

How effectively does this school's Catholic Character promote the school community's engagement in faith, worship, service and pastoral care to enhance their relationship with the Church and Society?

Capability and sustainability	Engagement and achievement in Catholic Character and Religious Education.	Catholic Character focus and review
<p>To what extent is the school using its teaching and governance capability to sustain student achievement in RE and ongoing development for all students and the faith community in faith, worship, pastoral care and service?</p> <p>Areas of investigation Recommendations from the previous review. What are the strategic priorities? How are these determined? (people, financial and curriculum.) How are resources being used to support the Catholic Character development? What do teachers, Trustees and school leaders know about:</p> <ol style="list-style-type: none"> 1. The school community. 2. Their roles and responsibilities 3. Areas they wish to improve. 4. Links to the Bishop's or proprietor's priorities for the school. (identified at Diocesan level)? 	<p>What is the school policy with regard to ensuring teachers have adequate qualifications, and PD resulting in the knowledge necessary to teach the RE curriculum and to integrate Catholic teachings into other curriculum areas? How well are students progressing and what is the evidence? How do we know they are progressing? How well do students, parents, teachers, school leaders and trustees use this information? How robust is the information gathered on student engagement in all aspects of Catholic Character?</p> <p>Areas for investigation include: What do students know about their RE programme and Catholic Character and what do they need to do to know more? How does the school evangelise its students and parents? How are the parish and chaplain actively involved in the mission of the school? How do teachers make use of achievement information to more effectively teach to student needs? How is information reported to parents? How are parents encouraged to support their child's learning. How do school leaders use achievement information to build more engagement and success? How does the RE student achievement get analysed? What information do trustees have from the school and how do they use it to support the Catholic Character? How does the information support the development of priorities?</p>	<p>How is the Catholic Character of the school responding to the needs of its community?</p> <p>Areas for investigation include: What priorities are set to meet their needs? How are needs determined? How do the school's RE programme, pastoral care, service and worship practices support the evangelisation of students, parents, teachers? How does the school respond effectively to the needs of the community?</p>
<p>Authentic involvement for all cultures who are part of the faith community</p>		

Schools need to be engaging in annual self review of different aspects of Catholic Character outside of the 3 yearly external review.