children to succeed. - Provision enables progress in knowledge, skills and understanding through active and creative learning and assessment strategies. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> - Provision is adapted and informed by the views and ideas of the learners. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> - Provision promotes regular feedback and encouragement so that learners can improve their work. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> - Learners achieve, experience challenge and progress. <i>(Curriculum for All)</i> - Learners are well-prepared for the future, including CEIAG. <i>(Curriculum for All)</i> - Learners develop appropriate skills, knowledge and understanding. <i>(Curriculum for All)</i>		

	INDICATORS Learning and Teaching	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
7	The Learning and Teaching policy recognises the needs of all children. - Provision is informed by the learners' abilities, interests and aspirations. <i>(Curriculum for All)</i> - Provision offers all learners a holistic and progressive curriculum underpinned with appropriate qualifications and career pathways. <i>(Curriculum for All)</i> - Provision is well-planned, coherent and connected meeting any statutory requirements. <i>(Curriculum for All)</i> - Monitor, evaluate and review the effectiveness of planning, teaching/training and assessment for successful learning. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i>		
8	Teachers actively build pupils' self-confidence and self-esteem. - Learners are engaged, motivated and can work independently and collaboratively. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> - Learners adapt to and embrace new ways of learning including the use of digital technologies. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> - Learners understand how they learn and know how to improve their learning. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> - Learners make progress and achieve in line with their abilities. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i>		

INDICATORS Learning and Teaching	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
9 The learning environment is stimulating and well organised. • <i>Provision is well-planned, coherent and connected (meeting any statutory requirements).</i> <i>(Curriculum for All)</i> • <i>Enables learners to experience and build on success.</i> <i>(Curriculum for All)</i> • <i>Enables progress in knowledge, skills and understanding through active and creative learning and assessment strategies.</i> <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> • <i>Provision connects meaningfully across all areas of learning.</i> <i>(Planning, Teaching/Training and Assessment for Successfully Learning)</i>		
10 The pedagogy is purposeful, interesting and engaging. • <i>How does the school/organisation monitor how well it and its learners are doing and how responsive is it to overcoming challenges and barriers?</i> • <i>The school identifies, responds to the needs, abilities and interests of all learners.</i> • <i>It overcomes the main challenges it and the learners face.</i> <i>(Core Question 2)</i> • <i>The provision offers all learners a holistic and progressive curriculum underpinned with appropriate qualifications and pathways.</i> <i>(Curriculum for All)</i> • <i>The provision is enriched by meaningful learning experiences beyond the classroom.</i> <i>(Curriculum for All)</i> • <i>The provision is adapted and informed by the views and ideas of the learners.</i> <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> • <i>The provision is coherent and integrates the development of digital skills across areas of learning and real life contexts.</i> <i>(Digital Skills)</i>		

	INDICATORS Learning and Teaching	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
11	Pupils' work is praised and publicly celebrated. - Learners achieve appropriate learning outcomes at each stage of their learning, ensuring a sound foundation for the next stage. <i>(Digital Skills)</i> - Provision promotes regular feedback and encouragement so that learners can improve their work. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> - Engage with parents/carers and others to support the learners' wellbeing and development. <i>(Health, Wellbeing and Keeping Safe)</i>		
12	Processes are in place for effective planning and regular monitoring and evaluation of classroom practice to ensure continuous improvement in outcomes for pupils. - Have a strategic vision and rationale for the curriculum. <i>(Curriculum for All)</i> - Monitor, evaluate and review the effectiveness of planning, teaching/training and assessment for successful learning. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> - Prioritise staff professional learning and make best use of expertise to inform curriculum provision and change. <i>(Curriculum for All)</i> - Manage effectively resources, including finances, staffing and accommodation. <i>(Curriculum for All)</i> - Foster a culture of openness, reflection and shared practice. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i>		

INDICATORS Learning and Teaching		STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
13	Marking for improvement and constructive feedback are key components of the effective learning and teaching process. • <i>Provision enables learners to experience and build on success.</i> <i>(Curriculum for All)</i> • <i>Provision promotes regular feedback and encouragement so that learners can improve their work.</i> <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> • <i>Learners understand how they learn and how to improve their learning.</i> <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i>		
14	There are positive and meaningful relationships between teachers and pupils within an ethos which challenges and supports pupils to achieve their best. • <i>Learners achieve, experience challenge and progress.</i> <i>(Curriculum for All)</i> • <i>Learners develop appropriate skills, knowledge and understanding.</i> <i>(Curriculum for All)</i> • <i>Learners display positive dispositions and value learning.</i> <i>(Curriculum for All)</i> • <i>Provision is adapted and informed by the views and ideas of the learners.</i> <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i>		

	INDICATORS Learning and Teaching	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
15	Teachers actively seek and are given opportunities to continue their professional development and to deepen their personal spirituality. • <i>Prioritise and plan strategically for inclusive, flexible and responsive staff learning which reflects the school's/organisation's vision, context and any statutory requirements.</i> <i>(Staff Professional Learning)</i> • <i>Ensure that staff professional learning underpins the identified priorities for development.</i> <i>(Staff Professional Learning)</i> • <i>Promote and encourage individual responsibility for own professional learning.</i> <i>(Staff Professional Learning)</i> • <i>Monitor and evaluate the impact of staff professional learning and consider public value when using external providers.</i> <i>(Staff Professional Learning)</i> • <i>Foster a culture of openness, reflection and shared practice.</i> <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i>		
16	The curriculum is regularly reviewed to ensure the provision of a broad, balanced and relevant Learning and Teaching environment. • <i>Monitor, evaluate and review the effectiveness of the curriculum.</i> <i>(Curriculum for All)</i> • <i>Monitor, evaluate and review the effectiveness of planning, teaching/training and assessment for successful learning.</i> <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> • <i>Monitor, evaluate and review the effectiveness of the provision for the development of digital skills.</i> <i>(Digital Skills)</i> • <i>How is the school/organisation setting about achieving the vision within its own context?</i> <i>(Core Question 2)</i> • <i>How does the school/organisation monitor how well it and its learners are doing and how responsive is it to overcoming challenges and barriers?</i> <i>(Core Question 3)</i>		



INCLUSION AND DIVERSITY



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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.”

John 13:34

Inclusion and Diversity

INDICATORS Inclusion and Diversity	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
1 The school's commitment to equality and justice is demonstrated by its inclusive ethos which honours life, dignity and the voice of each person made in the image and likeness of God. <i>The school monitors how well it and its learners are doing and is responsive to overcoming challenges and barriers.</i> <i>(Core Question 3)</i> <i>An inclusive ethos which promotes equity and fairness is reflected in policy and practice.</i> <i>(Equity, Diversity and Inclusion)</i> <i>Provision reflects the needs, views and experiences of all learners and the barriers they may face.</i> <i>(Equity, Diversity and Inclusion)</i> <i>Leaders nurture an inclusive culture which values difference and supports and enables all learners to succeed.</i> <i>(Equity, Diversity and Inclusion)</i> <i>There is a culture of valuing learners' rights and the participation of all.</i> <i>(Learner Participation)</i> <i>Consultation with all learners is ongoing, active and meaningful.</i> <i>(Learner Participation)</i> <i>Learners know how to make their views heard and believe their opinions are valued by adults; they contribute to decision making about their own learning experiences and other aspects of school life.</i> <i>(Learner Participation)</i> <i>Provision ensures learners are enabled to identify and share their views and ideas and regularly and meaningfully share their views on their learning experiences.</i> <i>(Learner Participation)</i> <i>Provision ensures that learners receive feedback on how their views have been considered and used to inform decision making.</i> <i>(Learner Participation)</i> <i>Leaders foster an ethos of active participation and promote learners' rights, equality and inclusion and facilitate and support the representation of all learners and their involvement in decision making.</i> <i>(Learner Participation)</i>		

INDICATORS Inclusion and Diversity	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
2 All policies and procedures promote equity and equality for all pupils consistent with the mission of the Catholic school. - The school monitors how well it and its learners are doing and is responsive to overcoming challenges and barriers. <i>(Core Question 3)</i> - Inclusion and equity are promoted. <i>(Equity, Diversity and Inclusion)</i> - The school responds to the needs, interests and abilities of all learners. <i>(Equity, Diversity and Inclusion)</i> - Learners make sufficient progress in their learning and development from individual starting points. <i>(Equity, Diversity and Inclusion)</i> - Learners have high expectations of themselves and work towards achieving their best. <i>(Equity, Diversity and Inclusion)</i>		
3 The school actively welcomes and celebrates diversity and promotes respect for different beliefs, faiths and cultures and for inter-faith dialogue. - The school monitors how well it and its learners are doing and is responsive to overcoming challenges and barriers. <i>(Core Question 3)</i> - The school recognises and overcomes the main challenges it and the learners may face. These may include: - Educational and social disadvantage - SEN - Attendance - Behaviour - Attitudes to learning - Demographics - Integration of newcomers - Sustainability - Staffing and accessing teacher/tutor professional learning opportunities - Resourcing - Accommodation <i>(Equity, Diversity and Inclusion)</i>		

INDICATORS Inclusion and Diversity	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
4 The school seeks every opportunity to reduce barriers to pupils' learning, whatever those barriers may be. - The school monitors how well it and its learners are doing and is responsive to overcoming challenges and barriers. <i>(Core Question 3)</i> - Learners are enabled to progress and achieve in line with their abilities and take sufficient responsibility for improving their learning. <i>(Curriculum for All)</i> - Leaders have a strategic vision and ensure that provision takes account of the needs, interests and aspirations of all learners in designing, planning and reviewing the curriculum. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> - Provision supports all learners to overcome barriers and facilitates reasonable adjustments to ensure equity of access to the curriculum, resources and accommodation. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> - Learners achieve in line with their abilities, and provision is adapted and informed by their views and ideas. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> - Special educational needs and other barriers to learning are identified, understood and addressed. <i>(Equity, Diversity and Inclusion)</i> - All learners are enabled to participate meaningfully, underachievement is addressed and outcomes for all are improved. <i>(Equity, Diversity and Inclusion)</i>		



INDICATORS Inclusion and Diversity	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
5 The school welcomes and supports staff, pupils and families of all faiths and none. - The school encourages the growth and development of a community of learning where collaboration, communication and continuous learning are valued among learners, staff, parents/carers and the wider community. <i>(Core Question 5)</i> - Learners develop appropriate skills, knowledge and understanding; they display positive dispositions and value learning. <i>(Curriculum for All)</i> - Provision meets learners' needs and prepares them for the next stage of education. <i>(Curriculum for All)</i> - Learners are motivated and engaged; they can work collaboratively and co-operatively and transfer knowledge and skills to new situations and real-life contexts. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> - Learners develop thinking skills, personal capabilities, social skills and dispositions which enable them to engage meaningfully with their learning and interact positively with the school community and beyond. <i>(Equity, Diversity and Inclusion)</i>		
6 The school ensures an environment within which all feel safe and valued and are enabled to achieve their potential. - How does the school define, celebrate and embed success for all learners? <i>(Core Question 4)</i> - A culture of keeping safe is evident across the school. <i>(Health, Wellbeing and Keeping Safe)</i> - The emotional health and wellbeing of all is promoted. <i>(Health, Wellbeing and Keeping Safe)</i> - Learners feel safe, well cared for and know who to speak to if they have any concerns about their safety or wellbeing; they are self-aware and can manage their own emotional wellbeing. <i>(Health, Wellbeing and Keeping Safe)</i> - Leaders have a strategic vision through which the emotional health and wellbeing of all is promoted. <i>(Health, Wellbeing and Keeping Safe)</i> - Provision shows evidence of effective planning across the curriculum ensuring a coherent and proactive provision for health, wellbeing and keeping safe. <i>(Health, Wellbeing and Keeping Safe)</i>		

INDICATORS Inclusion and Diversity	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
7 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. - Learners embrace diversity and value, accept and include others. They understand the benefits of diversity and play an active role in promoting inclusion. They are considerate of perspectives, cultures and beliefs different to their own. <i>(Equity, Diversity and Inclusion)</i> - Provision is inclusive, responsive to learner diversity, accessible to all and underpinned by high expectations. <i>(Equity, Diversity and Inclusion)</i> - Leaders have oversight of the barriers faced by learners, the support needed and provided and its impact. <i>(Equity, Diversity and Inclusion)</i>		
8 Staff and pupils demonstrate personal responsibility for showing compassion and support for others, and for promoting justice. Prejudice and discrimination are sufficiently challenged where they are evident. <i>(Equity, Diversity and Inclusion)</i>		
9 A study of other faiths is included in the curriculum to support the development of respect for difference. - Learners display positive dispositions and value learning and are not disadvantaged by a limited curriculum. <i>(Curriculum for All)</i> - Learners embrace diversity, they value, accept and include others. <i>(Equity, Diversity and Inclusion)</i>		

“To believe in Jesus and to be his disciples means allowing ourselves to be changed and to take on his same feelings. It means learning to have a heart that is moved, eyes that see and do not look away, hands that help others and soothe their wounds, shoulders that bear the burden of those in need.”

Pope Leo XIV

	INDICATORS Inclusion and Diversity	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
10	The school reasonably facilitates pupils from other faiths in worshipping according to their tradition. - Learners embrace diversity, recognise and value different identities and ways of working. <i>(Collaborative Networks)</i> - Leaders develop effective partnerships with parents/ carers, other providers, communities and external agencies to support learning. <i>(Collaborative Networks)</i> - Provision meets effectively the needs of learners through collaboration, internally and with external agencies. <i>(Collaborative Networks)</i> - There is a culture of valuing learners' rights and the participation of all. <i>(Learner Participation)</i>		
11	School policies ensure that all appropriate strategies are in place to welcome and facilitate newcomers to the school. - The school monitors how well it and its learners are doing and is responsive to overcoming challenges and barriers. <i>(Core Question 3)</i> - The school encourages the growth and development of a community of learning where collaboration, communication and continuous learning are valued among learners, staff, parents/ carers and the wider community. <i>(Core Question 5)</i> - All learners achieve, experience challenge, and progress. <i>(Curriculum for All)</i> - Provision is informed by the learners' abilities, interest and aspirations. <i>(Curriculum for All)</i> - Leaders take sufficient account of the needs, interests and aspirations of all learners in designing, planning and reviewing the curriculum. <i>(Curriculum for All)</i> - Provision for learning results in high quality outcomes for all learners. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> - Leaders value and promote an inclusive ethos, embrace diversity and work to ensure equitable access to opportunities, resources and progression pathways. <i>(Equity, Diversity and Inclusion)</i>		

	INDICATORS Inclusion and Diversity	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
12	Staff are appropriately trained to meet the needs of all learners. • Leaders have sufficiently developed the capacity of staff to meet the needs of all learners. <i>(Equity, Diversity and Inclusion)</i> • Learner progress is tracked and barriers reduced to enable learners to achieve. <i>(Equity, Diversity and Inclusion)</i> • Provision is underpinned by staff professional learning which impacts positively on practice and outcomes for learners. <i>(Equity, Diversity and Inclusion)</i> • Learners' needs, abilities and interests are met through planning, teaching/training and assessment. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> • Leaders have effective processes in place to robustly monitor and review the quality of the planning, teaching/training and assessment. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> • Leaders prioritise staff professional learning so that staff work proactively and respond effectively to the learners' needs. <i>(Health, Wellbeing and Keeping Safe)</i> • Leaders prioritise staff professional learning about contemporary issues and challenges so that classroom practice is current and responsive. <i>(Environment, Society and Economy)</i> • Leaders prioritise ongoing professional learning for staff considering new and emerging digital technology, including ability to deliver remotely. <i>(Digital Skills)</i> • All areas of 'Empowering Improvement' document of this section (page 13) are appropriate. <i>(Staff Professional Learning)</i> • Leaders develop the capacity of staff to prepare learners to contribute to the environment, society and the economy. <i>(Collaborative Networks)</i> • Leaders prioritise staff professional learning about learners' rights and participation. <i>(Learner Participation)</i>		

	INDICATORS Inclusion and Diversity	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
13	There are regular opportunities to celebrate diversity within the school community. - The school encourages the growth and development of a community of learning where collaboration, communication and continuous learning are valued among learners, staff, parents/carers and the wider community. <i>(Core Question 5)</i> - Leaders have a strategic vision and rationale for the curriculum which takes account of the needs, interests and aspirations of all learners. <i>(Curriculum for All)</i> - The context of the school informs the provision which is adapted and informed by the views and ideas of the learners. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> - An inclusive ethos which promotes equity and fairness is reflected in policy and practice. <i>(Equity, Diversity and Inclusion)</i>		
14	The school engages with relevant agencies in supporting the Catholic ethos of the school, in keeping with Trustee policy. - What is the school's vision and what informs it? <i>(Core Question 1)</i> - The holistic development of learners is central to curriculum design, planning and delivery. <i>(Curriculum for All)</i> - The context of the school informs the provision. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> - How is the school setting about achieving the vision within its own context? <i>(Core Question 2)</i> - Learners are enabled to progress and achieve. <i>(Curriculum for All)</i> - Provision for learning results in high quality outcomes for all learners. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> - The emotional health and wellbeing of all is promoted. <i>(Health, Wellbeing and Keeping Safe)</i> - An inclusive ethos which promotes equity and fairness is reflected in policy and practice. <i>(Equity, Diversity and Inclusion)</i>		

INDICATORS Inclusion and Diversity	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
15 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. <i>The school encourages the growth and development of a community of learning where collaboration, communication and continuous learning are valued among learners, staff, parents/ carers and the wider community.</i> <i>(Core Question 5)</i> <i>Learners' skills, knowledge and understanding of the environment, society and the economy are developed.</i> <i>(Environment, Society and Economy)</i> <i>Learners have opportunities to explore social responsibility, environmental and economic matters and apply their learning to real-life contexts.</i> <i>(Environment, Society and Economy)</i> <i>Learners and staff are empowered to participate in local and global communication, collaborative working and knowledge transfer.</i> <i>(Digital Skills)</i> <i>Learners' skills and confidence are developed through collaboration and networking.</i> <i>(Collaborative Networks)</i> <i>Collaboration improves the quality of learning and outcomes for learners.</i> <i>(Collaborative Networks)</i> <i>The context of the school informs collaboration and networking.</i> <i>(Collaborative Networks)</i>		

“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



SOCIAL JUSTICE AND RESPECT FOR THE ENVIRONMENT



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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.

Social Justice and Respect for the Environment

INDICATORS Social Justice and Respect for the Environment		STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
1	Whole school planning and policy development are inspired by the Mission Statement. - What is the school's/organisation's vision and what informs it? (Core Question 1) - How is the school/organisation setting about achieving the vision within its own context? (Core Question 2)		
2	The social teachings of Christ are actively promoted in the classroom and throughout the school. How is the school/organisation creating the right conditions for the growth and development of a community of learning? (Core Question 5)		
3	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. How is the school/organisation creating the right conditions for the growth and development of a community of learning? (Core Question 5)		
4	The school has a local outreach programme tackling issues such as homelessness, poverty and loneliness. - The formal curriculum is enriched by additional learning experiences. (Curriculum for All) - Learners sufficiently develop and demonstrate wider skills and capabilities. (Curriculum for All) - Provision is enriched by meaningful learning experiences beyond the classroom. (Curriculum for All) - Leaders have a strategic vision and rationale for the curriculum. (Curriculum for All)		

INDICATORS Social Justice and Respect for the Environment	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
5 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'. - Learners collaborate effectively with others in different situations and environments; they embrace diversity, recognise and value different identities and ways of working; they are proactive in seeking collaboration and opportunities to learn with, and from others; they recognise the benefits of collaboration for themselves and others. <i>(Collaborative Networks)</i> - Provision effectively meets the needs of learners and equips them with the skills to engage meaningfully with others; it raises learners' awareness of other people and environments and builds their capacity and willingness to engage with others in meaningful contexts. <i>(Collaborative Networks)</i> - Leaders value and encourage collaborative partnerships and recognise the potential of collaboration to enhance engagement in learning, curriculum breadth and outcomes for learners; they monitor and evaluate the effectiveness of collaborative networks. <i>(Collaborative Networks)</i>		
6 The school encourages prayerful respect for God's creation including promoting 'Grace before meals', as requested by Pope Francis. How is the school/organisation setting about achieving the vision within its own context? <i>(Core Question 2)</i>		
7 The school participates in and supports local charities such as Saint Vincent de Paul and justice and peace initiatives such as Trócaire's Lenten Campaign. - Learners are active citizens and contribute positively to their school and local/global communities. <i>(Environment, Society and Economy)</i> - Provision encourages learners to be active citizens. <i>(Environment, Society and Economy)</i> - Leaders collaborate well with others to support active citizenship and the development and application of learners' skills, capabilities and dispositions. <i>(Environment, Society and Economy)</i>		

	INDICATORS Social Justice and Respect for the Environment	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
8	The school is involved in programmes promoting an appreciation of and respect for the environment e.g. Laudato si', Green Flag. - Learners understand their responsibility to protect the environment. <i>(Environment, Society and Economy)</i> - ESC pupils are given opportunities to develop environmental and economic awareness. <i>(Environment, Society and Economy)</i> - Provision sets learning about the environment, society and economy in real-life contexts. <i>(Environment, Society and Economy)</i> - Leaders sufficiently value learning about the environment, society and the economy and ensure that classroom practice is current and responsive. <i>(Environment, Society and Economy)</i>		
9	The school community is encouraged to develop and maintain a 'sustainable school'. - Learners understand their responsibility to make sustainable choices. <i>(Environment, Society and Economy)</i> - Provision allows for exploration of environmental and sustainability issues both locally and globally and focuses on learners' personal responsibility and the social, economic and environmental impact of the choices they make. <i>(Environment, Society and Economy)</i> - Leaders model and encourage responsible and sustainable choices and ways of working. <i>(Environment, Society and Economy)</i>		

"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'

INDICATORS Social Justice and Respect for the Environment	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
10 Members of the school community are invited to reflect on the ethical uses, influences and dangers of modern means of communication: Internet, Facebook, X, mobile devices. - Learners adapt to and embrace new ways of learning including the use of digital technologies; they develop relevant skills, knowledge and dispositions. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> - Provision empowers learners to manage their own learning and supports them adequately to develop their potential. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> - Leaders have a strategic vision and rational for learning within the context of the school; they foster a culture of openness, reflection and shared practice. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i> - Learners are competent, responsible and discerning users of digital technology across a range of contexts relevant to their age and stage of development; they understand how to stay safe online and develop an understanding of the legal, social, ethical and environmental impact of digital technology. <i>(Digital Skills)</i> - Provision prioritises staying safe online for all and highlights sufficiently the potential risks of using digital technology. <i>(Digital Skills)</i> - Leaders have a clear vision and strategy for developing learners' digital skills for the future. <i>(Digital Skills)</i>		
11 The whole school community is encouraged to respect and take pride in the school's physical environment. - Learners understand their responsibility to protect the environment. <i>(Environment, Society and Economy)</i> - Pupils are given opportunities to develop environmental and economic awareness. <i>(Environment, Society and Economy)</i>		

“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



PARTNERSHIP AND COMMUNITY OUTREACH



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

Partnership and Community Outreach

INDICATORS Partnership and Community Outreach		STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
1	The school is a proactive member of the parish and local community. - How is the school/organisation creating the right conditions for growth and development of a community of learning? <i>(Core Question 5)</i> - The school/organisation effectively meets the needs of learners through collaboration, internally and with external agencies/providers. <i>(Collaborative Networks)</i> - The school/organisation raises learners, awareness of other people and environments and builds their capacity and willingness to engage with others. <i>(Collaborative Networks)</i>		
2	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. - The school/organisation develops effective partnerships with parents/carers, other providers, communities and external agencies to support learning. <i>(Collaborative Networks)</i> - The school/organisation engage with parents/carers and others to support the learners' wellbeing and development. <i>(Health, Wellbeing and Keeping Safe)</i> - The school/organisation maintain strong links with parents/carers and the wider community, including EOTAS, employers, other providers and external agencies. <i>(Equity, Diversity and Inclusion)</i>		
3	Parents are valued and welcomed in the school. - Have an effective strategic approach to, and rationale for, internal and external collaboration. <i>(Collaborative Networks)</i> - Foster a culture of openness, reflection and shared practice. <i>(Planning, Teaching/Training and Assessment for Successful Learning)</i>		

	INDICATORS Partnership and Community Outreach	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
4	The opinion of parents is sought and listened to. Leaders have a clear, well-understood strategic vision for the provision which is underpinned by the school's/organisation's ethos and is informed by the views of key stakeholders. (Health, Wellbeing and Keeping Safe)		
5	There is a complaints policy which all parents are made aware of. - Learners know that they have a right to be heard. (Learner Participation) - Learners are confident that their views are valued and will be acted upon. (Learner Participation) - Leaders monitor and evaluate the effectiveness of collaborative networks. (Collaborative Networks)		
6	Communication with parents is regular, timely, transparent and informative. - Leaders utilise partnerships to create appropriate progression pathways for all learners. (Collaborative Networks) - Learners are well-informed about career and progression pathways. (Environment, Society and Economy) - The school/organisation promotes regular feedback and encouragement so that learners can improve their work. (Planning, Teaching/Training and Assessment for Successful Learning)		
7	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. - The school/organisation engages with parents/carers and others to support the learners' wellbeing and development. (Health, Wellbeing and Keeping Safe) - The school/organisation ensures equitable access to the provision and progression pathways. (Digital Skills) - The school/organisation develops effective partnerships with parents/carers, other providers, communities and external agencies to support learning. (Collaborative Networks)		

INDICATORS Partnership and Community Outreach	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
8 The school creates opportunities for parents and carers to be actively involved in the faith formation of their children. • What is the school's/organisation's vision and what informs it? • The school's/organisation's vision encourages the holistic development of the learners. • The school's/organisation's priorities for development relate to and help to achieve the vision. (Core Question 1) • The school/organisation gives learners meaningful opportunities to learn with, and from, others in a variety of contexts. (Collaborative Networks)		
9 The school seeks to identify and reach out to marginalised and vulnerable pupils and their families and either provide or signpost appropriate support e.g. mental health, substance abuse, bullying, e-safety. • Develop effective partnerships with parents/carers, other providers, communities and external agencies to support learning. (Collaborative Networks) • Foster an ethos of active participation and promote learners' rights, equality and inclusion. (Learner Participation) • Prioritise staff professional learning about learners' rights and participation. (Learner Participation) • Monitor and evaluate the effectiveness of learner participation. (Learner Participation) • Utilise partnerships to create appropriate progression pathways for all learners. (Collaborative Networks)		
10 The school seeks creative and innovative ways to actively engage and support parents/carers in the faith formation of their children. • What is the school's/ organisation's vision and what informs it? • The school's/organisation's vision encourages the holistic development of the learners. • The school's/organisation's priorities for development relate to and help to achieve the vision. (Core Question 1) • Gives learners meaningful opportunities to learn with, and from others in a variety of contexts. (Collaborative Networks)		

	INDICATORS Partnership and Community Outreach	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
11	Strong and active partnerships with local Catholic schools are actively sought and developed to enhance the concept of a ‘family’ of schools. - Collaborate effectively with others in different situations and environments. (Collaborative Networks) - Are proactive in seeking collaboration and opportunities to learn with and from others. (Collaborative Networks) - Recognise the benefits of collaboration for themselves and others. (Collaborative Networks)		
12	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. - Embrace diversity, recognise and value different identities and ways of working. (Collaborative Networks) - Supports all learners to overcome barriers including through collaboration with others as appropriate. (Equity, Diversity and Inclusion)		
13	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. - Value and promote an inclusive ethos, embrace diversity and work to ensure equitable access to opportunities, resources and progression pathways. (Equity, Diversity and Inclusion) - Allows for exploration of environmental and sustainability issues both locally and globally. (Collaborative Networks) - Understand their responsibility to protect the environment, make sustainable choices and contribute to the economy. (Collaborative Networks) - Are active citizens and contribute positively to their school/organisation and local/global communities. (Environment, Society and Economy) - Monitor, evaluate and review the effectiveness of the provision for learning about the environment, society and the economy. (Collaborative Networks)		

	INDICATORS Partnership and Community Outreach	STRENGTHS Including evidence of how this is embedded	AREAS FOR DEVELOPMENT
14	Diocesan youth initiative programmes, such as the Parish Gift programme, John Paul II Award are actively promoted in school to nurture pupils' faith development. • <i>Learning about the environment, society and the economy is coherent and facilitated across areas of learning and through a wide range of real life experiences.</i> <i>(Environment, Society and Economy)</i> • <i>Model and encourage responsible and sustainable choices and ways of working.</i> <i>(Environment, Society and Economy)</i> • <i>Gives learners meaningful opportunities to learn with, and from others in a variety of contexts including the workplace.</i> <i>(Collaborative Networks)</i>		
15	All agencies with whom the school engages are welcomed, facilitated and supported in the work they do. • <i>The school/organisation encourages the growth and development of a community of learning where collaboration, communication and continuous learning are valued and promoted among learners, staff, parents/carers and the wider community.</i> <i>(Core Question 5)</i> • <i>Collaborate effectively with others in different situations and environments.</i> <i>(Collaborative Networks)</i> • <i>Are proactive in seeking collaboration and opportunities to learn with and from others.</i> <i>(Collaborative Networks)</i>		
16	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. • <i>Have an effective strategic approach to, and rationale for, internal and external collaboration.</i> <i>(Collaborative Networks)</i> • <i>The school/organisation encourages the growth and development of a community of learning where collaboration, communication and continuous learning are valued and promoted among learners, staff, parents/carers and the wider community.</i> <i>(Core Question 5)</i>		



APPENDICES



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“Dedicate yourselves to the formation of the young with enthusiasm, fidelity and a spirit of sacrifice.”

Pope Leo XIV, July 2025

NURSERY Pupil Survey

Insert School Name	
Insert date	

Insert
School
Crest

- 1 I feel happy in school. ☐ Yes  ☐ Don't know  ☐ No 
- 2 I feel safe in school. ☐ Yes  ☐ Don't know  ☐ No 
- 3 I feel special at school. ☐ Yes  ☐ Don't know  ☐ No 
- 4 I can talk about how I feel in school. ☐ Yes  ☐ Don't know  ☐ No 
- 5 The adults in school listen to me. ☐ Yes  ☐ Don't know  ☐ No 
- 6 I learn to be kind in school - to share/take turns and use gentle hands/use gentle voice. ☐ Yes  ☐ Don't know  ☐ No 
- 7 In school I say prayers and sing songs about God's love. ☐ Yes  ☐ Don't know  ☐ No 
- 8 In school I am learning how to live like Jesus and make good choices. ☐ Yes  ☐ Don't know  ☐ No 
- 9 A priest visits us in school. ☐ Yes  ☐ Don't know  ☐ No 

10 What do you like best about school? An adult will write what you say.

.....

.....

.....

11 Is there anything else you would like to tell us about school? An adult will write what you say.

.....

.....

.....

KEY STAGE 1 Pupil Survey

Insert School Name	
Insert date	

Insert
School
Crest

Please read each statement and tick the answer you most agree with.		All the Time	Most of the Time	Some-times	Never
1	I feel happy and safe.				
2	I enjoy learning.				
3	I am helped to do my best.				
4	I am given work that makes me think.				
5	My teachers listen to me.				
6	I can tell an adult if I am sad or worried.				
7	I know about the Mission Statement of our school.				
8	We all try to do what the Mission Statement says.				
9	I am getting to know about God.				
10	I say my prayers and talk to God because he loves me.				
11	I think and talk about how I behave towards others.				
12	I am learning how to treat everyone with respect.				
13	I can say and share my own prayers.				
14	I go to Mass and Assembly.				
15	I am learning how to live like Jesus and be the best that I can be.				
16	I am learning how to look after God's world.				

Talk with your teacher. Write a sentence and/or draw a picture in each of the boxes.

(Do not write the name of anyone in school)

What do you like most about school?

What has made you proud of yourself in Primary ()?

Tell me something else about school?

If you wish you may sign the Survey

Date

KEY STAGE 2 Pupil Survey

Insert School Name	
Insert date	

Insert
School
Crest

Please read each statement and tick the answer you most agree with.		All the Time	Most of the Time	Some-times	Never
1	I feel happy and safe when I am in school.				
2	I enjoy learning and working in school.				
3	I am helped to do my best.				
4	I am given work that challenges me.				
5	My teachers listen to what I have to say.				
6	There is an adult I can talk to if something is worrying me.				
7	Everyone in our school tries to live out our Mission Statement.				
8	In school I am getting to know God better.				
9	Praying together helps me to understand more about God and his love for me.				
10	I have opportunities to think and talk about how I should treat others.				
11	I learn about people from different faiths, cultures and personal circumstances and everyone is treated with respect.				
12	I have opportunities to think, create and share my own prayers.				
13	I have opportunities to take part in class prayer, school assemblies and Masses.				
14	In school I am learning how to live like Jesus and be a better person.				
15	I am encouraged to respect and care for the environment.				

Please read each statement and tick the answer you most agree with.		All the Time	Most of the Time	Some-times	Never
16	I am encouraged to look after my physical, mental and emotional health.				
17	I am encouraged to be independent and to take on roles of responsibility in school.				

Think about the questions below and write a sentence about each one.

(Do not write the name of anyone in school)

What do you most like/enjoy in school?

What are you proud of accomplishing this year?

Is there anything else you would like to tell me about school?

If you wish you may sign the Survey

Date

POST-PRIMARY Pupil Survey

<i>Insert School Name</i>	
<i>Insert date</i>	

*Insert
School
Crest*

Please confirm which Key Stage you are in by ticking the appropriate box:

Key Stage 3	
Key Stage 4	
Key Stage 5	

Please read each statement and tick the answer you most agree with.		All the Time	Most of the Time	Some-times	Never
1	I feel welcome, safe and valued in my school.				
2	In school I am supported in the development of my relationship with God.				
3	I am given opportunities to participate in activities that assist me in living as a follower of Christ.				
4	In this school the student voice is respected.				
5	The school community celebrates Mass together.				
6	I am encouraged to lead acts of worship within school and in my parish community.				
7	As part of the school community I am able to mark and celebrate the feasts and seasons of the Church's year.				
8	In school I am able to access a sacred space for community/private moments of prayer and reflection.				

Please read each statement and tick the answer you most agree with.		All the Time	Most of the Time	Some-times	Never
9	The school provides retreats and liturgical services for me.				
10	I have access to the services of a school chaplain.				
11	The RE programme enables me to improve my knowledge, understanding and appreciation of God and my faith.				
12	I am given opportunities to study other faith traditions.				
13	Pastoral care in the 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 the 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 teaching.				
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.

(Do not write the name of anyone in school)

<i>Signature (optional)</i>	
<i>Date</i>	

Staff Survey

<i>Insert School Name</i>	
<i>Insert date</i>	

*Insert
School
Crest*

Please read each statement and tick the answer you most agree with.		All the Time	Most of the Time	Some-times	Never	Don't Know
1	The Mission Statement is known and owned by all members of the school community.					
2	The pupil is at the centre of the ethos of the school.					
3	The culture of the school promotes positive relationships at all levels.					
4	There is a shared commitment to achieving excellence in all aspects of school life.					
5	The Board of Governors and the School Leadership Team have a clear vision and purpose.					
6	The Board of Governors and the School Leadership Team lead by example in promoting Gospel values.					
7	The Board of Governors and the School Leadership Team show a commitment to the religious life of the school.					
8	The School Leadership Team motivates and supports others to strive for success.					
9	Staff views are valued, listened to and acted upon as appropriate.					
10	You are consulted on the compilation of the SDP.					
11	You are supported to fulfil your specific responsibilities and feel motivated to strive continuously for improvement.					

Please read each statement and tick the answer you most agree with.		All the Time	Most of the Time	Some-times	Never	Don't Know
12	There is a collegial approach to curriculum delivery and collaborative processes are in place for regular monitoring and evaluation of classroom practice to ensure continuous improvement in outcomes for pupils.					
13	You have opportunities for professional development.					
14	You have opportunities for spiritual and faith development.					

You are encouraged to expand on any of your responses, particularly where you have indicated that you disagree.

Is there anything else you would like to add or anything you would like to suggest?

<i>Signature (optional)</i>	
<i>Date</i>	

Your completion of this survey is appreciated as we continue to develop and foster positive improvement.

Thank you

Parent/Carer Survey

<i>Insert School Name</i>	
<i>Insert date</i>	

*Insert
School
Crest*

Dear Parent/Carer

We value your support and co-operation as we continue to strive to provide the highest quality pastoral care and learning and teaching for our children. Your views on how we are doing are very important to us as we review our practices and plan the way forward.

Thank you, in advance, for sharing your views with us. The children and staff are also completing surveys and we will share the outcomes and how we plan to use them with you.

Please return your completed survey before: / / 20....

Please read each statement and tick the answer you most agree with.		All the Time	Most of the Time	Some-times	Never	Don't Know
1	My child is happy and safe in school.					
2	I have confidence in the school to meet my child's needs.					
3	The school has a caring atmosphere with relationships based on Gospel values.					
4	I feel welcomed and valued by school personnel.					
5	The school encourages me/us to be involved in the life of the school.					
6	The school seeks, listens to and values my/our views.					
7	The school communicates well with me/us.					
8	The school policies and procedures promote truth, justice and respect for all.					

Please read each statement and tick the answer you most agree with.		All the Time	Most of the Time	Some-times	Never	Don't Know
9	I am confident the school provides opportunities for my child to develop a deeper understanding of the Catholic faith.					
10	I have been invited to join in collective worship e.g. Prayer Services, Masses, Assemblies.					
11	The school community actively reaches out to support those in need.					
12	The school plays an active role in the parish and the local community.					
13	I have a clear understanding of what is taught in RE.					
14	Religious Education has a high profile within the school.					
15	The prayer and worship experiences provided by the school are child-centred.					
16	Pupils are encouraged to have positive attitudes and behave well.					
17	I am well informed of my child's progress, including Religious Education.					
18	My child is provided with clear guidance on health, personal growth and moral development.					
19	The school is a bright, clean, welcoming environment where the children's work is clearly displayed.					
20	Those in positions of leadership in the school provide a Christian model of leadership.					
21	The Principal is visible and approachable.					
22	The school is held in high regard in the community.					

You are encouraged to expand on any of your responses, particularly where you have indicated that you disagree. **(Please do not name any individual)**

Is there anything else you would like to add or anything you would like to suggest?

Signature (optional)

Date

Your completion of this survey is appreciated as we continue to develop and foster positive improvement.

Thank you



DIOCESE *of*
DOWN *and* CONNOR

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