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| Outstanding | Good | Requires Improvement | Inadequate |
| Pupils understand and embrace the distinctive Catholic identity, charism and mission of their school. They value it greatly and are able to tell its unique story as part of the local and universal Church. Their active participation significantly enhances the Catholic life and mission of the school. | Pupils understand the distinctive Catholic identity, charism and mission of the school. They value this distinctiveness and actively participate in the Catholic life and mission of the school. | Pupils struggle to understand how the Catholic identity or charism of the school makes a difference to its mission. They are indifferent to the school’s Catholic character, and their participation in the Catholic life and mission of the school is limited. | Pupils are largely ignorant of the school’s Catholic identity or charism. They do not appreciate, value or participate in the Catholic life and mission of the school. |
| Pupils can clearly express an understanding that they are valued and cared for as unique persons, made in the image and likeness of God. They are happy, confident and feel secure. | Pupils can express an understanding that they are valued and cared for as unique persons, who are made in the image and likeness of God. They are happy, confident and feel secure | Pupils have a limited understanding that they are valued and cared for as unique persons. Pupils are sometimes unhappy, have limited confidence or do not always feel secure. | Pupils have little or no understanding that they are valued and cared for as unique persons. They are unhappy, lack confidence or do not feel secure |
| Pupils have a clear understanding that the school community is committed to following the teaching and example of Jesus as expressed in the Gospels, the social teaching of the Church and the school’s own particular charism. As a result, pupils flourish as they seek opportunities to grow in virtue. They gladly embrace their personal responsibility to care for our Common Home, pursue the common good and serve those in need | Pupils understand that the school community is committed to following the teaching and example of Jesus as expressed in the Gospels, in the social teaching of the Church and in the school’s own particular charism. As a result, pupils seek opportunities to grow in virtue, accepting their personal responsibility to care for our Common Home, pursue the common good and serve those in need. | Pupils find it difficult to understand the demands that belonging to the school community entails. As a result, pupils’ sense of personal responsibility is underdeveloped, and they respond in a limited way to the call to care for our Common Home, to pursue the common good and to serve those in need. | Pupils do not understand, or they reject, the demands that belonging to the school community entails. Pupils have little sense of personal responsibility. |
| • Pupils take a leading role in responding to the demands of Catholic Social Teaching and are pro-active in finding ways of responding, locally, nationally and globally. They can clearly articulate the theology underpinning their actions | Pupils are actively engaged in responding to the demands of Catholic Social Teaching, supporting those in need locally, nationally and globally. They can articulate aspects of the theology underpinning their actions. | Pupils are only infrequently and passively involved with supporting those in need locally, nationally and globally | Pupils have little, if any, involvement with supporting those in need locally, nationally and globally. |
| Pupils show a deep respect for their own personal dignity and that of others, who are made in the image and likeness of God. They demonstrate a deep sense of respect for those of other faiths, religions and none. The behaviour of pupils is exemplary in lessons and throughout the school. | Pupils demonstrate respect for themselves and others who are made in the image and likeness of God. They have a well-developed sense of respect for those of other faiths, religions and none. The behaviour of pupils is good in lessons and throughout the school. | Pupils’ respect for themselves and others, who are made in the image and likeness of God, is not always evident. They have little awareness of the existence of difference or the need to respect the beliefs of others. The behaviour of pupils at times, or in places, shows a lack of consideration. | Pupils show little respect for themselves and others. They lack courtesy in their treatment of those who have different beliefs. They are inconsiderate and their behaviour is poor. |
| Pupils highly value the school’s chaplaincy provision, willingly taking leadership roles within it. They actively participate in and contribute to opportunities provided by the school. | Pupils value the school’s chaplaincy provision and actively participate in opportunities provided by the school. | • Pupils may value the chaplaincy provision, but this is not translated into high levels of participation in opportunities provided by the school. | Pupils do not value the school’s chaplaincy provision, and/or do not participate in opportunities provided by the school. |

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| Pupils Contribute to and benefit from Catholic Life and Mission | **Fully** | **Partially** | **Not Evidenced** |
| Pupils understand the distinctive Catholic identity, charism and mission of the school. |  |  |  |
|  They value this distinctiveness and actively participate in the Catholic life and mission of the school. |  |  |  |
| Pupils can express an understanding that they are valued and cared for as unique persons, who are made in the image and likeness of God. They are happy, confident and feel secure |  |  |  |
| Pupils understand that the school community is committed to following the teaching and example of Jesus as expressed in the Gospels, in the social teaching of the Church and in the school’s own particular charism. |  |  |  |
| Pupils seek opportunities to grow in virtue, accepting their personal responsibility to care for our Common Home, pursue the common good and serve those in need. |  |  |  |
| Pupils are actively engaged in responding to the demands of Catholic Social Teaching, supporting those in need locally, nationally and globally. |  |  |  |
| They can articulate aspects of the theology underpinning their actions. |  |  |  |
| Pupils demonstrate respect for themselves and others who are made in the image and likeness of God. They have a well-developed sense of respect for those of other faiths, religions and none. |  |  |  |
| The behaviour of pupils is good in lessons and throughout the school. |  |  |  |
| Pupils value the school’s chaplaincy provision and actively participate in opportunities provided by the school. |  |  |  |
| **ACTION POINTS** |  |  |  |