**Option One** – using the grade descriptions *below, ‘RAG’ rate the* description that is the best fit for your school. Start with the descriptors for ‘Good’.

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| Outstanding | Good | Requires improvement | Inadequate |
| Leaders and governors are able to clearly articulate the Church’s mission in education and are fastidious in exercising their duty as guardians of the Catholic life and mission of the school. They ensure that Christ is always at the heart of the school. They are energized, joyful and determined in the pursuit of this mission and are a source of inspiration for the whole community. The development of the Catholic life and mission of the school is embraced by leaders and governors as a core leadership responsibility. As a consequence, all policies and procedures clearly reflect the priority given to the Catholic identity, charism and mission of the school | Leaders and governors are able to articulate the Church’s mission in education and are thorough in exercising their duty as guardians of the Catholic life and mission of the school. They ensure that Christ is at the heart of the school. They are determined in the pursuit of this mission and are well regarded as models of Catholic leadership. The development of the Catholic life and mission of the school is viewed by leaders and governors as a core leadership responsibility. As a consequence, policies and procedures demonstrate the Catholic identity, charism and mission of the school. | Leaders and governors struggle to articulate the Church’s mission in education and are limited in their ability to exercise their duty as guardians of the Catholic life and mission of the school. The development of the Catholic life and mission of the school is not viewed as a priority by leaders and governors. It is not clear that the schools’ policies and procedures sufficiently reflect the Catholic identity, charism and mission of the school. | Leaders and governors show minimal understanding of and support for the Church’s mission in education and they neglect their duty as guardians of the Catholic life and mission of the school. At least some school policies and procedures are incompatible with the Catholic identity, charism and mission of the school. |
| Leaders and governors embrace and actively promote the Bishop’s vision for the diocese. They are enthusiastic in their response to diocesan policies and initiatives. As a result, the school has a dynamic partnership with the diocesan Bishop, actively participating in the services offered by the diocese while also putting itself at the service of the diocese in a variety of ways. | Leaders and governors promote the Bishop’s vision for the diocese. They respond well to diocesan policies and initiatives. As a result, the school works in partnership with the diocesan Bishop and actively participates in the services offered by the diocese. | Leaders and governors have not fully embraced the Bishop’s vision for the diocese and are inconsistent in its implementation. They make a limited response to diocesan policies and initiatives. | • Leaders and governors have not embraced the Bishop’s vision for the diocese. Links between leaders and the diocesan Bishop are tenuous, and there is little evidence to demonstrate the school is part of the diocesan community of schools. |
| Leaders and governors embrace and actively promote the principle that Catholic schools are at the service of the local Church. They work hard to ensure a flourishing partnership between the school and its local parish or parishes is central to the Catholic life and mission of the school. | Leaders and governors recognise the principle that Catholic schools are at the service of the local Church. They seek to work well with the local parish or parishes as part of their commitment to the Catholic life and mission of the school. | Leaders and governors have limited recognition of the principle that Catholic schools are at the service of the local Church. They are inconsistent in their efforts to work with the local parish or parishes in upholding the Catholic life and mission of the school. | Leaders and governors have little, if any, recognition of the principle that Catholic schools are at the service of the local Church. Few, if any. Attempts have been made to work with the local parish or parishes. |
| The leaders and governors of the school truly embrace the principle that parents are the first educators of their children and fully support and empower them in meeting the demands of this vocation. The school has highly successful strategies for engaging with parents/carers to the very obvious benefit of pupils. As a result, parents/carers have a thorough understanding of the school’s mission and are highly supportive of it, including those who might otherwise find working with the school difficult. | The leaders and governors of the school recognize the principle that parents are the first educators of their children and support them in meeting the demands of this vocation. The school has effective strategies for engaging with parents/carers to the benefit of pupils. As a result, parents/carers understand the school’s mission and are supportive of it. | The leaders and governors of the school have a poor recognition of the principle that parents are the first educators of their children and offered limited support in helping them meet the demands of this vocation. The school has few strategies for engaging with parents/carers. As a result, they do not fully understand the school’s mission. | The leaders do not recognise the principle that parents are the first educators of their children and offer little, if any, support in helping them meet the demands of this vocation. The school does not engage with parents/carers. |
| Leaders and governors are inspirational witnesses to the Gospel and to Catholic Social Teaching in their direction of the school at every level. They embody the Church’s preferential option for the poor by ensuring that resources are consciously and effectively targeted at those in greatest need, both materially and educationally. In every one of their decisions they demonstrate an exemplary commitment to care for our Common Home, to the pursuit of the common good and to service of those in greatest need. | Leaders and governors witness to the Gospel and to Catholic Social Teaching in their direction of the school at every level. They put into practice the Church’s preferential option for the poor by ensuring that resources are used effectively to support those in greatest need, both materially and educationally. In their decisions they demonstrate commitment to care for our Common Home, to the pursuit of the common good and to service of those in greatest need. | The witness of leaders and governors to the Gospel and to Catholic Social Teaching is inconsistent. Insufficient thought is given to how resources are to support those in greatest need. In their decisions they do not always demonstrate commitment to care for our Common Home, to the pursuit of the common good and to service of those in greatest need | Leaders and governors do not consider how resources can be used to support those in greatest need. In their decisions little, if any, consideration if given to care for our Common Home, to the pursuit of the common good and to service of those in greatest need. |
| Leaders and governors are inspirational exemplars in their respect for the dignity of workers and ensure that every decision they make reflects this. Policies and structures are in place, which clearly provide the highest levels of pastoral care for staff, and there is an explicit and concrete commitment to both the physical and mental wellbeing of staff | Leaders and governors demonstrate respect for the dignity of workers and ensure that the decisions they make respect this. Policies and structures are in place, which provide supportive pastoral care for staff, and there is commitment to both physical and mental wellbeing of staff. | • Leaders and governors show some regard for the dignity of workers but not all decisions they make demonstrate this. Policies and structures are in place, but these do not always translate to good pastoral care for staff. | Leaders and governors show little, if any, regard for the dignity of workers. Pastoral care of staff is neglected and, the needs of staff are overlooked. |
| The whole of the taught curriculum, with religious education at its core, is a coherent and compelling expression of the Catholic understanding of reality. Leaders of different subject areas work together to plan opportunities to make connections between discrete subject areas that support this understanding. Opportunities have been taken, across the full breadth of the curriculum, to make choices that reflect the richness of Catholic contributions to culture. | The whole of the taught curriculum, with religious education at its core, is an expression of the Catholic understanding of reality. Leaders of different subject areas work together to plan opportunities to make connections between discrete subject areas that support this understanding. | The school taught curriculum partially expresses the Catholic understanding of reality. | The school taught curriculum does not reflect the Catholic understanding of reality. |
| • Governors are highly ambitious for the Catholic life and mission of the school and lead by example in their consistent emphasising of it as a school improvement priority. They are actively involved in its evaluation and have clear systems in place for receiving the views of parents, staff and pupils. As a result, they offer challenge as well as support where necessary. Governors make a highly significant contribution to the Catholic life and mission of the school. They are passionate, have high levels of expertise and are extremely wellorganised and thorough in their work. | Governors are ambitious for the Catholic life and mission of the school and emphasise it as a school improvement priority. They are actively involved in its evaluation and have clear systems in place for receiving the views of parents, staff and pupils. As a result, they are ready to challenge as well as support where necessary. Governors contribute to the Catholic life and mission of the school. They are committed, are well-organised and conscientious in their work. | Whilst governors make efforts to maintain the Catholic life and mission of the school these efforts are not concerted or maintained. They make some contribution to the Catholic life and mission of the school. However, they are only superficially involved in its selfevaluation and are more comfortable in a supportive role than they are with offering challenge. | Governors show little interest in the Catholic life and mission of the school. |
| The school’s self-evaluation is a coherent reflection of rigorous monitoring, searching analysis and honest self-challenge, and is clearly and explicitly focused on the Catholic life and mission of the school. This leads to well-targeted and planned improvements, often creatively conceived with key partners, to further enhance the life and mission of the school. | The school’s self-evaluation involves accurate monitoring, analysis and self-challenge and is clearly focused on the Catholic life and mission of the school. This leads to planned and effective improvements to further enhance the life and mission of the school. | The school’s self-evaluation is acknowledged as a leadership responsibility, but it lacks accuracy and is insufficiently focused on the Catholic life and mission of the school. As a result, any attempted improvements have limited impact. | The school’s self-evaluation makes little, or no reference to its Catholic life and mission and does not inform planning for improvement. |
| Pupils contribute in a planned and systematic way to the school’s evaluation of its Catholic life and mission and take a lead in planning improvements to it. | Pupils participate in the school’s evaluation of its Catholic life and mission and are part of planning improvements to it. | Pupils’ involvement in the school’s evaluation of its Catholic life and mission is infrequent and/or their contributions lack impact. | Pupils do not participate in the school’s evaluation of its Catholic life and mission |
| Professional development, focusing on the Catholic life and mission of the school, occurs frequently and is engaging, well planned and effective. As a result, staff have a profound understanding of the school’s mission. They share its purpose and are actively involved in shaping and supporting it. | Professional Development, focusing on the Catholic life and mission of the school, is well planned and effective. As a result, staff have a comprehensive understanding of the school’s mission. Staff are involved in shaping and supporting it. | Professional Development, focusing on the Catholic life and mission of the school, rarely occurs or is limited in its effectiveness. As a result, staff have limited understanding of the school’s mission. | Professional Development, focusing on the Catholic life and mission of the school, rarely, if ever occurs. |
| Leaders are deeply committed to supporting staff new to the school. As a consequence, they have developed effective and focused induction programmes to inspire all staff to participate actively in, and contribute to, the Catholic life and mission of the school. | • Leaders are committed to supporting staff new to the school. As a consequence, they have effective induction programmes which enable all staff to participate in, and contribute to, the Catholic life and mission of the school. | Leaders seek to support staff new to the school but there is no planned induction. | Leaders provide little, or no support for staff new to the school. |

**Option Two** – Complete the ‘Audit Tool’ below

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|  | **Fully** | **Partially** | **Not Evidenced** |
| Leaders and governors are able to articulate the Church’s mission in education and are thorough in exercising their duty as guardians of the Catholic life and mission of the school. |  |  |  |
| Leaders and governors ensure that Christ is at the heart of the school. They are determined in the pursuit of this mission and are well regarded as models of Catholic leadership. |  |  |  |
| Leaders and governors are determined in the pursuit of this mission and are well regarded as models of Catholic leadership. |  |  |  |
| The development of the Catholic life and mission of the school is viewed by leaders and governors as a core leadership responsibility. As a consequence, policies and procedures demonstrate the Catholic identity, charism and mission of the school. |  |  |  |
| Leaders and governors promote the Bishop’s vision for the diocese. They respond well to diocesan policies and initiatives. As a result, the school works in partnership with the diocesan Bishop and actively participates in the services offered by the diocese. |  |  |  |
| Leaders and governors recognise the principle that Catholic schools are at the service of the local Church. They seek to work well with the local parish or parishes as part of their commitment to the Catholic life and mission of the school. |  |  |  |
| The leaders and governors of the school recognize the principle that parents are the first educators of their children and support them in meeting the demands of this vocation. |  |  |  |
| The school has effective strategies for engaging with parents/carers to the benefit of pupils. As a result, parents/carers understand the school’s mission and are supportive of it. |  |  |  |
| Leaders and governors witness to the Gospel and to Catholic Social Teaching in their direction of the school at every level. |  |  |  |
| Leaders and governors put into practice the Church’s preferential option for the poor by ensuring that resources are used effectively to support those in greatest need, both materially and educationally. In their decisions they demonstrate commitment to care for our Common Home, to the pursuit of the common good and to service of those in greatest need. |  |  |  |
| Leaders and governors demonstrate respect for the dignity of workers and ensure that the decisions they make respect this. |  |  |  |
| Policies and structures are in place, which provide supportive pastoral care for staff, and there is commitment to both physical and mental wellbeing of staff. |  |  |  |
| The whole of the taught curriculum, with religious education at its core, is an expression of the Catholic understanding of reality. Leaders of different subject areas work together to plan opportunities to make connections between discrete subject areas that support this understanding. |  |  |  |
| Governors are ambitious for the Catholic life and mission of the school and emphasise it as a school improvement priority. They are actively involved in its evaluation and have clear systems in place for receiving the views of parents, staff and pupils. As a result, they are ready to challenge as well as support where necessary. |  |  |  |
| Governors contribute to the Catholic life and mission of the school. They are committed, are well-organised and conscientious in their work |  |  |  |
| The school’s self-evaluation involves accurate monitoring, analysis and self-challenge and is clearly focused on the Catholic life and mission of the school. This leads to planned and effective improvements to further enhance the life and mission of the school. |  |  |  |
| Pupils participate in the school’s evaluation of its Catholic life and mission and are part of planning improvements to it. |  |  |  |
| Professional Development, focusing on the Catholic life and mission of the school, is well planned and effective. As a result, staff have a comprehensive understanding of the school’s mission. Staff are involved in shaping and supporting it. |  |  |  |
| Leaders are committed to supporting staff new to the school. As a consequence, they have effective induction programmes which enable all staff to participate in, and contribute to, the Catholic life and mission of the school. |  |  |  |
| **ACTION POINTS** |  |  |  |
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**Option Three** – Some ‘big questions’ to reflect on

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| Questions | Reflect |
| How do you develop a sense of belonging in your community and nurture an identity that awakens a call to follow the Gospel and make a difference to our world? |  |
| How do you help your community to access what they need to ‘live life to the full’? |  |
| How is respect for human dignity evident in your school?  Where would this be seen; experienced; portrayed? |  |
| How do you sustain the particular Chrism of your school? *Chrism = The source of Charism is the Holy Spirit. It is described as the spirit of the community that drives and energises its members in their ministry. For a school this could come from its heritage from a Religious Order, its named saint or other spiritual aspect of its local context. The Chrism helps to guide how the community responds to the ‘signs of the times’.* |  |
| How do you promote the Mission of the school and evaluate how the school lives out its Mission as a Catholic school? *Mission = The mission of a Catholic school is to be more than just places where pupils are equipped with learning and skills for the workplace and responsible citizenship. Rather they are to be the communities where the spiritual, cultural and personal worlds within which we live are harmonised to form the roots from which grow our values, motivation, aspirations and the moral imperatives that inform our choices and actions as persons. Pope Benedict XVI described Catholic schools as ‘an essential resource for the new evangelisation’. (Adapted from ‘Christ at the Centre’)* |  |
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