**The Catholic School: Developing in Faith**

**Advice on school evaluation and planning for improvement**

**Purpose and Rationale**

The purpose of this paper is to provide advice on how to integrate the guidance outlined in the paper ‘The Catholic School: Developing in Faith - Advice on school evaluation and planning for improvement’ , ‘Career Long Professional Learning in Schools – Companions on the journey’ and National developments such as ‘How Good Is Our School 4’ and Professional Update.

In the introduction to, ‘The Catholic School: Developing in Faith - Advice on school evaluation and planning for improvement’, the purpose of the document is clearly stated:

***It will help to focus attention on “the nature and distinctive characteristics of a school which would present itself as Catholic”. It is intended to complement and enhance the normal processes of school evaluation and planning for improvement by promoting a particular focus on the distinctive faith characteristics of a Catholic school.***

It is this focus on the ‘normal processes of school self-evaluation and planning for improvement’ which will enable Catholic schools to emphasise the Catholic Nature of the life and work of the school. This is not an add on and should be an integral part of every aspect of school life.

 Central to the success of the Catholic School are effective and motivated Catholic teachers and leaders. Within, ‘Career Long Professional Learning in Schools – Companions on the journey’, it is acknowledged that Catholic teachers and leaders are essential to the success of Catholic schools and that we have to nurture them in terms of Professional and faith development.

***A Catholic School CLPL strategy is intended to encourage teachers, school leaders and others to nurture a particular culture of professional development for teachers within the network of Scotland’s Catholic Schools. This culture will be distinguished by its recognition of teachers’ personal religious needs being part of their professional learning needs within schools which are communities of faith and learning.***

Within the normal processes of school self-evaluation and planning for improvement which involves the whole school community, evidence is gathered to exemplify the strengths, development needs and next steps for the school. From this, the needs of the school in terms of CLPL are identified. Through the process of Professional Review and Development the needs of the school and the individual needs of teachers and leaders are reconciled to form a cohesive and manageable plan.

**Model of Self –Evaluation and Review**

**Part 1 - Self-Evaluation Process HGIOS 4 & The Catholic School: Developing in Faith**

***How Good Is Our School? 4 is a toolkit for schools to engage in evidence-based analysis of what is working well and what needs to improve and have greater positive impact on learners.***

This is paralleled in ‘The Catholic School: Developing in Faith’.

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| **How Good Is Our School? 4** | **The Catholic School: Developing in Faith** |
| How are we doing?How do we know?What are we going to do now? | What is our vision for this Catholic School?Where are we now in realising this vision?How will we achieve our vision?What have we achieved? |

In asking ourselves these question we will engage in professional dialogue informed by the quality indicators of ‘HGIOS 4’ and the points for reflection and dialogue in The Catholic School: Developing in Faith.

Both of these documents focus on the outcomes of processes and actions within the school. Below is a table linking the Quality indicators of HGIOS 4 and The Catholic School: Developing in Faith:

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| **The Catholic School: Developing in Faith** | **How Good Is Our School? 4** |
| **Points for Reflection and Dialogue** | **Quality Indicators** |
| **Honouring Jesus Christ as the Way, the Truth and the life:***A commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person’s unique God-given talents.*  | * 1. – Self- evaluation for self-improvement

2.1 – Safeguarding and child-protection2.2 – Curriculum2.3 – Learning, Teaching and assessment2.4 – Personalised Support2.6 – Transitions|2.7 – Partnerships3.1 – Ensuring wellbeing, equality and  inclusion3.2 – Raising attainment and achievement3.3 – Creativity and employability |
| **Developing as a Community of Faith and Learning:***A commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children.* | 1.1 - – Self- evaluation for self-improvement1.2 – Leadership of learning1.3 – Leadership of change1.4 – Leadership and management of staff2.5 – Family Learning2.6 – Transitions2.7 – Partnerships |
| **Promoting Gospel Values:***Religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them in life.* | 1.1 - Self- evaluation for self-improvement1.2 – Leadership of learning2.2 – Curriculum2.5 – Family Learning2.7 – Partnerships3.2 – Raising attainment and achievement |
| **Celebrating and Worshiping:***A commitment to the Spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes.* | 1.1 - Self- evaluation for self-improvement2.5 – Family Learning2.7 – Partnerships3.2 – Raising attainment and achievement3.3 – Creativity and employability |
| **Serving the Common Good:***A commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all.* | 1.1 - Self- evaluation for self-improvement﷑1.3 – Leadership of change﷑1.5 – Management of resources to promote﷑ equity﷑2.2 – Curriculum﷑2.3 – Learning, teaching and assessment2.6 – Partnerships3.3 – Creativity and employability3.2 – Raising attainment and achievement |

**Part 2 - Identification of: Strengths, Development Needs & Next Steps**

**A Worked Example:**

**Step 1 –** How are we doing?
 What is our vision for this Catholic school?

Go to – Developing in Faith, Theme 2 – ‘Developing as a Community of Faith and
 learning.

Points for Reflection and Dialogue

* To what extent are the vision, values and aims of the school inspired by Christian values and the Charter for Catholic school?
* How effectively do our vision, values and aims highlight the centrality of the development of the whole person?
* What strategies do we employ to review and evaluate our vision, values, aims, mission statement against the Charter for Catholic Schools?

 Go to – HGIOS? 4

 Quality Indicators

* 1.1 – Self-evaluation for self-improvement:
*All staff, pupils, parents and partners are fully involved in improving the life and work of the school.*
* 1.3 – Leadership of change:
*Pupils, parents and staff are all involved in the creation and ongoing review of the visions, aims and values of the school*
* 1.4 – Leadership and management of staff:
*The vision and values of the school are modelled by all relevant groups and individuals.*
* 2.7 – Partnerships:
*The school consistently involves parents and carers in shaping policy and services to improve impact*

**Step 2 –** How do we know?
 Where are we now?

* Audit as part of quality calendar for the session
* Professional dialogue base on reflective questions
* Focus groups for pupils on Vision, values and aims (Use ‘Values for Life)
* Meetings with / Questionnaires to parents and partners

**Step 3 – What are we going to do now?
 How will we achieve our vision?
 What have we achieved?**

From audit procedures and practices, based on reflective question, collate data and identify next steps:

Examples:

* Need to re-examine vision, values and aims
* Improve communication within and out with school
* Pupil voice to be included

**Identify priority and action points for School Improvement Plan for the coming session.**

**Part 3 - PRD Process Balance School/Individual CLPL needs**

When audit complete this will inform the PRD process for the school. CLPL needs will arise from the identified needs of the school and the identified needs of individuals in relation to the ‘Framework for Catholic School CLPL’. The needs of the individual will also be informed by the appropriate self-evaluation processes using audit tools such as HGIOS 4 & The Catholic School: Developing in Faith.

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| **Area** | ***Type of CLPL activity*** |
| **Personal Spiritual Development** | *opportunities for personal reflection, growth of beliefs, values and commitments* |
| **Vocation of the Teacher** | *discernment of personal response to being called to teach, called to evangelise, called to catechise, called to witness, called to lead* |
| **Catholic School Mission & Identity** | *opportunities to understand the vision and values of Catholic education, to reflect on how these affect the mission of the Catholic school and to explore how they are addressed in school evaluation and planning;* *working in partnership with the Church and with parents to address school mission* |
| **Religious Education** | *understanding the purpose and nature of Religious Education in a Catholic school**experience of using ‘This Is Our Faith’ to plan lessons, units and programmes* |
| **Catholic Curriculum Issues** | *familiarisation with range of moral, social, ethical and spiritual aspects of some curriculum topics e.g., Life issues in Science; education for loving relationships; War, Peace, Environment, Hunger etc., Learning about Rights* |
| **Catholic Leadership** | *discernment of personal call to developing leadership roles at various career stages**knowledge of statutory arrangements affecting Catholic schools**knowledge of Church teaching which offers guidance on a range of ethical practices required of school leaders**familiarisation with Catholic school systems internationally*  |

This will enable schools to examine the CLPL needs of individuals in relation to the appropriate GTCS standard – See ‘ Companions on the Journey’ (page 8)

This will then lead to the ‘CLPL planning process’ ‘Companions on the Journey’ (Page 10)

**Part 4 - Cohesive School Improvement plan / CLPL Plan for individual based on Professional Standards**

Completing Parts 1-3 will lead you to part 4 i.e. Priorities for the coming session and a plan to meet the CLPL needs of all staff.