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| **1.1 Self- Evaluation for Self-Improvement** | | | |
| **Illustration of very good** | **How are we doing?**  **What are the features of effective practice in our school?** | **How do we know?**  **Where do we see evidence of the impact of our work?** | **What are we going to do now?**  **Challenge questions for staff to discuss.** |
| ***Collaborative approaches to self evaluation:***  Within our school community all staff, pupils, parents, partners and stakeholders, understand that our shared vision, aims, values and mission statement are a collective expression of the high standards we want to achieve and outline how we will improve to achieve it.  ***Analysis and evaluation of intelligence and data:***  We use a range of quality improvement activities to gather data on how our Catholic school values impact on attainment and achievement of pupils. We reflect on current practice at local, diocesan and national level, share good practice, evaluate new initiatives and can demonstrate where there has been improvement.  ***Impact on learners successes and achievements:***  We can show clear evidence of improvement based on actions taken as a result of self evaluation of our Catholic Ethos, community and identity. |  |  |   **How effective are we at evaluating our vision, values, aims, mission statement against** [***Charter for Catholic School***](https://sces.org.uk/charter-for-catholic-schools/)***?*** |
|   **How well do all staff understand their responsibility to include a focus on the Catholic mission of the school in their self-evaluation process?** |
|   **How effective are we at involving all members of our school community in evaluating the life and work of the school as a community of faith e.g., through surveys, focus groups, bodies such as the Pupil Council?** |
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| **1.2 Leadership of Learning** | | | |
| **Illustration of very good** | **How are we doing?**  **What are the features of effective practice in our school?** | **How do we know?**  **Where do we see evidence of the impact of our work?** | **What are we going to do now?**  **Challenge questions for staff to discuss.** |
| ***Professional engagement and collegiate working:***  We build positive, constructive relationships based on our school values which foster trust, respect and responsibility. All staff undertake lead roles to deliver the Mission of the school and work collaboratively with the whole school community to meet improvement priorities and learn from each other.  ***Impact of career long professional learning:***  We effectively use the guidance on PRD in Catholic schools to identify and support professional learning and can evidence the impact of CLPL opportunities. We work collaboratively with SCES, the Diocese and other partners to access high quality professional learning that reflect our school vision, aims and values.  ***Children and young people leading learning:***  Our pupils participate in a wide range of activities that develop their God given talents, responsibility, leadership skills and capacities. They articulate their aspirations and participate in discussions on how to meet their needs. |  |  |   How do we ensure all pupils have opportunities to show leadership in school and beyond? |
|   How well do we provide support our teachers in learning how to structure opportunities for prayer? |
|   How do we provide opportunities for developing pupil leadership, including in the religious life of the school? |
|   How well do our PRD & Professional Update process include consideration of opportunities for staff to develop as members of a community of faith and learning? |
|   How do we ensure all teachers participate in relevant career-long professional learning (CLPL) which supports their teaching of relationships education? |
|   How well are our teachers trained to anticipate, identify and deal effectively with all forms of bullying? |
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| **1.3 Leadership of Change** | | | |
| **Illustration of very good** | **How are we doing?**  **What are the features of effective practice in our school?** | **How do we know?**  **Where do we see evidence of the impact of our work?** | **What are we going to do now?**  **Challenge questions for staff to discuss.** |
| ***Developing a shared vision, values and aims relevant to the school and its community:***  All staff show commitment to the shared Catholic values of the school. Our vision is regularly re-visited and our aims reflect the collaborative discussions and decisions of the whole school community as to our priorities. Our whole school community works together to ensure the Mission of our Catholic school is a reality.  ***Strategic planning for continuous improvement:***  We value professional dialogue with all staff and ensure that all members of the community contribute to plans to improve all aspects of our school. Senior leaders witness to the faith life of the school and inspire a shared commitment to the vision, aims and values of the school.  ***Implementing improvement and change:***  All staff take responsibility for promoting Catholic Social Justice, encouraging creativity and developing the God given gifts and talents of all members of the school community. |  |  |   **How well do we involve all stakeholders in achieving the characteristics of the** [***Charter for Catholic Schools***](https://sces.org.uk/charter-for-catholic-schools/)***?*** |
|   **How effective are our school leaders at inspiring a shared commitment to support and promote the aims, mission, values and ethos of the school?** |
|   **How well do our staff reflect on their own practice in supporting and promoting the aims, mission, values and ethos of the school?** |
|   How do we know that staff have deepened their understanding of, and enhanced their contribution to, the mission of the Catholic school? |
|   How effective are our school policies at promoting particular Gospel Values? |
|   What strategies do we employ to translate the vision, aims and values of our Catholic school community into daily practice? How effective are these? |
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| **1.4 Leadership of Management of Staff** | | | |
| **Illustration of very good** | **How are we doing?**  **What are the features of effective practice in our school?** | **How do we know?**  **Where do we see evidence of the impact of our work?** | **What are we going to do now?**  **Challenge questions for staff to discuss.** |
| ***Governance framework:***  There is a clear understanding of the link between the purpose of our Catholic school and our accountability to ensure attainment and achievement for all pupils.  ***Building and sustaining a professional staff team:***  Staff actively engage in the PRD process, identifying areas of professional learning from ‘Companions on the Journey’ that improve their effectiveness as teachers in a Catholic school. CLPL is co-ordinated well and staff engage in purposeful activities with a range of Church and faith community partners.  ***Staff wellbeing and pastoral support:***  We actively promote a culture of health and wellbeing for all staff which includes opportunities for spiritual, physical, emotional development and support. Staff feel empowered to make decisions and lead change. Relationships amongst staff are positive. |  |  |   How well do our PRD & Professional Update process include consideration of opportunities for staff to develop as members of a community of faith and learning? |
|   To what extent are our approaches to induction and mentoring supporting the continuing professional and spiritual development of staff? |
| What positive impact do the spiritual formation opportunities for staff have on the school community? |
|   How well do we integrate the use of [“Companions on the journey](https://sces.org.uk/companions-on-the-journey/)” into our PRD and CLPL process? |

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| **1.5 Management of Resources to Promote Equity** | | | |
| **Illustration of very good** | **How are we doing?**  **What are the features of effective practice in our school?** | **How do we know?**  **Where do we see evidence of the impact of our work?** | **What are we going to do now?**  **Challenge questions for staff to discuss.** |
| **Management of finance for learning:**  We are effective in our stewardship of funds, ensuring best value and sustainability. We actively seek funds from partner agencies for planned projects. We are open and transparent in our use of our financial resources.  **Management of resources and environment for learning:**  The learning environments across the school are seen in light of our understanding of God given, valuable resources, that support learning, teaching and inclusion. We have adopted a sustainable approach to resources and have clear plans in place to re-use items, reduce waste and minimise energy consumption. We prioritise the security and safety of our school community and all staff take responsibility for an holistic approach to this, including the physical and on line environment. |  |  |   **How do we know that our commitment to Catholic Social Teaching is removing barriers to success for pupils?** |
|   **How well does our commitment to social justice provide opportunities, resources and the best environment for all of our children to succeed?** |
|   **To what extent is financial expenditure focussed on stewardship and improving the quality of learning?** |

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| **2.1 Safeguarding and Child Protection** | | | |
| **Illustration of very good** | **How are we doing?**  **What are the features of effective practice in our school?** | **How do we know?**  **Where do we see evidence of the impact of our work?** | **What are we going to do now?**  **Challenge questions for staff to discuss.** |
| ***Arrangements for safeguarding, including child protection:***  We have clear, up to date policies and process in place to ensure that all children are safe. All staff participate in regular CLPL and are confident in responding to issues relating to all aspects of child safety and child protection. SLT model best practice, based on the high level training they have received.  ***Arrangements to ensure wellbeing:*** The vision, aims and values of the school promote our Catholic Mission. The dignity of each person, made in the image and likeness of God is at the heart of our approach to positive relationships, challenging discrimination and promoting equality and wellbeing. All pupils know who a named teacher who they can trust.  ***National guidance and legislation:*** Children are safe in school. Adults follow all statutory guidance and our records are maintained to the highest standards. |  |  |   How well does our implementation of GIRFEC approaches ensure that the needs of all children are being met in a holistic and nurturing way? |
|   How do we know that the opportunities for our pupils to participate in liturgies, retreats, Missions, pilgrimages to holy places are improving wellbeing outcomes for them? |
|   How do we witness to the fact that we value every child and young person within our school? |
|   How effective are our policies and practices in anti-bullying, anti-racism, anti-sectarianism, equal opportunities in promoting the dignity of each person |
|   How do we know that the use of PSHE activities, such as ‘Circle Time’ to explore feelings and emotions, help pupils to understand how to apply Gospel values in their lives? |
|   How well does the promotion of positive behaviour improve outcomes for pupils? (restorative practices, promotion of respect for all people, buddy systems, playground friends, peer mediator approaches) |
|   How do we know our pupils benefit from well-planned assembly prayers & services? |
|   How effective are our Chaplaincy Committee/Pastoral Team in supporting our Chaplain to nurture the faith life of our school? |

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| **2.2 Curriculum** | | | |
| **Illustration of very good** | **How are we doing?**  **What are the features of effective practice in our school?** | **How do we know?**  **Where do we see evidence of the impact of our work?** | **What are we going to do now?**  **Challenge questions for staff to discuss.** |
| ***Rationale and design:***  We use ‘having faith in the curriculum’ and have a clear vision and rationale for the curriculum based on the faith values of the community. We promote the best use of the God given gifts and talents of our pupils. The curriculum design ensures that all children have access to learning that will maximise their potential to succeed. We design the curriculum to include the 4 contexts for learning and themes such as sustainability, charity, equality, Catholic Social Teaching and responsibility.  ***Development of the curriculum:***  We develop the curriculum with parents and school partners that ensure positive outcomes for learners. We include our pupil council in discussions about changes to the curriculum.  ***Learning Pathways:***  Pupils have individual learning pathways to build on prior learning and maximise their success. All staff plan high quality learning that includes numeracy, literacy (including digital literacy), RERC and health and wellbeing. Pupils demonstrate the progression in their skills and talents in a meaningful way.  ***Skills for learning, life and work:***  We develop an understanding of vocation and service and provide excellent opportunities to develop the skills needed to achieve this. We challenge pupils to use their skills in talents in purposeful ways to serve the school and local community. We promote imagination, enterprise and provide opportunities to share these with others. |  |  |   How effective are all staff at taking a ‘wider’ view of pupil development and not focussing narrowly on particular curriculum areas? |
|   **How well do all staff understand their responsibility for contributing to religious education in our school?** |
|   How do we know that pupil participation in school life through active involvement in our Pupil Council and other groups improves outcomes for all? |
|   **How well do our R.E. programmes enable pupils to understand Catholic Church teaching, respect others and explore their personal beliefs and values?** |
|   How well do we use [Caritas Award](https://sces.org.uk/caritas-award/) and [Pope Francis Faith Award](https://sces.org.uk/faith-award/) schemes to promote transferrable skills and improve outcomes in other areas of the curriculum? |
|   How effective is our wider curriculum, for example through topics in Social Studies and interdisciplinary learning projects, at deepening children and young people’s understanding and appreciation of the social teaching of the Church? |
|   How well do we use [“Having Faith In The Curriculum”](https://sces.org.uk/having-faith-in-the-curriculum/) to ensure our curriculum structures meet the needs of all pupils? |

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| **2.3 Learning, Teaching and assessment** | | | |
| **Illustration of very good** | **How are we doing?**  **What are the features of effective practice in our school?** | **How do we know?**  **Where do we see evidence of the impact of our work?** | **What are we going to do now?**  **Challenge questions for staff to discuss.** |
| ***Learning and engagement:***  The Catholic ethos of the school reflects a commitment to children’s rights and positive relationships. Learners take responsibility for their learning, exercise choice in how they approach learning, work toward becoming independent in their learning and assisting their peers. Experiences of prayer, liturgy and reflection are well planned to engage all pupils. The pupil voice is sought, heard and acted upon.    Quality of teaching:  Teaching is underpinned by our shared vision, aims and values as a Catholic school. Teachers explain the connections between learning, life and the Mission of the school. Learning is enriched by positive and purposeful relationships. Pupils are challenged through skilled questioning, confidence to try and resilience to accept set backs.  ***Effective use of assessment:***  Assessment is planned as part of learning and teaching. Our Catholic ethos was integral to our work with pupils to change how they viewed assessment. Assessment is now seen as a positive dimension of learning, used to allow pupils to demonstrate all that they have learned, (rather than what they do not know, cannot do) identify key strengths and next steps.  ***Planning, tracking and monitoring:***  Planning is done at individual, class and whole school level. It takes into account the academic and liturgical year to plan learning opportunities that reflect the Mission of the school. Pupils are involved in the planning and pacing of their own learning. Tracking is used to provide accurate and purposeful evidence of learning and progress. Monitoring and evaluation processes are used by all staff to ensure learning and teaching is effective, resources are challenging and engaging, the pace of learning is appropriate, the individual needs of pupils are being met and that pupils are succeeding. As a Catholic school, particular focus is given to removing learning barriers for pupils facing additional challenges and hardships. |  |  |   Do all our pupil ‘profiling’ activities include references to personal qualities and aptitudes and to their faith formation in school? |
|   How do we know teachers are using a range of materials to enhance pupils’ experience of prayer? |
|   How well do we communicate the purpose of learning and give effective explanations to all pupils about the connection between their learning, life and the Catholic mission of the school? |
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| **2.4 Personalised Support** | | | |
| **Illustration of very good** | **How are we doing?**  **What are the features of effective practice in our school?** | **How do we know?**  **Where do we see evidence of the impact of our work?** | **What are we going to do now?**  **Challenge questions for staff to discuss.** |
| ***Universal support:***  Pupils are at the heart of all our planning and are active in their own learning. Staff in our school know pupils well and understand their individual needs. All pupils benefit from the high quality support given by all staff and community partners. The planning, learning, teaching, assessment and monitoring described in 2.3 is integral to our universal support for pupils.  ***Targeted Support:***  Assessment and monitoring processes are used to plan individual support for pupils who have an identified need. Our Pastoral Care for pupils is rooted in our school values and decisions about targeted support are taken together with parents, pupils and the wider school community.  ***Removal of barriers to learning***:  We are committed to Catholic Social Teaching. Staff All staff are committed to providing inclusive learning that minimises these barriers to learning being faced by particular pupils. |  |  |   How do we know that the wide range of ‘extra-curricular’ activities, and award schemes have improved outcomes for all pupils? |
|   **How do we know that our commitment to Catholic Social Teaching is removing barriers to success?** |
|   **How well does our commitment to social justice provide opportunities, resources and the best environment for all of our children to succeed?** |
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| **2.5 Family Learning** | | | |
| **Illustration of very good** | **How are we doing?**  **What are the features of effective practice in our school?** | **How do we know?**  **Where do we see evidence of the impact of our work?** | **What are we going to do now?**  **Challenge questions for staff to discuss.** |
| ***Engaging Families in learning:***  We respect the place of parents as first educators of their children and work in an effective partnership with them to ensure their children access learning that meets their needs. Families are well supported to plan opportunities for personal achievement and this achievement is celebrated within the school community. Staff take into account the barriers that families may face when engaging with the school and work well with parents and carers to overcome these. Learning is planned for pupils to complete at home. There is a planned programme of learning for families during school retreats, health and well being and literacy IDL weeks.  ***Early intervention and prevention:***  Our staff know the pupils, their families and the community well and are able to identify changes in circumstances that require intervention. Strong partnerships exist with partners and the local community and families trust the recommendations made by the school. There is a strong link with the local parish and other services to ensure that sustainable support is achievable for families in need.  ***Quality of family learning programmes:***  We communicate well with families and consult them on a variety of aspects on learning and teaching. We use Catholic Education Week well to promote our vision, aims and values and to encourage our families to join our family learning programme. We have seen an increase in the numbers participating in our activities. We have introduced a family forum to broaden the engagement of parents and carers beyond the parent council. |  |  |   How do we know that our communication with parents is effective? |
| How can we demonstrate that families are feeling included and that they are participating, achieving and progressing? |
|   How well are families being supported in developing strategies which lead to positive relationships, better learning and better behaviour? |
|   How well do we involve parents in the sacramental and liturgical life of the school? |
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| **2.6 Transitions** | | | |
| **Illustration of very good** | **How are we doing?**  **What are the features of effective practice in our school?** | **How do we know?**  **Where do we see evidence of the impact of our work?** | **What are we going to do now?**  **Challenge questions for staff to discuss.** |
| ***Arrangements to support learners and their families:***  We involve parents, carers and pupils at all points of transition. Our staff are very good at taking into account the social, mental, spiritual, emotional and physical wellbeing of pupils during times of transition. We plan transition effectively to ensure that they reflect the shared vision and Catholic values of our school and that the needs of all pupils and families are met. Before and during transition pupils are supported to make positive choices that link to their future decisions and vocation.  ***Collaborative planning and delivery:***  We plan and work with parish partners, and other agencies to ensure effective and supportive transition for all learners. We work within the school cluster to share information about learner’s needs and progress. We have very good processes in place to ensure continuity for learners.  ***Continuity and progression in learning:***  We plan together across stages, curriculum areas, contexts for learning and establishments to ensure a shared understanding of pupil progress. We understand that each pupil experiences transition in a different way and we work well to ensure that they feel safe in the new environment, with new teachers and are able to continuing progressing at the same pace. Pupils participate in the Caritas/Faith award, working with partners, building positive relationships in the wider faith and local community that will support them after they leave our care. |  |  |   Do we have a shared understanding about what effective transition looks like in a Catholic school, between levels and sectors? |
|   How effective are our links with appropriate Church agencies at times of transition to enrich the spiritual formation of children and young people? |
|   How do we know that the mental, spiritual and academic wellbeing of pupils is being effectively met during times of transition? |

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| **2.7 Partnerships** | | | |
| **Illustration of very good** | **How are we doing?**  **What are the features of effective practice in our school?** | **How do we know?**  **Where do we see evidence of the impact of our work?** | **What are we going to do now?**  **Challenge questions for staff to discuss.** |
| ***The development and promotion of partnerships:***  Our partnerships share our vision, aims and values and help us to achieve our Mission. Our partners understand the context in which we work and create sustainable, positive relationships with pupils. We have very good communication with partners and are clear about the purpose of our partnerships. We use the SCES guidance to ensure that partners are clear about their roles, responsibilities and contributions. All partners are committed to delivering excellent experiences for our pupils.  ***Collaborative learning and improvement:***  We work with partners effectively to plan, deliver and evaluate joint work. We have times for collaborative learning with partners so that staff can learn from each other. We successfully use partnership to strengthen leadership at all levels for staff and pupils.  ***Impact on learners:***  We have evaluated our partnership working and have evidence of improved provision for pupils, positive relationships, development of skills and sustainable relationships with community members. We have seen a positive impact on achievement and attainment by using partners from the world of work. Pupils have a greater understanding of service from working with local and international partners. Pupils have more choices in learning pathways due to our partnership working. |  |  |   How effective are we at maintaining good links with our parish(es)? |
|   How well do all we promote our Catholic identity within our local community? |
|   **How well do our school/cluster policies promote Christian values?** |
|   How well do we liaise effectively with our Diocese , SCES, and the St Andrew’s Foundation to enrich our CPL programme for staff as a body and as individuals? |
|   **To what extent do our school policies and activities demonstrate our commitment to ecumenism?** |
|   **To what extent do our school policies and activities demonstrate our commitment to inter-faith dialogue and respect?** |
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| **3.1 Ensuring wellbeing, equality and inclusion** | | | |
| **Illustration of very good** | **How are we doing?**  **What are the features of effective practice in our school?** | **How do we know?**  **Where do we see evidence of the impact of our work?** | **What are we going to do now?**  **Challenge questions for staff to discuss.** |
| ***Wellbeing:***  Our community has a shared understanding of the wellbeing and dignity of every individual and this is put into practice through our policies and day to day practices. Our pupils tell us that they feel safe in school. We achieve this by having a school where everyone is respected, responsible, active, included and nurtured. We are a health promoting school and promote healthy bodies, minds and souls. We plan and deliver opportunities to improve wellbeing for parents, pupils and staff. Relationships are founded on our Catholic values and are supportive and positive. We encourage mutual respect within our faith community and have high expectations as to how everyone should be treated.    ***Fulfilment of statutory duties:***  We endeavour to go beyond just compliance with statutory requirements and codes of practice in regard to wellbeing, inclusion and equality, and integrate these aspects into our school culture. We have undertaken the SCES CLPL on equality and inclusion and shared the professional learning with all staff and parents. All the school community are aware of their responsibilities in these areas and are actively involved in fulfilling statutory duties.    ***Inclusion and equality:***  Our school is a faith community where everyone is welcome and included, treated with dignity and valued. We ensure that everyone is treated justly and we use restorative practice to underpin our approach to community, dialogue and responsibility. We actively challenge prejudice and discrimination. We know that every member of our school community is unique. We celebrate the achievement, attainment and progress of all. We care for the most vulnerable within our school community and ensure that we have effective practices in place to help all improve attainment and achievement. |  |  |   How well does our implementation of GIRFEC approaches ensure that the needs of all children are being met in a holistic and nurturing way? |
|   How do we know that the opportunities for our pupils to participate in liturgies, retreats, Missions, pilgrimages to holy places are improving wellbeing outcomes for them? |
|   How do we witness to the fact that we value every child and young person within our school? |
|   How effective are our policies and practices in anti-bullying, anti-racism, anti-sectarianism, equal opportunities promote the dignity of each person |
|   **How well do our R.E. programmes enable pupils to understand Catholic Church teaching, respect others and explore their personal beliefs and values?** |
|   How do we know that the use of PSHE activities, such as ‘Circle Time’ to explore feelings and emotions, help pupils to understand how to apply Gospel values in their lives? |
|   How well does the promotion of positive behaviour improve outcomes for pupils? (restorative practices, promotion of respect for all people, buddy systems, playground friends, peer mediator approaches) |
|   **To what extent do our school policies and activities demonstrate our commitment to ecumenism?** |
|   **To what extent do our school policies and activities demonstrate our commitment to inter-faith dialogue and respect?** |
|   **How do we ensure that we celebrate the uniqueness of all the individuals within our school community?** |

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| **3.2 Raising Attainment and Achievement** | | | |
| **Illustration of very good** | **How are we doing?**  **What are the features of effective practice in our school?** | **How do we know?**  **Where do we see evidence of the impact of our work?** | **What are we going to do now?**  **Challenge questions for staff to discuss.** |
| ***Attainment in literacy and numeracy:***  We have raised attainment in literacy and numeracy for all learners. This can be evidenced through the tracking and monitoring processes.  ***Attainment over time:***  Learners make good progress across and between levels. Staff use assessments skilfully to allow pupils to demonstrate their progress. This is monitored carefully by staff and reported to parents. Pupils know where they are in their learning and what they have to do to attain over time. Our school uses an holistic approach to attainment and pupils know the skills and capacities they are developing, as well as the knowledge and understanding they are acquiring.  ***Overall quality of learners’ achievement:***  Our pupils demonstrate their progress and achievement by contributing to the life of the school, the wider community and the world. They have confidence and can use their personal and social skills in a wide range of environments. Pupils take on leadership roles within the school and make decisions that have a positive impact on the local community. Our charitable work is organised by pupils and the decisions of what charities to support is taken by pupils.    Equity for all learners:  Our school is rooted in justice and we have practices in place to ensure that pupils all have an equitable chance to succeed. We have raised the attainment of all learners and, in particular, our most disadvantaged pupils. |  |  |   How well do we recognise and value the personal achievements of all learners? |
|   How well are we capturing the impact of children and young people’s achievement on our community? |
|   How well do root our charitable events sit within a coherent framework of ‘faith into action’ rather than simply fundraising? |
|   How does the vision, aims and values of our school contribute to raising attainment? |

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| **3.3 Increasing Creativity and Employability** | | | |
| **Illustration of very good** | **How are we doing?**  **What are the features of effective practice in our school?** | **How do we know?**  **Where do we see evidence of the impact of our work?** | **What are we going to do now?**  **Challenge questions for staff to discuss.** |
| ***Creativity skills:***  Pupils are encouraged to discover, use and improve their God given skills and talents. Creativity, enterprise and innovation are planned across the curriculum. Pupils are encouraged to think critically, challenge assumptions and discover new approaches. Pupils ask questions, link learning, solve problems and create alternative approaches. They understand the importance of positive relationships and communication for creativity and success.  ***Digital Innovation***:  Staff keep themselves abreast of innovation and advances within technology and utilise a range of digital resources and solutions in their teaching. Pupils understand the ethics associated with technology and the implications this can have for the dignity of work, the assistance of people with disability and the social isolation that can be caused.  ***Digital Literacy:***  Pupils are confident about using technology and are aware of how to be safe on-line. Pupils choose when to use technology to assist their learning. Digital technology is being used to develop further family learning and encourage home-school partnerships. Pupils know that digital technology can be used to improve lives, but are also able to think critically about the risks too.  ***Increasing employability skills:***  Our pupils are aware that the person that they become is more important than the job that they will do. The are confident in their interpersonal and communication skills and build positive relationships with peers and with those from different generations. They are polite and courteous. Pupils understand the values of the skills they have developed and are able to identify how they can be utilised and transferred between different environments. Partners and employers work collaboratively with pupils to help them develop new skills and enhance existing ones. Pupils are encouraged to work across different disciplines in science, technology, the arts and culture, religious education etc to allow a broad understanding of their capabilities and ensure they are making realistic and informed choices. Pupils are challenged by staff to improve, be resilient and be supportive of others. |  |  |   How do we ensure all pupils have opportunities to show leadership in school and beyond? |
|   How well are learners’ creative endeavours at home and in the community acknowledged and celebrated? |
|   Are pupils transferring their creativity skills to new and varied contexts for the service of others? |
|   How do we provide opportunities for developing pupil leadership, including in the religious life of the school? |
|   How do we know that pupil participation in school life through active involvement in our Pupil Council and other groups improves outcomes for all? |
|   Are opportunities to develop creativity skills and God given talents, evident across all areas of the curriculum? |
|   How well are we tackling issues of social justice for our pupils, removing barriers to learning and ensuring equity for all? |
|   How well do we support learners to demonstrate and apply their creativity in international contexts? |

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| Challenge Questions by QI | Quality Indicator | Charter Characteristic |
|   **How effective are we at evaluating our vision, values, aims, mission statement against *Charter for Catholic School?*** | 1.1 | C3 |
|   **How well do all staff understand their responsibility to include a focus on the Catholic mission of the school in their self-evaluation process?** | 1.1 | C3 |
|   How effective are we at including all members of our cluster/school community (staff, pupils and parents) to contribute to evaluating the life and work of the Catholic school (e.g., through surveys, focus groups and bodies such as the Parent Council, PTA, Parent Forum and Pupil Council)? | 1.1 | C3 |
|   **How effective are we at involving all members of our school community in evaluating the life and work of the school as a community of faith e.g., through surveys, focus groups, bodies such as the Pupil Council?** | 1.1 | C4 |
|  |  |  |
|   How do we ensure all pupils have opportunities to show leadership in school and beyond? | 1.2 | C1 |
|   How well do we provide support our teachers in learning how to structure opportunities for prayer? | 1.2 | C2 |
|   How do we provide opportunities for developing pupil leadership, including in the religious life of the school? | 1.2 | C4 |
|  | 1.2 | C4 |
|   How well do our PRD & Professional Update process include consideration of opportunities for staff to develop as members of a community of faith and learning? | 1.2 | C5 |
|   How do we ensure all teachers participate in relevant career-long professional learning (CLPL) which supports their teaching of relationships education? | 1.2 | C6 |
|  |  |  |
|   **How well do we involve all stakeholders in achieving the characteristics of the *Charter for Catholic Schools?*** | 1.3 | C1 |
|   **How effective are our school leaders at inspiring a shared commitment to support and promote the aims, mission, values and ethos of the school?** | 1.3 | C5 |
|   **How well do our staff reflect on their own practice in supporting and promoting the aims, mission, values and ethos of the school?** | 1.3 | C5 |
|   How do we know that staff have deepened their understanding of, and enhanced their contribution to, the mission of the Catholic school? | 1.3 | C5 |
|   How effective are our school policies at promoting particular Gospel Values? | 1.3 | C6 |
|  |  |  |
| Challenge Questions by QI | Quality Indicator | Charter Characteristic |
|   How well do our PRD & Professional Update process include consideration of opportunities for staff to develop as members of a community of faith and learning? | 1.4 | C5 |
|   To what extent are our approaches to induction sand mentoring supporting the continuing professional and spiritual development of staff? | 1.4 | C5 |
| What positive impact do the spiritual formation opportunities for staff have on the school community? | 1.4 | C9 |
|  |  |  |
|   **How do we know that our commitment to Catholic Social Teaching is removing barriers to success?** | 1.5 | C10 |
|   **How well does our commitment to social justice provide opportunities, resources and the best environment for all of our children to succeed?** | 1.5 | C10 |
|  |  |  |
|   How well does our implementation of GIRFEC approaches ensure that the needs of all children are being met in a holistic and nurturing way? | 2.1 | C1 |
|   How do we know that the opportunities for our pupils to participate in liturgies, retreats, Missions, pilgrimages to holy places are improving wellbeing outcomes for them? | 2.1 | C2 |
|   How do we witness to the fact that we value every child and young person within our school? | 2.1 | C4 |
|   How effective are our policies and practices in anti-bullying, anti-racism, anti-sectarianism, equal opportunities promote the dignity of each person | 2.1 | C4 |
|   How do we know that the use of PSHE activities, such as ‘Circle Time’ to explore feelings and emotions, help pupils to understand how to apply Gospel values in their lives? | 2.1 | C6 |
|   How well does the promotion of positive behaviour improve outcomes for pupils? (restorative practices, promotion of respect for all people, buddy systems, playground friends, peer mediator approaches) | 2.1 | C6 |
|   How do we know our pupils benefit from well-planned assembly prayers & services? | 2.1 | C9 |
|   How effective are our Chaplaincy Committee/Pastoral Team in supporting our Chaplain to nurture the faith life of our school? | 2.1 | C9 |
|  |  |  |
|   How effective are all staff at taking a ‘wider’ view of pupil development and not focussing narrowly on particular curriculum areas? | 2.2 | C1 |
|   **How well do all staff understand their responsibility for contributing to religious education in our school?** | 2.2 | C2 |
| Challenge Questions by QI | Quality Indicator | Charter Characteristic |
|   How do we know that pupil participation in school life through active involvement in our Pupil Council and other groups improves outcomes for all? | 2.2 | C4 |
|   **How well do our R.E. programmes enable pupils to understand Catholic Church teaching, respect others and explore their personal beliefs and values?** | 2.2 | C6 |
|   How well do we use Caritas Award and Pope Francis Faith Award schemes to promote our pupils’ active engagement with parishes? | 2.2 | C9 |
|   How effective is our wider curriculum, for example through topics in Social Studies and interdisciplinary learning projects, at deepening children and young people’s understanding and appreciation of the social teaching of the Church? | 2.2 | C10 |
|  |  |  |
|   Do all our pupil ‘profiling’ activities include references to personal qualities and aptitudes and to their faith formation in school? | 2.3 | C1 |
|   How do we know teachers are using a range of materials to enhance pupils’ experience of prayer? | 2.3 | C2 |
|   How well do we communicate the purpose of learning and give effective explanations to all pupils about the connection between their learning and the Catholic mission of the school? | 2.3 | C3 |
|  |  |  |
|   How do we know that the wide range of ‘extra-curricular’ activities, and award schemes have improved outcomes for pupils? | 2.4 | C1 |
|   **How do we know that our commitment to Catholic Social Teaching is removing barriers to success?** | 2.4 | C10 |
|   **How well does our commitment to social justice provide opportunities, resources and the best environment for all of our children to succeed?** | 2.4 | C10 |
|  |  |  |
|   How do we know that our communication with parents is effective? | 2.5 | C3 |
| How can we demonstrate that families are feeling included and that they are participating, achieving and progressing? | 2.5 | C3 |
|   How well are families being supported in developing strategies which lead to positive relationships, better learning and better behaviour? | 2.5 | C4 |
|   How well do we involve parents in the sacramental and liturgical life of the school? | 2.5 | C9 |
|  |  |  |
|   Do we have a shared understanding about what effective transition looks like? | 2.6 | C1 |
| Challenge Questions by QI | Quality Indicator | Charter Characteristic |
|   How effective are our links with appropriate Church agencies to enrich the spiritual formation of children and young people? | 2.6 | C9 |
|  |  |  |
|   How effective are we at maintaining good links with our parish(es)? | 2.7 | C2 |
|   How well do all we promote our Catholic identity within our local community? | 2.7 | C2 |
|   **How well do our school/cluster policies promote Christian values?** | 2.7 | C4 |
|   How well do we liaise effectively with our Diocese , SCES, and the St Andrew’s Foundation to enrich our CPL programme for staff as a body and as individuals? | 2.7 | C5 |
|   **To what extent do our school policies and activities demonstrate our commitment to ecumenism?** | 2.7 | C7 |
|   **To what extent do our school policies and activities demonstrate our commitment to inter-faith dialogue and respect?** | 2.7 | C8 |
|  |  |  |
|   How well does our implementation of GIRFEC approaches ensure that the needs of all children are being met in a holistic and nurturing way? | 3.1 | C1 |
|   How do we know that the opportunities for our pupils to participate in liturgies, retreats, Missions, pilgrimages to holy places are improving wellbeing outcomes for them? | 3.1 | C2 |
|   How do we witness to the fact that we value every child and young person within our school? | 3.1 | C4 |
|   How effective are our policies and practices in anti-bullying, anti-racism, anti-sectarianism, equal opportunities promote the dignity of each person | 3.1 | C4 |
|   **How well do our R.E. programmes enable pupils to understand Catholic Church teaching, respect others and explore their personal beliefs and values?** | 3.1 | C6 |
|   How do we know that the use of PSHE activities, such as ‘Circle Time’ to explore feelings and emotions, help pupils to understand how to apply Gospel values in their lives? | 3.1 | C6 |
|   How well does the promotion of positive behaviour improve outcomes for pupils? (restorative practices, promotion of respect for all people, buddy systems, playground friends, peer mediator approaches) | 3.1 | C6 |
|   **To what extent do our school policies and activities demonstrate our commitment to ecumenism?** | 3.1 | C7 |
|   **To what extent do our school policies and activities demonstrate our commitment to inter-faith dialogue and respect?** | 3.1 | C8 |
|   **How do we ensure that we celebrate the uniqueness of all the individuals within our school community?** | 3.1 | C8 |
| Challenge Questions by QI | Quality Indicator | Charter Characteristic |
|  |  |  |
|   How well do we recognise and value the personal achievements of all learners? | 3.2 | C1 |
|   How well are we capturing the impact of children and young people’s achievement on our community? | 3.2 | C3 |
| How well do we recognise and value the personal achievements of all learners? | 3.2 | C4 |
|   How well do root our charitable events sit within a coherent framework of ‘faith into action’ rather than simply fundraising? | 3.2 | C10 |
|  |  |  |
|   How do we ensure all pupils have opportunities to show leadership in school and beyond? | 3.3 | C1 |
|   How well are learners’ creative endeavours at home and in the community acknowledge an celebrates? | 3.3 | C1 |
|   Are pupils transferring their creativity skills to new and varied contexts for the service of others? | 3.3 | C1 |
|   How do we provide opportunities for developing pupil leadership, including in the religious life of the school? | 3.3 | C4 |
|   How do we know that pupil participation in school life through active involvement in our Pupil Council and other groups improves outcomes for all? | 3.3 | C4 |
|   Are opportunities to develop creativity skills and God given talents, evident across all areas of the curriculum? | 3.3 | C9 |
|   How well are we tackling issues of social justice for our pupils, removing barriers to learning and ensuring equity for all? | 3.3 | C10 |
|   How well do we support learners to demonstrate and apply their creativity in international contexts? | 3.3 | C10 |
|   How well are our teachers trained to anticipate, identify and deal effectively with all forms of bullying? |  | C4 |

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| Challenge Questions by Developing in Faith theme | Quality Indicator | Charter Characteristic |
| **Honouring Jesus Christ as the Way, the Truth and the Life** | | |
|   How do we ensure all pupils have opportunities to show leadership in school and beyond? | 1.2 | C1 |
|   **How well do we involve all stakeholders in achieving the characteristics of the *Charter for Catholic Schools?*** | 1.3 | C1 |
|   How well does our implementation of GIRFEC approaches ensure that the needs of all children are being met in a holistic and nurturing way? | 2.1 | C1 |
|   How effective are all staff at taking a ‘wider’ view of pupil development and not focussing narrowly on particular curriculum areas? | 2.2 | C1 |
|   Do all our pupil ‘profiling’ activities include references to personal qualities and aptitudes and to their faith formation in school? | 2.3 | C1 |
|   How do we know that the wide range of ‘extra-curricular’ activities, and award schemes have improved outcomes for pupils? | 2.4 | C1 |
|   Do we have a shared understanding about what effective transition looks like? | 2.6 | C1 |
|   How well does our implementation of GIRFEC approaches ensure that the needs of all children are being met in a holistic and nurturing way? | 3.1 | C1 |
|   How well do we recognise and value the personal achievements of all learners? | 3.2 | C1 |
|   How do we ensure all pupils have opportunities to show leadership in school and beyond? | 3.3 | C1 |
|   How well are learners’ creative endeavours at home and in the community acknowledge an celebrates? | 3.3 | C1 |
|   Are pupils transferring their creativity skills to new and varied contexts for the service of others? | 3.3 | C1 |
|   How well do we provide support our teachers in learning how to structure opportunities for prayer? | 1.2 | C2 |
|   How do we know that the opportunities for our pupils to participate in liturgies, retreats, Missions, pilgrimages to holy places are improving wellbeing outcomes for them? | 2.1 | C2 |
|   **How well do all staff understand their responsibility for contributing to religious education in our school?** | 2.2 | C2 |
|   How do we know teachers are using a range of materials to enhance pupils’ experience of prayer? | 2.3 | C2 |
|   How effective are we at maintaining good links with our parish(es)? | 2.7 | C2 |
|   How well do all we promote our Catholic identity within our local community? | 2.7 | C2 |
|   How do we know that the opportunities for our pupils to participate in liturgies, retreats, Missions, pilgrimages to holy places are improving wellbeing outcomes for them? | 3.1 | C2 |
|  | | |
| Challenge Questions by Developing in Faith theme | Quality Indicator | Charter Characteristic |
| **Developing as a community of faith and learning** | | |
|   **How effective are we at evaluating our vision, values, aims, mission statement against *Charter for Catholic School?*** | 1.1 | C3 |
|   **How well do all staff understand their responsibility to include a focus on the Catholic mission of the school in their self-evaluation process?** | 1.1 | C3 |
|   How effective are we at including all members of our cluster/school community (staff, pupils and parents) to contribute to evaluating the life and work of the Catholic school (e.g., through surveys, focus groups and bodies such as the Parent Council, PTA, Parent Forum and Pupil Council)? | 1.1 | C3 |
|   How well do we communicate the purpose of learning and give effective explanations to all pupils about the connection between their learning and the Catholic mission of the school? | 2.3 | C3 |
|   How do we know that our communication with parents is effective? | 2.5 | C3 |
| How can we demonstrate that families are feeling included and that they are participating, achieving and progressing? | 2.5 | C3 |
|   How well are we capturing the impact of children and young people’s achievement on our community? | 3.2 | C3 |
|   **How effective are we at involving all members of our school community in evaluating the life and work of the school as a community of faith e.g., through surveys, focus groups, bodies such as the Pupil Council?** | 1.1 | C4 |
|   How do we provide opportunities for developing pupil leadership, including in the religious life of the school? | 1.2 | C4 |
|  | 1.2 | C4 |
|   How do we witness to the fact that we value every child and young person within our school? | 2.1 | C4 |
|   How effective are our policies and practices in anti-bullying, anti-racism, anti-sectarianism, equal opportunities promote the dignity of each person | 2.1 | C4 |
|   How do we know that pupil participation in school life through active involvement in our Pupil Council and other groups improves outcomes for all? | 2.2 | C4 |
|   How well are families being supported in developing strategies which lead to positive relationships, better learning and better behaviour? | 2.5 | C4 |
|   **How well do our school/cluster policies promote Christian values?** | 2.7 | C4 |
|   How do we witness to the fact that we value every child and young person within our school? | 3.1 | C4 |
|   How effective are our policies and practices in anti-bullying, anti-racism, anti-sectarianism, equal opportunities promote the dignity of each person | 3.1 | C4 |
| How well do we recognise and value the personal achievements of all learners? | 3.2 | C4 |
|   How do we provide opportunities for developing pupil leadership, including in the religious life of the school? | 3.3 | C4 |
|   How do we know that pupil participation in school life through active involvement in our Pupil Council and other groups improves outcomes for all? | 3.3 | C4 |
|   How well are our teachers trained to anticipate, identify and deal effectively with all forms of bullying? |  | C4 |
|   How well do our PRD & Professional Update process include consideration of opportunities for staff to develop as members of a community of faith and learning? | 1.2 | C5 |
|   **How effective are our school leaders at inspiring a shared commitment to support and promote the aims, mission, values and ethos of the school?** | 1.3 | C5 |
|   **How well do our staff reflect on their own practice in supporting and promoting the aims, mission, values and ethos of the school?** | 1.3 | C5 |
|   How do we know that staff have deepened their understanding of, and enhanced their contribution to, the mission of the Catholic school? | 1.3 | C5 |
|   How well do our PRD & Professional Update process include consideration of opportunities for staff to develop as members of a community of faith and learning? | 1.4 | C5 |
|   To what extent are our approaches to induction sand mentoring supporting the continuing professional and spiritual development of staff? | 1.4 | C5 |
|   How well do we liaise effectively with our Diocese , SCES, and the St Andrew’s Foundation to enrich our CPL programme for staff as a body and as individuals? | 2.7 | C5 |
|  |  |  |
| Challenge Questions by Developing in Faith theme | Quality Indicator | Charter Characteristic |
| **Promoting Gospel Values** | | |
|   How do we ensure all teachers participate in relevant career-long professional learning (CLPL) which supports their teaching of relationships education? | 1.2 | C6 |
|   How effective are our school policies at promoting particular Gospel Values? | 1.3 | C6 |
|   How do we know that the use of PSHE activities, such as ‘Circle Time’ to explore feelings and emotions, help pupils to understand how to apply Gospel values in their lives? | 2.1 | C6 |
|   How well does the promotion of positive behaviour improve outcomes for pupils? (restorative practices, promotion of respect for all people, buddy systems, playground friends, peer mediator approaches) | 2.1 | C6 |
|   **How well do our R.E. programmes enable pupils to understand Catholic Church teaching, respect others and explore their personal beliefs and values?** | 2.2 | C6 |
|   **How well do our R.E. programmes enable pupils to understand Catholic Church teaching, respect others and explore their personal beliefs and values?** | 3.1 | C6 |
|   How do we know that the use of PSHE activities, such as ‘Circle Time’ to explore feelings and emotions, help pupils to understand how to apply Gospel values in their lives? | 3.1 | C6 |
|   How well does the promotion of positive behaviour improve outcomes for pupils? (restorative practices, promotion of respect for all people, buddy systems, playground friends, peer mediator approaches) | 3.1 | C6 |
|   **To what extent do our school policies and activities demonstrate our commitment to ecumenism?** | 2.7 | C7 |
|   **To what extent do our school policies and activities demonstrate our commitment to ecumenism?** | 3.1 | C7 |
|   **To what extent do our school policies and activities demonstrate our commitment to inter-faith dialogue and respect?** | 2.7 | C8 |
|   **To what extent do our school policies and activities demonstrate our commitment to inter-faith dialogue and respect?** | 3.1 | C8 |
|   **How do we ensure that we celebrate the uniqueness of all the individuals within our school community?** | 3.1 | C8 |
|  |  |  |
| Challenge Questions by Developing in Faith theme | Quality Indicator | Charter Characteristic |
| **Celebrating and Worshipping** | | |
| * What positive impact do the spiritual formation opportunities for staff have on the school community? | 1.4 | C9 |
|   How do we know our pupils benefit from well-planned assembly prayers & services? | 2.1 | C9 |
|   How effective are our Chaplaincy Committee/Pastoral Team in supporting our Chaplain to nurture the faith life of our school? | 2.1 | C9 |
|   How well do we use Caritas Award and Pope Francis Faith Award schemes to promote our pupils’ active engagement with parishes? | 2.2 | C9 |
|   How well do we involve parents in the sacramental and liturgical life of the school? | 2.5 | C9 |
|   How effective are our links with appropriate Church agencies to enrich the spiritual formation of children and young people? | 2.6 | C9 |
|   Are opportunities to develop creativity skills and God given talents, evident across all areas of the curriculum? | 3.3 | C9 |
| **Serving the Common Good** | | |
|   **How do we know that our commitment to Catholic Social Teaching is removing barriers to success?** | 1.5 | C10 |
|   **How well does our commitment to social justice provide opportunities, resources and the best environment for all of our children to succeed?** | 1.5 | C10 |
|   How effective is our wider curriculum, for example through topics in Social Studies and interdisciplinary learning projects, at deepening children and young people’s understanding and appreciation of the social teaching of the Church? | 2.2 | C10 |
|   **How do we know that our commitment to Catholic Social Teaching is removing barriers to success?** | 2.4 | C10 |
|   **How well does our commitment to social justice provide opportunities, resources and the best environment for all of our children to succeed?** | 2.4 | C10 |
|   How well do root our charitable events sit within a coherent framework of ‘faith into action’ rather than simply fundraising? | 3.2 | C10 |
|   How well are we tackling issues of social justice for our pupils, removing barriers to learning and ensuring equity for all? | 3.3 | C10 |
|   How well do we support learners to demonstrate and apply their creativity in international contexts? | 3.3 | C10 |

| **Honouring Jesus Christ as the Way, the Truth and the Life** | | |
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| Our school shows: ***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.*** | | |
| **Features of highly-effective practice:** | **Challenge Questions:** | **Q.I.** |
| * we plan various opportunities for pupils to ‘encounter’ Jesus and to come to know Him as the source of Wisdom - the Way, the Truth and the Life * we encourage pupils to honour the Saints as man and women who have led lives of holiness * we teach pupils about other ‘role models’ who have exemplified virtues in their lives * we help pupils to develop virtues - good habits - in their lives * *we promote the Charter for Catholic Schools* in school handbook and on school website within and beyond the school community * we effectively implement GIRFEC approaches to ensure that the needs of all children are being met in a holistic and nurturing way * our teachers take opportunities to advise pupils on their personal and spiritual development * when reporting on progress, we place emphasis on the wider achievements of pupils * we offer a wide range of ‘extra-curricular’ activities to meet pupil needs * we promote award schemes which provide recognition for wider achievement e.g., Caritas Award, Pope Francis Faith Award, ASDAN, Youth Achievement, Duke of Edinburgh * our pupil ‘profiling’ includes references to personal qualities and aptitudes and to their faith formation in school * we encourage pupils to consider their spiritual development when developing their personal profiles * we provide opportunities for our pupils to commit to various forms of service to the common good * we provide our pupils with opportunities to show leadership in school and beyond * we provide effective transition links from primary to secondary education * we provide effective transition links from secondary to FE/HE * we provide opportunities for vocational training, links to apprenticeship and the workplace | * **How well do we involve all stakeholders in achieving the characteristics of the *Charter for Catholic Schools?*** * How effective are all staff at taking a ‘wider’ view of pupil development and not focussing narrowly on particular curriculum areas? * How well does our implementation of GIRFEC approaches ensure that the needs of all children are being met in a holistic and nurturing way? * How do we know that the wide range of ‘extra-curricular’ activities, and award schemes have improved outcomes for pupils? * Do all our pupil ‘profiling’ activities include references to personal qualities and aptitudes and to their faith formation in school? * How do we ensure all pupils have opportunities to show leadership in school and beyond? * Do we have a shared understanding about what effective transition looks like? * How well do we recognise and value the personal achievements of all learners? * How well are learners’ creative endeavours at home and in the community acknowledge an celebrates? * Are pupils transferring their creativity skills to new and varied contexts for the service of others? | **1.3**  **2.2**  **3.1**  **2.1**  **2.4**  **2.3**  **1.2**  **3.3**  **2.6**  **3.2**  **3.3**  **3.3** |
| **Honouring Jesus Christ as the Way, the Truth and the Life** | | |
| Our school shows: ***a commitment to* *uphold the moral teaching, faith tradition and sacramental life of the Catholic Church.*** | | |
| **Features of highly-effective practice:** | **Challenge Questions:** | **Q.I.** |
| * our religious education programmes are based on *This Is Our Faith*, the Church’s national syllabus * our education for relationships follows Church guidance * our pupils regularly participate in various opportunities for prayer * our teachers are able to access a range of materials to enhance pupils’ experience of prayer * we support our teachers in learning how to structure opportunities for prayer * our school assemblies feature good experiences of prayer * we familiarise our pupils with school oratory and/or sacred space in classrooms * our liturgical displays highlight various seasons, feast days and months of devotion * our pupils are supported by both school and parish(es) when preparing for sacraments * we provide a range of liturgical experiences with parish support * we promote good links with our parish(es) * we promote news of parish events among pupils, staff and parents * together with our parish we plan activities for the year ahead * Mass is celebrated by our Chaplain in school on particular occasions * our pupils have opportunities to attend Mass in local Parish(es) on particular occasions * we provide opportunities for pupils to receive Sacrament of Reconciliation * we promote pupil awareness of Vocations to the priesthood and religious life * we participate in national / diocesan Vocations events * we work with our parish to plan Catholic Education Week activities * we promote news of major Church events, news and documents * we provide opportunities for our pupils to participate in retreats, Missions, pilgrimages to holy places * our pupils learn about the ‘story’ of their school, parish, the Church in Scotland and Catholic education globally | * **How well do all staff understand their responsibility for contributing to religious education in our school?** * How do we know teachers are using a range of materials to enhance pupils’ experience of prayer? * How well do we provide support our teachers in learning how to structure opportunities for prayer? * How effective are we at maintaining good links with our parish(es)? * How well do all we promote our Catholic identity within our local community? * How do we know that the opportunities for our pupils to participate in liturgies, retreats, Missions, pilgrimages to holy places are improving wellbeing outcomes for them? | **2.2**  **2.3**  **1.2**  **2.7**  **2.7**  **2.1**  **3.1** |

| **Developing as a community of faith and learning,** | | |
| --- | --- | --- |
| Our school shows**:  *a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children.*** | | |
| **Features of highly-effective practice:** | **Challenge Questions:** | **Q.I.** |
| * the vision, values and aims of the school / school cluster/ Learning Community/ are inspired by Christian values and the *Charter for Catholic Schools* * our vision, values and aims highlight the centrality of the development of the whole person * our vision, values, aims, mission statement are regularly reviewed and evaluated against *Charter for Catholic Schools* * our school leaders are familiar with church documents on the nature and mission of Catholic schools and reflect on how they shape the development of our school * we share our vision, values and aims effectively with all members of the community (e.g. on school website, through presentations, newsletters and leaflets) * our self-evaluation calendar includes a focus on the Catholic mission of the school * we value working in partnership with parents on various aspects of the school’s development * all members of our cluster/school community (staff, pupils and parents) are able to contribute to evaluating the life and work of the Catholic school (e.g., through surveys, focus groups and bodies such as the Parent Council, PTA, Parent Forum and Pupil Council) * we invite all parents to participate in liturgies and Masses * we use creative means to communicate with parents and we make particular efforts to engage ‘harder to reach’ parents * we give high quality information to parents on their children’s progress e.g., through learning logs, profiles, early warning alerts, Parents’ Meetings and detailed progress reports * we meet with parents to support them in the sacramental preparation of their children * we give parents clear information on the Religious Education programme and practical suggestions as to how they can support the learning at home * we communicate with parents on programmes of Education for Relationships (*God’s Loving Plan* and *Called to Love*), hold information meetings and makes available materials for parents to peruse e.g., via displays at meetings with parents to report on children’s progress | * **How effective are we at evaluating our vision, values, aims, mission statement against *Charter for Catholic School?*** * **How well do all staff understand their responsibility to include a focus on the Catholic mission of the school in their self-evaluation process?** * How effective are we at including all members of our cluster/school community (staff, pupils and parents) to contribute to evaluating the life and work of the Catholic school (e.g., through surveys, focus groups and bodies such as the Parent Council, PTA, Parent Forum and Pupil Council)? * How do we know that our communication with parents is effective? * How well do we communicate the purpose of learning and give effective explanations to all pupils about the connection between their learning and the Catholic mission of the school? * How well are we capturing the impact of children and young people’s achievement on our community? * How can we demonstrate that families are feeling included and that they are participating, achieving and progressing? | **1.1**  **1.1**  **1.1**  **2.5**  **2.3**  **3.2**  **2.5** |

| **Developing as a community of faith and learning,** | | |
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| Our school shows**:  *an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God.*** | | |
| **Features of highly-effective practice:** | **Challenge Questions:** | **Q.I.** |
| * we value every child and young person within our school * our school/cluster policies promote Christian values * our policies and practices in anti-bullying, anti-racism, anti-sectarianism, equal opportunities promote the dignity of each person * our school’s code of conduct promotes Christian values and emphasises discipline with dignity * our programmes of R.E., PSE and all other areas of the curriculum promote Christian values and respect the dignity and worth of each person * our teachers use *God’s Loving Plan* and *Called to Love* programmes to promote the importance of Gospel values in relationships * our R.E. programmes recognise major festivals from other faith traditions * our school/class assemblies celebrate the value and worth of each person * we provide opportunities for developing pupil leadership, including in the religious life of the school * all members of our school community are involved in evaluating the life and work of the school as a community of faith e.g., through surveys, focus groups, bodies such as the Pupil Council * our school displays include images and words which stress the worth, dignity and sanctity of all * we promote pupil participation in school life through active involvement in our Pupil Council and other groups * our teachers are trained to anticipate, identify and deal effectively with all forms of bullying | * **How effective are we at involving all members of our school community in evaluating the life and work of the school as a community of faith e.g., through surveys, focus groups, bodies such as the Pupil Council?** * **How well do our school/cluster policies promote Christian values?** * How do we witness to the fact that we value every child and young person within our school? * How effective are our policies and practices in anti-bullying, anti-racism, anti-sectarianism, equal opportunities promote the dignity of each person * How do we provide opportunities for developing pupil leadership, including in the religious life of the school? * How do we know that pupil participation in school life through active involvement in our Pupil Council and other groups improves outcomes for all? * How well are our teachers trained to anticipate, identify and deal effectively with all forms of bullying? * How well are families being supported in developing strategies which lead to positive relationships, better learning and better behaviour? * How well do we recognise and value the personal achievements of all learners? | **1.1**  **2.7**  **2.1**  **3.1**  **2.1**  **3.1**  **1.2**  **3.3**  **2.2**  **3.3**  **1.2**  **2.5**  **3.2** |

| **Developing as a community of faith and learning** | | |
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| Our school shows: ***a commitment to support the continuing professional and spiritual development of staff.*** | | |
| **Features of highly-effective practice:** | **Challenge Questions:** | **Q.I.** |
| * our school leaders inspire a shared commitment to support and promote the aims, mission, values and ethos of the school * our school leaders provide a variety of leadership opportunities for all staff to contribute to the mission of the Catholic school * our staff are encouraged to reflect on their own practice in supporting and promoting the aims, mission, values and ethos of the school * with the support of our school chaplain, we enable staff to develop spiritually through e.g., staff Masses, liturgies, reflections, retreats, and other celebrations of the sacraments * we support Chaplaincy work with adequate resources and time * our PRD & Professional Update process includes consideration of opportunities for staff to develop as members of a community of faith and learning * our presentations, input, in-house professional learning, working groups and external CLPL enable our staff to deepen their understanding of, and enhance their contribution to, the mission of the Catholic school * we liaise effectively with our Diocese , SCES, and the St Andrew’s Foundation to enrich our CPL programme for staff as a body and as individuals * in our CLPL planning we make efforts to develop teachers as future Catholic school leaders * we network with other Catholic schools and institutions to share learning about the development of Catholic education nationally and globally | * **How effective are our school leaders at inspiring a shared commitment to support and promote the aims, mission, values and ethos of the school?** * **How well do our staff reflect on their own practice in supporting and promoting the aims, mission, values and ethos of the school?** * How well do our PRD & Professional Update process include consideration of opportunities for staff to develop as members of a community of faith and learning? * How do we know that staff have deepened their understanding of, and enhanced their contribution to, the mission of the Catholic school? * How well do we liaise effectively with our Diocese , SCES, and the St Andrew’s Foundation to enrich our CPL programme for staff as a body and as individuals? * To what extent are our approaches to induction sand mentoring supporting the continuing professional and spiritual development of staff? | **1.3**  **1.3**  **1.2**  **1.4**  **1.3**  **2.7**  **1.4** |

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| **Promoting Gospel values** | | |
| Our school provides: ***religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life.*** | | |
| **Features of highly-effective practice:** | **Challenge Questions:** | **Q.I.** |
| * we proclaim Jesus Christ, in His words and actions, as the model of Gospel values * our school policies refer explicitly to the promotion of particular Gospel Values * we use ‘This is Our Faith’ as the foundation of all our R.E. programmes * our R.E. programmes are supported and complemented at home and in local parish(es) * our R.E. programmes enable pupils to explore their personal beliefs and values * our R.E. programmes enable pupils to explain their beliefs to others * our R.E. programmes enable pupils to understand Catholic Church teaching * we provide education about relationships based on ‘God’s Loving Plan’ (P1-P7) and ‘Called to love’ (S1-S6) * our teachers participate in relevant career-long professional learning (CLPL) which supports their teaching of these programmes * we give attention to how we promote Gospel Values across the curriculum e.g., in social studies, literacy, science * our school’s vision, values and aims refer to particular Gospel values * our school documentation and website refers to the story of the school’s ‘patron’ saint * we proclaim and display Gospel values in various ways throughout school building * we help teachers to develop their understanding of Gospel values using materials such as ‘Values for Life’ * we use PSHE activities such as ‘Circle Time’ to explore feelings and emotions and to help pupils to understand how to apply Gospel values in their lives * we implement GIRFEC effectively to ensure that the needs of all children are being met in a holistic, nurturing way * we promote positive behaviour to maximise children’s potential through activities such as: restorative practices, promotion of respect for all people, buddy systems, playground friends, peer mediator approaches * our school assemblies focus on Gospel values and explain their scriptural origins | * **How well do our R.E. programmes enable pupils to understand Catholic Church teaching, respect others and explore their personal beliefs and values?** * How effective are our school policies at promoting particular Gospel Values? * How do we ensure all teachers participate in relevant career-long professional learning (CLPL) which supports their teaching of relationships education? * How do we know that the use of PSHE activities, such as ‘Circle Time’ to explore feelings and emotions, help pupils to understand how to apply Gospel values in their lives? * How well does the promotion of positive behaviour improve outcomes for pupils? (restorative practices, promotion of respect for all people, buddy systems, playground friends, peer mediator approaches) | **2.2**  **3.1**  **1.3**  **1.2**  **2.1**  **3.1**  **2.1**  **3.1** |

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| **Promoting Gospel values** | | |
| Our school shows: ***a commitment to ecumenical action and the unity of Christians.*** | | |
| **Features of highly-effective practice:** | **Challenge Questions:** | **Q.I.** |
| * our school participates in ecumenical activities, working with other Christian for common purposes e.g., supporting a local foodbank * our school supports local community Churches of different denominations when they are supporting service to the local community * we invite representatives of local Christian communities to school events * in our school handbook we make specific reference to our school’s values and respect for diversity of religious belief and practice * as part of RERC programme, we arrange pupil visits to Christian churches and significant places of Christian worship | * **To what extent do our school policies and activities demonstrate our commitment to ecumenism?** | **2.7**  **3.1** |

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| **Promoting Gospel values** | | |
| our school promotes: ***respect for different beliefs and cultures and for inter-faith dialogue.*** | | |
| **Features of highly-effective practice:** | **Challenge Questions:** | **Q.I.** |
| * we co-operate with other schools to promote inter-faith dialogue e.g., in anti-sectarian and anti-racist education programmes * our school assemblies celebrate a diversity of religious traditions * our religious education programmes include opportunities to learn about other world religions, in line with ‘This Is Our Faith’ * our school procedures show respect for other faiths in: school dress code, possible provision of prayer space during Ramadan, display of languages other than English, attendance monitoring to reflect traditions of other cultures * we invite representatives of local faith groups to school events * on our school website we celebrate the diversity of culture within the school community * our PSHE programmes promote diversity, respect and understanding * we participate in programmes of anti-racism education and show zero tolerance of racist behaviour | * **To what extent do our school policies and activities demonstrate our commitment to inter-faith dialogue and respect?** * **How do we ensure that we celebrate the uniqueness of all the individuals within our school community?** | **2.7**  **3.1**  **3.1** |

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| **Celebrating and worshipping** | | |
| Our school shows: ***a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes.*** | | |
| **Features of highly-effective practice:** | **Challenge Questions:** | **Q.I.** |
| * we explicitly connect our school calendar to the Church’s Liturgical year * the Liturgical colours of seasons are on display and are known to pupils * our teachers and pupils participate in classroom prayer * our pupils benefit from well-planned assembly prayers & services * prayer is a feature of all staff meetings and other school groups * we publish a Calendar of Mass celebrations in collaboration with chaplain and local parish(es) * our school calendar includes provision of particular services, such as Rosary during October / May, Mass during Lent, Stations of the Cross * we publicise Parish Mass times, services and other parish events for pupils, staff and parents * our Chaplaincy Committee/Pastoral Team is active in supporting our Chaplain to nurture the faith life of our school * our Chaplaincy Committee/Pastoral Team includes representatives of local parishes * our pupils enrich parish Masses and liturgies by reading, singing, passkeeping * we encourage our pupils to be altar servers, readers in parish * we use Caritas Award and Pope Francis Faith Award schemes to promote our pupils’ active engagement with parishes * we organise a yearly programme of ‘retreat’ & pilgrimage activities for various stages * we organise Catholic Education Week activities in partnership with our parish(es) * we are proactive in developing links with parish * we are proactive in developing links with Diocese * we involved parents in the sacramental and liturgical life of the school * we link with appropriate Church agencies to enrich the spiritual formation of children and young people * we work in partnership with parish and parents to ensure that children are prepared to receive the Sacraments | * How do we know our pupils benefit from well-planned assembly prayers & services? * How effective are our Chaplaincy Committee/Pastoral Team in supporting our Chaplain to nurture the faith life of our school? * How well do we use Caritas Award and Pope Francis Faith Award schemes to promote our pupils’ active engagement with parishes? * How well do we involve parents in the sacramental and liturgical life of the school? * How effective are our links with appropriate Church agencies to enrich the spiritual formation of children and young people? * Are opportunities to develop creativity skills and God given talents, evident across all areas of the curriculum? * What positive impact do the spiritual formation opportunities for staff have on the school community? | **2.1**  **2.1**  **2.2**  **2.5**  **2.6**  **3.3**  **1.4** |

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| **Serving the common good** | | |
| Our school shows: ***a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all.*** | | |
| **Features of highly-effective practice:** | **Challenge Questions:** | **Q.I.** |
| * our Religious Education programmes engage young people in exploring key aspects of Catholic social teaching, particularly when covering ‘Reign of God’ strands of faith * our wider curriculum, for example through topics in Social Studies and interdisciplinary learning projects, deepens children and young people’s understanding and appreciation of the social teaching of the Church * our vision, aims and values statements in school handbook reflect the principles of Catholic Social Teaching * our school curriculum is enriched through links with Mission Matters Scotland, SCIAF and other appropriate agencies * we firmly root all charitable events within a coherent framework of ‘faith into action’ rather than simply fundraising * our young people take leadership roles in ‘faith into action’ programmes * we organise active groups e.g., Pro-Life, Justice and Peace, St Vincent de Paul, Aid to the Church in Need, Fair Trade, ECO Group which make an impact within the school, parish and local communities * our children and young people take part in twinning projects with schools in the developing world * various school groups include prayer and reflection as part of their meetings and presentations to assemblies * our school assemblies and PSHE programmes highlight various social issues and responses informed by Catholic Social Teaching * we use seasons such as Lent and Advent as opportunities to promote the importance of Faith in Action * we invite guest speakers from groups such as e.g. Mission Matters Scotland, SCIAF, LEPRA, local foodbank, Parish SVDP * we provide a coherent framework of education, prayer and charitable works, particularly during the seasons of Advent and Lent * where possible, our charitable programmes draw on the Church’s traditions such as abstinence from meat on Fridays * our pupils involved in Caritas Award and Pope Francis Faith Award are helped to understand the Gospel-based inspiration of their activities * our school pairing projects (e.g., with school in Malawi) directly refer to the duty of all Christians to supporting the needs of others. | * **How do we know that our commitment to Catholic Social Teaching is removing barriers to success?** * **How well does our commitment to social justice provide opportunities, resources and the best environment for all of our children to succeed?** * How effective is our wider curriculum, for example through topics in Social Studies and interdisciplinary learning projects, at deepening children and young people’s understanding and appreciation of the social teaching of the Church? * How well do root our charitable events sit within a coherent framework of ‘faith into action’ rather than simply fundraising? * How well are we tackling issues of social justice for our pupils, removing barriers to learning and ensuring equity for all? * How well do we support learners to demonstrate and apply their creativity in international contexts? | **2.4**  **1.5**  **1.5**  **2.4**  **2.2**  **2.2**  **3.2**  **3.3** |