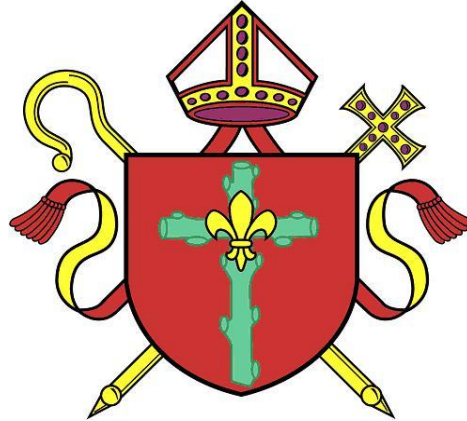


# DIOCESE OF NOTTINGHAM INSPECTION SERVICE



SECTION 48 INSPECTION

EVALUATION SCHEDULE

September 2010

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# INTRODUCTION

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.

Section 48 Inspections are conducted under the authority of the Bishop of Nottingham in accordance with Canon Law which states that:

*'The formation and education in the Catholic Religion provided by any school [...] is subject to the authority of the Church'. (Canon 804)*

*'The diocesan Bishop has the right to watch over and inspect the Catholic schools situated in his territory'. (Canon 806)*

The Diocese has also assumed, under Section 48 of the Education Act 2005, the inspection of the Catholic life of the school and Religious Education.

The purpose of inspection is to celebrate the vital mission of our Catholic schools and to assist them in their continuing work of self-evaluation through the identification of particular strengths, of areas requiring further development and of progress made since the last inspection.

On behalf of the Bishop of Nottingham and all of the young people in our Diocese, I thank you for your continued dedication and commitment to the provision of Catholic education.

**Rev Martin Hardy**

Episcopal Vicar – Catholic Education

# OVERVIEW

The evaluation schedule sets out the aspects of the school's work that inspectors will evaluate, outline guidance about the evidence that inspectors may gather and grade descriptors to guide inspectors in making their judgements.

## OVERALL EFFECTIVENESS

### How effective the school is in providing Catholic education

*Inspectors should evaluate:*

- how good outcomes are for pupils, taking particular account of variations between different groups;
- how effective leaders and managers are in developing the Catholic life of the school;
- how effective the provision is in promoting Catholic education;
- the school's capacity for sustained improvement.

### What does the school need to do to improve further?

- recommendations and required actions.

## PUPILS

### How good outcomes are for pupils, taking particular account of variations between different groups

*Inspectors should evaluate:*

- how well pupils progress and enjoy their learning in Religious Education;
  - ❖ *pupils' standards of attainment in Religious Education*
  - ❖ *the quality of pupils' learning and their progress*
  - ❖ *the quality of learning for pupils with particular learning needs and/or disabilities and their progress*
- the extent to which pupils contribute to and benefit from the Catholic life of the school;
- how well pupils respond to and participate in the school's Collective Worship.

## **LEADERS AND MANAGERS**

### **How effective leaders and managers are in developing the Catholic life of the school**

*Inspectors should evaluate:*

- how well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils;
- how effectively leaders and managers promote community cohesion;
- how well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils;
- the extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that areas for development are tackled decisively and statutory and canonical responsibilities met;

## **PROVISION**

### **How effective the provision is in promoting Catholic education**

*Inspectors should evaluate:*

- the quality of teaching and how purposeful learning is in Religious Education;
- the effectiveness of assessment and academic guidance in Religious Education;
- the extent to which the Religious Education curriculum meets pupils' needs;
- the quality of Collective Worship provided by the school.

## OVERALL EFFECTIVENESS

### How effective is the school in providing Catholic education?

*Guidance for Inspectors:*

- *Inspectors should make the 'Overall Effectiveness' judgement the final judgement in order to take into account all of the available evidence;*
- *It should be the modal grade of areas 1 – 3 below.*

<b>Overall effectiveness – How effective the school is in providing Catholic education.</b>	
1. How good outcomes are for pupils, taking particular account of variations between different groups.	
2. How effective leaders and managers are in developing the Catholic life of the school.	
3. How effective the provision is in promoting Catholic education.	

## OVERALL EFFECTIVENESS

### How effective is the school in providing Catholic education?

*Inspectors should evaluate:*

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

#### Outline guidance

*Inspectors should:*

- make the overall effectiveness judgement the final judgement, to take into account all of the available evidence

#### Overall Effectiveness – how effective the school is in providing Catholic education

<b>Outstanding (1)</b>	Outcomes for pupils, the provision for Catholic education, the effectiveness of leaders and managers and the school's capacity for sustained improvement are all at least good with 2 or more judged to be outstanding.
<b>Good (2)</b>	Outcomes for pupils, the provision for Catholic education, the effectiveness of leaders and managers must all be good. In exceptional circumstances, the school's capacity for sustained improvement may be satisfactory.
<b>Satisfactory (3)</b>	Outcomes for pupils, the provision for Catholic education, leadership and management and the school's capacity for sustained improvement are all at least satisfactory.
<b>Inadequate (4)</b>	Overall effectiveness is likely to be inadequate if any of the following are inadequate: <ul style="list-style-type: none"><li>• outcomes for pupils;</li><li>• provision for Catholic education;</li><li>• leadership and management;</li><li>• the school's capacity for sustained improvement.</li></ul>

#### What does the school need to do to improve further?

- recommendations and required actions

# The school's capacity for sustained improvement

*Inspectors should evaluate the extent to which:*

- the school's success in improving outcomes for pupils has been shown by its performance since its last inspection;
- high quality self-evaluation enables the school to identify appropriate priorities for Catholic Life and Religious Education to consolidate success and secure further improvement;
- leaders and managers communicate an ambitious vision for the Catholic dimension of the school and to raise standards for all pupils;
- the school's effectiveness as a Catholic school is likely to be sustained by the current leadership and management.

## Outline guidance

*Taking into account:*

- the quality of the school's systems for managing performance and tackling areas of underperformance, particularly any areas for development in the quality of teaching in Religious Education;
- the effectiveness of professional development arrangements in improving the quality of teaching in Religious Education;
- performance since the last inspection, including, for example:
  - ❖ the extent to which the school has made progress in tackling the areas for improvement identified at the last inspection;
  - ❖ the school's success in achieving goals and areas for improvement it has identified for itself
  - ❖ improvements in outcomes for pupils;
  - ❖ the school's response to any external evaluations such as those undertaken by the Diocesan Bishop's representative(s);
  - ❖ demonstrable evidence that achievement is improving, or if already high, that it is being maintained.
- the quality of self-evaluation including:
  - ❖ the accuracy, consistency and robustness of systems for tracking, monitoring, analysing and evaluating the impact of the school's work;
  - ❖ the extent to which self-evaluation is established and embedded throughout the school community;
  - ❖ the extent to which self-evaluation determines improvement planning.
- the extent to which members of the school community:
  - ❖ are well motivated;
  - ❖ are committed to bringing improvement across all outcomes for pupils;
  - ❖ share the vision and ambition of senior leaders for Catholic education.

## The school's capacity for sustained improvement:

<p><b>Outstanding (1)</b></p>	<ul style="list-style-type: none"> <li>• The pursuit of excellence in Catholic education has led to exceptional improvement, or has securely maintained and built on previously outstanding performance.</li> <li>• Self-evaluation at all levels is grounded in sophisticated and accurate analysis.</li> <li>• The senior leadership team and other leaders and managers inspire the school community to work towards meeting or sustaining an ambitious vision.</li> <li>• Morale is very high and belief in the school's success runs through all levels of staff.</li> <li>• Processes for managing the performance of staff and for their professional development are used exceptionally well.</li> </ul>
<p><b>Good (2)</b></p>	<ul style="list-style-type: none"> <li>• Action to overcome areas for development has been concerted and effective to the extent that overall performance has crossed a grade boundary or has consolidated and improved on previously good or outstanding performance.</li> <li>• The senior leadership team is highly motivated and consistently communicates high expectations to staff about securing improvement.</li> <li>• The senior leadership team galvanises the enthusiasm of staff and channels their efforts to good effect.</li> <li>• Realistic and challenging plans are grounded in detailed and accurate analysis of the pupils' achievement and are being used effectively to improve outcomes.</li> </ul>
<p><b>Satisfactory (3)</b></p>	<ul style="list-style-type: none"> <li>• The school has focused on improving areas for development and there is a trend of improvement in its overall performance, despite a few remaining areas for development.</li> <li>• The senior leadership team is motivated to seek further improvement and is effective in focusing the school's efforts on priorities.</li> <li>• Plans are based on an accurate analysis of the pupils' achievement and are met adequately.</li> <li>• Systems are embedded sufficiently to enable the school to continue improving and are not solely dependent on only one or two senior leaders.</li> </ul>
<p><b>Inadequate (4)</b></p>	<ul style="list-style-type: none"> <li>• The school may have improved a few areas needing development, perhaps quite recently, but its overall improvement since its last inspection is fragile.</li> <li>• Alternatively, the school's effectiveness may have declined. The senior leadership team is unable to motivate staff sufficiently and is not planning effectively to improve outcomes.</li> <li>• Current planning may be ill-founded or unambitious, with the result that standards remain too low or may even be falling. Analysis supporting self-evaluation is poor. Processes for deciding on targets are insufficiently robust.</li> </ul>

## PUPILS

### How good outcomes are for pupils, taking particular account of variations between different groups

*Guidance for Inspectors:*

- *In arriving at the school's grading for 'outcomes', Inspectors should use the modal average of the judgements for aspects 2 – 4 in order to inform the judgement for area 1;*
- *The judgement for aspect 6 should inform the judgement for aspect 5;*
- *Judgements for aspect 1 and aspect 5 inform the overall judgement with aspect 1 carrying the most weight.*

<b>How good OUTCOMES are for pupils, taking particular account of variations between different groups.</b>	
<b>1. How well pupils progress and enjoy their learning in Religious Education.</b>	
Taking into account:	
2. <i>pupils' standards of attainment in Religious Education;</i>	
3. <i>The quality of pupils' learning and their progress;</i>	
4. <i>the quality of learning for pupils with particular learning needs and/or disabilities and their progress.</i>	
<b>5. The extent to which pupils contribute to and benefit from the Catholic life of the school.</b>	
<b>6. How well pupils respond to and participate in the school's Collective Worship.</b>	

## PUPILS

### How good outcomes are for pupils, taking particular account of variations between different groups

#### How well pupils progress and enjoy their learning in Religious Education

*Inspectors should evaluate:*

- ❖ the pupils' standards of attainment in Religious Education;
- ❖ the quality of pupils' learning and their progress;
- ❖ the quality of learning for pupils with particular learning needs and/or disabilities and their progress.

#### Outline Guidance

- recent assessment information is the most relevant in helping to inform judgements but information for more than one year must be considered and discussed with the school. *Judgements should not be made solely on the basis of one year's assessment and examination results;*
- pupils' standards of attainment should be measured in line with the Bishops' Conference document 'Levels of Attainment in Religious Education and QDCA in Catholic Schools and Colleges.'

#### How well pupils progress and enjoy their learning in Religious Education

<b>Outstanding (1)</b>	Learning and progress are outstanding.
<b>Good (2)</b>	Learning and progress are good.
<b>Satisfactory (3)</b>	Learning and progress are at least satisfactory.
<b>Inadequate (4)</b>	Learning and progress are inadequate.

## ❖ Pupils' standards of attainment in Religious Education

*Inspectors should evaluate:*

- the pupils' standards of attainment at the end of each key stage;
- any significant variations between groups of pupils, courses, trends over time and comparisons with all schools.

### **Outline Guidance**

*Taking into account:*

Previous standards of attainment

- previous teacher assessment of pupils' progress and attainment measured in line with the Bishops' Conference document 'Levels of Attainment in Religious Education in Catholic Schools and Colleges';
- the most recent examination results;
- the assessment and/or examination results for up to three previous years;
- Foundation Stage Profile;
- in primary schools with a Foundation Stage, the school's analysis of any baseline assessment data will be important. Data about the early learning goals should be available, but inspectors should not attempt to make any direct links between achievement in these and progression to Key Stage 1 levels. In all schools, your own evidence from observations, talking to the staff and the youngest pupils, and looking at their assessment records and work will help to establish the pupils' starting points.

Current standards of attainment

- the attainment judgement will be based on inspection evidence and validation of the school's evaluation of pupils' standards of attainment;
- school data including results of, for example, GCSE module tests, moderated coursework and the quality of teacher assessment;
- the quality of the pupils' current work, including, where relevant that of children in the Early Years Foundation Stage and that of sixth form students.

## Pupils' standards of attainment in Religious Education

Judgements about standards are reference to norms. Grades for standards reached by learners are consequently described differently from all other inspection grades. Note that standards for schools are judged against the Bishops' Conference document, 'Levels of Attainment in Religious Education in Catholic Schools and Colleges.'

<b>High (1)</b>	<ul style="list-style-type: none"> <li>The standards learners achieve in Religious Education are very high.</li> <li>Attainment indicators for the final key stage are almost all significantly above average.</li> </ul>
<b>Above average (2)</b>	<ul style="list-style-type: none"> <li>Standards of attainment for the final key stage are mostly above average.</li> <li>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.</li> <li>Standards of attainment are above average in all strands of each attainment target.</li> </ul>
<b>Average (3)</b>	<ul style="list-style-type: none"> <li>Standards of attainment in the final key stage are at least broadly average.</li> <li>Most pupils' standards of attainment in knowledge and understanding of religion (AT1) and ability to reflect on meaning (AT2) is average.</li> <li>There is some underperformance, but this does not affect many pupils and is not substantial.</li> </ul>
<b>Low (4)</b>	<ul style="list-style-type: none"> <li>Pupils' standards of attainment in the final key stage are well below average overall.</li> <li>Many pupils underperform to some extent.</li> <li>Performance in Religious Education is unsatisfactory.</li> <li>There is also under attainment in one or both key stages.</li> </ul>

### Primary Exemplification:

<b>High (1)</b>	<ul style="list-style-type: none"> <li>The standards learners achieve in Religious Education are very high.</li> <li>Attainment indicators for the final key stage are significantly above average (80%+ are at Level 4b and above).</li> </ul>
<b>Above average (2)</b>	<ul style="list-style-type: none"> <li>Standards of attainment for the final key stage are above average (60%+ are at Level 4b or above).</li> <li>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.</li> <li>Standards of attainment are above average in all strands of each attainment target.</li> </ul>
<b>Average (3)</b>	<ul style="list-style-type: none"> <li>Standards of attainment in the final key stage are broadly average (50%+ are at Level 4b or above).</li> <li>Most pupils' standards of attainment in knowledge and understanding of religion (AT1) and ability to reflect on meaning (AT2) is average.</li> <li>There is some underperformance, but this does not affect many pupils and is not substantial.</li> </ul>
<b>Low (4)</b>	<ul style="list-style-type: none"> <li>Pupils' standards of attainment in the final key stage are well below average overall.</li> <li>Many pupils underperform to some extent.</li> <li>Performance in Religious Education is unsatisfactory.</li> <li>There is also under attainment in one or both key stages.</li> </ul>

- ❖ **the quality of pupils' learning and their progress**
- ❖ **the quality of learning for pupils with particular learning needs and/or disabilities and their progress**

*Inspectors should evaluate:*

- the extent to which pupils are becoming religiously literate, have knowledge, understanding and skills appropriate to their age to think spiritually, ethically and theologically and 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 if 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 engagement;
- and, where relevant, how well pupils taught in other institutions and those from other institutions taught in the school make progress in those subject areas.

## **Outline Guidance**

*Taking into account:*

Past progress:

- data for the school overall, and where relevant, different key stages, and/or different groups of pupils, including those with learning difficulties and/or disabilities as indicated in RAISE online and the sixth form PANDA;
- data presented by the school, which may include Fischer Family Trust or other target setting tools;
- any analysis of past progress carried out by the school.

Current progress:

- pupils' work;
- pupils' records;
- any analysis of progress carried out by the school, including the progress made by different groups against challenging targets.

**The quality of pupils' learning and their progress in Religious Education**  
**The quality of learning for pupils with particular learning needs and their progress in Religious Education**

<b>Outstanding (1)</b>	<ul style="list-style-type: none"> <li>• Progress is good in each key stage for different groups and is outstanding in some.</li> <li>• Most pupils concentrate very well and are rarely off task even in extended periods without direction from an adult.</li> <li>• Pupils have developed resilience when tackling challenging activities.</li> <li>• Their keenness and commitment to succeed and ability to grasp opportunities to extend and improve their learning are exceptional.</li> </ul>
<b>Good (2)</b>	<ul style="list-style-type: none"> <li>• Most groups of pupils make at least good progress, with nothing that is inadequate.</li> <li>• Pupils are keen to do well, generally apply themselves diligently in lessons and work at a good pace.</li> <li>• Pupils generally seek to produce their best work and are often interested and enthusiastic about their learning.</li> </ul>
<b>Satisfactory (3)</b>	<ul style="list-style-type: none"> <li>• Pupils make the progress expected given their starting points.</li> <li>• Some, although not the majority may make good progress.</li> <li>• Progress is inadequate in no major respect (for example, a key stage or particular groups of pupils), and may be good in some respects.</li> <li>• Most pupils work effectively when provided with appropriate tasks and guidance but lack confidence in improving the quality of their work.</li> <li>• Pupils generally work steadily and occasionally show high levels of enthusiasm and interest.</li> </ul>
<b>Inadequate (4)</b>	<ul style="list-style-type: none"> <li>• A significant number of pupils do not make expected progress in one or more key stages given their starting points.</li> <li>• Few work effectively without direction from an adult and many give up easily when they perceive activities to be too challenging.</li> <li>• A significant number of pupils do not enjoy the activities provided, which is reflected in poor completion of tasks.</li> </ul>

## **The extent to which pupils contribute to and benefit from the Catholic life of the school**

*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 develop skills and attitudes which will serve them and others, now and in the future.

### **Outline guidance**

*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 and engage with their faith communities;
- 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 sex and relationship education;
- 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 to and benefit from the Catholic life of the school

<b>Outstanding (1)</b>	<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 are alert to the needs of others and seek justice for all within and beyond the school community. They take full responsibility for their actions and know that their behaviour always has consequences. They are quick to congratulate others.</p>
<b>Good (2)</b>	<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 and 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>
<b>Satisfactory (3)</b>	<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.</p>
<b>Inadequate (4)</b>	<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>

## **How well pupils respond to and participate in the school's Collective Worship**

*Inspectors should evaluate:*

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

### **Outline guidance**

*Taking into account*

- the extent to which pupils demonstrate reverence and respect during individual and Collective Worship;
- the extent of pupils' knowledge of traditional prayer and liturgy;
- the extent of pupils' knowledge of a variety of prayer styles;
- pupils' appreciation of ritual and prayer different from their own;
- worship materials prepared by pupils;
- how well pupils organise and lead worship;
- pupils' response to voluntary acts of worship.

## How well pupils respond to and participate in the school's Collective Worship

<p><b>Outstanding (1)</b></p>	<ul style="list-style-type: none"> <li>• Vibrant acts of worship engage all pupils' interest and inspire in them deep thought and heartfelt response.</li> <li>• Pupils regularly prepare and lead worship with confidence and enthusiasm from their earliest years in a variety of gatherings.</li> <li>• Pupils are skilled in using a variety of ways and means to support their private and public prayer.</li> <li>• Pupils are at ease and act with integrity when praying with others who have different beliefs and attitudes to spirituality.</li> </ul>
<p><b>Good (2)</b></p>	<ul style="list-style-type: none"> <li>• Pupils act with reverence and are keen to participate.</li> <li>• Pupils sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.</li> <li>• No one acts in a manner contrary to their beliefs and all show respect for each other.</li> <li>• Pupils 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.</li> <li>• Pupils are at ease when praying with their school community and appreciate what is taking place.</li> </ul>
<p><b>Satisfactory (3)</b></p>	<ul style="list-style-type: none"> <li>• Pupils readily take part in the regular and routine prayer life of the school.</li> <li>• Pupils willingly attend additional services to celebrate key seasons and festivals or in response to tragedy.</li> <li>• Pupils' 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.</li> <li>• Most of the leadership and initiative comes from the staff. Some pupils express frustration about the limited scope for participation.</li> </ul>
<p><b>Inadequate (4)</b></p>	<ul style="list-style-type: none"> <li>• Pupils are restless during acts of worship and uninterested in the prayer life of the school.</li> <li>• Many routinely participate without giving much thought to what is happening.</li> <li>• Very few attend occasional celebrations which are additional to the school's daily act of worship programme.</li> <li>• Pupils have little influence or involvement in the school's provision.</li> <li>• Some report that those responsible for leading worship show little skill and interest.</li> <li>• Some disrupt others when at prayer and ridicule pupils for whom this is an important activity.</li> </ul>

# LEADERS AND MANAGERS

## How effective leaders and managers are in developing the Catholic life of the school

*Guidance for Inspectors:*

- *The judgement for aspect 2 informs the judgement for aspect 1;*
- *The modal average of judgements 1, 3 and 4 inform the overall judgement.*

<b>How effective LEADERS AND MANAGERS are in developing the Catholic life of the school.</b>	
1. How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils.	
2. How effectively leaders and managers promote Community Cohesion.	
3. How well leaders and managers at all levels monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils.	
4. The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.	

# **LEADERS AND MANAGERS**

## **How effective leaders and managers are in developing the Catholic life of the school**

### **How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils**

*Inspectors should evaluate:*

- how well leaders and managers promote the work of the Catholic school;
- how well leaders monitor and evaluate provision and outcomes in order to plan future improvements.

### **Outline guidance**

*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 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' sex and relationship education;
- pupils' and staff views regarding chaplaincy provision;
- parents, priests and local parishioners.

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

<b>Outstanding (1)</b>	<ul style="list-style-type: none"> <li>• The school's leadership is deeply committed to the Church's mission in education.</li> <li>• Leaders and managers are energised by the task and are a source of inspiration for the whole community.</li> <li>• There is unequivocal and explicit evidence that the Catholic mission of the school is a priority along with spiritual and moral development of pupils. This is reflected in the school improvement plan, self evaluation form and other documents.</li> <li>• 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, pupils have highly sophisticated understanding of the school's mission, share its purpose, are keenly and actively involved in shaping and supporting it.</li> </ul>
<b>Good (2)</b>	<ul style="list-style-type: none"> <li>• Leaders and managers demonstrate commitment to the mission of the Church by providing a rich, broad and balanced curriculum with spiritual and moral development a priority.</li> <li>• Leaders and managers conduct a range of monitoring activities relating to provision and outcomes and their analysis provides a firm basis for accurate diagnosis of the school's strengths and areas for development.</li> <li>• 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.</li> <li>• Staff and pupils have a high regard for the Catholic life of the school.</li> </ul>
<b>Satisfactory (3)</b>	<ul style="list-style-type: none"> <li>• Senior leaders and managers express their support for the Church's mission in education but rely heavily on guidance from Church agencies to give it direction.</li> <li>• Senior leaders monitor accurately the progress and well being of all pupils. They know the school's major strengths and areas for development in respect to its Catholic character and are implementing satisfactory plans that are aimed at improving pupils' spiritual and moral development and other outcomes for pupils.</li> </ul>
<b>Inadequate (4)</b>	<ul style="list-style-type: none"> <li>• Senior leaders and managers are reluctant to promote the Church's mission in education and do not monitor this aspect of provision.</li> <li>• 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 are unclear what it means to be educated in a Catholic school.</li> </ul>

## **How effectively leaders and managers promote Community Cohesion**

*Inspectors should evaluate:*

- how effectively leadership at all levels promote Community Cohesion within the school, local, national and international communities;
- the inclusive nature of the provision for prayer, Collective Worship and liturgical life of the school;
- the extent to which the Religious Education curriculum promotes Community Cohesion.

### **Outline guidance:**

*Taking into account:*

- the extent to which the school is involved in serving the common good;
- the extent to which pupils recognise and value their own religious identity that of others and those with none;
- how well pupils develop skills for dialogue and collaboration with people who hold different beliefs and values;
- the extent to which staff and pupils share an inclusive vision, recognise and value the range of similarities and differences within the school community;
- the extent to which leaders and managers facilitate pupils' involvement in service to the local faith communities and the neighbourhood served by the school;
- how well the school encourages parental involvement.

## How effectively leaders and managers promote Community Cohesion

<b>Outstanding (1)</b>	The inclusion of all is a central goal and a shared vision. Leaders and managers work with others beyond the school to ensure that pupils are given opportunities to enter into dialogue and collaborate with people from different backgrounds. Within the school, there is concern, respect and hospitality towards the other. Pupils' friendship bonds cross cultural/faith/social/economic boundaries. Acts of Collective Worship leave room for the other person's spiritual identity, their modes of expression and their values. Provision for Religious Education results in an attitude of respect for all faiths, mutual understanding and integrity, enabling pupils to challenge each others' beliefs and values. They participate in neighbourhood and religious community activities, which bring them close to people on the margins of society and those who suffer. Parents from all backgrounds and especially parents who feel insecure in an academic environment are involved in decision making.
<b>Good (2)</b>	There is a common sense of belonging. Leaders respect difference, value diversity and ensure equal opportunities for all. Pupils from different backgrounds are given opportunities to work together. Pupils are equipped with skills, which enable them to take a full and active part in their neighbourhood and develop relationships with people from different backgrounds. Relationships among pupils are positive. Parents with different backgrounds are involved as fully as possible in the life of the school. Provision for Collective Worship celebrates, reflects and respects the religious diversity within the school community. No one is forced to act in a manner contrary to their beliefs. Pupils' diverse backgrounds are recognised and valued in Religious Education and appropriate adaptations to the school's scheme of work are made.
<b>Satisfactory (3)</b>	Leaders seek to raise pupils' awareness of cultural and religious diversity in society. Pupils are given opportunities to participate in neighbourhood activities and respond to calls for help. The diverse backgrounds of pupils are acknowledged and accommodated, though not enough is done to fully integrate pupils from minority backgrounds. The variety of pupils' backgrounds is not reflected in acts of Collective Worship the school provides. The Religious Education curriculum includes some study of other world faiths, though the faith backgrounds are sometimes ignored. Pupils have a sense of the wider world, other peoples' beliefs, cultures and needs. They co-operate with each other. Parents are kept informed about what is happening in school and their views are sought. Written communications do not always take into account parents' needs especially those for whom English is an additional language.
<b>Inadequate (4)</b>	The school is failing to live up to the full meaning of its Catholic identity. No consideration is given to the varying faith stances of pupils. Overall, the school is isolated from its neighbourhood and the community it serves. Leaders and managers show little interest in anything beyond the school's boundaries. Prayer and worship in the school does not respect the diversity of the student body. Accommodating differences between pupils is regarded by teachers as inappropriate or unnecessary. Little attempt is made to adapt the Religious Education programme to meet pupils' needs and to enable pupils to understand their own and others' beliefs and values, and to respect the religious practices of others.

## How well leaders and managers at all levels monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils

*Inspectors should evaluate:*

- how well leaders 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.

### Outline guidance

*Taking into account:*

- the accuracy, consistency and robustness of systems for tracking, monitoring, analysis and evaluation of the **impact** of the school's work including:
  - users' views, e.g. gathered through surveys, and other arrangements for collecting those views;
  - the quality of teaching through lesson observation and other evaluation;
  - the impact of the curriculum and assessment on pupil outcomes;
  - performance in assessments and examinations over time, of whole cohorts, groups, individuals and (for comparison reasons) with different subjects;
  - progress and learning of whole cohorts, groups, individuals and (for comparison reasons) different subjects;
  - the impact of support, pastoral care and guidance on pupil outcomes.
- the quality of improvement planning, including the extent to which leaders and managers at all levels:
  - prioritise areas for improvement through accurate self-evaluation;
  - tackle key priorities by devising suitable plans with appropriate targets, milestones and clear lines of accountability; and
  - review and adjust plans and priorities in the light of changing circumstances.

**How well leaders and managers at all levels monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils**

<p><b>Outstanding (1)</b></p>	<p>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. As a result, outcomes (attainment and achievement) in Religious Education for most pupils are good, and some are exceptionally high.</p>
<p><b>Good (2)</b></p>	<p>Leaders and managers conduct a range of systematic monitoring activities relating to provision and outcomes and their analysis provides a firm basis for accurate diagnosis of the school's strengths and weaknesses. Planning involves any relevant major partners and is founded on sound evidence and data, tackling key areas of weakness systematically and building on areas of strength. Consequently, outcomes are generally good, or there is substantial evidence that they are improving strongly.</p>
<p><b>Satisfactory (3)</b></p>	<p>Senior leaders and managers monitor the progress of all pupils and the quality of teaching and learning. These leaders and managers know the school's major strengths and areas for development, including the performance of different groups of pupils, and the factors influencing outcomes. The school has implemented satisfactory plans that are aimed at improving relevant outcomes.</p>
<p><b>Inadequate (4)</b></p>	<p>Senior leaders and managers do not monitor provision and outcomes effectively. Evaluation lacks rigour, to the extent that planning fails to match accurately the key development requirements of the school.</p>

## **The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met**

*Inspectors should evaluate:*

- how well governors fulfil their statutory and canonical responsibilities;
- how effectively governors help to shape the direction of the school especially within the context of the Mission Statement;
- how rigorously governors challenge and support leaders and managers, holding them to account for tackling weaknesses and further improving outcomes for all pupils.

### **Outline guidance**

*Taking into account:*

- the rigour of the governing body's procedures to ensure the high profile of the Catholic character of the school, the spiritual well being of staff and pupils, quality Collective Worship and high achievement in Religious Education;
- how effectively governors fulfil their duties to promote community cohesion and inclusive practice relating to the variety of faith backgrounds of staff and pupils;
- how knowledgeable governors are of the work of the school, including its strengths and weaknesses, through their monitoring and evaluation of the school's performance as a Catholic school;
- how engaged governors are in actively setting priorities for improvement and how robustly they monitor and evaluate the impact of any improvement plans;
- how effectively the governing body ensures its skills and expertise are matched to the needs of the school and how effectively these are used to improve outcomes for pupils;
- the extent to which the governing body understands the school's performance in Religious Education and has an accurate picture of how well all the pupils are achieving compared with those in other schools, as well as how different groups of pupils within the school are performing;
- how governors ensure that high expectations for Catholic life and Religious Education are both achievable and sufficiently challenging to lead to and sustain improvement;
- governors' understanding of barriers to learning in Religious Education and what the school is doing to overcome them;
- how effectively and confidently governors develop and use their skills and knowledge to hold leaders to account for improvement in Religious Education by robustly challenging underperformance;
- how systematically governors consult and gather the views of users and stakeholders and how these views are taken into account in future planning for Catholic life and Religious Education.

**The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities met**

<b>Outstanding (1)</b>	Governors make a highly significant contribution to the work and the Catholic dimension of the school. They have high levels of expertise, are extremely well organised and thorough in their approach. In discharging their responsibilities, they have highly robust systems for evaluating the effectiveness of their implementation, keeping the work of the school under review and acting upon their findings. Governors are innovative, flexible and adapt to new ideas quickly, supporting the work of the staff in improving outcomes for all pupils. They are confident in providing high levels of professional challenge for its Religious Education to hold the school to account. Governors engage very effectively with parents, pupils and the staff as a whole and are well informed about users' views of the school. They use these views to inform strategic priorities for development.
<b>Good (2)</b>	The governing body has the expertise to meet the school's needs and is influential in determining the direction of the Catholic life of the school. Governors discharge their responsibilities effectively. They are fully involved in evaluating the school and ensure that users' views feature prominently when priorities and targets for improvement in Religious Education are set. Their relationships with staff are constructive and they show determination in challenging and supporting the school in tackling weaknesses and so bringing about necessary improvements. Governors have clear systems for seeking the views of parents and pupils and mechanisms for acting on these.
<b>Satisfactory (3)</b>	Governors discharge their responsibilities. They are organised, are visible in the school community, and support staff and pupils. Most governors know the strengths and areas for development of the school and understand the challenges it faces and are directly involved in setting appropriate priorities for improvement. The governing body holds the school to account for tackling important areas for development in Religious Education. Governors engage often with parents and pupils and respond quickly to their views and any significant concerns they may have.
<b>Inadequate (4)</b>	Governors have too little impact on the direction and work of the school because they are poorly organised and/or have insufficient expertise to meet the needs of the school. Governors take too little account of the views of parents, pupils and staff. Even though they may make school visits and show support for staff, governors do not challenge the school to address weaknesses in Religious Education and bring about improvement. Governance is likely to be inadequate if governors fail to meet their responsibilities.

## PROVISION

### How effective the provision is in promoting Catholic education

*Guidance for Inspectors:*

- *The judgement for aspect 2 informs the judgement for aspect 1;*
- *The modal average of the judgements for aspects 1, 3 and 4 inform the overall judgement.*

<b>How effective the PROVISION is in promoting Catholic education.</b>	
1. The quality of teaching and how purposeful learning is in Religious Education.	
2. The effectiveness of assessment and academic guidance in Religious Education.	
3. The extent to which the Religious Education curriculum meets pupils' needs.	
4. The quality of Collective Worship provided by the school.	

## PROVISION

### How effective the provision is in promoting Catholic education

#### The quality of teaching and how purposeful learning is in Religious Education

*Inspectors should evaluate:*

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

#### Outline guidance

*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;
- 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;
- questioning styles are used to extend pupils' understanding;
- teaching encourages pupils' enjoyment of and commitment to 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 quality of teaching and how purposeful learning is in Religious Education

<b>Outstanding (1)</b>	<ul style="list-style-type: none"> <li>• 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 and of their prior learning and understanding, and plan very effectively to build on these.</li> <li>• Excellent subject knowledge is applied consistently to challenge and inspire pupils and ensure they make exceptional progress as learners in Religious Education.</li> <li>• 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 enjoy their work.</li> <li>• 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.</li> </ul>
<b>Good (2)</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 and achieve highly.</li> <li>• Good and imaginative use is made of resources, including technology to maximise learning. Support provided by other adults is effectively deployed.</li> <li>• 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.</li> </ul>
<b>Satisfactory (3)</b>	<ul style="list-style-type: none"> <li>• Teaching may be good in some respects and there are no endemic inadequacies across year groups. Pupils show interest in their work and make progress that is broadly in line with their capabilities.</li> <li>• Regular and accurate assessment informs planning which generally meets the needs of all groups of pupils.</li> <li>• Teachers' subject knowledge is such that pupils make adequate progress in subjects.</li> <li>• There is a reasonable range of resources, including technology to support learning. Other support is appropriately targeted.</li> <li>• A reasonable range of strategies ensures that pupils are generally engaged by their work and behaviour is such that little time is wasted.</li> <li>• Pupils are informed about their progress and how to improve, individually and as a class, through marking and dialogue with adults.</li> </ul>
<b>Inadequate (4)</b>	<ul style="list-style-type: none"> <li>• Too many lessons are barely satisfactory or inadequate. Planning is insufficiently geared to the needs of pupils and takes little account of prior learning.</li> <li>• In some lessons, teaching lacks inspiration so does not engage pupils and they show little pride or interest in their work.</li> <li>• Pupils may be easily distracted which wastes time and inhibits progress in lessons.</li> <li>• Adults' expectations of pupils' capabilities are too low.</li> <li>• Pupils do not have access to the resources or support they need and insufficient use is made of technology to support learning.</li> <li>• Across the school, individuals or a distinct group of pupils, underachieve.</li> <li>• Marking and dialogue are insufficiently focused on supporting pupils' progress.</li> </ul>

## **The effectiveness of assessment and academic guidance in Religious Education**

*Inspectors should evaluate:*

- the effectiveness of the school's tracking systems in monitoring the pupils' achievement in Religious Education and securing improvement;
- how effectively assessment outcomes enable the school to set targets;
- how well assessment is used to guide pupils and success celebrated.

### **Outline guidance**

*Taking into account:*

- the quality of assessment, for example in terms of its accuracy and frequency;
- the extent to which assessment provides a clear picture of how well pupils are achieving;
- the consistency of recording and tracking the outcomes of assessment;
- the use of assessment information to derive targets for individuals, subjects and cohorts;
- the extent to which pupils are involved in assessing and discussing their work and progress.

## The effectiveness of assessment and academic guidance in Religious Education

<b>Outstanding (1)</b>	<ul style="list-style-type: none"> <li>• The school has rigorously focused assessment strategies which provide an accurate, up to date picture of the achievement of all pupils.</li> <li>• This information is used consistently and systematically to promote rapid improvement or sustain high levels of achievement.</li> <li>• Pupils are consistently involved in evaluating how well they achieve. This contributes to their improved achievement and provides them with confidence about making further improvement.</li> <li>• Accurate, regular, systematic assessment ensures pupils know what the school expects of them and how well they are doing in all aspects of their work in Religious Education.</li> <li>• The school sets challenging targets for all pupils.</li> <li>• Progress towards achieving these targets is monitored assiduously.</li> </ul>
<b>Good (2)</b>	<ul style="list-style-type: none"> <li>• The school's detailed and accurate information on pupils' achievement is used effectively to identify and quickly tackle underachievement so that pupils achieve well.</li> <li>• Regular assessment, including pupil self assessment, ensures that pupils know how well they are doing and what they need to do to improve.</li> <li>• The school sets challenging targets for pupils.</li> <li>• Progress towards achieving these targets is monitored systematically and frequently.</li> </ul>
<b>Satisfactory (3)</b>	<ul style="list-style-type: none"> <li>• The school has a broadly accurate picture of pupils' achievement.</li> <li>• Appropriate actions are taken to tackle areas of underachievement which are identified.</li> <li>• Pupils are sometimes involved in assessing how well they are achieving.</li> <li>• The school's assessment programme enables pupils to understand how well they are doing and indicates generally how they can improve.</li> <li>• The school sets challenging targets for pupils.</li> <li>• Progress towards achieving these targets is monitored regularly.</li> </ul>
<b>Inadequate (4)</b>	<ul style="list-style-type: none"> <li>• Flaws in the quality of assessment and/or the way it is used mean that the school does not have a clear picture of the achievement of individual pupils or particular groups. Consequently, pupils' achievement is hindered.</li> <li>• Pupils are rarely involved in evaluating their performance and are not kept informed about how well they are doing.</li> <li>• Academic guidance is limited so pupils are unclear about how to improve their work.</li> <li>• The school does not set sufficiently challenging targets for pupils.</li> <li>• Targets are not used to help monitor achievement.</li> </ul>

## **The extent to which the Religious Education curriculum meets pupils' needs**

*Inspectors should evaluate the extent to which:*

- courses 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;
- the curriculum meets Bishops' Conference requirements and is responsive to diocesan circumstances and student needs.

### **Outline guidance**

*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.

## The extent to which the Religious Education curriculum meets pupils' needs

<b>Outstanding (1)</b>	<ul style="list-style-type: none"> <li>• The school is both creative and effective in its Religious Education curriculum and design.</li> <li>• It successfully seeks to improve on 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 and moral development.</li> </ul>
<b>Good (2)</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The curriculum is customised to meet the needs of groups and individuals, including personalised programmes for those who need them.</li> <li>• The Religious Education curriculum provides good opportunities for spiritual and moral development.</li> <li>• Extra curricular opportunities are varied, have a high take up and are much enjoyed.</li> </ul>
<b>Satisfactory (3)</b>	<ul style="list-style-type: none"> <li>• The Religious Education curriculum is suitably matched to pupils' needs, interests and aspirations and provides adequate preparation for the next stage of their lives, whatever their capabilities.</li> <li>• It ensures that pupils are taught the knowledge and skills which they need.</li> <li>• It is responsive to the local context and variation of faith backgrounds in the school population.</li> <li>• All statutory requirements are met including pupils' spiritual and moral development.</li> <li>• Some aspects of the curriculum may be good.</li> </ul>
<b>Inadequate (4)</b>	<ul style="list-style-type: none"> <li>• The curriculum <u>may</u> 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 pupils' capabilities or an inadequate response to needs and variation of faith backgrounds in the school population.</li> <li>• The provision is weak leading to too many pupils not gaining the basic skills they need.</li> <li>• 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.</li> </ul>

## **The quality of Collective Worship provided by the school**

*Inspectors should evaluate:*

- how well the school meets the spiritual needs of pupils in acts of Collective Worship, taking into account their age, aptitudes, family backgrounds and the Catholic character of the school.

### **Outline guidance**

*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;
- the impact of school provision on pupils' interest in and engagement with prayer and worship;
- how effectively the school skills its pupils in planning and leading worship;
- how knowledgeable and skilled staff are in planning and leading worship;
- how effectively the school engages parents, carers, local parishes and other local faith communities in its provision.

## The quality of Collective Worship provided by the school

<b>Outstanding (1)</b>	<ul style="list-style-type: none"> <li>• Collective Worship is central to the life of the school and a key part of every school celebration.</li> <li>• Prayer opportunities for staff and pupils are planned in a manner that attracts and facilitates attendance including adults associated with the pupils and school.</li> <li>• Pupils' liturgical formation is well planned, appropriate to their faith backgrounds and shows progression.</li> <li>• The themes, chosen by pupils and staff, reflect a deep understanding of the Church's mission and include the spiritual aspirations of all pupils.</li> <li>• Pupils with different religious beliefs are assisted and supported in their prayer rituals.</li> </ul>
<b>Good (2)</b>	<ul style="list-style-type: none"> <li>• Acts of Collective Worship are given high profile and are well resourced. Staff and pupils pray together.</li> <li>• 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.</li> <li>• Staff regularly review and plan improvements to the school's provision. They ensure pupils are skilled and equipped in leading prayer.</li> <li>• Themes are consistent with the Catholic character of the school and responsive to the religious diversity among pupils.</li> <li>• There are facilities for pupils with different beliefs to practise their faith during key festivals or on holy days.</li> </ul>
<b>Satisfactory (3)</b>	<ul style="list-style-type: none"> <li>• Class based acts of Collective Worship follow a fairly routine structure. Whole school and year group gatherings provide a greater variety of forms of prayer.</li> <li>• Staff accept responsibility for leading prayer and involve pupils in its delivery. Little time is spent on innovation and encouraging pupils' leadership.</li> <li>• Key seasons of the Church's year are celebrated and other religious festivals acknowledged. Parents and members of the community are invited to attend.</li> </ul>
<b>Inadequate (4)</b>	<ul style="list-style-type: none"> <li>• Acts of Collective Worship are routine and lack 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.</li> <li>• Collective Worship is often held at times when pupils' attention is least likely to be gained.</li> <li>• 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.</li> <li>• The faith backgrounds of pupils are largely ignored and the attendance of parents is not encouraged.</li> </ul>

## Inspection Judgements Summary

<b>Overall effectiveness – How effective the school is in providing Catholic education.</b>	
How good outcomes are for pupils, taking particular account of variations between different groups.	
How effective leaders and managers are in developing the Catholic life of the school.	
How effective the provision is in promoting Catholic education.	
<b>How good OUTCOMES are for pupils, taking particular account of variations between different groups.</b>	
<b>How well pupils progress and enjoy their learning in Religious Education.</b>	
Taking into account:	
<i>pupils' standards of attainment in Religious Education;</i>	
<i>the quality of pupils' learning and their progress;</i>	
<i>the quality of learning for pupils with particular learning needs and/or disabilities and their progress.</i>	
<b>The extent to which pupils contribute to and benefit from the Catholic life of the school.</b>	
<b>How well pupils respond to and participate in the school's Collective Worship.</b>	
<b>How effective LEADERS AND MANAGERS are in developing the Catholic life of the school.</b>	
<b>How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils.</b>	
<b>How effectively leaders and managers promote Community Cohesion.</b>	
<b>How well leaders and managers at all levels monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils.</b>	
<b>The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.</b>	
<b>How effective the PROVISION is in promoting Catholic education.</b>	
<b>The quality of teaching and how purposeful learning is in Religious Education.</b>	
<b>The effectiveness of assessment and academic guidance in Religious Education.</b>	
<b>The extent to which the Religious Education curriculum meets pupils' needs.</b>	
<b>The quality of Collective Worship provided by the school.</b>	

## Appendix 1

### Canonical Responsibilities of Foundation Governors

Foundation Governors play a leading role in the Catholic community: they collaborate with the Bishop in his ministry in education. They should therefore ensure that:

- the religious character of the school is preserved;
- the school is conducted in accordance with its trust deed;
- the Religious Education curriculum is in accordance with the Bishop's policy for the diocese;
- all actions are taken for the good of Catholic education as a whole within the diocese;
- all actions secure the long-term future of Catholic education.

*Governing a Catholic School with particular reference to the role and responsibilities of  
Foundation Governors  
(Catholic Education Service)*

### School Instrument of Government

All Catholic schools are governed by a legal document called '**The Instrument of Government**'. It is the particular responsibility of Foundation Governors to ensure that this legal document is adhered to. '**The Instrument of Government**' of all our schools contains the following legally binding statements:

The school was founded by and is part of the Catholic Church. The school is to be conducted as a Catholic School in accordance with the canon law and teachings of the Roman Catholic Church, and in accordance with the Trust Deed of the Diocese of Nottingham and in particular:

- a) Religious Education is to be in accordance with the teachings, doctrines, discipline and the general and particular norms of the Catholic Church;
- b) Religious worship to be in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church;

and at all times the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ.