

Diocese of East Anglia



Denominational (Section 48) Inspection Handbook

For Inspections to be carried out under Section 48 of the Education Act 2005.

May 2013

1. INTRODUCTION

All people by virtue of their dignity as human beings have the right to education, that is, the right to achieve their potential in life. Those who are baptised members of the Church have a right to a Christian Education. (cf. Gravissimum Educationis, 1,2).

Catholic schools are part of the mission of the Church. They are challenged by the gospel to affirm their pupils' basic goodness, to promote their dignity and to develop their gifts to the full. Schools are challenged to educate people to live responsibly for the fullness of life that God wills for each of us.

The arrangements of the Section 48 Inspections (Education Act 2005) enable the Church to assess systematically the work of Catholic schools. They also provide an opportunity to support, challenge, evaluate and promote this vital work in the mission of the Church.

The purpose of inspection is to assist the school in its continuing work of self-evaluation through the identification of particular strengths, of areas requiring further improvement, and of progress made since the last inspection.

The inspection should be understood in the context of self-evaluation and must include as well as the provision and standards achieved in curriculum Religious Education, the broad Catholic life of the school.

The Bishops' Conference of England and Wales Statement on Religious Education in Catholic Schools should inform the self-evaluation that every school/college must undertake. (May 2000)

2. RELIGIOUS EDUCATION IN CATHOLIC SCHOOLS

A STATEMENT FROM THE CATHOLIC BISHOPS' CONFERENCE OF ENGLAND AND WALES (MAY 2000)

Growing in Faith:

1. The Gospel of Jesus Christ invites all who follow its teaching to the fullness of life. Discipleship in the Gospel is life-long, a journey of faith coming to complete fulfilment only in the presence of God in heaven. The entire life of the disciple is marked by learning and growth. Life-long growth in faith is to be a characteristic of Catholic life. An understanding of the educative task of the Church must start from this perspective and increasingly opportunities for life-long learning need to be developed for every member of the Church.

2. The first educators in the faith are parents. It is they, above all others, who establish in their children the first sensitivity and responsiveness to the presence of God, to the practice of prayer and to the patterns of life in the community of faith, the parish. By their example in the home and in their participation in the Mass and other sacraments, the foundation of life-long faith and discipleship in their children are laid down.

The Catholic School:

3. This partnership between home and parish is enhanced by the role of the Catholic school in which the educational mission of the Church finds a particular and important expression (Cf General Directory for Catechesis n 259). This educational mission entails the ongoing development of the entire potential of every person. It seeks to promote the well-being and freedom of every person, made in the image and likeness of God and finding fulfilment in God alone. This is the vision, which shapes the daily life of a Catholic school as a community in which faith is expressed and shared through every aspect of its activity. Through the pattern of daily prayer, through the celebration of the sacraments of the Church, through works of charity, through a striving for justice in all it does, a Catholic school seeks to be a catechetical community in which the content and the life of faith is shared (Cf GDC nos. 218 & 259). We recognise that in a Catholic school the witness of its life is, for some, a first announcing of the Gospel, or even preparation for that announcement. In these ways, the meaning of life, as understood in the Catholic faith, is explored and experienced by all those taking part in the life of the school, whether they are baptised Catholics or not, practising their faith in their own parish or not. This vision of the Catholic school lies at the heart of the firm expectation that Catholic parents send their children to Catholic schools, if at all possible. The partnership between home, parish and school is the best setting for the formation of maturing Catholic young people.

Religious Education:

4. In the life of faith of the catholic school, religious education plays a central and vital part. At the heart of Catholic education lies the christian vision of the human person. This vision is expressed and explored in Religious Education. Therefore, religious education is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studied in Catholic religious education inspire and draw together every aspect of the life of a Catholic school. We are committed to classroom RE, then, because all pupils have the right to receive an overall education which will enable them, in the light of the faith of the Church, to engage with the deepest questions of life and find reasons for the hope which is within them (1 Peter 3.15). Religious education is, then, the core subject in a Catholic School.

5. In 1996, we published the Religious Education Curriculum Directory for Catholic Schools. This stated clearly the overall aims of classroom RE and its more precise objectives. They can be summarised as stating that religious education in a Catholic school is the comprehensive and systematic study of the mystery of God, of the life and teachings of Jesus Christ, the teachings of his Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life; in a manner which encourages investigation and reflection by the pupils, develops the appropriate skills and attitudes and promotes free, informed and full response to God's call in everyday life. In the words of the *Curriculum Directory*, the outcome of Catholic religious education is religiously literate young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to think spiritually, ethically and theologically, and who are aware of the demands of religious commitment in everyday life'. P.10)

6. In January 2000, we were able to host a Symposium on expectations of Classroom Religious Education in Catholic Schools' to which we invited many diocesan RE advisors, RE teachers and representatives of Catholic Colleges and Institutions. This enabled us to look together at some of the issues surrounding RE today and, in particular, the needs of our catholic schools. We are grateful to all who took part in this Symposium, and to all who contributed to the consultation which preceded it.

Expectation of Classroom Religious Education:

7. The Symposium emphasised the importance of the definitions of aims and objectives of classroom RE given in the Curriculum Directory. It also asked for greater clarity about the precise role of classroom RE, in the context of our understanding of the catechetical task of the whole school. In this context, we are clear that the specific contribution to the life of the Catholic school of classroom RE is primarily educational for its primary purpose is to draw pupils in a systematic study of the teaching of the Church, the saving mystery of Christ which the church proclaims. Excellence in religious education, then will be characterised by a clarity of succinct religious learning objectives and of key content, by appropriate methodologies, rigour, richness of resources, achievement of identified outcomes and accurate methods of assessment. Classroom RE will be a challenging educational engagement between the pupil, the teacher and the authentic subject material.

8. RE teaching in a Catholic school will be enlightened by the faith of the school community and by the faith of the RE teacher. Its educational focus will be formed and enhanced by the vitality of faith. For some in the classroom, religious education may well be received as catechesis, deepening and enhancing their personal faith; for some it will be evangelisation, the first time they will have been presented, personally, with the truths of living faith. Nevertheless, its primary purpose is the step-by-step study of the mystery of Christ, the teaching of the Church and its application in daily life. The criteria by which it is to be judged are educational.

9. When classroom RE displays these educational characteristics, then its specific contribution to the life of the Catholic school, which as a whole is a catechetical community, becomes apparent. Then the complementarity of the various roles which contribute to the life of the school is also clarified: the role of the leadership of the school as a catechetical community, the role of the chaplaincy of the school and the partnership in the religious life of the pupils between the school, the parishes and the families. All these have a part to play in the handing on of faith and its expression and exploration in daily life.

10. If this kind of classroom RE is to be achieved, then it is to be taught, developed and resourced with the same commitment as any other subject. We are aware that sometimes classroom RE suffers from low expectations and lack of challenge. Tasks given to pupils need to be clearly focused and sufficiently demanding. The objective of religious education is to include analysis and reflection, critical appreciation of sources and examples, and a real sense of progression through the different stages of education. As such, it requires the unequivocal support of the management of every Catholic school. It also requires 10% of the length of the taught week for each Key Stage of education. This is what we reaffirm and expect.

The Role of the Teacher

11. The success of classroom RE in our schools will also depend, as does every subject, on the quality and dedication of the teachers. We are aware of the need to do all we can, as a Church, to recruit, educate and support good teachers of religious education. We believe that the clarity of expectations which can underpin RE will serve to enhance the attractiveness of the subject to potential teachers. We also recognise the need for RE teachers to have particular opportunities to continue their own life-long formation in faith as well as for professional development. We need to make the best possible use of those diocesan resources given to the support of RE teachers. We acknowledge the limitation of these resources, especially in the number of RE Advisors in our Secondary schools, and we will look at ways in which their number and effectiveness can be enhanced. We are also grateful to all those who have been developing effective resources for Catholic RE, and wish to encourage a lively exchange of good practice, not least by use of internet sites and other modern means. Good teachers also always require the support of parents and the wider Church community. Learning in the faith is not completed when school years are finished. A responsibility remains on every Catholic to continue their growth in faith throughout life.

12. The importance of the teacher of RE cannot be exaggerated. We are most grateful to all those teachers who, week in and week out, have contributed to the religious education of pupils in our schools. We recognise the difficulties that are faced in this task, especially in a society like ours which does not encourage the natural religiosity of the individual, nor offer popular support for faithful adherence to the practice of faith. We salute the generosity of our teachers who have brought not only a love of their faith to their teaching but also a deep concern for the well being of every pupil. We offer them every encouragement and support as they strive to develop their professional expertise in this vital subject. We also salute and thank the senior management teams and governors of our schools for their work in fostering our schools as communities of faith. We encourage them to give every possible support and importance to the RE departments and coordinators. A Catholic school which promotes the best possible teaching of religious education is fulfilling its true purpose.

Conclusion:

13. Teaching is a noble calling and profession. It can be a source of great satisfaction and we ask all Catholics to pray for our teachers and for vocations to the teaching life. 'Teaching has an extraordinary moral depth and is one of our most excellent and creative activities. For the teacher does not write on inanimate material, but on the very spirits of human beings.' (The Catholic School on the Threshold of the Third Millennium: 1998: n.19).

Diocese of East Anglia Inspection Handbook

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DIOCESE OF EAST ANGLIA. THE INSPECTION PROCESS

The procedure sets out the requirements, which will enable full inspection coverage of the school's Catholic life and worship and its provision, work and achievements in the field of Religious Education. This procedure will ensure that each school is treated in the same manner and that there is comparability between inspections and a common approach to reporting. It is hoped this procedure should always reflect the Church's mission.

Recognition of the Bishop's Responsibility and Authority

The inspection is to be set within the context of the diocesan Bishop's policy. "The formation and education in the Catholic religion provided in any school is subject to the authority of the Church....the diocesan Bishop has the right to watch over and inspect the Catholic schools situated in his territory, even those established or directed by the members of Religious Institutes." (Canons 804,806 CCL)

School Self-Evaluation

The Catholic community, like Ofsted, recognises the importance of school self-evaluation as a continuous process that is complemented from time to time by external inspection. Self-evaluation makes an important contribution to inspections. It provides the school and the inspectors with the means of ensuring that inspection covers matters of potential significance to the school.

BEFORE THE INSPECTION

The school should:

- Notify the diocese as soon as possible after hearing of date of Ofsted inspection.
- Send to section 48 inspector:
 - Catholic SEF containing the Additional Data Information Sheets
 - Ofsted SEF if required and latest Ofsted draft/final report
 - School's RE tracking data with any data analysis
 - Copy of previous diocesan inspection report
 - School improvement plan
 - Normal weekly/fortnightly class timetables
 - Timetable of the inspection day/s
 - Map and address of school.
- Arrange meetings/interviews required.

Inspections will normally take place either on a single day at Primary schools and on one or two days at Secondary schools with possibly an associate inspector present on one day. Inspections will normally take place as soon as possible after the Ofsted inspection or within six working weeks from the Ofsted inspection.

The diocese should:

- Contact possible inspectors – using a system of rota and travelling distance.
- Inform the school of section 48 inspector's name and contact details.
- Send contract to the school to be signed by Chair and Inspector on the day.

The section 48 inspector should:

- Contact headteacher of school to arrange day.
- Establish good communication and effective working relationship with the school.
- E-mail school the Additional Data Information Sheet if not completed as part of the SEF.
- Keep demands on the school to a minimum.
- Write/E-mail school informing them of inspector's contact details for sending above documentation, and
- Ask school to arrange meetings with head and/or chair/foundation governor/chaplain for Catholic life information.
- Ask school to arrange meeting with RE co-ordinator.
- Ask school to arrange time – 30 minutes to meet with pupils: With 2012 framework, number of interviews with pupils may need to increase.
(selection criteria may vary – one possible arrangement is given below)
For Secondary - Years 7, 9 & 11 pupils, at least one pupil of each year group from each ability level – top, middle and below average with their RE books and work.
For Primary – Years 2 & 6 pupils as above,
- Ask school to provide on the day, work for current year from other year groups than those above, one set from each ability level.
- Scrutinise Catholic SEF. For inspectors to make best use of their time in the school and for inspection to be of most value to the school, they must gain an understanding of the school and the emphases and issues for the inspection before they begin their work on site. This is usually obtained through the self-evaluation document (Catholic SEF) and other school documentation.
- Inspectors to prepare (for their own use only) a pre-inspection brief highlighting areas for the focus of the inspection and evidence gathering.

During the Inspection

The time allocated to inspection must be mainly used for gathering firsthand evidence that leads to conclusions about the effectiveness of the school, its self-evaluation, its main strengths and areas for development and what it must do to improve.

Inspectors will ensure that:

- Judgements about the school are secure and reliable.
- The conduct of the inspection is to a high standard so that professional relationships are strong.
- They give feedback to teachers whose RE lessons/part lessons have been observed. In the case of joint observations with a member of the school staff, it will be their responsibility to feedback to the observed teacher.
- They liaise with the Section 5 lead inspector (if possible).
- The section 48 contract is signed.
- Those with leadership and management responsibilities in the school receive well-informed feedback.

AFTER THE INSPECTION

Inspectors will ensure that:

- At the end of the inspection oral feedback is given to the school and the 4 main grades given. All grades at this stage will be provisional. After the inspection team has reached its conclusions, these must be explained to senior managers. Feedback should be effective in explaining the inspection findings and what the school needs to improve. Opportunity should be given for the school to understand why particular judgements have been made. **After this oral feedback, the written report must contain no judgements that come as a surprise to the school.** The findings of inspection, set alongside the school's self-evaluation, provide a basis for action planning for improvement.
- A draft report is read by a critical reader to ensure it reflects the framework.
- A draft report is sent to the school within 10 working days of the completion of the inspection. Checking facts, explanation and evidence can be given through a discussion, phone or E-mail, with the headteacher/Chair of governors.
- The inspection report gives clear and accurate account of the findings of the inspection.
- A short summary letter to pupils is included at the end of the report.
- The completed inspection report is sent to the diocese within 15 working days of the completion of the inspection.
- Evidence gathered is kept for 6 months following the issue of the report.
- Inspector's invoice or letter requesting payment is sent to the diocese.
- Travel can be claimed as well as inspection fee.

The diocese will:

- Send the section 48 report to the school
- Send the section 48 report to CES

The governors' responsibilities are to:

- Send a copy of the inspection report to all parents/carers of pupils of the school.
- Send a copy of the Ofsted section 5 report to the diocese.
- Make copies of the report available upon request to members of the public (for which a charge not exceeding the cost of reproduction can be made)
- Ensure that the school acts on the findings set out in the inspection report and includes these in the School Improvement Plan.
- Continue updating Catholic SEF at least yearly and send to the diocese.
- Return contract form to diocese.

Grading Scale for all inspection judgements

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Unsatisfactory – either Serious Weakness – one or more key aspects are judged unsatisfactory or Special Measures – the school not providing an acceptable standard of Catholic Education

The Inspection Report

- Inspectors will frame their reports in accordance with the schedule – Appendix A.
- The length of the report will usually be between 1500 and 2000 words (10% above or below) unless there are exceptional circumstances.
- The report should report on all aspects mentioned under the “*Inspectors should evaluate*” bullet points.

DESCRIPTION OF THE SCHOOL

OVERALL EFFECTIVENESS. How effective is the school in providing Catholic education? GRADE:

- How good are outcomes for pupils, taking particular account of variations between different groups
- How effective is the provision in promoting Catholic education
- How effective leaders, governors and managers are in developing and sustaining improvement of the Catholic life of the school.

What the school needs to do to improve further?

- Recommendations and required action.

OUTCOMES FOR PUPILS. GRADE:

- The extent to which pupils contribute and benefit from the Catholic life of the school?
- How well pupils respond to and participate in the school’s collective worship, sacramental and prayer life?
- How well pupils achieve & enjoy their learning in RE?

LEADERS AND MANAGERS. GRADE:

- How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils?
- How well leaders, governors and managers monitor and evaluate the provision for RE and plan and implement improvement to outcomes for pupils?

PROVISION. How effective is the provision for Catholic education: GRADE:

- The quality of Collective Worship, Sacramental and prayer life provided by the school.
- The quality of teaching and how purposeful learning is in RE.
- The extent to which RE curriculum promotes pupils’ learning.

Appendix A FULL SCHEDULE

DIOCESE OF EAST ANGLIA SECTION 48 INSPECTION REPORT

DESCRIPTION OF THE SCHOOL – Only the most relevant facts to be included – 140 word limit. The inspection report will include a concise factual statement covering some of the following information.

The school's location and a brief description of the area
The parish(es) it serves
Number of feeder primaries (for secondary schools)

Pupil Information

The age range of the pupils
Number of pupils in each year group and total on roll
A description of pupils' background
The percentage of pupils eligible for free school meals
The number of pupils/percentage identified as having special educational needs and the number of pupils with a statement of special educational needs.
Percentage of pupils with English as an additional language
Ethnic groups represented in the school with rough proportions.
Percentage of Catholic pupils
Percentage of pupils from each parish
Number/percentage of pupils from other Christian denominations
Number/percentage of pupils from other world faiths
Admission limit number of pupils

Teaching Time

Total teaching time per week in Foundation, each key stage and Years 12 and 13 where relevant
Total Religious Education teaching time per week in Foundation, each key stage and Years 12 and 13 where relevant.
Percentage of total teaching time per week on Religious Education.

Results of Public Examinations

Where applicable for 2 years prior to the inspection

Financial Data

Actual expenditure over 2 years for core curriculum areas including Religious Education.
Actual expenditure over 2 years for Prayer Life/Worship if not included in above.

OVERALL EFFECTIVENESS. Grade: (See Grade Descriptors below)

How effective is the school in providing Catholic education?

Inspectors should evaluate

- How good are outcomes for pupils? **Grade** from section: _
- How effective the provision is in promoting Catholic education; **Grade** from section: _
- How effective leaders, governors and managers are in developing the Catholic life of the school. **Grade** from section: _

Outline guidance

Inspectors should:

- make the judgement on overall effectiveness, the final judgement, taking into account all the available evidence.

Overall Effectiveness – How effective the school is in providing Catholic Education: Grade descriptors

Outstanding (1)	Outcomes for pupils, the provision for Catholic Education and leadership and management in the development of the Catholic life of the school must be at least good and two are outstanding.
Good (2)	Outcomes for pupils, the provision for Catholic Education and leadership and management in the development of the Catholic life of the school must be at least requiring improvement and two at least good.
Requires Improvement (3)	Outcomes for pupils, the provision for Catholic Education and leadership and management in the development of the Catholic life of the school are at least requiring improvement.
Unsatisfactory (4)	Overall effectiveness is likely to be unsatisfactory if any of the following are unsatisfactory: <ul style="list-style-type: none">• outcome for pupils;• provision for Catholic Education;• leadership and management in the development of the Catholic Life of the school.

What the school needs to do to improve further?

- Recommendations and required action. (worded in consultation with the Headteacher so that the school is clear what steps need to be taken).

OUTCOMES FOR PUPILS. Overall Grade:_ (see Grade descriptors pages 22, 23, 24.)

A) to what extent do pupils contribute to and benefit from the Catholic life of the school? (Grade descriptors pages 22)

Inspectors should evaluate:

- the extent to which pupils take on responsibilities and play a part in developing the Catholic character of the school;
- pupils' sense of belonging to the school community and their relationship with those from different backgrounds;
- the extent to which pupils contribute to the common good in the school and wider community.

Taking into account:

- the extent to which pupils appreciate, value and participate in the Catholic life and mission of the school;
- the extent to which pupils participate in evaluating the Catholic life and the mission of the school;
- the extent to which pupils value and respect others as created equal;
- how well pupils take on positions of responsibility and leadership in the Catholic life of the school and in the wider community;
- the extent to which pupils participate in activities which enable them to contribute to the development of the Catholic character of the school;
- pupils' participation and response to the school's chaplaincy provision;
- pupils' participation in away days and extra curricular activities;
- pupils' response to pastoral care programmes such as "Rainbows;"
- pupils' interest and engagement in spiritual, moral and ethical issues;
- pupils' attitudes to education for personal relationships;
- the extent to which pupils embrace a holistic approach to education and life;
- pupils' capacity for praise, thanks, forgiveness and readiness to celebrate life;
- The extent to which pupils contribute and benefit from the school as part of a cohesive community.

B. How well do pupils respond to and participate in the school's collective worship, sacramental and prayer life? (Grade descriptors pages 23)

Inspectors should evaluate:

- to what extent pupils show interest and actively participate in the school's Sacramental and prayer life and Collective Worship;
- to what extent pupils are acquiring skills in planning and leading prayer and worship;
- how well prayer and Collective Worship contributes to the spiritual and moral development of pupils.

Taking into account:

- the extent to which pupils demonstrate reverence and respect during individual prayer, sacramental celebrations and collective worship;
- the extent of pupils' knowledge of traditional prayer and liturgy;
- the extent of pupils' knowledge of a variety of prayer styles;
- worship materials prepared by pupils;
- how well pupils organise and lead worship;
- pupils' response to voluntary acts of worship.

C. How well do pupils achieve & enjoy their learning in RE?

(Grade descriptors pages 24)

Inspectors should evaluate:

- Pupils' attainment in Religious Education at the end of each key stage;
- the quality of pupils' learning and their progress in Religious Education and any variations between groups;
- the quality of learning for pupils with particular learning needs within different vulnerable groups and their progress.

Inspectors should take into account:

Standards of attainment in Religious Education

- teacher assessment of pupils' progress and standards of attainment measured in relation to the Bishops' Conference document 'Levels of Attainment in Religious Education in Catholic Schools and Colleges';
- evidence from observations, talking to the staff and the pupils, and looking at their assessment records and work will help to establish the pupils' starting points;
- the school's track record in assessing standards of attainment, including the accuracy and the quality of teacher assessment over a sustained period;
- the quality of the pupils' current and previous class work.

The quality of pupils' learning and progress in Religious Education

- the extent to which pupils are religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life;
- how well pupils make progress relative to their starting points and capabilities, making clear whether there is any significant variation between groups of pupils and there is any underachievement generally or among particular groups who could be doing better;
- the extent to which pupils actively seek to improve their knowledge, understanding and skills and are developing their competence as learners;
- how well pupils enjoy their learning as shown by their interest, enthusiasm, and behaviour.

LEADERS AND MANAGERS. Grade:___ (see Grade descriptors pages 25, 26)

A) How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils? (Grade descriptors pages 25)

Inspectors should evaluate:

- how well leaders, governors and managers promote the work of the Catholic school;
- For primary schools - How effectively the school promotes good relationships with home and parish and wider community,
For secondary schools - How effectively the school promotes good relationships with home, and the Catholic and wider community.
- how well leaders monitor and evaluate provision and outcomes in order to plan future improvements and how well they implement these improvements.
- How well leaders, governors and managers, promote, monitor and evaluate the quality of provision for prayer and sacramental life and Collective Worship.

Taking into account:

- the accuracy, consistency and robustness of systems for monitoring, analysis and evaluation of the impact on pupils and staff;
- the progress and impact of actions outlined in the school's improvement plan;
- provision for staff induction and in-service training to develop staff understanding and commitment to the Church's mission in education and staff response;
- the extent to which the governing body provide effect challenge and support for the Catholic dimension of the school and ensure statutory and canonical responsibilities are met.
- the quality and range of opportunities for pupils' personal and spiritual development and their response;
- pupils' awareness and understanding of the Catholic life of the school and their engagement with it;
- staff awareness and understanding of the Catholic life of the school and their contribution towards it;
- provision for pupils' education for personal relationships;
- the views of parents, priests and local parishioners.

B) How well leaders, governors and managers monitor and evaluate the provision for RE and plan and implement for improvement to outcomes for pupils?
(Grade descriptors pages 26)

Inspectors should evaluate:

- how well leaders, governors and managers use monitoring data to evaluate the school's performance in order to plan future improvements;
- how effectively plans are conceived, and how well they are implemented at all levels to bring about improvement in provision, and in pupils' outcomes.
- The effectiveness of and support to RE subject leaders
- How effectively assessment is used in monitoring and securing improvements.

Taking into account:

- the accuracy, consistency and robustness of systems for tracking, monitoring, analysis and evaluation of the **impact** of the school's work
- the effective use made of the assessment process
- The views of parents and pupils
- The quality of teaching through lesson observation and other evaluation;
- The impact of the curriculum and assessment on pupil outcomes;
- Performance in tests and examinations over time, of whole cohorts, groups, individuals and different subjects;
- Progress and learning of whole cohorts, groups, individuals;
- The impact of support, pastoral care and guidance on pupil outcome.
- The quality of improvement planning and its implementation;
- How areas for improvement are prioritised through accurate self evaluation;
- The rigour of the self evaluation document in identifying appropriate targets, time scales and clear lines of accountability.

PROVISION FOR CATHOLIC EDUCATION Grade: _

(see Grade descriptors pages 27, 28, 29)

A. The quality of the Sacramental and Prayer life and collective worship of the school.
(Grade descriptors pages 27)

Inspectors should evaluate:

- How well the school provides opportunities for the pupils to develop spiritually through its prayer, sacramental life and in acts of Collective Worship, taking into account the age, aptitudes, family backgrounds of the pupils and the Catholic character of the school.
- How often is Mass celebrated in the school (whole school, year group, class, etc.)?
- Is the Sacrament of Reconciliation made available in the school (e.g. in Advent and Lent)?

Taking into account:

- the extent to which the acts of worship reflect the Catholic character of the school and take into account the variety of faith backgrounds among pupils;
- the appropriateness of the prayer methods and styles used by the school;
- how effectively the school skills its pupils in planning and leading worship;
- how knowledgeable and skilled staff are in planning, leading and evaluating worship;
- how effectively the school engages parents, carers, local parishes and other local Catholic communities in its provision.

B. Quality of teaching and how purposeful learning is in RE.

(Grade descriptors pages 28)

Inspectors should evaluate:

- ❖ how well teaching promotes purposeful learning, enjoyment, progress and attainment of pupils.

Taking into account the extent to which:

- lesson planning is linked to a current assessment of pupils' prior learning and is differentiated, so that it consolidates, builds upon and extends learning for all pupils;
- subject knowledge inspires pupils and builds their understanding;
- pupils are developing as independent learners and teaching encourages investigation and reflection by pupils and develops appropriate skills and ability to assess progress and achievement;
- effective use is made of time;
- the range of teaching styles and activities sustains pupils' concentration, motivation and application;
- questioning styles are used to build pupils' concentration, motivation and application and deeper understanding;
- teaching encourages pupils' enjoyment of and enthusiasm for Religious Education;
- appropriate use of new technology maximises learning;
- resources, including other adults, are deployed effectively;
- teachers and other adults have high expectations of pupils' capabilities;
- teachers and others ensure that pupils know how well they are doing and are provided with clear detailed steps for improvement.
- The school celebrates achievement and effort.

C. The extent to which RE curriculum promotes pupils' learning.

(Grade descriptors pages 29)

Inspectors should evaluate the extent to which:

- That curriculum and other activities are relevant to the pupils' needs and are provided coherently to ensure that pupils, whatever their starting points, are able to achieve appropriately;
- the curriculum contributes to pupils' spiritual and moral development and vocation;
- the curriculum meets Bishops' Conference requirements and is responsive to diocesan circumstances.

Taking into account:

- the extent to which the Religious Education provided is designed and modified to meet the needs of individuals and groups of pupils;
- how well the Religious Education curriculum contributes to all outcomes for pupils;
- the long, medium and short term planning to ensure full coverage of the Religious Education programme;
- whether the Religious Education curriculum meets external requirements of the Bishops' Conference and is responsive to diocesan circumstances;
- the extent to which the Religious Education curriculum builds upon pupils' prior experience and looks ahead to the next stage;
- the extent to which the Religious Education curriculum has been extended and improved through collaboration with other schools and organisations;
- the school's plans for the introduction of new curriculum developments, where appropriate;
- the impact of enrichment activities.

Appendix B : INSPECTION JUDGEMENTS

Key to judgements: grade 1 is outstanding, grade 2, good, Grade 3 requires improvement, and grade 4 unsatisfactory.	Grade	
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Overall Effectiveness. OVERALL GRADE:

How good are outcomes for Pupils , Grade from section.		
How effective is the Provision in promoting Catholic education; Grade from section		
How effective are leaders, governors and managers , Grade from section.		

OUTCOMES FOR PUPILS. OVERALL GRADE:

To what extent do pupils contribute to and benefit from the Catholic life of the school?		
How well do pupils respond to and participate in the school's collective worship, sacramental and prayer life?		
How well do pupils achieve & enjoy their learning in RE?		

LEADERS AND MANAGERS. OVERALL GRADE:

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils?		
How well leaders, governors and managers monitor and evaluate the provision for RE and plan and implement for improvement to outcomes for pupils?		

PROVISION. OVERALL GRADE:

The quality of the collective worship, sacramental and prayer life of the school.		
Quality of teaching and how purposeful is learning in RE.		
The extent to which RE curriculum promotes pupils' learning.		

Appendix C. Diocese of East Anglia JUDGEMENTS GUIDANCE

The guidance sets out the judgements Section 48 inspectors need to make against the Inspection Schedule in East Anglia Handbook for inspection in Catholic Schools. These are only guidelines as inspectors will be expected to use their professional judgement to evaluate the school.

OVERALL EFFECTIVENESS

How effective and efficient is the provision of Catholic education in meeting the needs of learners and why?

The judgement on overall effectiveness should be the last one that inspectors make as it should emerge from all of the other evaluations of the school's Catholic life and Religious Education. It is not an average calculated from the other grades awarded, but a decision based upon the balance of significance of the different aspects of the school as inspected. The report should explain why this judgement has been reached.

Overall Effectiveness – Grade descriptors

Outstanding (1)	Outcomes for pupils, the provision for Catholic Education and leadership and management in the development of the Catholic life of the school must be at least good and two are outstanding.
Good (2)	Outcomes for pupils, the provision for Catholic Education and leadership and management in the development of the Catholic life of the school must be at least requiring improvement and two at least good.
Requires Improvement (3)	Outcomes for pupils, the provision for Catholic Education and leadership and management in the development of the Catholic life of the school are at least requiring improvement.
Unsatisfactory (4)	Overall effectiveness is likely to be inadequate if any of the following are inadequate: <ul style="list-style-type: none">• outcome for pupils;• provision for Catholic Education;• leadership and management in the development of the Catholic Life of the school.

PUPILS. A. The extent to which pupils contribute to and benefit from the Catholic life of the school:

<p>Outstanding (1)</p>	<p>Pupils lead and take responsibility for shaping activities with a religious character, in the school and the wider community. They take full advantage of the opportunities the school provides for their personal support and development and evaluating the Catholic life of the school. They show curiosity, are imaginative, intuitive and understand what makes them who they are. They are proud of their backgrounds and beliefs and have a strong sense of personal worth. In proportion to their years they show a capacity for community praise and celebration, an ability to listen, to give thanks, to forgive and be forgiven. They express their own views and beliefs with confidence and are able to refer to the teachings of Jesus and other key religious figures. They value and respect the Catholic tradition of the school and its links with the parish community(ies). They make appropriate use of the chaplaincy. They treat others with high levels of respect and know acutely that their behaviour always has consequences. They are alert to the needs of others and seek justice for all within and beyond the school community. They take full responsibility for themselves and their actions. They are quick to congratulate others.</p>
<p>Good (2)</p>	<p>Pupils take on responsibilities and participate constructively in the Catholic life of the school beyond routine lessons and activities including evaluating their Catholic education. They are reflective and inquiring. They understand that religious belief and spiritual values are important for many people. They show interest in the religious life of others, care and respect for religious objects in the school. They understand the importance of key celebrations in school throughout the liturgical year and in the parish community. They are secure and ready to express their own views and beliefs. They are considerate to others and caring to anyone in apparent need. They show signs of responding to the needs of people beyond the school. They show an understanding of the need to forgive, be forgiven and have a good understanding of right and wrong.</p>
<p>Requires improvement (3)</p>	<p>Most are keen to participate in school activities, take responsibility and influence in some way decisions about the Catholic life of the school. They can identify the religious aspects of their school and know about religious practice in their parish and/or local community. They know for some people religion is important and affects the way they live. They show respect for religious behaviour. They respond to opportunities to take responsibility around the school and co-operate when the school raises funds or organises activities to address the needs of others. They have a sense of the wider world, other beliefs, other cultures and community organisations. Some aspects of the above require/s improvement/s.</p>
<p>Unsatisfactory (4)</p>	<p>Pupils are reluctant to engage in activities beyond lessons and have little or no influence on decisions which affect their Catholic education. They show little interest in the mystery and value of life and creation. They are unclear about their own and others' beliefs. They show little respect for the religious practices of others and for the religious life of the school. A significant minority of pupils behave insensitively and show little understanding of the effect of their behaviour on others. In some cases children do not feel any obligation to support the school or become part of its community. They show little interest in the needs of others, the wider world and have scant understanding of it. Some show low self esteem.</p>

PUPILS B. How well pupils respond to and participate in the school's Collective Worship, sacramental and prayer life.

Grade descriptors

Outstanding (1)	Acts of worship engage all pupils' interest and inspire in them deep thought and heartfelt response. Pupils regularly prepare and lead worship with confidence and enthusiasm, in a variety of gatherings from their earliest years. They are skilled in using a variety of ways and means to support their private and public prayer. They are at ease and act with integrity when praying with others who have different beliefs and attitudes to spirituality.
Good (2)	Pupils act with reverence and are keen to participate. They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence. No one is expected to act in a manner contrary to their beliefs and all show respect for each other. They have a good understanding of the religious seasons and feasts and are becoming skilled in the use of scripture, religious artefacts, hymns and other forms of prayer. They are at ease when praying with their school community and appreciate what is taking place.
Requires Improvement (3)	Pupils take part in the regular prayer life of the school. Their involvement does not extend to planning and preparing acts of worship. Though able to compose prayers, they rely heavily on the adults in the school. Most of the leadership and initiative comes from the staff. Some pupils express frustration about the limited scope for participation.
Unsatisfactory (4)	Pupils are restless during acts of worship and uninterested in the prayer life of the school. Many routinely participate without giving much thought to what is happening. Pupils have little influence or involvement in the school's provision. Some disrupt others when at prayer and ridicule pupils for whom this is an important activity.

Pupils. C How well pupils' achieve and enjoy their learning in classroom RE.

<p>Outstanding (1)</p>	<p>Standards pupils achieve in Religious Education are very high. Attainment indicators for the final key stage are almost all significantly above average. Progress is at least good in each key stage for different groups and is exemplary in some. Most pupils concentrate very well and are rarely off task even in extended periods without direction from an adult. They have developed an enthusiasm for tackling challenging activities. Their keenness and commitment to succeed and ability to grasp opportunities to extend and improve their learning are exceptional.</p>
<p>Good (2)</p>	<p>Standards pupils achieve in the final key stage are mostly above average. Pupils are attaining generally above average standards in knowledge and understanding of religion (AT1) and an ability to reflect on meaning (AT2) in all key stages. Standards of attainment are above average in all strands of each attainment target. Most groups of pupils make at least good progress and some may make outstanding progress, with nothing that is inadequate. They are keen to do well, generally apply themselves diligently in lessons and work at a good pace. They generally seek to produce their best work and are often interested and enthusiastic about their learning.</p>
<p>Requires Improvement (3)</p>	<p>Standards pupils achieve in the final key stage are at least broadly average. Most pupils' standards of attainment in knowledge and understanding of religion (AT1) and ability to reflect on meaning (AT2) is average. There is some underperformance, which does not affect many pupils. Pupils make the progress expected, given their starting points, and some, although not the majority, may make good progress. Progress is inadequate in no major respect (for example, a key stage or particular groups of pupils), and may be good in some respects. Most work effectively when provided with appropriate tasks and guidance but lack confidence in improving the quality of their work. They generally work steadily and occasionally show enthusiasm and interest.</p>
<p>Unsatisfactory (4)</p>	<p>Standards pupils achieve in the final key stage are well below average overall. Many pupils underperform to some extent. Performance in Religious Education is unsatisfactory. A significant number of pupils do not make expected progress given their starting points. Considerable numbers of pupils or particular pupils, underachieve in one or more key stages. Few work effectively without direction from an adult and many give up easily when they perceive activities to be too challenging. A significant number of pupils do not enjoy the activities provided, which is reflected in poor completion of tasks.</p>

LEADERS, GOVERNORS AND MANAGERS. A. How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils:

Grade descriptors

<p>Outstanding (1)</p>	<p>Leaders, governors and managers are deeply committed to the Church’s mission in education. They are energised by the task and are a source of inspiration for the whole community. There is unequivocal and explicit evidence that the Catholic mission of the school is a priority along with pupils’ spiritual and moral development and collective worship. This is reflected in the school’s self evaluation. Self evaluation at all levels within the school is a coherent reflection of rigorous monitoring, searching analysis and self challenge. This leads on to well targeted planning and actions taken by the school often creatively conceived with key partners. As a result staff and pupils’ understanding of the school’s mission is outstanding. They share its purpose and are keenly and actively involved in shaping and supporting it.</p>
<p>Good (2)</p>	<p>Leaders, governors and managers demonstrate a commitment to the Church’s mission in education, with spiritual and moral development a priority. They conduct a range of monitoring activities relating to provision and outcomes. Their analysis provides a firm basis for accurate diagnosis of the school’s strengths and areas for development. Planning involves key partners and is founded on sound evidence and data, tackling key areas for development systematically and building on areas of strength. Consequently pupils are able to articulate the school’s distinctive mission with understanding and appreciation. Staff and pupils have a high regard for the Catholic Life of the school and Collective Worship.</p>
<p>Requires Improvement (3)</p>	<p>Leaders, governors and managers express their support for the Church’s mission in education but rely heavily on guidance to give it direction. They monitor the provision and outcomes. They know the school’s major strengths and areas for development in respect to its Catholic character. They are implementing to some extent plans that are aimed at improving pupils’ spiritual and moral development and other outcomes for pupils. Pupils and staff cooperate satisfactorily with regard to the Catholic Life of the school and Collective Worship.</p>
<p>Unsatisfactory (4)</p>	<p>Leaders, governors and managers are reluctant to promote the Church’s mission in education. They do not monitor this aspect of provision or Collective Worship. Evaluation is casual and lacks rigour to the extent that planning fails to match accurately the key development requirements of the school. As a result pupils and staff are unclear what it means to be part of a Catholic school community.</p>

LEADERS, GOVERNORS AND MANAGERS B. How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils:

Grade descriptors

<p>Outstanding (1)</p>	<p>Leaders', governors' and managers' self evaluation is a coherent reflection of rigorous monitoring, searching analysis and self challenge. Outstanding use of the assessment process results in well targeted planning and strategic action taken by the school. Outcomes in Religious Education accurately match pupils' ability.</p>
<p>Good (2)</p>	<p>Leaders, governors and managers conduct a range of systematic monitoring activities relating to provision and outcomes. Their analysis provides a firm basis for appropriate diagnosis of the school's strengths and areas for development. Effective planning is founded on sound evidence and data obtained from good use of the assessment process. Key areas are tackled for development systematically, while celebrating and building on areas of strength. Consequently, outcomes are generally improving.</p>
<p>Requires Improvement (3)</p>	<p>Leaders, governors and managers to some extent monitor the progress of all pupils and the quality of teaching and learning. They are aware of the school's major strengths and areas for development, which may include the performance of different groups of pupils, and the factors influencing outcomes. The assessment process is only in an early stage of development. The school has implemented some plans that are aimed at improving relevant outcomes.</p>
<p>Unsatisfactory (4)</p>	<p>Leaders, governors and managers do not monitor provision and outcomes effectively. The Assessment process is either not in place or is ineffective. Evaluation lacks rigour, to the extent that planning fails to match accurately the key development requirement of the school.</p>

PROVISION. A. The quality of Collective Worship provided by the School:

Outstanding (1)	Collective worship is central to the life of the school and a key part of every school celebration. Prayer opportunities for staff and pupils are planned in a manner that attracts and facilitates attendance including adults associated with the pupils and school. Pupils' liturgical formation is well planned, appropriate to their faith backgrounds and shows progression. The themes, chosen by pupils and staff, reflect a deep understanding of the Church's mission and include the spiritual aspirations of all pupils. Pupils with different religious beliefs are assisted and supported in their prayer rituals.
Good (2)	Acts of Collective Worship are given high profile and are well resourced. Staff and pupils pray together. There is a range of formal and informal opportunities for daily prayer. Attendance by parents and others associated with the school is facilitated and encouraged. Staff regularly review and plan improvements to the school's provision. They ensure pupils are skilled and equipped in leading prayer. Themes are consistent with the Catholic character of the school and responsive to the religious diversity among pupils. There are facilities for pupils with different beliefs to practice their faith during key festivals or on holy days.
Requires Improvement (3)	Class based Acts of Collective Worship follow a fairly routine structure. Whole school and year group gatherings provide some variety of forms of prayer. Staff accept responsibility for leading prayer and sometimes involve pupils in its delivery. Little time is spent on innovation and encouraging pupils' leadership. Key seasons of the Church's Year are celebrated and other religious festivals acknowledged. Occasionally parents and members of the community are invited to attend. The faith backgrounds of pupils are sometimes acknowledged.
Unsatisfactory (4)	Acts of Collective Worship are routine and lacks variety. Staff rely on formal Church prayers. There is little preparation other than rehearsing hymns. Only a few are given the opportunity to read or lead prayers. Collective Worship is often held at times when pupils' attention is least likely to be gained. Teachers are unskilled in leading prayer and some demonstrate a lack of interest. Staff are not alert to pupils' response and make little attempt to change provision or involve pupils. The faith backgrounds of pupils are largely ignored and the attendance of parents is not encouraged.

**PROVISION. B. The quality of teaching and how purposeful learning is in RE.
Grade descriptors**

<p>Outstanding (1)</p>	<p>Teaching is consistently highly effective in enthusing pupils and ensuring that they learn extremely well. Teachers and other adults are acutely aware of their pupils' capabilities, their prior learning and understanding, so plan very effectively to build on these. Excellent subject knowledge is applied consistently to challenge and inspire pupils and ensure they make exceptional progress as learners in Religious Education. High quality resources, including technology are used very effectively, together with the support provided by other adults to optimise learning. Consequently, pupils are highly motivated, sustain their concentration extremely well and thoroughly enjoy their work. Marking and dialogue between teachers, other adults and pupils are consistently of a very high quality and are instrumental in maintaining pupils' exceptional learning and progress. Achievement and effort are celebrated.</p>
<p>Good (2)</p>	<p>Nearly all the teaching is effective in ensuring that pupils are consistently interested in their learning and making progress. The majority of teaching enables pupils to make good progress as learners. As a result of good assessment procedures, teachers and other adults plan well to meet the needs of all pupils. Teachers generally have strong subject knowledge which inspires and challenges most pupils and contributes to their good progress. As a result, in most lessons, pupils are keen to learn, concentrate well, enjoy their work and achieve highly. Good and imaginative use is made of resources, including technology to maximise learning. Support provided by other adults is effectively deployed. Pupils are provided with detailed feedback, both orally and through marking. They know how well they have done and can discuss what they need to do to sustain good progress. Achievement and effort are highlighted.</p>
<p>Requires Improvement (3)</p>	<p>Teaching may be good in some respects and there are no significant inadequacies across year groups. Pupils show limited interest in their work and make progress that is broadly in line with their capabilities. Assessment tends to inform planning which generally meets the needs of pupils. Teachers' subject knowledge is such that pupils make only adequate progress. There is a narrow range of resources, including technology to support learning. Some support is appropriately targeted. Some strategies ensure that pupils are generally engaged in their work and show some enjoyment. Management of behaviour is satisfactory. Pupils need to be more informed about their progress and how to improve, individually and as a class, through marking and dialogue with adults.</p>
<p>Unsatisfactory (4)</p>	<p>Many lessons require improvement or are inadequate. Planning is insufficiently geared to the needs of pupils and takes little account of prior learning. In some lessons, teaching lacks enthusiasm and so does not engage pupils and they show little pride, enjoyment or interest in their work. Pupils may be easily distracted which wastes time and inhibits progress in lessons. Adults' expectations of pupils' capabilities are too low. Pupils do not have access to the resources or support they need and insufficient use is made of technology to support learning. Across the school, individuals or a distinct group of pupils, underachieve. Marking and dialogue are insufficiently focused on supporting pupils' progress.</p>

PROVISION C. The extent to which the Religious Education curriculum promotes pupils' learning:

Grade descriptors

<p>Outstanding (1)</p>	<p>The school is innovative in the manner in which it presents the curriculum. It successfully seeks to improve the coherence, relevance and excitement of the well planned opportunities provided. As a result, pupils have the opportunity to be enthusiastic and highly motivated learners and benefit from excellent opportunities to improve their spiritual, moral development and vocation guidance.</p>
<p>Good (2)</p>	<p>The Religious Education curriculum is enriched through imaginative and well planned strategies to capitalise on the expertise within and beyond the school. This leads to learning that is often stimulating and memorable. The curriculum is customised to meet the needs of groups and individuals, including personalised programmes for those who need them. The Religious Education curriculum provides good opportunities for spiritual, moral development and vocation guidance. Extra curricular opportunities are varied, have a high take up and are much enjoyed.</p>
<p>Requires Improvement (3)</p>	<p>The Religious Education curriculum is generally matched to pupils' needs and interests. It provides adequate preparation for the next stage of their lives. To some extent they are taught the knowledge and skills they need. It is often responsive to the local context and variation of faith backgrounds in the school population. All statutory requirements are met including pupils' spiritual, moral development and vocation guidance. A few aspects of the curriculum may be good.</p>
<p>Unsatisfactory (4)</p>	<p>The curriculum may be inadequate if Bishops' Conference and diocesan requirements are not met or there are significant shortcomings, for example; disorganised planning; out of date resources; programmes of study which are ill matched to the pupil's capabilities or an inadequate response to needs and variation of faith backgrounds in the school population. The provision is weak leading to too many pupils not gaining the basic skills they need. The curriculum excludes significant groups of pupils, such as minority ethnic groups or pupils with particular gifts or talents, because it does not meet their needs, interests or aspirations adequately.</p>