**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 |
| The mission statement is a clear and inspiring expression of the educational mission of the Church and of the school’s particular charism. It is regularly revisited and is known, lived and witnessed to throughout the school. As a result, it is has a significant impact on the life of the school which excels at being a community based on Catholic tradition and practice. The life and mission of the school are deeply rooted in the Word of God. | The mission statement is a clear expression of the educational mission of the Church and of the school’s particular charism. It is regularly revisited and known and lived throughout the school. It is has a visible impact on the life of the school. The Word of God informs and shapes the school’s life and mission. | The mission statement expresses the educational mission of the Church or the school’s particular charism, but this is not well thought through or its expression lacks depth. It is known throughout the school but the extent to which the Word of God informs and shapes the school’s life and mission is underdeveloped or inconsistent. | The mission statement fails to express the educational mission of the Church or has no impact on the life of the school. The school’s mission is not informed by the Word of God |
| Staff embrace the mission statement and readily implement it across the curriculum and the whole of school life. They enthusiastically participate in and contribute to those activities which reflect the life and mission of the school and the service it offers to the community. | Staff are committed to the implementation of the mission statement across the curriculum and the whole of school life. They actively participate in those activities which reflect the life and mission of the school and the service it offers to the community. | Whilst staff understand some of the demands of the school’s mission statement there are inconsistencies in its implementation across the curriculum. They infrequently participate in those activities which reflect the Catholic life and mission of the school | Staff do not understand the demands of the school’s mission statement and it has little impact on their work. They rarely, if ever, participate in those activities which reflect the Catholic life and mission of the school |
| Conscious that Christ is at the heart of the school, there is a lived sense of community, evident in the quality of relationships and the strong culture of welcome. The school goes the extra mile to provide an exceptionally supportive and joyful community for each of its members, valuing all without exception and acknowledging Christ’s presence in the other. Everyone is welcomed in a spirit of generous hospitality, especially those who are most vulnerable | As Christ is at the heart of the school, there is a sense of community, evident in the quality of relationships and the culture of welcome. The school is a supportive and joyful community, valuing all and acknowledging Christ’s presence in the other. Everyone is welcomed in a spirit of hospitality, especially those who are most vulnerable. | There is some sense of being a Catholic community, evident in relationships and an emerging culture of welcome, which seeks to value the other. The school is working towards a deeper understanding of hospitality. | There is little or no sense of being a Catholic community or of a culture of welcome. The concept of hospitality is not understood or considered important. |
| This embedded culture of welcome means that the school celebrates the presence of those from various cultures and belief traditions, going the extra mile to understand their needs and enable them to live and pray in fidelity to their own commitments. | This culture of welcome includes valuing and supporting those from various cultures and belief traditions, enabling them to live and pray in fidelity to their own commitments. | This underdeveloped culture of welcome means that support for those of various cultures and belief traditions is inconsistent and their needs are sometimes overlooked. | There is a lack of awareness of the presence of those from various cultures and belief traditions and a failure to accommodate their needs |
| • Staff are exemplary role models for pupils. Through their relationships with each other and the love and care they show for pupils, they consistently bear witness to the school’s Catholic life and mission. | Staff are positive role models for pupils. Through their relationships with each other and the love and care they show for pupils, they bear witness to the school’s Catholic life and mission | Staff are inconsistent in providing a positive role model for pupils. Their relationships with each other and the • care they show for pupils, do not always witness to the school’s Catholic life and mission. | Staff are poor role models for pupils and their relationships with each other and pupils are sometimes contrary to the school’s Catholic life and mission. |
| Staff provide the highest levels of pastoral care for pupils, and there is an explicit and concrete commitment to the most vulnerable. | Staff provide supportive pastoral care for pupils, and there is a commitment to the most vulnerable. | Staff do not always provide good pastoral care for pupils | There is lack of effective pastoral care. As a result, the needs of pupils are overlooked or are not addressed. |
| The school environment effectively witnesses to its identity, mission and charism through explicit and effective signs of the school’s Catholic character. The care and attention given to the quality of the space reflects the dignity of each person and contributes positively to their formation. | The school environment reflects its mission and identity through explicit signs of the school’s Catholic character. The quality of the space reflects the dignity of each person. | The school environment contains signs of the school’s Catholic character, but these have become routine with little impact on the life of the school. | The school environment lacks any outward signs of its Catholic character or these are few and far between |
| The chaplaincy provision is a central and celebrated aspect of the life and mission of the school. It witnesses to the school’s commitment to the flourishing of every member of the school community, to the education of the whole person and to helping each discern their own unique vocation. As a consequence, the school has a dynamic and well-planned chaplaincy programme that provides extensive, creative and high-quality opportunities for the spiritual and moral development of pupils and staff | The chaplaincy provision is strong in its support to the life and mission of the school. It is evidence of the school’s commitment to the education of the whole person and to helping each to discover their own vocation. As a consequence, the school provides a range of wellplanned and effective opportunities for the spiritual and moral development of pupils and staff | The chaplaincy provision is peripheral to the life and mission of the school: a sign of the school’s inconsistent commitment to the education of the whole person. Opportunities for the spiritual and moral development of pupils and staff are limited either in their regularity or quality. | There is little, if any chaplaincy provision, showing that the school neglects the education of the whole person. It provides few, if any, opportunities for the spiritual and moral development of pupils and staff. |
| The provision for R(S)HE is carefully planned to ensure that as well as meeting all statutory requirements, it also fully meets diocesan requirements, is firmly rooted in the teaching of the Church and celebrates a holistic vision of the human person. As a consequence, pupils are able to confidently articulate what they have learned in these lessons. | The provision for R(S)HE meets both statutory and diocesan requirements, is faithful to the teaching of the Church and presents a holistic vision of the human person. As a consequence, pupils are able to articulate what they have learned in these lessons. | The provision for R(S)HE is inconsistent in how well it reflects statutory and diocesan requirements or the teaching of the Church. Pupils struggle to articulate what they have learned in these lessons. | The provision for R(S)HE is incompatible with the statutory or diocesan requirements, or the teaching of the Church. |

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| The Word of God informs and shapes the school’s life and mission. | **Fully** | **Partially** | **Not Evidenced** |
| The mission statement is a clear expression of the educational mission of the Church and of the school’s particular charism. It is regularly revisited and known and lived throughout the school. |  |  |  |
| It is has a visible impact on the life of the school. |  |  |  |
| Staff are committed to the implementation of the mission statement across the curriculum and the whole of school life. They actively participate in those activities which reflect the life and mission of the school and the service it offers to the community. |  |  |  |
| As Christ is at the heart of the school, there is a sense of community, evident in the quality of relationships and the culture of welcome. |  |  |  |
| The school is a supportive and joyful community, valuing all and acknowledging Christ’s presence in the other. Everyone is welcomed in a spirit of hospitality, especially those who are most vulnerable. |  |  |  |
| The school environment reflects its mission and identity through explicit signs of the school’s Catholic character. The quality of the space reflects the dignity of each person. |  |  |  |
| The chaplaincy provision is strong in its support to the life and mission of the school. It is evidence of the school’s commitment to the education of the whole person and to helping each to discover their own vocation. |  |  |  |
| The school provides a range of well-planned and effective opportunities for the spiritual and moral development of pupils and staff |  |  |  |
| The provision for R(S)HE meets both statutory and diocesan requirements, is faithful to the teaching of the Church and presents a holistic vision of the human person. |  |  |  |
| Pupils are able to articulate what they have learned in their RSE lessons. |  |  |  |
| ACTION POINTS  |  |  |  |