

HANDBOOK 2

Inspection

DRAFT

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Part 1: How schools will be inspected

The inspection process

Canonical and Statutory Inspections

1. All Catholic schools, academies and colleges are subject to canonical inspection by their diocesan bishop. Some schools and academies are subject to a Section 48 or 50 inspection (or their academy equivalents) and for those schools the canonical inspection fulfils this statutory function.
2. Section 5 and section 28 inspectors must not inspect religious education or the content of collective worship. This is the legal prerogative of the Catholic Bishop. For those schools in England subject to s48 inspection (or the academy equivalent) a protocol defining the relationship between the diocesan inspectorates and Ofsted has been agreed by Ofsted and the Catholic Education Service and can be found in Appendix 2: Protocol for s5 Inspectors in England
3. An inspection under the National Framework makes judgements on the Catholic life and mission of the school; religious education; and collective worship. Inspectors should be sensitive to the fact that they are involved in the only individual subject inspection in the school. It may be helpful to explain this to staff.

Code of conduct for inspectors and schools

4. **Inspectors**

It is important that inspectors and head teachers establish and maintain a positive working relationship, based on courteous and professional behaviour. Inspectors must uphold the highest professional standards in their work, and treat everyone they meet during inspections fairly, with respect and with sensitivity. The code of conduct for inspectors can be found in Appendix 3: Code of conduct for inspectors.

5. **Schools**

Similarly, in order to establish and maintain a positive working relationship, there is also a Code of Conduct for schools, colleges and academies which can be found in Appendix 4: Code of conduct for schools

Procedures for arranging inspections

6. A bishop may inspect any Catholic school, college or academy within his diocese at any time.

For maintained schools and academies an inspection must ordinarily occur within five years of the end of the school year in which the school last received an inspection under the National Framework (or its predecessor equivalent). For maintained schools and academies that are judged to be less than good in their previous inspection, this will be no sooner than three years from the end of the school year in which the school received its last inspection under the National

Framework (or its predecessor equivalent) if the diocese is intending to claim the grant contribution towards inspection for inspecting this school.

Therefore, an inspection under the National Framework normally operates according to the following cycle for all Catholic schools, colleges and academies:

5 years for schools judged to be good or better

3 years for schools judged to be less than good

However, due to the impact of the COVID 19 pandemic on the ability of dioceses to carry out inspections in schools, for any school who was last inspected between 1st August 2014 and the 31st July 2021, their next inspection must occur within eight years of the end of the school year in which they were last inspected.

7. The diocese to which the school being inspected belongs will arrange for sufficient inspectors to be available to inspect upon particular days to cover the inspection requirements for that academic term. A lead inspector will be informed which school they are due to inspect 10 working days before the inspection. A team inspector will be informed 5 working days before the inspection. They must keep this information confidential until the school has received notification. Proformas for confirming inspection details with the lead and team inspectors may be found in the Inspection templates section on the website.
8. Schools will receive two working days' notice of the date of their inspection. This means that inspections will occur on Wednesdays, Thursdays and Fridays of the school week. The Catholic Schools Inspectorate Coordinator will phone the school on the morning of the day which is two days prior to the beginning of the inspection. The Coordinator will confirm with the school the dates of the inspection and the name of the lead inspector and team inspector(s).

Most inspections will have a tariff of two inspectors for two days. However, schools with fewer than 150 pupils, will have two inspectors but for only one day. For large schools the duration would remain two days, but the number of inspectors would normally increase according to the scale set out overleaf:

Table 1: Usual inspection tariff and duration

Primary roll	Secondary roll	Tertiary roll	All-through roll	No of lead inspectors per day	No of team inspectors per day	No of days
≤ 105	≤ 100		≤ 100	1	1	1
106-420	101-600	≤ 1200	101-600	1	1	2
	601-1200		601-1200	1	1.5	2
> 420		> 1200		1	2	2
	> 1200			1	2.5	2
			> 1200	1.5	2.5	2

Where the table indicates that half an inspector will be present during the inspection, this means one full inspector but for only half of the duration of the inspection.

There may also be occasions where the inspection team is joined by other persons, for instance, those who are training to be inspectors. The headteacher will be informed of this during the initial phone call. These individuals will not form part of the inspection team and will not take part in gathering evidence or making judgements.

On occasion, a Catholic Schools Inspectorate officer may join the team for quality assurance purposes. It maybe that this is pre-arranged, in which case the lead inspector will inform the headteacher during the initial call, but the Catholic Schools Inspectorate reserves the right to join an inspection without prior notice at any time during the inspection.

9. Inspectors, where they are currently employed or are retired from schools within the diocese to be inspected is located, will not normally be asked to inspect schools in their own local authority area, nor any schools with which they have, or have had, significant contact. Further details about such conflicts of interest can be found in Appendix 5: Policy and procedure for managing conflicts of interest and other kinds of compromising connectivity.

Before the inspection

10. The lead inspector will telephone the headteacher as early as possible and always by midday on the day of notification of the inspection. This call is an important occasion to establish a professional relationship. The purpose of the call is to:
 - make arrangements for the inspection, as outlined in the pre-inspection checklist which can be found in the Inspection Templates section on the website
 - inform the headteacher of the participation of any team inspector(s), and any trainee inspectors who are shadowing
 - remind the headteacher that the chair of governors or chair of directors has a legal responsibility to inform the parents and carers about the inspection and a proforma letter can be found in the Inspection Templates section on the website
 - inform the headteacher that inspectors will carry Catholic Schools Inspectorate badges which is confirmation that they have been licensed to inspect by the Catholic Schools Inspectorate and have a current enhanced DBS with barred checks
 - ensure that the school has some record and evidence of consultation with parents/carers, staff and pupils completed within the last twelve months, using the National Framework questionnaire as a template
 - remind the headteacher that it is advisable to send out the questionnaire to parents/carers while the inspection is going on, in order to give parents/carers another opportunity to share their views
 - make arrangements for discussions with pupils, the subject leader of religious education, governors, chaplain, parish priest and other key staff, including a representative of the academy trust/company, if appropriate
 - inform the headteacher that the inspection will include a variety of observations of learning and of prayer and liturgy
 - request that relevant school documents are sent electronically: the school's Catholic Self Evaluation Document (see model in the Inspection Templates section on the website), the current school improvement plan, attainment data, timetables etc. A proforma for the letter to the headteacher following the initial call can be found in the Inspection Templates section on the website
 - provide an opportunity for the headteacher to ask questions.
11. The lead inspector prepares brief joining instructions for the team using the proforma to be found in the Inspection Templates section on the website.
12. Using as much available evidence as they can to develop an initial picture of the school, inspectors should access:
 - information available on the school's website

- the previous Catholic Schools Inspectorate report (or predecessor equivalent)
- the report from the most recent statutory inspection
- the data provided by the Inspectorate on the school.

Evaluating the school's Catholic Self Evaluation Document

13. The school's review process should be concerned with three areas of Catholic education:

- a) Catholic life and mission
- b) Religious education
- c) Collective worship

From three different perspectives:

- a) Pupil outcome
- b) Provision
- c) Leadership and management

The inspector(s) will evaluate the school's view of itself as expressed under these headings in the school's Catholic Self Evaluation Document and explore the extent to which this is compatible with any other documentary evidence. Any discrepancies should be discussed as soon as possible with the school. The opportunity to provide further evidence to support the school's view should be given.

14. Inspectors should check the accuracy of the school's assessment of pupils' progress and attainment, and also the robustness and accuracy of the school's self-evaluation. Issues for inspection will arise from inconsistencies between the school's judgements and conclusions in the school's Catholic Self Evaluation Document and the evidence provided, and also from significant matters that the school's Catholic Self Evaluation Document seems to have omitted.
15. Pre-inspection preparation should be recorded on evidence forms which will form a key part of the inspection evidence. These should include analyses and evaluation of the school's Catholic Self Evaluation Document and the other documents provided for the inspection. Inspectors should take care to ensure that evaluation at this stage leads to lines of enquiry and not judgements.

Inspection rescheduling

16. There are a very limited number of circumstances in which a decision can be taken that an inspection under the National Framework should not go ahead on the planned dates. Details can be found in the Deferral policy, which can be found in Appendix 6: Deferral policy

The inspection plan

17. Although it is appreciated that the timetable for inspection activities will be organised with the support of school leaders, inspectors reserve the right to gather evidence from anywhere in the school during the period of the inspection.

The programme for the inspection is the responsibility of the lead inspector and should include:

- observation of learning – including joint observations with key school staff (if agreed: see paragraph 35)
- observation of prayer and liturgy
- discussions with pupils
- scrutiny of pupils' work
- scrutiny of parental, pupil and staff questionnaires
- meetings with headteacher, link governor, head of sixth form, subject leader of religious education, chaplain and/or priest.

Meetings with pupils should take place without school staff present and meetings with governors and staff should take place without the presence of senior staff.

For the observation of prayer and liturgy the school is requested to identify opportunities for the inspector to observe a range of types of prayer and liturgy, according to the pattern of their normal practice.

Specific inspection implications: primary schools

18. Observations of learning should cover each key stage. The school is requested to try, to have religious education taught across all age groups during the inspection the brief notice period notwithstanding. If this is not possible inspectors will observe as much religious education as the timetable allows for.

The headteacher should be asked to arrange for interviews with him/herself, the subject leader of religious education, chair of governors/link governor of religious education, and the parish priest.

Specific inspection implications: secondary schools

19. Observations of learning should be as comprehensive as possible, covering a range of key stages, year groups, sets (if applicable), and as many teachers as possible during the inspection.

The headteacher should be asked to arrange for interviews with him/herself, subject leader of religious education, chaplaincy lead, a senior manager with responsibility for spiritual and moral development, head of sixth form, and chair of governors/ link governor of religious education.

During the inspection

At the start of the inspection

20. The inspectors should meet briefly with the headteacher to confirm the arrangements for the inspection and for the team to be introduced to staff at the beginning of the first day.

Gathering and recording evidence

21. The time allocated to inspection must be used mainly for gathering first-hand evidence that leads to conclusions about the effectiveness of the school and its self-evaluation, the main strengths and areas for development, and what it must do to improve.
22. Inspectors must record their evidence clearly and legibly on National Framework evidence forms. The evidence must be destroyed after three months, or on the resolution of any appeal procedure, whichever is sooner. A diocese or the Catholic Schools Inspectorate may request all the evidence forms for the purposes of quality assurance monitoring and in the event of a complaint.
23. No names should be recorded on the evidence forms. The Inspectorate does not gather any data on individual teachers and any information referring to them by name is covered by the Data Protection Act 2018.

Guidance on completing the evidence form

24. All evidence must be recorded on the evidence form (EF). A blank evidence form can be found in the Inspection Templates section on the website and multiple copies of this should be made prior to the inspection. Alternatively, a digital version of the EF can be downloaded to portable electronic devices.
25. Evidence forms from observations of learning should not contain any personal details. Nevertheless, information concerning the individual teacher will always be able to be inferred from other information on the EF. As such, they may be accessible under the Freedom of Information Act and should be completed with this in mind. They should be clearly written in a way that another person will be able to understand.
26. When completing learning observation EFs, including those that cover a number of short sessions, inspectors are asked to:
 - record the session time/s and date; this will assist in positive identification if a subject access request is made
 - make clear in the context box if the session is not being led by a teacher
 - make clear in the context box if the lesson is being taught by an early career teacher
 - avoid the use of colloquial language; write in a professional manner with the assumption that the EF might be seen by the teacher concerned
 - as far as possible, do not write anything that could identify individual

pupils

27. The 'header information' on the EF should be completed fully. Each EF should have a unique identifier in the top right corner which comprises inspector initials and a sequential number. Lead inspector should ensure all inspector identifiers are unique. This is important information for the analysis of observations of learning, for instance.
28. All EFs should identify the main **focus** of the evidence-gathering activity which relates to one or more of the inspection issues using the check boxes at the head of the EF. There may well be more than one focus.

The **context** for activities that are not observations of learning should simply be a description of the activity – e.g. interview with chair of governors. For lessons, it should be a record of what the lesson was about – i.e. its objectives

The **evaluation of evidence** section is for brief evaluative comment which makes clear the evidence on which judgements are based. Where teaching is evaluated, a connection should be made to the **impact** it has on learners' behaviour, progress, and the quality of learning, making specific reference to different groups of learners wherever possible. Inspectors should use the outline guidance and grade descriptors to guide their observations and to support their judgements on the quality of what they see in lessons. There will always be a particular focus on learning and progress, behaviour, and the quality of teaching and the use of assessment to support learning. Where possible, inspectors should seek to confirm judgements about attainment.

EFs should also be used to record evidence sessions that are not observations, such as discussions with staff and pupils or analysis of work. They should be logging the main points raised at meetings with the school's leadership team and for synthesising evidence that underpins important judgements, especially those that might be disputed by the school or when inspectors arrive at a judgement. Where the evidence form is being used to record other evidence, the **impact** of any evidenced activity should always be the central focus of an inspector's questions.

The evaluation of evidence section should also include the main **strengths** and **areas for development** which can be used to develop learning and for analyses of whole school issues. The accurate completion of this section is a most important contribution to the overall view of the school and what it needs to do to improve.

Inspecting curriculum provision in religious education

29. Inspectors should check that the school complies with the requirements of the Bishops' Conference (which can be found in the appendices in Part 4 of this Handbook) and any directives of the diocesan Bishop in which the school is situated.

30. The curriculum in religious education should be discussed with the subject leader of religious education to ensure consistency with the requirements of the diocese in which the school is located and how its effectiveness is reviewed.

Observation of learning

31. The key objective of observations of learning is to evaluate the quality of teaching over time and its impact on learning, attainment and progress. The observation of lessons during the inspection is not the determining evidence for any final judgements awarded. Other sources contributing to the judgements on teaching and learning might include:
 - the school's Catholic Self Evaluation Document and other evidence of evaluation provided by the school
 - scrutiny of pupils' work
 - school monitoring procedures
 - learning environment
 - discussions with pupils.
32. Inspectors must be aware that they are not there to judge individual teachers, but rather, the impact of teaching across the school. They should be seeking, through the triangulation of evidence, to discover what learning and teaching are usually like.
33. There is no single strategy for observing learning and inspectors will use their professional judgement to determine their approach. Inspectors may, amongst other things, engage in:
 - short visits to a number of lessons
 - short observations of small group teaching
 - longer observations of learningSchools should note that, as a consequence, teachers may be observed more than once during an inspection.
34. Before commencing observations, the lead inspector should check with the headteacher whether there are any good reasons for not observing a particular member of staff. Teachers who are undergoing disciplinary/capability procedures should not be observed. Care should be taken to ensure that there are not too many observers in a lesson at any one time.

Joint observations

35. Whenever possible, some joint observations of learning should be carried out with the headteacher/other senior leaders/subject leader for religious education. At the end of the lesson, the inspector will ask the joint observer what his/her view of the lesson was. Then there will be a discussion between the inspector and observer.
36. After a joint observation of more than 20 minutes, then the school observer, rather than the inspector, may give feedback to the teacher.

37. Following a joint observation, the inspector should write up an EF on the learning observed in the usual way. Comments about the quality of the headteacher's or member of senior staff's evaluation should be written on a separate evidence form to inform the judgement on leadership. Any notes taken by the headteacher or member of senior staff should remain with the school; they are not included within the evidence base for the inspection.

Feedback to teachers

38. Inspectors will not normally offer any oral feedback to teachers and other staff about the work they see, although they will give feedback if specifically requested. Constructive dialogue is essential between inspectors and staff, and particularly between the lead inspector and the headteacher. Inspectors are encouraged to make a comment to teachers after any observation, but only in passing, as a matter of courtesy. Inspectors will not offer individual teachers an overall judgement grade on their lesson or part of lesson.

Scrutiny of work

39. The scrutiny of a sample of pupils' work complements the discussions with pupils about their work and observations of learning. Inspectors should take every opportunity during lessons to look at pupils' work and talk to them about it.
40. Work scrutiny is a critical activity for forming accurate judgements about standards and progress of pupils of different abilities, about the quality of teaching over time, and about the taught curriculum and its relationship with that which is planned.
41. Inspectors should investigate the school's arrangements for the internal and external moderation of pupil assessment, and how rigorous they are.

Other observations

42. Inspectors should ensure that they observe pupils in a range of situations outside formal lessons e.g lunch time; break time; tutor period; when moving between lessons; during a learning walk. All evidence should be recorded on an EF.

Observations of prayer and liturgy

43. Evidence on prayer and liturgy will be drawn from meetings with the headteacher, parish priest/chaplain, pupils, as well as observation of class/form prayer, prayer in religious education lessons, assemblies, and, if celebrated during an inspection, Mass or other liturgies. The inspector should establish how far the practice observed during the inspection is characteristic of normal school activity and the experience of children in different class and year groups across the school.
44. Observation of prayer and liturgy should be recorded on an evidence form. Inspectors will need to be sensitive when recording evidence during acts of worship so as not to distract or disturb the time of prayer. Inspectors are encouraged to make a comment to staff after any observation, even if only in passing, as a courtesy.

Meeting the headteacher

45. The school's Catholic Self Evaluation Document, or other, and the issues and hypotheses from the pre-inspection notes, will form the main focus of the discussions with the headteacher. The purpose should be to permit the headteacher to indicate where further evidence relating to the issues may be found, and to provide his/her own perspective on them.
46. The meeting should address the evaluation and monitoring processes lying behind the school's Catholic Self Evaluation Document and may include:
 - their vision and priorities for the Catholic life and mission of the school, religious education and prayer and liturgy and how this is led, communicated and shared
 - how the Catholic life and mission of the school, religious education and prayer and liturgy are evaluated
 - who is involved
 - standards and achievement in religious education
 - the school's participation in external moderation
 - how often monitoring processes, such as observations of learning, take place
 - what kind of overall structure for evaluation is in place
 - how the outcomes are fed into the school improvement plan
 - governors' active involvement in both the completion of the school's Catholic Self Evaluation Document and its on-going evaluation.

Meeting the subject leader of religious education

47. The issues to be discussed with the subject leader may include:
 - his/her involvement in the writing of the school's Catholic Self Evaluation Document
 - his/her vision and priorities for religious education
 - the content of religious education
 - monitoring and evaluation of the quality of teaching
 - pupil progress and attainment
 - participation in both internal and external moderation
 - subject improvement planning
 - the professional development of staff teaching religious education.

Meeting the chair of governors and/or chair of directors

48. The chair of governors and/or chair of directors, or any link governor of religious education should be invited to explain:
 - how the governing body or board of directors fulfils its responsibility as the guardian of the mission of a Catholic school
 - the vision and priorities for the Catholic life and mission of the school, religious education and prayer and liturgy

- how aware governors and/or directors are of the strengths and development needs of the Catholic life and mission of the school, religious education and prayer and liturgy.
- how governors and/or directors are involved in the completion of the school's Catholic Self Evaluation Document and its on-going evaluation
- how they are involved in monitoring these
- to what extent the school understands and relates to its ecclesial identity.

This will often be achieved by discussing appropriate sections of the school's Catholic Self Evaluation Document, particularly about the leadership and management of the school. Final responsibility for the school's Catholic Self Evaluation Document rests with governors and/or directors.

49. The inspector will need to establish whether governors and/or directors are holding the headteacher to account for the leadership and management of the Catholic life and mission of the school and ensuring compliance with the requirements of the Bishops' Conference and the diocese.

Meeting pupils

50. Inspectors should ensure that they have various opportunities to talk to pupils and listen to their experiences in a variety of ways: in lessons, in small groups and with representative groups. Normally the inspectors will choose the pupils randomly, using class lists supplied by the school. If the school is asked to select pupils for small group meetings, they should number no more than six and they should be sufficiently confident to talk to inspectors.

Meeting the parish priest/clergy

51. When possible, discussion with the parish priest/clergy is to be encouraged, as this provides an opportunity for the inspector to evaluate the level of partnership between parish(es) and school. However, the inspector must keep in mind that (s)he is not inspecting the parish priest(s) or other members of the parish.
52. Good relationships between the leadership of the school and the local parish/es are central to the Catholic life and mission of the school. If school leaders are inconsistent in their efforts to work with the local parish or parishes this should form part of the report. Otherwise, difficulties between the school and parish/es, should not form a part of the report. However, inspectors may feel that there is a need to bring the matter to the attention of the diocese so that suitable support or guidance might be given to the school.

Meeting the chaplain

53. The chaplain is a diocesan appointment to the school. The inspector should seek evidence of what the chaplain does, how he/she has access to the senior management team, what the impact of his/her work is on the Catholic life and mission of the school and particularly, its prayer and liturgy. The chaplain will be an important source for judging the quality of prayer and liturgy, and pupils' spiritual and moral development. Again, their judgements must be clearly

supported by evidence if they are to have significance for the inspection. Increasingly, chaplains are supported by chaplaincy or liturgy committees. The inspector should pursue the way these operate and their impact, making a judgement about the quality of collaboration.

Feedback to headteacher and senior staff

54. The inspection findings should not come as a surprise to the headteacher at the end of the inspection. The headteacher should be kept abreast of the emerging judgements. Throughout the inspection, the lead should ensure that the school is happy with the conduct of the inspection and should specifically ask for confirmation at the final feedback; this should be recorded on an evidence form. Prior to any formal feedback, it is expected that the inspector will have discussed the findings with the headteacher, even if this delays the formal feedback at the end of the inspection.
55. At the end of the inspection, brief feedback should be given on the main judgements of the inspection to the headteacher, the chair of governors and/or chair of directors and/or the link governor of religious education, the subject leader of religious education, and at the discretion of the diocese a diocesan representative. Headteachers may request that other senior staff should be present. This should be treated positively, but too large a grouping is often unhelpful. This brief feedback should only refer to the inspection headlines, supported by a small number of examples. It should not be a read through of the draft report.
56. Formal feedback must not be given before the end of the final day of inspection.
57. Before leaving, the lead inspector must ensure that the school is clear:
 - (i) - about the grades awarded for each judgement;
 - about key strengths;
 - about any recommendations for improvement;
 - that the report is confidential until the school receives the final report.
 - (ii) - about the process of Catholic Schools Inspectorate quality assurance and that the judgements are subject to that process and may change;
 - that moderation involves ensuring that there is a consistency between numerical judgements and associated commentary.
 - (iii) - that the final report should be placed on the school's own website and a copy sent to parents within 5 working days of receipt.

- (iv) - that the final report will also be published on diocesan websites and on the CES website in due course.

Guidance on responding to evidence that a school is likely to be graded as less than good

- 58. If during the course of an inspection it becomes clear that there may be an area of school life which is less than good, the inspector should contact the Catholic School Inspectorate coordinator for the diocese in which the school is situated. In particular, any inadequate/unsatisfactory judgement will necessitate that the whole school is judged to be inadequate/unsatisfactory. Furthermore, the giving of an inadequate/unsatisfactory judgement will have a huge negative impact on the school which the diocese will need to be ready to manage. Therefore, before any aspect of school life is judged to be inadequate/unsatisfactory, a conversation with the diocese must happen both in order to check the accuracy of the judgement and to prepare the diocese to respond to the feedback given at the end of the inspection. In this case, the matter should be discussed with diocesan officers only. Beyond this, the matter should be treated with full confidentiality.
- 59. Inspectors should be conscious that on occasion when they go into a school, there may have been a recommendation from statutory inspectors just before the Catholic School Inspection that the school is to be placed in an Ofsted category or Estyn follow up/category. The inspector should be sensitive to the concerns of the school on this matter, but conduct a rigorous inspection nonetheless. Schools giving cause for concern to Ofsted or Estyn may not provide the same concerns to diocesan inspectors because of the different focus of the inspection. There have been cases in recent years where the Catholic life and mission of a school and the quality of provision of religious education have been stronger than other aspects of the school. However, it is likely that certain weaknesses identified by Ofsted or Estyn will be reflected in the findings of an inspection under the National Framework.

After the inspection

The report template

- 60. There is a report template for the writing of reports which all inspectors must use. There are certain restrictions and drop-down menus which limit the ways in which the format of a report can be changed. Inspectors are requested to respect the integrity of the report template and to use the tools within to ensure that published reports are consistent in format. Please take particular care if any text is cut and pasted from elsewhere. Please be particularly careful not to cut and paste table cells or rows inside the cells of the report template. Please see the template in the Inspection Templates section on the website

Report submission

- 61. The report should be written by the lead inspector. It is important to make the report specific to the school inspected and not to be formulaic. The first draft

should be prepared within 5 working days from the end of the inspection. It should then be sent electronically to the diocese.

62. The report will then be quality assured by the diocese, in consultation with the lead inspector. The draft report will be e-mailed to the school for a factual check, with a request that it should be returned within 24 hours. Requests from the school for amendments will be dealt with by the diocese. A proforma letter to accompany the draft report may be found in the Inspection Templates section on the website.
63. The report must be published within fifteen working days from the end of the inspection. It will be sent to the school electronically and placed on the diocesan website. Schools should place the report on their own website and distribute the report to parents and carers within 5 working days. Proformas for letters to school, parents and other bodies can be found in the Inspection Templates section on the website.

Guidance on writing the report

64. The quality of the school's self-evaluation should be clearly evaluated in the leadership and management section of the report. It is important to acknowledge how well the school knows itself. While it is not necessary to refer to the school's view of itself in each section, this will often occur. Inspectors should ensure that priority is given in the writing of the report to their own judgements, not those of the school.
65. The report is a summary of the judgements which come out of the inspection, plus some illustration. The key judgements will be based on much more evidence than appears in the report. The report should evaluate actual performance, not describe or judge motives or attitudes, or record intentions.
66. The assumption behind the inspection process is that the inspector(s) will have spent time in communicating with the school through dialogue and oral feedback, so that the written report is a summary of that dialogue. Inspectors should not feel that they are 'short-changing' the school by the brevity of the report.
67. Inspectors should ensure that the text is simple, jargon free and well punctuated. Since the report serves as a summary for parents, the prime audience should be thought of as the parents. The professionals always have the additional opportunity of extended dialogue. Inspectors will use the guidelines for writing reports.
68. When writing the report, it is important to be succinct and evaluative.

Post-inspection surveys

69. Schools will be sent a post-inspection survey. The response to this will be communicated to inspectors and used in monitoring and moderation of inspectors. A nil return will be presumed to be a positive evaluation of the process. The template can be found in the Inspection Templates section on the website.

Complaints

70. A school has the right to complain if they do not consider that the inspection has been carried out in accordance with this Handbook. Details of the complaints procedure can be found in Handbook 3 Quality Assurance.

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Part 2: How schools will be judged

The Evaluation Schedule

71. In giving the overall effectiveness grade, Licensed Inspectors are presenting a global judgement about how effective the school is in providing Catholic education. In arriving at this judgement, Licensed Inspectors will make judgements on the following areas:

CATHOLIC LIFE AND MISSION

- Pupil outcomes: the extent to which pupils contribute to and benefit from the Catholic life and mission of the school
- Provision: the quality of provision for the Catholic life and mission of the school
- Leadership: how well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the School

RELIGIOUS EDUCATION

- Pupil outcomes: how well pupils achieve and enjoy their learning in religious education
- Provision: the quality of teaching, learning and assessment in religious education
- Leadership: how well leaders and governors promote, monitor and evaluate the provision for religious education

COLLECTIVE WORSHIP

- Pupil outcomes: how well pupils participate in and respond to the schools' collective worship
- Provision: the quality of collective worship provided by the school
- Leadership: how well leaders and governors promote, monitor and evaluate the provision for collective worship

72. In addition to judging these three key judgement areas (Catholic life and mission, religious education and collective worship), Catholic School Inspectors will judge whether a school is compliant in the following two respects:
- Has it met the curriculum requirements of the Catholic Bishops' Conference of England and Wales¹ and any additional requirements² of the diocesan Bishop?
 - Has it responded to the Areas for Improvement identified in the previous Catholic school inspection (or equivalent predecessor inspection)?
73. Licensed Inspectors will use the following four-point scale to make all judgements:

Table 2: Judgement grade definitions

	In England	In Wales
Grade 1	Outstanding	Excellent
Grade 2	Good	Good
Grade 3	Requires Improvement	Adequate and needs improvement
Grade 4	Inadequate	Unsatisfactory and needs urgent improvement

74. The evaluation schedule is not exhaustive. Grade descriptors are not checklists and do not replace the professional judgement of inspectors. Inspectors must interpret grade descriptors in relation to pupils' age and phase of education.
75. When making a judgement in each of the nine judgement areas, inspectors should begin with the good descriptors. Only if a school meets all of the requirements for good, should an inspector then consider, using the principle of best-fit, whether it meets enough of the outstanding/excellent descriptors to warrant judging the school to be outstanding/excellent in this area. If it does not meet all the requirements for good then the inspector should use their own professional judgement, using the principle of best-fit, in deciding whether the school overall is good or requires improvement in this judgement area.

¹ See Appendix 7: What compliance with the Catholic Bishops' Conference of England and Wales requires in relation to religious education

² Such as prescriptions relating to examination specifications or Religious Education schemes

Overall Effectiveness

The overall quality of Catholic education provided by the school

76. The overall effectiveness grade is a summary of the three key judgement areas of Catholic life and mission, religious education and collective worship. It does not require any additional evidence gathering, but is arrived at using the following descriptors:

Table 3: Overall effectiveness descriptors

1	<p>Each of the following key judgements is likely to be outstanding/excellent:</p> <ul style="list-style-type: none">• The Catholic life and mission of the school• Religious education• Collective worship <p>In exceptional circumstances one of the key judgements may be good, if there is convincing evidence that the school is improving this area rapidly and securely towards outstanding/excellent.</p> <p>AND the school must:</p> <ul style="list-style-type: none">• be fully compliant³ with the curriculum requirements laid down by the Bishops' Conference and any additional requirements⁴ of the diocesan Bishop;• have responded fully to the areas for improvement from the previous Catholic school inspection or the equivalent predecessor inspection.
2	<p>Each of the following key judgements is likely to be good or outstanding/excellent:</p> <ul style="list-style-type: none">• The Catholic life and mission of the school• Religious education• Collective worship <p>In exceptional circumstances, one of the key judgement areas may require improvement, if there is convincing evidence that the school is improving this area rapidly and securely towards good.</p> <p>AND the school must have responded fully to the areas for improvement from the previous Catholic school inspection or the equivalent predecessor inspection.</p>

³ See Appendix 1: What compliance with the Catholic Bishops' Conference of England and Wales requires in relation to Religious Education

⁴ Such as prescriptions relating to examination specifications or Religious Education schemes

3 Other than in exceptional circumstances, it is likely that, where the school is judged to require improvement in any of the following key judgements, the school's overall effectiveness will require improvement.

- The Catholic life and mission of the school
- Religious education
- Collective worship

The school will also be judged to require improvement if there are areas for improvement from the last Catholic school inspection or equivalent predecessor inspection that have not been addressed.

4 The overall effectiveness of the school in providing Catholic education is likely to be Inadequate if any of the following are inadequate/unsatisfactory:

- The Catholic life and mission of the school
- Religious education
- Collective worship

The school will also be judged to be inadequate/unsatisfactory if it has consistently failed to address areas for improvement highlighted by previous Catholic school inspections or the equivalent predecessor inspections.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

77. How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission is a key judgement grade that Catholic School Inspectors will arrive at using the following summary descriptors:

Table 4: Catholic life and mission key judgement descriptors

1	Each of the following must be at least good, and at least two of the following must be outstanding/excellent: <ul style="list-style-type: none">• Pupil outcomes: the extent to which pupils contribute to and benefit from the Catholic life and mission of the school• Provision: the quality of provision for the Catholic life and mission of the school• Leadership: how well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school
2	Each of the following must be at least good: <ul style="list-style-type: none">• Pupil outcomes: the extent to which pupils contribute to and benefit from the Catholic life and mission of the school• Provision: the quality of provision for the Catholic life and mission of the school• Leadership: how well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school
3	Other than in exceptional circumstances, the Catholic life and mission of the school is likely to be judged as requiring improvement if any one or more of the following requires improvement: <ul style="list-style-type: none">• Pupil outcomes: the extent to which pupils contribute to and benefit from the Catholic life and mission of the school• Provision: the quality of provision for the Catholic life and mission of the school• Leadership: how well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school
4	The Catholic life and mission of the school is likely to be inadequate/unsatisfactory if any one or more of the following is inadequate/unsatisfactory: <ul style="list-style-type: none">• Pupil outcomes: the extent to which pupils contribute to and benefit from the Catholic life and mission of the school• Provision: the quality of provision for the Catholic life and mission of the school• Leadership: how well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

Pupil outcomes

the extent to which pupils contribute to and benefit from the Catholic life and mission of the school

78. In arriving at a judgement on the extent to which pupils contribute to and benefit from the Catholic life and mission of the school, inspectors should begin with the good descriptors. Only if a school meets all of the requirements for good, should an inspector then consider whether it meets enough of the outstanding/excellent descriptors to warrant judging the school to be outstanding/excellent in this area. If it does not meet all of the requirements for good then inspectors will exercise their professional judgement, using the principle of 'best-fit', in applying the grade descriptors to the areas for evaluation outlined below.

In this judgement area, inspectors are evaluating how well pupils understand the Catholic identity and mission of the school, the extent to which they actively contribute to its life and mission, and the benefits they receive from being members of a school committed to Catholic life and mission.

Criteria

79. Inspectors will take into account:
- How well pupils understand, value and contribute to the school's Catholic life and mission;
 - How well pupils understand that they are valued and loved as unique persons, made in the image and likeness of God;
 - How well pupils flourish as they seek opportunities to grow in virtue;
 - How well pupils respond to Catholic Social Teaching;
 - The extent to which pupils show respect for themselves and others;
 - How well pupils respond to the school's Chaplaincy provision.

Evidence Sources

80. Inspectors will most likely draw upon some or all of the following evidence sources in making judgements about the extent to which pupils contribute to and benefit from the Catholic life and mission of the school
- conversations and interviews with pupils;
 - conversations and interviews with staff and school leaders;
 - conversations and interviews with those involved with the provision of Chaplaincy in school;
 - records of pupil involvement in charitable activities and campaigns, for example Caritas, Cafod, Missio, ACN, SVP, MiniVinnies;
 - records of pupil involvement in advocacy work and campaigning work and transformational action for the poor, the marginalised and the unjustly treated, for example writing to MPs, sending Christmas cards to prisoners, work for climate concerns;
 - records of pupil involvement in activities that contribute to the life and mission of the school, such as choirs, prayer groups, Bible studies, school chaplaincy teams, Growing in Faith Together (GIFT) programme, social justice groups, Eco groups and young leadership programmes;
 - records of pupil involvement in those awards that further the Catholic life and mission of the school, such as the and the Faith in Action, Live Simply, and John Paul II and Romero awards;

- record of pupil involvement with acts of solidarity with the poorest and most vulnerable in the world, such as water saving, Fairtrade or recycling schemes;
- international links with other schools, particularly in developing countries;
- observations of pupils' attitudes and behaviour in lessons and around school;
- the views of pupils and parents on the impact of the school's Catholic life and mission on the wellbeing and character formation of pupils;
- information on the school website and other social media;
- notice boards around school.

81. This is not an exhaustive list and inspectors may well need to triangulate these sources of evidence against other relevant ones. Equally, there will be sources of evidence a school is able to provide that may not have been considered in this list. Inspectors will consider all relevant evidence presented before and during the inspection.

DRAFT

Grade Descriptors for the extent to which pupils contribute to and benefit from the Catholic life and mission of the school

- 1**
- Pupils understand and embrace the distinctive Catholic identity, charism and mission of their school. They value it greatly and are able to tell its unique story as part of the local and universal Church. Their active participation significantly enhances the Catholic life and mission of the school.
 - Pupils can clearly express an understanding that they are valued and cared for as unique persons, made in the image and likeness of God. They are happy, confident and feel secure.
 - Pupils have a clear understanding that the school community is committed to following the teaching and example of Jesus as expressed in the Gospels, the social teaching of the Church and the school's own particular charism. As a result, pupils flourish as they seek opportunities to grow in virtue. They gladly embrace their personal responsibility to care for our Common Home, pursue the common good and serve those in need.
 - Pupils take a leading role in responding to the demands of Catholic Social Teaching and are pro-active in finding ways of responding, locally, nationally and globally. They can clearly articulate the theology underpinning their actions.
 - Pupils show a deep respect for their own personal dignity and that of others, who are made in the image and likeness of God. They demonstrate a deep sense of respect for those of other faiths, religions and none. The behaviour of pupils is exemplary in lessons and throughout the school.
 - Pupils highly value the school's chaplaincy provision, willingly taking leadership roles within it. They actively participate in and contribute to opportunities provided by the school.
-
- 2**
- Pupils understand the distinctive Catholic identity, charism and mission of the school. They value this distinctiveness and actively participate in the Catholic life and mission of the school.
 - Pupils can express an understanding that they are valued and cared for as unique persons, who are made in the image and likeness of God. They are happy, confident and feel secure.
 - Pupils understand that the school community is committed to following the teaching and example of Jesus as expressed in the Gospels, in the social teaching of the Church and in the school's own particular charism. As a result, pupils seek opportunities to grow in virtue, accepting their personal responsibility to care for our Common Home, pursue the common good and serve those in need.
 - Pupils are actively engaged in responding to the demands of Catholic Social Teaching, supporting those in need locally, nationally and globally. They can articulate aspects of the theology underpinning their actions.
 - Pupils demonstrate respect for themselves and others who are made in the image and likeness of God. They have a well-developed sense of respect for those of other faiths, religions and none. The behaviour of pupils is good in lessons and throughout the school.
 - Pupils value the school's chaplaincy provision and actively participate in opportunities provided by the school.

- 3
- Pupils struggle to understand how the Catholic identity or charism of the school makes a difference to its mission. They are indifferent to the school's Catholic character, and their participation in the Catholic life and mission of the school is limited.
 - Pupils have a limited understanding that they are valued and cared for as unique persons. Pupils are sometimes unhappy, have limited confidence or do not always feel secure.
 - Pupils find it difficult to understand the demands that belonging to the school community entails. As a result, pupils' sense of personal responsibility is underdeveloped, and they respond in a limited way to the call to care for **our Common Home**, to pursue **the common good** and to serve those in need.
 - Pupils are only infrequently and passively involved with supporting those in need locally, nationally and globally.
 - Pupils' respect for themselves and others, who are made in the image and likeness of God, is not always evident. They have little awareness of the existence of difference or the need to respect the beliefs of others. The behaviour of pupils at times, or in places, shows a lack of consideration.
 - Pupils may value the chaplaincy provision, but this is not translated into high levels of participation in opportunities provided by the school.
-
- 4
- Pupils are largely ignorant of the school's Catholic identity or charism. They do not appreciate, value or participate in the Catholic life and mission of the school.
 - Pupils have little or no understanding that they are valued and cared for as unique persons. They are unhappy, lack confidence or do not feel secure.
 - Pupils do not understand, or they reject, the demands that belonging to the school community entails. Pupils have little sense of personal responsibility.
 - Pupils have little, if any, involvement with supporting those in need locally, nationally and globally.
 - Pupils show little respect for themselves and others. They lack courtesy in their treatment of those who have different beliefs. They are inconsiderate and their behaviour is poor.
 - Pupils do not value the school's chaplaincy provision, and/or do not participate in opportunities provided by the school.

Provision

the quality of provision for the Catholic life and mission of the school

82. In arriving at a judgement on the quality of provision for the Catholic life and mission of the school (provision), inspectors should begin with the good descriptors. Only if a school meets all of the requirements for good, should an inspector then consider whether it meets enough of the outstanding/excellent descriptors to warrant judging the school to be outstanding/excellent in this area. If it does not meet all of the requirements for good then inspectors will exercise their professional judgement, using the principle of 'best-fit', in applying the grade descriptors to the areas for evaluation outlined below.

In this judgement area inspectors are evaluating how well the school lives out the educational mission of the Church, the extent to which it is responding to the call to be a community centred on Christ and the commitment and involvement of staff in the Catholic life and mission of the school.

Criteria

83. Inspectors will take into account:
- How well the school's Catholic life and mission embody the educational mission of the Church or of the schools' particular charism
 - The extent to which staff embrace the Catholic life and mission of the school
 - The strength of the school community in supporting every one of its members
 - The extent to which the school provides for those from other faith and belief traditions
 - The extent to which staff bear witness to the Catholic life and mission of the school
 - The quality of the pastoral care provided for pupils
 - How well the school environment witnesses to its identity, mission and charism
 - The centrality of chaplaincy to the life and mission of the school and the quality of the provision for spiritual and moral development of pupils and staff
 - How well planned the curriculum is for Relationships Education; Relationships and Sex Education; and Health Education, hereafter referred to as R(S)HE, and the extent to which it is rooted in the teaching of the Church.

Evidence Sources

84. Inspectors will most likely draw upon some or all of the following evidence sources in making judgements about how effective the school is in providing for the Catholic life and mission of the school:
- the school's mission statement;
 - conversations and interviews with staff and school leaders;
 - the physical environment of the school, the presence and visibility of artefacts and other physical signs of the school's Catholic character;
 - conversations and interviews with those involved with the provision of Chaplaincy in school;
 - school policies relating to the pastoral care of pupils, such as the behavior management policy, the bullying policy and the school's curricula for R(S)HE;
 - the record of school staff development opportunities both historical and planned;

- records of staff involvement in activities that contribute to the life and mission of the school, such as choirs, prayer groups, Bible studies, school chaplaincy, the Growing in Faith Together programme, Rainbows Bereavement GB, social justice groups, Eco groups and young leadership groups;
- records and plans the school has for the spiritual and moral development of the whole community, such as retreats, pilgrimages and days of recollection for pupils and staff;
- evidence of school supporting local projects to support the marginalized and vulnerable, eg. supporting refugee families locally, free school meal campaigns;
- evidence of school commitment to the environment and care for our common home, eg wildlife gardens or Laudato Si' prayer gardens
- records or plans relating to working together on joint global learning projects or charitable activities and campaigns with other schools within a multi academy trust or other partnership.
- pupil and staff questionnaires recording the quality and impact of the spiritual and moral development opportunities provided by the school;
- meeting agenda and minutes;

85. This is not an exhaustive list and inspectors may well need to triangulate these sources of evidence against other relevant ones. Equally, there will be sources of evidence a school is able to provide that may not have been considered in this list. Inspectors will consider all relevant evidence presented before and during the inspection.

Grade Descriptors for the quality of provision for the Catholic life and mission of the school

- 1
 - The mission statement is a clear and inspiring expression of the educational mission of the Church and of the school's particular charism. It is regularly revisited and is known, lived and witnessed to throughout the school. As a result, it has a significant impact on the life of the school which excels at being a community based on Catholic tradition and practice. The life and mission of the school are deeply rooted in the Word of God.
 - Staff embrace the mission statement and readily implement it across the curriculum and the whole of school life. They enthusiastically participate in and contribute to those activities which reflect the life and mission of the school and the service it offers to the community.
 - Conscious that Christ is at the heart of the school, there is a lived sense of community, evident in the quality of relationships and the strong culture of welcome. The school goes the extra mile to provide an exceptionally supportive and joyful community for each of its members, valuing all without exception and acknowledging Christ's presence in the other. Everyone is welcomed in a spirit of generous hospitality, especially those who are most vulnerable.
 - This embedded culture of welcome means that the school celebrates the presence of those from various cultures and belief traditions, going the extra mile to understand their needs and enable them to live and pray in fidelity to their own commitments.
 - Staff are exemplary role models for pupils. Through their relationships with each other and the love and care they show for pupils, they consistently bear witness to the school's Catholic life and mission.
 - Staff provide the highest levels of pastoral care for pupils, and there is an explicit and concrete commitment to the most vulnerable.
 - The school environment effectively witnesses to its identity, mission and charism through explicit and effective signs of the school's Catholic character. The care and attention given to the quality of the space reflects the dignity of each person and contributes positively to their formation.
 - The chaplaincy provision is a central and celebrated aspect of the life and mission of the school. It witnesses to the school's commitment to the flourishing of every member of the school community, to the education of the whole person and to helping each discern their own unique vocation. As a consequence, the school has a dynamic and well-planned chaplaincy programme that provides extensive, creative and high-quality opportunities for the spiritual and moral development of pupils and staff.
 - The provision for R(S)HE is carefully planned to ensure that as well as meeting all statutory requirements, it also fully meets diocesan requirements, is firmly rooted in the teaching of the Church and celebrates a holistic vision of the human person. As a consequence, pupils are able to confidently articulate what they have learned in these lessons.

- 2
- The mission statement is a clear expression of the educational mission of the Church and of the school's particular charism. It is regularly revisited and known and lived throughout the school. It has a visible impact on the life of the school. The Word of God informs and shapes the school's life and mission.
 - Staff are committed to the implementation of the mission statement across the curriculum and the whole of school life. They actively participate in those activities which reflect the life and mission of the school and the service it offers to the community.
 - As Christ is at the heart of the school, there is a sense of community, evident in the quality of relationships and the culture of welcome. The school is a supportive and joyful community, valuing all and acknowledging Christ's presence in the other. Everyone is welcomed in a spirit of hospitality, especially those who are most vulnerable.
 - This culture of welcome includes valuing and supporting those from various cultures and belief traditions, enabling them to live and pray in fidelity to their own commitments.
 - Staff are positive role models for pupils. Through their relationships with each other and the love and care they show for pupils, they bear witness to the school's Catholic life and mission.
 - Staff provide supportive pastoral care for pupils, and there is a commitment to the most vulnerable.
 - The school environment reflects its mission and identity through explicit signs of the school's Catholic character. The quality of the space reflects the dignity of each person.
 - The chaplaincy provision is strong in its support to the life and mission of the school. It is evidence of the school's commitment to the education of the whole person and to helping each to discover their own vocation. As a consequence, the school provides a range of well-planned and effective opportunities for the spiritual and moral development of pupils and staff.
 - The provision for R(S)HE meets both statutory and diocesan requirements, is faithful to the teaching of the Church and presents a holistic vision of the human person. As a consequence, pupils are able to articulate what they have learned in these lessons.

- 3
- The mission statement expresses the educational mission of the Church or the school's particular charism, but this is not well thought through or its expression lacks depth. It is known throughout the school but the extent to which the Word of God informs and shapes the school's life and mission is underdeveloped or inconsistent.
 - Whilst staff understand some of the demands of the school's mission statement there are inconsistencies in its implementation across the curriculum. They infrequently participate in those activities which reflect the Catholic life and mission of the school
 - There is some sense of being a Catholic community, evident in relationships and an emerging culture of welcome, which seeks to value the other. The school is working towards a deeper understanding of hospitality.
 - This underdeveloped culture of welcome means that support for those of various cultures and belief traditions is inconsistent and their needs are sometimes overlooked.
 - Staff are inconsistent in providing a positive role model for pupils. Their relationships with each other and the
 - care they show for pupils, do not always witness to the school's Catholic life and mission.
 - Staff do not always provide good pastoral care for pupils.
 - The school environment contains signs of the school's Catholic character, but these have become routine with little impact on the life of the school.
 - The chaplaincy provision is peripheral to the life and mission of the school: a sign of the school's inconsistent commitment to the education of the whole person. Opportunities for the spiritual and moral development of pupils and staff are limited either in their regularity or quality.
 - The provision for R(S)HE is inconsistent in how well it reflects statutory and diocesan requirements or the teaching of the Church. Pupils struggle to articulate what they have learned in these lessons.
-

- 4
- The mission statement fails to express the educational mission of the Church or has no impact on the life of the school. The school's mission is not informed by the Word of God.
 - Staff do not understand the demands of the school's mission statement and it has little impact on their work. They rarely, if ever, participate in those activities which reflect the Catholic life and mission of the school
 - There is little or no sense of being a Catholic community or of a culture of welcome. The concept of hospitality is not understood or considered important.
 - There is a lack of awareness of the presence of those from various cultures and belief traditions and a failure to accommodate their needs.
 - Staff are poor role models for pupils and their relationships with each other and pupils are sometimes contrary to the school's Catholic life and mission.
 - There is lack of effective pastoral care. As a result, the needs of pupils are overlooked or are not addressed.
 - The school environment lacks any outward signs of its Catholic character or these are few and far between.
 - There is little, if any chaplaincy provision, showing that the school neglects the education of the whole person. It provides few, if any, opportunities for the spiritual and moral development of pupils and staff.
 - The provision for R(S)HE is incompatible with the statutory or diocesan requirements, or the teaching of the Church.

Leadership

how well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

86. In arriving at a judgement on how well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school inspectors should begin with the good descriptors. Only if a school meets all of the requirements for good, should an inspector then consider whether it meets enough of the outstanding/excellent descriptors to warrant judging the school to be outstanding/excellent in this area. If it does not meet all of the requirements for good then inspectors will exercise their professional judgement, using the principle of 'best-fit', in applying the grade descriptors to the areas for evaluation outlined below.

In this judgement area, inspectors are evaluating how well-formed and committed leaders and governors are to carry out their role as guardians of the Catholic life and mission of the school, the effectiveness of their witness, their commitment to the spiritual, moral and professional development of all in the school community and the effectiveness of their self-evaluation of this area.

Criteria

87. Inspectors will take into account:

- The commitment of leaders and governors to the Catholic life and mission of the school;
- The extent of their engagement with the diocese and the local Church;
- The commitment of leaders and governors to Catholic Social Teaching;
- The extent to which school leaders and governors acknowledge parents as the first educators of their children and support them in that vocation;
- The extent to which leaders and governors demonstrate respect for the rights and dignity of employees;
- The extent to which the whole school curriculum reflects a Catholic worldview;
- The commitment of governors to the Catholic life and mission of the school and their effectiveness as guardians of the Catholic life and mission of the school;
- The quality and effectiveness of the self-evaluation processes of the school;
- The extent to which pupil voice is included in self-evaluation processes;
- The frequency and quality of professional development opportunities devoted to the Catholic life and mission of the school;
- The effectiveness of induction of new staff into the Catholic life and mission of the school.

Evidence Sources

88. Inspectors will most likely draw upon some or all of the following evidence sources in making judgements about how well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school:

- conversations and interviews with staff and school leaders;
- records of leader and governor participation in local or national formation programmes that focus on their spiritual and professional formation as guardians of the Catholic life and mission of the school;
- conversations and interviews with parents, local clergy and diocesan officers;

- school self-evaluation documents and assessments of the impact of planned improvements to the provision for the Catholic life and mission of the school;
- records of the ways in which leaders have engaged with all stakeholders in their evaluation of the Catholic life and mission of the school;
- records of self-evaluation processes that show how the views of pupils are taken into account (e.g. records of pupil questionnaires).
- evidence of partnership working with the diocese to support the wider family of Catholic schools in the diocese;
- evidence of the commitment of leaders to those enrichment activities that further the Catholic life and mission of the school, such as promoting and resourcing schemes that reward pupils for putting faith into action (for example, the GIFT programme, Live Simply and the Faith in Action, John Paul II and Romero awards);
- the school timetable and curriculum and records of cross-curricular working;
- evidence that the school has made provision for vulnerable pupils, including those who have not been able to flourish in other settings;
- the record of school professional development opportunities both historical and planned;
- meeting agenda and minutes;

89. This is not an exhaustive list and inspectors may well need to triangulate these sources of evidence against other relevant ones. Equally, there will be sources of evidence a school is able to provide that may not have been considered in this list. Inspectors will consider all relevant evidence presented before and during the inspection.

Grade Descriptors how well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

- 1**
- Leaders and governors are able to clearly articulate the Church's mission in education and are fastidious in exercising their duty as guardians of the Catholic life and mission of the school. They ensure that Christ is always at the heart of the school. They are energized, joyful and determined in the pursuit of this mission and are a source of inspiration for the whole community. The development of the Catholic life and mission of the school is embraced by leaders and governors as a core leadership responsibility. As a consequence, all policies and procedures clearly reflect the priority given to the Catholic identity, charism and mission of the school.
 - Leaders and governors embrace and actively promote the Bishop's vision for the diocese. They are enthusiastic in their response to diocesan policies and initiatives. As a result, the school has a dynamic partnership with the diocesan Bishop, actively participating in the services offered by the diocese while also putting itself at the service of the diocese in a variety of ways.
 - Leaders and governors embrace and actively promote the principle that Catholic schools are at the service of the local Church. They work hard to ensure a flourishing partnership between the school and its local parish or parishes is central to the Catholic life and mission of the school.
 - The leaders and governors of the school truly embrace the principle that parents are the first educators of their children and fully support and empower them in meeting the demands of this vocation. The school has highly successful strategies for engaging with parents/carers to the very obvious benefit of pupils. As a result, parents/carers have a thorough understanding of the school's mission and are highly supportive of it, including those who might otherwise find working with the school difficult.
 - Leaders and governors are inspirational witnesses to the Gospel and to Catholic Social Teaching in their direction of the school at every level. They embody the Church's preferential option for the poor by ensuring that resources are consciously and effectively targeted at those in greatest need, both materially and educationally. In every one of their decisions they demonstrate an exemplary commitment to care for our Common Home, to the pursuit of the common good and to service of those in greatest need.
 - Leaders and governors are inspirational exemplars in their respect for the dignity of workers and ensure that every decision they make reflects this. Policies and structures are in place, which clearly provide the highest levels of pastoral care for staff, and there is an explicit and concrete commitment to both the physical and mental wellbeing of staff.
 - The whole of the taught curriculum, with religious education at its core, is a coherent and compelling expression of the Catholic understanding of reality. Leaders of different subject areas work together to plan opportunities to make connections between discrete subject areas that support this understanding. Opportunities have been taken, across the full breadth of the curriculum, to make choices that reflect the richness of Catholic contributions to culture.

- Governors are highly ambitious for the Catholic life and mission of the school and lead by example in their consistent emphasising of it as a school improvement priority. They are actively involved in its evaluation and have clear systems in place for receiving the views of parents, staff and pupils. As a result, they offer challenge as well as support where necessary. Governors make a highly significant contribution to the Catholic life and mission of the school. They are passionate, have high levels of expertise and are extremely well-organised and thorough in their work.
- The school's self-evaluation is a coherent reflection of rigorous monitoring, searching analysis and honest self-challenge, and is clearly and explicitly focused on the Catholic life and mission of the school. This leads to well-targeted and planned improvements, often creatively conceived with key partners, to further enhance the life and mission of the school.
- Pupils contribute in a planned and systematic way to the school's evaluation of its Catholic life and mission and take a lead in planning improvements to it.
- Professional development, focusing on the Catholic life and mission of the school, occurs frequently and is engaging, well planned and effective. As a result, staff have a profound understanding of the school's mission. They share its purpose and are actively involved in shaping and supporting it.
- Leaders are deeply committed to supporting staff new to the school. As a consequence, they have developed effective and focused induction programmes to inspire all staff to participate actively in, and contribute to, the Catholic life and mission of the school.

- 2
- Leaders and governors are able to articulate the Church's mission in education and are thorough in exercising their duty as guardians of the Catholic life and mission of the school. They ensure that Christ is at the heart of the school. They are determined in the pursuit of this mission and are well regarded as models of Catholic leadership. The development of the Catholic life and mission of the school is viewed by leaders and governors as a core leadership responsibility. As a consequence, policies and procedures demonstrate the Catholic identity, charism and mission of the school.
 - Leaders and governors promote the Bishop's vision for the diocese. They respond well to diocesan policies and initiatives. As a result, the school works in partnership with the diocesan Bishop and actively participates in the services offered by the diocese.
 - Leaders and governors recognise the principle that Catholic schools are at the service of the local Church. They seek to work well with the local parish or parishes as part of their commitment to the Catholic life and mission of the school.
 - The leaders and governors of the school recognize the principle that parents are the first educators of their children and support them in meeting the demands of this vocation. The school has effective strategies for engaging with parents/carers to the benefit of pupils. As a result, parents/carers understand the school's mission and are supportive of it.
 - Leaders and governors witness to the Gospel and to Catholic Social Teaching in their direction of the school at every level. They put into practice the Church's preferential option for the poor by ensuring that resources are used effectively to support those in greatest need, both materially and educationally. In their decisions they demonstrate commitment to care for our Common Home, to the pursuit of the common good and to service of those in greatest need.
 - Leaders and governors demonstrate respect for the dignity of workers and ensure that the decisions they make respect this. Policies and structures are in place, which provide supportive pastoral care for staff, and there is commitment to both physical and mental wellbeing of staff.
 - The whole of the taught curriculum, with religious education at its core, is an expression of the Catholic understanding of reality. Leaders of different subject areas work together to plan opportunities to make connections between discrete subject areas that support this understanding.
 - Governors are ambitious for the Catholic life and mission of the school and emphasise it as a school improvement priority. They are actively involved in its evaluation and have clear systems in place for receiving the views of parents, staff and pupils. As a result, they are ready to challenge as well as support where necessary. Governors contribute to the Catholic life and mission of the school. They are committed, are well-organised and conscientious in their work.
 - The school's self-evaluation involves accurate monitoring, analysis and self-challenge and is clearly focused on the Catholic life and mission of the school. This leads to planned and effective improvements to further enhance the life and mission of the school.
 - Pupils participate in the school's evaluation of its Catholic life and mission and are part of planning improvements to it.

- Professional Development, focusing on the Catholic life and mission of the school, is well planned and effective. As a result, staff have a comprehensive understanding of the school's mission. Staff are involved in shaping and supporting it.
- Leaders are committed to supporting staff new to the school. As a consequence, they have effective induction programmes which enable all staff to participate in, and contribute to, the Catholic life and mission of the school.

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- 3
- Leaders and governors struggle to articulate the Church's mission in education and are limited in their ability to exercise their duty as guardians of the Catholic life and mission of the school. The development of the Catholic life and mission of the school is not viewed as a priority by leaders and governors. It is not clear that the schools' policies and procedures sufficiently reflect the Catholic identity, charism and mission of the school.
 - Leaders and governors have not fully embraced the Bishop's vision for the diocese and are inconsistent in its implementation. They make a limited response to diocesan policies and initiatives.
 - Leaders and governors have limited recognition of the principle that Catholic schools are at the service of the local Church. They are inconsistent in their efforts to work with the local parish or parishes in upholding the Catholic life and mission of the school.
 - The leaders and governors of the school have a poor recognition of the principle that parents are the first educators of their children and offered limited support in helping them meet the demands of this vocation. The school has few strategies for engaging with parents/carers. As a result, they do not fully understand the school's mission.
 - The witness of leaders and governors to the Gospel and to Catholic Social Teaching is inconsistent. Insufficient thought is given to how resources are to support those in greatest need. In their decisions they do not always demonstrate commitment to care for our Common Home, to the pursuit of the common good and to service of those in greatest need.
 - Leaders and governors show some regard for the dignity of workers but not all decisions they make demonstrate this. Policies and structures are in place, but these do not always translate to good pastoral care for staff.
 - The school taught curriculum partially expresses the Catholic understanding of reality.
 - Whilst governors make efforts to maintain the Catholic life and mission of the school these efforts are not concerted or maintained. They make some contribution to the Catholic life and mission of the school. However, they are only superficially involved in its self-evaluation and are more comfortable in a supportive role than they are with offering challenge.
 - The school's self-evaluation is acknowledged as a leadership responsibility, but it lacks accuracy and is insufficiently focused on the Catholic life and mission of the school. As a result, any attempted improvements have limited impact.
 - Pupils' involvement in the school's evaluation of its Catholic life and mission is infrequent and/or their contributions lack impact.
 - Professional Development, focusing on the Catholic life and mission of the school, rarely occurs or is limited in its effectiveness. As a result, staff have limited understanding of the school's mission.
 - Leaders seek to support staff new to the school but there is no planned induction.

- 4
- Leaders and governors show minimal understanding of and support for the Church's mission in education and they neglect their duty as guardians of the Catholic life and mission of the school. At least some school policies and procedures are incompatible with the Catholic identity, charism and mission of the school.
 - Leaders and governors have not embraced the Bishop's vision for the diocese. Links between leaders and the diocesan Bishop are tenuous, and there is little evidence to demonstrate the school is part of the diocesan community of schools.
 - Leaders and governors have little, if any, recognition of the principle that Catholic schools are at the service of the local Church. Few, if any. Attempts have been made to work with the local parish or parishes.
 - The leaders do not recognise the principle that parents are the first educators of their children and offer little, if any, support in helping them meet the demands of this vocation. The school does not engage with parents/carers.
 - Leaders and governors do not consider how resources can be used to support those in greatest need. In their decisions little, if any, consideration is given to care for our Common Home, to the pursuit of the common good and to service of those in greatest need.
 - Leaders and governors show little, if any, regard for the dignity of workers. Pastoral care of staff is neglected and, the needs of staff are overlooked.
 - The school taught curriculum does not reflect the Catholic understanding of reality.
 - Governors show little interest in the Catholic life and mission of the school.
 - The school's self-evaluation makes little, or no reference to its Catholic life and mission and does not inform planning for improvement.
 - Pupils do not participate in the school's evaluation of its Catholic life and mission
 - Professional Development, focusing on the Catholic life and mission of the school, rarely, if ever occurs.
 - Leaders provide little, or no support for staff new to the school.

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Religious education

The quality of curriculum religious education.

90. The quality of curriculum religious education is a key judgement grade that Catholic School Inspectors will arrive at using the following summary descriptor:

Table 5: Religious education key judgement descriptors

1	Each of the following must be at least good, and at least two of the following must be outstanding/excellent: <ul style="list-style-type: none">• Pupil outcomes: how well pupils achieve and enjoy their learning in religious education• Provision: the quality of teaching, learning and assessment in religious education• Leadership: how well leaders and governors promote, monitor and evaluate the provision for religious education
2	Each of the following must be at least Good: <ul style="list-style-type: none">• Pupil outcomes: how well pupils achieve and enjoy their learning in religious education• Provision: the quality of teaching, learning and assessment in religious education• Leadership: how well leaders and governors promote, monitor and evaluate the provision for religious education
3	Other than in exceptional circumstances, religious education is likely to be judged as requiring improvement if any one or more of the following requires improvement: <ul style="list-style-type: none">• Pupil outcomes: how well pupils achieve and enjoy their learning in religious education• Provision: the quality of teaching, learning and assessment in religious education• Leadership: how well leaders and governors promote, monitor and evaluate the provision for religious education
4	Religious education is likely to be inadequate/unsatisfactory if any one or more of the following is inadequate/unsatisfactory: <ul style="list-style-type: none">• Pupil outcomes: how well pupils achieve and enjoy their learning in religious education• Provision: the quality of teaching, learning and assessment in religious education• Leadership: how well leaders and governors promote, monitor and evaluate the provision for religious education

Pupil outcomes

how well pupils achieve and enjoy their learning in religious education.

91. In arriving at a judgement on how well pupils achieve and enjoy their learning in religious education inspectors should begin with the good descriptors. Only if a school meets all of the requirements for good, should an inspector then consider whether it meets enough of the outstanding/excellent descriptors to warrant judging the school to be outstanding/excellent in this area. If it does not meet all of the requirements for good then inspectors will exercise their professional judgement, using the principle of 'best-fit', in applying the grade descriptors to the areas for evaluation outlined below.

In this judgement area, inspectors will evaluate the extent to which pupils are engaged in their learning, how well all pupils, including those with specific needs, make progress in their learning and the impact of this on pupil outcomes.

Criteria

92. Inspectors will take into account:

- how well pupils develop the knowledge, understanding and skills as measured against the learning required by *The Religious Education Curriculum Directory*;
- 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 are developing as 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;
- the extent to which pupils are developing as curious investigators and competent communicators who are able to use increasingly complex and subject-specific vocabulary as they develop to frame questions and speak about what they have learned in religious education;
- the extent to which pupils are developing as independent learners who are able to integrate what they have learned into their lives and express it in original and creative ways.
- The quality and variety of pupils' work
- the extent to which pupils are engaged in lessons and how committed they are to improving their own knowledge, understanding and skills;
- how well pupils enjoy their learning as shown by their interest, enthusiasm, and behavior;
- how skilled pupils are in assessing their own learning and taking the next steps in learning.
- how good pupil attainment in religious education is when compared against relevant diocesan or national benchmarks.

Evidence Sources

93. Inspectors will most likely draw upon some or all of the following evidence sources in making judgements about the quality of pupil outcomes in religious education:

- observation of religious education lessons;
- scrutiny of pupil work in religious education;
- conversations and interviews with pupils;
- conversations and interviews with staff and school leaders, including governors;
- displays of pupils work and portfolios of past exemplars;
- the views of pupils and parents on the effectiveness of religious education;
- formal data measures (where relevant) that compare the progress of individual pupils against expected and average progress, given pupil starting points;
- teacher assessment of pupils' attainment measured in line with the Bishops' Conference requirements;
- the school's own assessment monitoring records;
- the school's track record in assessing standards of attainment, including the accuracy and the quality of teacher assessment;
- any public examination results in religious education for the last three years.

94. This is not an exhaustive list and inspectors may well need to triangulate sources of evidence against other relevant ones. Equally, there will be sources of evidence a school is able to provide that may not have been considered in this list. Inspectors will consider all relevant evidence presented before and during the inspection.

Grade Descriptors for how well pupils achieve and enjoy their learning in religious education

- 1**
- Pupils are developing excellent knowledge, understanding and skills that exemplify the learning required by the *Religious Education Curriculum Directory*.
 - Pupil **progress** from starting points is above average when compared with other core curriculum subjects in school or with national averages where available.
 - The progress of **groups with specific needs** matches or is improving towards that of other pupils with the same starting points.
 - Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills effectively, to reflect spiritually, and to think ethically and theologically. As a consequence, they are particularly aware of the demands of religious commitment in everyday life.
 - Pupils can speak fluently and confidently about what they have learned in religious education, using key concepts and subject-specific vocabulary. As a consequence, they ask incisive questions of adults and peers, which indicate an innate curiosity and a desire to deepen learning.
 - Pupils show notable independence in their learning; they can think for themselves, synthesizing what they have learned in original and creative ways. As a consequence, they concentrate exceptionally well, love the challenge of learning and are curious, interested learners.
 - Pupils produce work of a consistently high quality, demonstrating excellent presentation, individuality and creativity. This motivates high performance from others through the modelling and displaying of excellent work.
 - Pupils are actively engaged in lessons; they are reflective and are highly committed to improving their knowledge, understanding and skills, in order to further develop as competent learners.
 - Pupils enjoy their learning and approach lessons with great interest, passion and enthusiasm. As a consequence, behaviour in lessons is outstanding because almost all pupils enjoy religious education and they remain fully engaged even in extended periods without direction from an adult.
 - Pupils have a clear understanding of how well they are doing, of what they need to do to improve, and can fully articulate how they have made progress.
 - Pupils achieve above average attainment when compared with other core curriculum subjects or using national data where available. This has been sustained for the last three years for almost all pupils.

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- Pupils are developing secure knowledge, understanding and skills that reflect the learning required by the *Religious Education Curriculum Directory*.
- Pupil **progress** from starting points is above average when compared with other core curriculum subjects in school or with national averages where available. If it is not, it displays an historical and consistent trend of improvement in that direction.
- The progress of **groups with specific needs** is close to or is improving towards that of other pupils with the same starting points.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. As a consequence, most pupils are aware of the demands of religious commitment in everyday life.
- Pupils can speak with confidence about what they have learned in religious education, showing an awareness of key concepts and using some subject-specific vocabulary. As a consequence, they are able to ask good questions of adults and peers, which enhance learning.
- Pupils are able to work independently and take the initiative in their learning when given the opportunity to do so. As a consequence, they concentrate well, and respond to the challenge of learning.
- Pupils produce good work that is presented well and shows signs of emerging individuality and creativity. Through the modelling and displaying of this work other pupils are encouraged to strive to improve.
- Pupils engage in lessons and show a willingness to improve their knowledge, understanding and skills, in order to further develop as competent learners.
- Pupils enjoy their learning and approach their lessons with interest and enthusiasm. As a consequence, behaviour in lessons is good because most pupils enjoy religious education and are usually engaged.
- Pupils have an understanding of how well they are doing, of what they need to do to improve, and can articulate how they have made progress.
- Pupils achieve at least average attainment when compared with other core curriculum subjects or using national data where available. This has been sustained for the last three years, or if it has not there is an improving trend.

- 3
- For a significant minority of pupils, the knowledge, understanding and skills required by the *Religious Education Curriculum Directory* are insufficiently developed.
 - Pupil **progress** from starting points of most pupils is at least average. However, some pupils make progress that is below average when compared with other core curriculum subjects in school or with national averages where available.
 - There are noticeable differences in the progress of **groups with specific needs** from similar starting points and improvement in narrowing these gaps is slow.
 - Pupils, relative to their age and capacity make some use of their knowledge, understanding and skills, to reflect spiritually and think ethically and theologically in a limited way about the demands of religious commitment in everyday life.
 - Pupils are able speak about what they have learned in religious education, although with limited confidence and limited use of subject-specific vocabulary. As a consequence, they ask questions of adults and peers, which sometimes enhance learning.
 - Pupils demonstrate a limited ability to work independently and take the initiative in their learning. They struggle to concentrate and respond in a limited way to the challenge of learning.
 - Pupils produce work that is inconsistent in its quality, showing limited evidence of individuality and creativity.
 - Pupils participate in their lessons but with limited motivation to improve their knowledge, understanding and skills as learners.
 - Pupils show limited interest and little enjoyment of learning in religious education. As a consequence, behaviour in lessons is varied and disruptions in lessons sometimes take place.
 - Pupils have a limited understanding of how well they are doing and of what they need to do to improve.
 - Pupils do not always achieve average attainment when compared with other core curriculum subjects or national data where available.
-

- 4
- The knowledge, understanding and skills of pupils are limited or poorly reflect the learning required by the *Religious Education Curriculum Directory*.
 - Pupil **progress** is consistently well below average when compared with other core curriculum subjects in school or national averages where available.
 - There are wide differences in the progress of different **groups with specific needs** from similar starting points and these are not improving.
 - Pupils make little, if any use of their knowledge, understanding and skills, to reflect spiritually and think ethically and theologically. They are largely unaware of the demands of religious commitment in everyday life.
 - Pupils are hesitant and unsure in their articulation of what they have learned in religious education. They rarely ask questions, or their questions are not relevant to their learning.
 - Pupils rarely, if ever, work independently. They frequently lack concentration.
 - Pupils produce work that is poorly presented, showing little if any, individuality or creativity; it is deficient both in terms of quality and quantity.
 - Pupils are not engaged in lessons and have little interest in the subject.
 - Pupils show little or no enjoyment of their learning in religious education. As a consequence, their behaviour in lessons is disruptive and not conducive to learning.
 - Pupils have no involvement in assessing how well they are learning.
 - Most pupils achieve below average attainment when compared with other core curriculum subjects or national data where available.

Provision

the quality of teaching, learning and assessment in religious education

95. In arriving at a judgement on teaching, learning and assessment in religious education inspectors should begin with the good descriptors. Only if a school meets all of the requirements for good, should an inspector then consider whether it meets enough of the outstanding/excellent descriptors to warrant judging the school to be outstanding/excellent in this area. If it does not meet all of the requirements for good then inspectors will exercise their professional judgement, using the principle of 'best-fit', in applying the grade descriptors to the areas for evaluation outlined below.

In this judgement area, inspectors are evaluating how committed teachers are to religious education as the core of the core curriculum, how well-formed they are to teach religious education, the quality of the teaching and learning in the classroom and its impact on pupil development.

Criteria

96. Inspectors will take into account:
- the depth of teacher subject knowledge and teaching expertise and how well teachers ensure this depth is constantly sustained and nurtured;
 - the extent to which teachers' expertise and commitment to religious education inspires pupils and builds their knowledge, understanding and skills;
 - the extent to which lesson planning is linked to a current assessment of pupils' prior learning and is differentiated, so that it consolidates, builds and extends learning for all pupils;
 - how effectively questioning is used in lessons to identify prior learning, to deepen understanding and to assess new learning and how well teachers respond to the gaps in knowledge, understanding and skills revealed by incisive questioning;
 - how effectively feedback ensures that pupils know how well they are doing and what they need to do to improve, including how well teachers use appropriate praise for effort to motivate pupils in their learning;
 - how well teachers understand the contributions religious education makes to moral and spiritual development and the amount and quality of time set aside to allow for personal and spiritual reflection in the classroom;
 - how good teachers are at creating, selecting, adapting and utilising resources to produce high quality learning experiences for all pupils, including how well they make use of the support provided by other adults.

Evidence Sources

97. Inspectors will most likely draw upon some or all of the following evidence sources in making judgements about the quality of provision for religious education:
- observation of religious education lessons;
 - scrutiny of pupil work in religious education;
 - conversations and interviews with pupils;
 - conversations and interviews with staff and school leaders;
 - displays of pupils work and portfolios of past exemplars;

- records of teacher planning, including an indication of how teachers use assessment to inform future learning;
- the views of pupils and parents on the effectiveness of religious education.

98. This is not an exhaustive list and inspectors may well need to triangulate these sources of evidence against other relevant ones. Equally, there will be sources of evidence a school is able to provide that may not have been considered in this list. Inspectors will consider all relevant evidence presented before and during the inspection.

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Grade Descriptors for the quality of teaching, learning and assessment in religious education

- 1**
 - Teachers have a high level of confidence based on authentic subject knowledge and teaching expertise, appropriate to the phase in which they are teaching.
 - Teachers demonstrate a deep commitment and high expectations for religious education and they communicate this highly effectively to their pupils.
 - Planning is linked to pupils' current assessment and their knowledge of the individual, such that lessons consolidate and extend pupils' knowledge and understanding, so that they learn extremely well.
 - Teachers use questioning skillfully during lessons to identify precisely where pupils are in their understanding. As a result, they adapt explanations and tasks, thus increasing engagement and maximising learning for all pupils.
 - Celebration of effort is clearly evident, leading to high levels of motivation from pupils. Teachers provide pupils with relevant and specific feedback which ensures that all pupils clearly understand what they need to do to make progress in their learning.
 - Teachers have a profound understanding of the impact religious education has on the moral and spiritual development of pupils and their ability to meaningfully make sense of their experience of the world. Therefore, teachers give pupils space and time for purposeful reflection in lessons.
 - Teachers plan carefully to ensure that pupils are given extensive opportunities to present their learning using a wide variety of forms of expression to meet the differing needs of all pupils. High quality resources, including other adults, are used very effectively to optimise learning for all pupils.

- 2**
 - Teachers are confident in their subject knowledge and have a good understanding of how pupils learn, appropriate to the phase in which they are teaching.
 - Teachers are committed to value of religious education and they communicate this effectively to their pupils.
 - Planning is linked to pupils' current assessment so that pupils learn well.
 - Teachers use questioning during lessons to identify where pupils are in their understanding. As a result, they adapt explanations and tasks, thus improving learning for most pupils.
 - Pupil effort is often celebrated leading to good levels of motivation from pupils. Teachers provide pupils with feedback which ensures that most pupils understand what they need to do to make progress in their learning.
 - Teachers recognise the impact religious education has on the moral and spiritual development of pupils. Therefore, teachers give pupils space and time for reflection in lessons.
 - Teachers provide pupils with opportunities to present their learning using a variety of forms of expression to meet the differing needs of pupils. Good quality resources, including other adults are used effectively to optimise learning for most pupils.

- 3
- Teachers have insufficient subject knowledge or a limited understanding of how pupils learn. They are insufficiently prepared to lead the learning in religious education.
 - Teachers are passive in their commitment to religious education and this is communicated to their pupils.
 - Planning is not always linked to pupils' current assessment such that learning is limited.
 - Teachers' skill in questioning is limited and/or their adaptation of explanations and tasks and explanations is minimal.
 - Celebration of pupil effort is inconsistent. Teachers provide pupils with feedback, but this makes little difference to pupils' understanding of how to make progress in their learning.
 - Teachers have a limited understanding of the importance of religious education as a component of moral and spiritual development. As a consequence, they do not value, or make little time for reflection in lessons.
 - Teachers provide limited opportunities for pupils to use a variety of forms of expression and do not fully meet the differing learning needs of pupils. The quality of resources is limited and the use of resources, including other adults, is not as good as it should be.
-
- 4
- Teachers have little, if any, appropriate subject knowledge or no real understanding of how pupils learn. They are not equipped to lead the learning in religious education.
 - Teachers lack commitment to religious education.
 - Planning is not linked to pupils' current assessment.
 - Teachers rarely ask questions and/or do not adapt explanations or tasks as a consequence of questioning.
 - There is no culture of celebration of effort. Feed-back rarely, if ever, happens and when given makes no difference to pupils' understanding of how to make progress in their learning.
 - Teachers do not appear to recognise the value of moral and spiritual development as an integral part of learning in religious education.
 - Teachers provide few, if any, opportunities for pupils to use a variety of forms of expression and the differing learning needs of pupils are overlooked. The quality of resources is poor and resources, including other adults, are not well deployed.

Leadership

how well leaders and governors promote, monitor and evaluate the provision for religious education

99. In arriving at a judgement on how well leaders and governors promote, monitor and evaluate the provision for religious education inspectors should begin with the good descriptors. Only if a school meets all of the requirements for good, should an inspector then consider whether it meets enough of the outstanding/excellent descriptors to warrant judging the school to be outstanding/excellent in this area. If it does not meet all of the requirements for good then inspectors will exercise their professional judgement, using the principle of 'best-fit', in applying the grade descriptors to the areas for evaluation outlined below.

In this judgement area, inspectors are evaluating how well leaders have planned and overseen the curriculum for religious education, how well they have ensured its place at the core of the core curriculum and the effectiveness of their self-evaluation in bringing about identified improvements.

Criteria

100. Inspectors will take into account:

- how faithful the planned curriculum is to the learning required by *The Religious Education Curriculum Directory*, and the extent to which resources enhance this learning;
- whether religious education has parity with other core curriculum subjects in terms of resourcing, timetabling, staffing and accommodation;
- the frequency and quality of professional development in subject and pedagogical expertise provided for teachers of religious education;
- how effective the subject leader is in securing high quality teaching and learning in all religious education lessons;
- how well the sequencing of learning in the planned curriculum secures progress, and how coherent it is within and between different age phases;
- the extent to which the planned curriculum ensures that all pupils are able to make progress in their learning;
- the extent to which the subject leader ensures that the learning in the classroom is enhanced by the enrichment opportunities provided for pupils;
- the quality of the self-evaluation undertaken by leaders and governors and its impact on improvements to teaching and learning in religious education.

Evidence Sources

101. Inspectors will most likely draw upon some or all of the following evidence sources in making judgements about the quality of leadership of religious education:
- curriculum documents and evidence of compliance with *The Religious Education Curriculum Directory*;
 - timetables;
 - conversations and interviews with staff and school leaders, including governors;
 - conversations and interviews with pupils;
 - observation of religious education lessons;
 - scrutiny of pupil work in religious education;
 - records of lesson observations and subject monitoring;

- records of past and planned professional development opportunities for teachers of religious education and evidence of its impact on practice;
- records of past and planned enrichment activities and evidence of the impact of these on pupil engagement;
- the views of teachers on the effectiveness of religious education;
- the views of pupils and parents on the effectiveness of religious education;
- systems for tracking, monitoring and analysis, and evaluation of their impact on pupils and groups of pupils;
- evidence of rigorous self-evaluation processes, including records of leadership meetings where planning improvements in religious education were a priority.

102. This is not an exhaustive list and inspectors may well need to triangulate these sources of evidence against other relevant ones. Equally, there will be sources of evidence a school is able to provide that may not have been considered in this list. Inspectors will consider all relevant evidence presented before and during the inspection.

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Grade Descriptors for how well leaders and governors promote, monitor and evaluate the provision for religious education

- 1**
- Leaders and governors ensure that the school curriculum for religious education is a faithful expression of the *Religious Education Curriculum Directory*. Religious education programmes and/or other resources are used imaginatively and creatively to enhance the delivery of the *Directory*.
 - Leaders and governors ensure that religious education has at least full parity with other core curriculum subjects, which will include professional development, resourcing, **timetabling**, staffing and accommodation. They ensure a parity of demand with other core subjects in relation to whole-school policies, such as homework, marking and reporting to parents.
 - Leaders and governors are committed to securing regular, high quality professional development in religious education for all practitioners in relation to both subject knowledge and pedagogical development.
 - The subject leader for religious education has an inspiring vision of outstanding teaching and learning and a high level of expertise in securing this vision. These are used effectively to improve teaching and learning in religious education, resulting in teaching that is likely to be outstanding and at least consistently good. The quality of subject leadership is recognised beyond the school and the subject leader willingly shares this expertise to the benefit of other diocesan schools.
 - Leaders carefully plan an appropriately sequential curriculum which ensures that subject content is introduced systematically in an increasingly demanding way, as learners progress through the planned curriculum.
 - Leaders ensure that religious education is imaginatively and thoughtfully planned to meet the needs of different groups of pupils and each key stage and phase is creatively structured to build on and enhance prior learning.
 - Excellent links are forged with **other appropriate agencies** and the **wider community** to provide a wide range of enrichment activities to promote pupils' learning and engagement with religious education.
 - Leaders' and governors' self-evaluation of religious education demonstrates forensic monitoring, searching analysis and self-challenge. This results in strategic action and well-targeted planning which leads to outstanding outcomes.

- 2
- Leaders and governors ensure that the school curriculum for religious education is a faithful expression of the *Religious Education Curriculum Directory*. The religious education programmes and/or resources used are selected for their ability to deliver the curriculum aims set out in the *Directory*.
 - Leaders and governors ensure that religious education is comparable to other core curriculum subjects, in terms of professional development, resourcing, timetabling, staffing and accommodation. They ensure whole-school policies, such as those on homework, marking and reporting to parents are equitably applied to all core subjects.
 - Leaders and governors ensure that professional development opportunities are available for practitioners in relation to both subject knowledge and pedagogical development.
 - The subject leader for religious education has a clear vision for teaching and learning and a good level of expertise in securing this vision. These are used effectively to improve teaching and learning in religious education, resulting in teaching that is likely to be at least consistently good.
 - Leaders plan the curriculum to provide sufficient opportunities for learners to progress sequentially through the subject content.
 - Leaders ensure that religious education is effectively planned to meet the needs of different groups of pupils and to secure coherence across different key stages and phases.
 - Leaders ensure that pupils are provided with engaging enrichment activities that enhance pupil learning in religious education.
 - Leaders' and governors' self-evaluation of religious education is informed by thorough monitoring, analysis and self-challenge. This results in strategic action taken by the school which lead to good outcomes.

- 3**
- The curriculum for religious education shows signs of the learning required by the *Religious Education Curriculum Directory* but this does not appear to be the result of careful planning or depth of understanding. Fidelity to the *Directory* does not appear to have been a consideration in the choice of religious education programmes and/or resources used in the school.
 - Leaders and governors are not ensuring religious education is comparable with other core curriculum subjects, in terms of professional development, resourcing, timetabling, staffing or accommodation. Whole-school policies, such as those on homework, marking and reporting to parents are inconsistently applied.
 - Leaders and governors have not given sufficient priority to professional development in religious education such that opportunities are infrequent or are not available to all.
 - The subject leader for religious education does not effectively plan improvements to teaching and learning in religious education.
 - The curriculum has features that indicate it may secure progression, but this does not appear to have been the consequence of thoughtful planning.
 - Leaders are not ensuring that religious education is planned to meet the needs of different groups of pupils and coherence across different key stages and phases requires improvement.
 - There are only limited opportunities for pupils to engage in enrichment activities, or those that are provided appear to contribute modestly to pupil learning and engagement.
 - Leaders' and governors' self-evaluation of religious education is insufficiently informed by monitoring and analysis and is shallow in its self-challenge.
-
- 4**
- The curriculum for religious education does not reflect the aims and purposes laid out in the *Religious Education Curriculum Directory*.
 - Leaders and governors are failing to ensure that religious education is treated comparably to other core curriculum subjects, such that there are significant disparities between religious education and other core curriculum subjects. There are significant disparities in the way whole-school policies, such as those on homework, marking and reporting to parents are applied.
 - Leaders and governors have neglected the professional development of the subject leader and teachers of religious education.
 - The subject leader for religious education lacks a vision for the subject and does not plan improvements to teaching and learning in religious education.
 - The curriculum does not reflect a coherent understanding of what progression looks like in religious education.
 - Leaders are failing to ensure that religious education is planned to meet the needs of different groups of pupils and there is little or no coherence across different key stages and phases.
 - There are few, if any, opportunities for pupils to engage in enrichment activities relating to their learning in religious education.
 - Leaders' and governors' self-evaluation of religious education is either ineffective or absent.

Collective worship

The quality and range of liturgy and prayer provided by the school.

103. The quality and range of liturgy and prayer provided by the school is a key judgement grade that Licensed Inspectors will arrive at using the following summary descriptor:

Table 6: Collective worship key judgement grade descriptors

1	Each of the following must be at least good, and at least two of the following must be outstanding/excellent: <ul style="list-style-type: none">• How well pupils participate in and respond to the school's collective worship• The quality of collective worship provided by the school• How well leaders and governors promote, monitor and evaluate the provision for collective worship
2	Each of the following must be at least good: <ul style="list-style-type: none">• How well pupils participate in and respond to the school's collective worship• The quality of collective worship provided by the school• How well leaders and governors promote, monitor and evaluate the provision for collective worship
3	Other than in exceptional circumstances, collective worship is likely to be judged as requiring improvement if any one or more of the following requires improvement: <ul style="list-style-type: none">• How well pupils participate in and respond to the school's collective worship• The quality of collective worship provided by the school• How well leaders and governors promote, monitor and evaluate the provision for collective worship
4	Collective worship is likely to be inadequate/unsatisfactory if any one or more of the following is inadequate/unsatisfactory: <ul style="list-style-type: none">• How well pupils participate in and respond to the school's collective worship• The quality of collective worship provided by the school• How well leaders and governors promote, monitor and evaluate the provision for collective worship

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Pupil outcomes

how well pupils participate in and respond to the school's collective worship

104. In arriving at a judgement on how well pupils participate in and respond to the school's collective worship inspectors should begin with the good descriptors. Only if a school meets all of the requirements for good, should an inspector then consider whether it meets enough of the outstanding/excellent descriptors to warrant judging the school to be outstanding/excellent in this area. If it does not meet all of the requirements for good then inspectors will exercise their professional judgement, using the principle of 'best-fit', in applying the grade descriptors to the areas for evaluation outlined below.

In this judgement area, inspectors are evaluating the extent to which pupils are engaged by and participate in the collective worship provided by the school, how well-formed they are to prepare, participate and minister in prayer and liturgy, and the impact of the prayer and liturgical life of the school on the spiritual and moral development of pupils.

Criteria

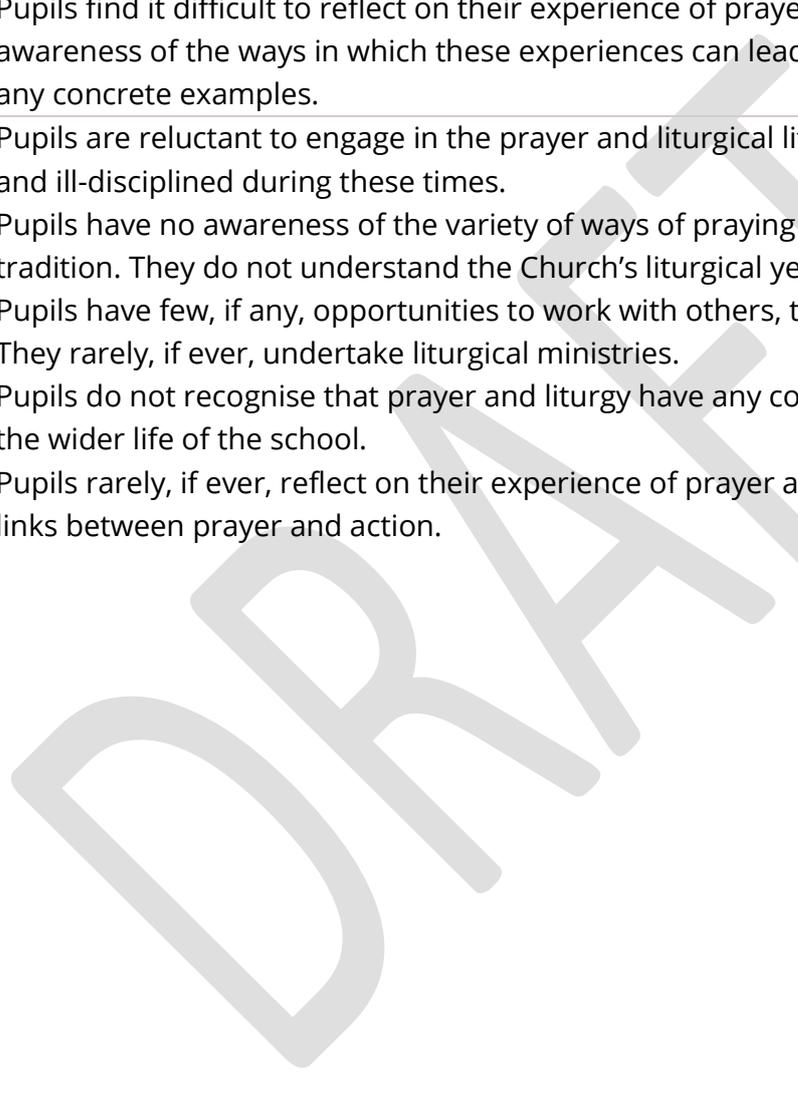
105. Inspectors will take into account:
- the extent to which pupils are engaged by and participate in prayer and liturgy;
 - the extent to which pupils are able to articulate an understanding of different ways of praying and the cycle of the liturgical year;
 - the ability of pupils to work with others to prepare prayer and liturgy and how well formed they are to undertake liturgical ministries;
 - the capacity of students to recognise and articulate the connections between prayer and liturgy and the curriculum and life of the school;
 - the ability of students to reflect on their experience of prayer and liturgy and the extent to which this reflection **inspires them to action**.

Evidence Sources

106. Inspectors will most likely draw upon some or all of the following evidence sources in making judgements about how well pupils participate in and respond to the school's collective worship:
- observations of whole-school prayer and liturgy;
 - observations of class-based prayer and liturgy;
 - observation of religious education lessons;
 - conversations and interviews with pupils;
 - records of pupil planning of prayer and liturgy;
 - the views of pupils and parents on the effectiveness of prayer and liturgy;
107. This is not an exhaustive list and inspectors may well need to triangulate sources of evidence against other relevant ones. Equally, there will be sources of evidence a school is able to provide that may not have been considered in this list. Inspectors will consider all relevant evidence presented before and during the inspection.

Grade Descriptors for how well pupils participate in and respond to the school's collective worship

- | | |
|----------|--|
| 1 | <ul style="list-style-type: none">• The experiences of prayer and liturgy provided by the school engage pupils deeply and lead them to full, active and conscious participation. Pupils demonstrate this by, for example, the quality of prayerful silence, their attentiveness and response to prayer and liturgy, and their engagement in communal singing.• Appropriate to their age and capacity, pupils have a detailed understanding of the wide variety of ways of praying that are part of the Catholic tradition. This would include, for example, the use of scripture, symbol, silence, meditation, reflection and liturgical music. They demonstrate an excellent understanding of the shape and meaning of the Church's liturgical year and how it is expressed in the prayer life of the school.• Pupils work collaboratively with others, such as teachers, other pupils and chaplains to prepare creative and well-constructed experiences of prayer and liturgy. Due to the school's provision of liturgical formation for its pupils, they can undertake liturgical ministries with confidence, understanding and skill. Pupils have a developed capacity for evaluating the quality of the prayer and liturgy they have planned and can identify how to improve next time.• Pupils demonstrate confidence in articulating the ways in which prayer and liturgy influence and are influenced by both the curriculum and the wider life of the school. They make connections with ease and speak about them in their own language.• Pupils readily reflect on their experience of prayer and liturgy with confidence and in detail. They can articulate clearly the ways in which these experiences have shaped how they think about themselves and the world and how this has inspired them to action. |
| 2 | <ul style="list-style-type: none">• Pupils respond well to the experiences of prayer and liturgy provided by the school. They participate in them by, for example, reflecting in silence, joining in community prayer with confidence and singing readily.• Appropriate to their age and capacity, pupils understand a variety of ways of praying that are part of the Catholic tradition. This would include, for example, the use of scripture, symbol, silence, meditation, reflection and liturgical music. They can describe the parts of the Church's liturgical year and articulate how it influences the prayer life of the school.• Pupils work well with others, such as teachers, other pupils and chaplains, to prepare engaging experiences of prayer and liturgy. Due to the school's provision of liturgical preparation for pupils, they undertake liturgical ministries willingly and are involved in evaluating the quality of the prayer and liturgy they have planned.• Pupils are able to recognise and articulate the ways in which prayer and liturgy influence and are influenced by both the curriculum and the wider life of the school.• Pupils understand how to reflect on their experience of prayer and liturgy. They can articulate the ways in which these experiences have led to action. |

-
- 3**
- Pupils participate passively and not always with enthusiasm in the regular prayer and liturgical life of the school.
 - Pupils have a limited understanding of some ways of praying that are part of the Catholic tradition. They struggle to articulate how the Church's liturgical year influences the prayer life of the school.
 - Pupils have limited opportunities to work with others, to prepare prayer and liturgy. They sometimes undertake liturgical ministries but are not always well-prepared to do so.
 - Pupils struggle to make connections between prayer and liturgy, the curriculum and the wider life of the school.
 - Pupils find it difficult to reflect on their experience of prayer and liturgy. They display some awareness of the ways in which these experiences can lead to action but struggle to give any concrete examples.
-
- 4**
- Pupils are reluctant to engage in the prayer and liturgical life or they are often inattentive and ill-disciplined during these times.
 - Pupils have no awareness of the variety of ways of praying that are part of the Catholic tradition. They do not understand the Church's liturgical year.
 - Pupils have few, if any, opportunities to work with others, to prepare prayer and liturgy. They rarely, if ever, undertake liturgical ministries.
 - Pupils do not recognise that prayer and liturgy have any connection to the curriculum or the wider life of the school.
 - Pupils rarely, if ever, reflect on their experience of prayer and liturgy. They fail to make any links between prayer and action.
- 

Provision

the quality of collective worship provided by the school

108. In arriving at a judgement on the quality of collective worship provided by the school inspectors should begin with the good descriptors. Only if a school meets all of the requirements for good, should an inspector then consider whether it meets enough of the outstanding/excellent descriptors to warrant judging the school to be outstanding/excellent in this area. If it does not meet all of the requirements for good then inspectors will exercise their professional judgement, using the principle of 'best-fit', in applying the grade descriptors to the areas for evaluation outlined below.

In this judgement area, inspectors are evaluating how central prayer and liturgy are to the life of the school, the skill of relevant staff in the liturgical formation of pupils, and the quality of the collective worship opportunities provided by the school.

Criteria

109. Inspectors will take into account:
- how central prayer and liturgy are to the whole of school life;
 - how well **daily patterns of prayer** are embedded and the extent to which these reflect the **rhythms** of the prayer life of the Church;
 - how well the range of prayer and liturgy engage participants with the **breadth and richness** of the Catholic tradition;
 - the extent to which the **celebration** of prayer and liturgy has scripture at its heart, and how well informed that selection is by the **liturgical calendar** and takes account of the capacity of the participants;
 - how effectively staff, including senior leaders, model good practice as leaders of and participants in prayer and liturgy;
 - how skilled **relevant staff** are in helping pupils to plan and lead well-constructed celebrations of prayer and liturgy according to **the norms of the Church**;
 - how well the school draws upon the creative and artistic skills of pupils and relevant staff and the riches of the Church to enhance prayer and liturgy;
 - how well space and the physical environment are prepared to support pupils' experience of prayer and liturgy;
 - how well the school works with families and parishes to support the developing prayer life and liturgical participation of pupils.

Evidence Sources

110. Inspectors will most likely draw upon some or all of the following evidence sources in making judgements about the quality of collective worship provided by the school:
- observations of whole-school acts of worship;
 - observations of class-based acts of worship;
 - observations of the patterns of daily prayer;
 - conversations and interviews with pupils;
 - conversations and interviews with relevant staff;
 - school diary and records of planning for providing Mass and the Sacrament of Reconciliation;

- records of parental involvement in the prayer life of the school;
- the views of parents and other members of the wider community on how welcome and able they are to attend acts of collective worship;
- school displays or portfolios that record celebrations of holy days or other significant days in the life of the school.

111. This is not an exhaustive list and inspectors may well need to triangulate sources of evidence against other relevant ones. Equally, there will be sources of evidence a school is able to provide that may not have been considered in this list. Inspectors will consider all relevant evidence presented before and during the inspection.

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Grade Descriptors for the quality of collective worship provided by the school

- 1**
- The centrality of prayer and liturgy to the life of the school is clear across a whole range of evidence sources. These demonstrate that appropriately planned prayer and liturgy are always integral to routine gatherings of pupils, staff or leaders. A wide range of significant moments of joy and sorrow are identified and celebrated in prayer.
 - There is a naturally embedded daily pattern of prayer, that faithfully reflects the rhythm of the prayer life of the Church. There is a creative balance between routine and innovative times of prayer.
 - Prayer and liturgy offer participants a wide range of engaging and creative experiences of the breadth and richness of the Catholic tradition.
 - Well-chosen Scripture passages that are informed by the liturgical season form the heart of prayer and liturgy and there are intrinsic links between these passages and the whole of the celebration. They are carefully and thoughtfully chosen to ensure that all present can fully and actively participate.
 - Staff, including senior leaders, are inspiring models of exemplary practice to other staff and pupils as participants in and leaders of prayer and liturgy.
 - Relevant staff are highly skilled in helping pupils to confidently plan and lead well-constructed prayer and liturgy. They have a thorough and comprehensive understanding of the liturgical norms of the Church and are adept at helping pupils to faithfully reflect these norms in their preparation.
 - The creative and artistic skill and expertise of pupils and relevant staff have been identified, nurtured and practised to enable them to use their gifts confidently to enhance prayer and liturgy. A wide range of high-quality music and other art forms are, when appropriate, integrated into prayer and liturgy in a way that significantly enhances these experiences for participants and reflects the riches of the Church.
 - The school makes imaginative and creative use of the spaces available to:
 - provide prayer spaces within classrooms and elsewhere that are owned by the pupils;
 - ensure that it has access to everything that is necessary for the worthy celebration of Mass, including an appropriately sized space;
 - create, where possible, a permanently dedicated prayer space, such as a prayer room or chapel that is cherished and regularly used by staff and students.

Time and attention are regularly given over to ensure that these spaces are used appropriately, are well-cared for and are conducive to prayer.

- Relevant staff have thoughtfully planned how to work with families to include them in the prayer life of the school and to support the developing prayer life of pupils. The school works hard to secure a flourishing partnership with the local parish or parishes to help pupils participate more fully in the liturgy.

- 2
- Appropriately planned prayer and liturgy are central to the life of the school and form part of routine gatherings of pupils, staff or leaders. Significant moments of joy and sorrow are identified and celebrated in prayer.
 - There is a daily pattern of prayer, that reflects the rhythm of the prayer life of the Church.
 - Prayer and liturgy offer participants experiences of a range of ways of praying that are part of the Catholic tradition.
 - Seasonally appropriate Scripture passages are central to prayer and liturgy. They are chosen to help those present to fully and actively participate.
 - Staff, including senior leaders, are models of good practice to other staff and pupils as participants in and leaders of prayer and liturgy.
 - Relevant staff are skilled in helping pupils to plan and lead well-constructed prayer and liturgy. They have a good understanding of the liturgical norms of the Church and are able to help pupils draw on these norms in their preparation.
 - Pupils and relevant staff regularly use their gifts to enhance the prayer and liturgy of the school. Music and other art forms are, when appropriate, included in prayer and liturgy in a way that enhances these experiences for participants and reflects the riches of the Church.
 - The school makes good use of the spaces available to:
 - provide prayer spaces within classrooms and elsewhere;
 - ensure that it has access to everything that is necessary for the celebration of Mass, including an appropriately sized space;
 - create, where possible, a permanently dedicated prayer space, such as a prayer room or chapel that is regularly used by staff and students.

Time and attention are given to ensure that these spaces are used appropriately, are well-cared for and conducive to prayer.

- Relevant staff work well with families to include them in the prayer life of the school and to support the developing prayer life of pupils. The school seeks to work well with the local parish or parishes to help pupils participate more fully in the liturgy.

- 3**
- Prayer and liturgy are part of school life, but they tend to be peripheral to the main activities or are not well planned to ensure they are a meaningful part of either routine or significant school gatherings.
 - The daily pattern of prayer is inconsistent, or it does not sufficiently reflect the rhythm of the prayer life of the Church.
 - Prayer and liturgy offer participants a limited range of ways of praying, or a variety that does not exemplify the richness of the Catholic tradition.
 - Scripture does not always hold a central place in prayer and liturgy, or its selection indicates there is a lack of depth and breadth in responding to the liturgical calendar or the capacity of participants.
 - Staff only occasionally participate in or lead prayer and liturgy or they are present but not participating.
 - Relevant staff are limited in their ability to help pupils plan and lead prayer and liturgy. They have only superficial understanding of the liturgical norms of the Church or pupils are not initiated into these norms.
 - The potential for pupils and relevant staff to enhance the school's prayer and liturgy is not fully realised. Music and other art forms are not always appropriately used in prayer and liturgy or do not sufficiently reflect the riches of the Church.
 - The school makes inconsistent use of the spaces available to it for the provision of:
 - prayer spaces within classrooms and elsewhere;
 - an appropriately sized space for the celebration of Mass;
 - where possible, a prayer room or chapel.

These spaces are not always well-cared for, are sometimes used carelessly, or are not always conducive to prayer.

- Relevant staff have made some attempt to work with families but with limited success. The school is inconsistent in its efforts to work with the local parish or parishes.

- 4**
- Prayer and liturgy are rarely, if ever, a central feature of school life.
 - There is no daily pattern of prayer.
 - Prayer and liturgy are repetitive and narrow.
 - Prayer and liturgy rarely, if ever, has Scripture at its heart or the selection is thoughtless and fails to reflect either the liturgical calendar or the capacity of participants.
 - Staff rarely if ever, lead or participate in prayer and liturgy.
 - Relevant staff lack the skill to help pupils plan and lead prayer and liturgy. They have little or no understanding of the liturgical norms of the Church.
 - The skills of pupils and relevant staff or the riches of the Church are neglected as resources to enhance the school's prayer and liturgy. Music and other art forms rarely if ever play a role.
 - The school makes poor or no use of the spaces available to it for the provision of:
 - prayer spaces within classrooms and elsewhere;
 - an appropriately sized space for the celebration of Mass;
 - a prayer room or chapel, even when possible.

If such spaces exist, they are neglected, are used carelessly or are not conducive to prayer.

- Little, or no effort has been made to work with families. Few, if any, attempts have been made to establish partnership with the local parish or parishes.

Leadership

how well leaders and governors promote, monitor and evaluate the provision for collective worship

112. In arriving at a judgement on how well leaders and governors promote, monitor and evaluate the provision for collective worship inspectors should begin with the good descriptors. Only if a school meets all of the requirements for good, should an inspector then consider whether it meets enough of the outstanding/excellent descriptors to warrant judging the school to be outstanding/excellent in this area. If it does not meet all of the requirements for good then inspectors will exercise their professional judgement, using the principle of 'best-fit', in applying the grade descriptors to the areas for evaluation outlined below.

In this judgement area, inspectors are evaluating the effectiveness of plans and policies for collective worship, the commitment of leaders to ensuring the availability of the Sacraments, the priority given to the professional formation of staff in prayer and liturgy and effectiveness of leaders and governors in their self-evaluation of this area of school life.

Criteria

113. Inspectors will take into account:

- how well formulated the school's policy on prayer and liturgy is and how effective it is in shaping and supporting the prayer and liturgical life of the school;
- how well leaders, including governors, have planned prayer and liturgy across the school to facilitate the pupils' progressive participation;
- the priority given by leaders, including governors, to the Celebration of the Eucharist, especially on holy days of obligation and other significant days in the Church's or school's calendar, and to the Sacrament of Reconciliation at key times in the liturgical year;
- the frequency, quality and impact of the planned opportunities for the professional development of all staff: how well these reflect the significant role of prayer and liturgy in the life of the school;
- how well leaders, including chaplains, understand prayer in the Catholic tradition, the spiritual development of students and the interplay between the personal and collective experiences of prayer;
- how well leaders, including chaplains, understand the principles of liturgical participation and ministry and how well they draw upon the Church's liturgical sources;
- the effectiveness of leaders, including chaplains, in facilitating pupils and staff to provide high quality prayer and liturgy across the school, in a manner that reflects the age and capacity of participants;
- the priority given to prayer and liturgy when setting budgets and allocating resources, such as time, staffing and dedicated spaces for prayer and liturgy;
- the extent to which evaluation of prayer and liturgy is central to the school's annual review cycle and how effectively leaders, including governors, implement improvements as a result.

Evidence Sources

114. Inspectors will most likely draw upon some or all of the following evidence sources in making judgements about how well leaders and governors promote, monitor and evaluate the provision for collective worship:

- conversations and interviews with staff and school leaders, including chaplains;
- conversations and interviews with pupils;
- observation of acts of collective worship;
- records of any observations of collective worship by leaders;
- records of past and planned professional development opportunities for relevant staff and evidence of its impact on practice;
- the views of teachers on the effectiveness of religious education;
- the views of pupils and parents on the effectiveness of religious education;
- evidence of rigorous self-evaluation processes, including records of leadership meetings where planning improvements to collective worship were a priority;
- The school's collective worship Policy.
- Records of pupil voice in the evaluation of collective worship
- Conversations with clergy linked to the school

115. This is not an exhaustive list and inspectors may well need to triangulate sources of evidence against other relevant ones. Equally, there will be sources of evidence a school is able to provide that may not have been considered in this list. Inspectors will consider all relevant evidence presented before and during the inspection.

Grade Descriptors for how well leaders and governors promote, monitor and evaluate the provision for collective worship

- 1**
- The school's policy on prayer and liturgy is carefully formulated, regularly reviewed and fit for purpose. It is written in such a way that makes it accessible and useful to relevant staff who use it consistently as a reference point when preparing prayer and liturgy.
 - Leaders, including governors, have a developed understanding of the different levels and skills of participation that are reflective of the age and capacity of pupils. They have a clear and comprehensive strategy for building up these skills of participation as pupils progress through school. The effectiveness of this plan is evidenced by the increasing ease with which pupils are able to participate in liturgy and prayer as they mature.
 - Leaders, including governors, have planned the school calendar and timetable carefully to ensure that opportunities to celebrate the Eucharist are regularly offered to the whole school community, particularly at key times in the liturgical year and at significant moments within the life of the school. All holy days of obligation and other significant days, such as founders' and patrons' days, are prioritised in the school's calendar and timetable to ensure that all those who wish to are able to participate in Mass, or other appropriate liturgies, on such days. Equally, school leaders work hard to ensure that the Sacrament of Reconciliation is offered in school at key times in the liturgical year, such as Lent and Advent.
 - Leaders, including governors, place the highest priority on inspirational professional development of all staff that focuses on liturgical formation and, for relevant staff, planning of prayer and liturgy; it happens frequently and is of a consistently high quality. As a result, all staff understand the centrality of prayer and liturgy to the life of the school and relevant staff are highly skilled and well supported to lead it.
 - Leaders, including chaplains, have a thorough understanding of a broad range of ways of praying that are part of the Catholic tradition. They can confidently articulate the Church's understanding of the relationship between participation and ministry and have a thorough familiarity with the Church's liturgical sources (including the lectionary, the missal and the calendar). They consciously bring this understanding, together with their knowledge of the particular needs of the community, to their planning of prayer and liturgy.
 - Leaders, including chaplains, are highly effective in facilitating others to plan and lead experiences of prayer and liturgy. As a consequence, pupils and staff are able to provide prayer and liturgy opportunities that are engaging, of a consistently high quality and are accessible, meaningful and relevant for the whole community.
 - Leaders, including governors, ensure provision for prayer and liturgy is prioritised when setting budgets and allocating resources, such as time, staffing and facilities. As a result, relevant staff are supported in developing consistently high-quality experiences of prayer and liturgy.
 - Leaders, including governors, place the highest priority on the evaluation of the quality and impact of prayer and liturgy and ensure it is embedded in the school's cycle of self-evaluation and planned improvements. The voice of pupils and other relevant stakeholders are an integral and valued part of the school's evaluation of prayer and liturgy.

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- The school's policy on prayer and liturgy is well formulated and fit for purpose. It is accessible and useful to relevant staff who use it often when preparing prayer and liturgy.
- Leaders, including governors, understand the different levels and skills of participation that are reflective of the age and capacity of pupils. They have a clear strategy for building up these skills of participation as pupils progress through school.
- Leaders, including governors, have planned the school calendar and timetable to set aside opportunities to celebrate the Eucharist, particularly at key times in the liturgical year and at significant moments within the life of the school. All holy days of obligation and other significant days, such as founders' and patrons' days, are recognised in the school's calendar and timetable. Members of the school community are able to access Mass, or other appropriate liturgies, on such days. Equally, school leaders strive to offer the Sacrament of Reconciliation at key times in the liturgical year, such as Lent and Advent.
- Leaders, including governors, offer regular opportunities for the professional development of all staff that incorporates liturgical formation and, for relevant staff, the planning of prayer and liturgy; it is well-planned and effective. As a result, all staff understand the importance of prayer and liturgy and relevant staff are well supported to lead liturgy and prayer in school.
- Leaders, including chaplains, understand a variety of ways of praying that are part of the Catholic tradition. They can articulate the Church's understanding of the relationship between participation and ministry and are familiar with the Church's liturgical sources (including the lectionary, the missal and the calendar). This understanding, together with their knowledge of the particular needs of the community, informs their planning of prayer and liturgy.
- Leaders, including chaplains, assist others well to plan and lead experiences of prayer and liturgy. As a consequence, pupils and staff are able to provide prayer and liturgy opportunities that are engaging, of a high quality and accessible and relevant to pupils.
- Leaders, including governors, recognise the importance of prayer and liturgy when setting budgets and allocating resources, such as time, staffing and facilities. As a result, relevant staff are supported in developing high-quality experiences of prayer and liturgy.
- Leaders, including governors, regularly review the quality and impact of prayer and liturgy as part of the school's cycle of self-evaluation and planned improvements. The views of pupils are regularly sought as part of the school's evaluation of prayer and liturgy.

- 3**
- The school has a policy on prayer and liturgy, but it is superficial or is not comprehensive; it has only limited impact on the work of relevant staff who prepare prayer and liturgy.
 - Leaders, including governors, have a limited understanding of the different levels and skills of participation that are reflective of the age and capacity of pupils. They have a superficial strategy that does not fully address differentiation by age or capacity.
 - Opportunities to celebrate the Eucharist are sporadic and are not sufficiently planned for. Holy days of obligation and other significant days, such as founders' and patrons' days, are not always marked or celebrated in the school's calendar. Efforts to enable members of the school community to access Mass, or other appropriate liturgies, are inconsistent.
 - Leaders, including governors, are inconsistent in their provision of opportunities for professional development in prayer and liturgy. As a result, the importance of prayer and liturgy is not widely understood, and relevant staff are insufficiently trained and supported in their own leadership of it.
 - Leaders, including chaplains, have a limited understanding of understanding of the variety of ways of praying that are part of the Catholic tradition. They struggle to articulate the Church's understanding of the relationship between participation and ministry and are only partially familiar with the Church's liturgical sources.
 - Leaders, including chaplains, provide limited support to others in planning and leading experiences of prayer and liturgy. As a result, pupils and staff lack confidence in planning or leading prayer and liturgy or their lack of preparedness is detrimental to the quality, relevance or accessibility of the prayer and liturgy opportunities they provide.
 - Leaders, including governors do not always recognize the importance of worship when setting budgets and allocating resources. As a result, relevant staff are insufficiently supported in developing quality experiences of prayer and liturgy.
 - Leaders, including governors are inconsistent in their reviews of the quality and impact of prayer and liturgy. Such reviews, when they occur, are peripheral to the school's cycle of self-evaluation.
-

- 4
- The school does not have a policy on prayer or liturgy, or it has one that is never referred to by those whose work it should inform.
 - Leaders, including governors, have little, or no understanding of the different levels and skills of participation that are reflective of the age and capacity of pupils.
 - Little, or no effort, is made to provide opportunities for the celebration of the Eucharist. Holy days of obligation and other significant days are frequently overlooked in the planning of the school calendar. Little, or no effort is made to allow members of the school community to access Mass, or other appropriate liturgies, on such days.
 - Leaders, including governors, offer few, if any, opportunities for the professional development in prayer and liturgy. Staff have little, if any understanding of its importance and relevant staff are ill-equipped to lead it.
 - Leaders, including chaplains, have little, if any understanding of the variety of ways of praying that are part of the Catholic tradition. They are unaware of the relationship between participation and ministry and have little, if any, familiarity with the Church's liturgical sources.
 - Leaders, including chaplains, provide little, if any, support to others to plan and lead prayer and liturgy. As a result, pupils and staff rarely, if ever, plan or lead prayer and liturgy.
 - Leaders, including governors, neglect prayer and liturgy when setting budgets and allocating resources.
 - Leaders, including governors, rarely, if ever, review the quality and impact of prayer and liturgy.

Part 3: Context-specific annexes

116. *This section of the handbook is awaiting approval, but will include sections that explain how the inspection framework is to be interpreted in different contexts, including:*

- i. Maintained special schools*
- ii. Sixth Form Colleges*
- iii. Joint schools*
- iv. Religious Order schools*
- v. Independent schools*

It will also include a glossary of key terms, and an explanation of how their meaning is to be understood in each of these contexts

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Part 4: Appendices

Appendix 1: Legal bases of inspection

Canon Law (all Catholic schools)

All Catholic schools, included those founded by religious orders, are subject to the authority of their diocesan Bishop, who has the right and the responsibility to oversee their provision of Catholic education. These rights and duties are set out in canons 804 and 806, in the Code of Canon law:

- Can. 804 §1. The Catholic religious instruction and education which are imparted in any schools whatsoever or are provided through the various instruments of social communication are subject to the authority of the Church. It is for the conference of bishops to issue general norms about this field of action and for the diocesan bishop to regulate and watch over it.
- Can. 806 §1. The diocesan bishop has the right to watch over and visit the Catholic schools in his territory, even those which members of religious institutes have founded or direct. He also issues prescripts which pertain to the general regulation of Catholic schools; these prescripts are valid also for schools which these religious direct, without prejudice, however, to their autonomy regarding the internal direction of their schools.
- §2. Directors of Catholic schools are to take care under the watchfulness of the local ordinary that the instruction which is given in them is at least as academically distinguished as that in the other schools of the area.

Statute (maintained Catholic schools)

For maintained Catholic schools in England and Wales this canonical inspection also fulfils a statutory duty of schools to secure an inspection under sections 48 and 50 of the Education Act 2005:

48. Inspection of religious education: England

(1) It is the duty of the governing body of any voluntary or foundation school in England which has been designated under section 69(3) of the School Standards and Framework Act 1998 by the Secretary of State as having a religious character to secure that—

- (a) any denominational education given to pupils, and
- (b) the content of the school's collective worship, are inspected under this section.

- (2) An inspection under this section is to be conducted by a person chosen—
- (a) in the case of a voluntary controlled school, by the foundation governors after consultation with any person prescribed for the purposes of this subsection in relation to the religion or religious denomination that is specified in relation to the school under section 69(4) of the School Standards and Framework Act 1998, and
 - (b) in any other case, by the governing body after consultation with any person so prescribed.
- (3) Inspections under this section must be carried out at such intervals as may be prescribed.
- (4) It is the general duty of a person conducting an inspection under this section—
- (a) to report on the quality of the denominational education provided by the school for any pupils to whom denominational education is given by the school, and
 - (b) to report on the content of the school's collective worship,
- and any such person may report on the spiritual, moral, social and cultural development of pupils at the school.
- (5) A person conducting an inspection under this section may do so with the assistance of such other persons chosen by him as are in his opinion fit and proper persons for carrying out the inspection.

50. Inspection of religious education: Wales

- (1) It is the duty of the governing body of any voluntary or foundation school in England which has been designated under section 69(3) of the School Standards and Framework Act 1998 by the Secretary of State as having a religious character to secure that—
- (a) any denominational education given to pupils, and
 - (b) the content of the school's collective worship, are inspected under this section.
- (2) An inspection under this section is to be conducted by a person chosen—
- (a) in the case of a voluntary controlled school, by the foundation governors after consultation with any person prescribed for the purposes of this subsection in relation to the religion or religious denomination that is specified in relation to the school under section 69(4) of the School Standards and Framework Act 1998, and
 - (b) in any other case, by the governing body after consultation with any person so prescribed.

- (3) The person chosen need not be registered as an inspector under section 25
- (4) Inspections under this section must be carried out at such intervals as may be prescribed.
- (5) It is the general duty of a person conducting an inspection under this section—
- (a) to report on the quality of the denominational education provided by the school for any pupils to whom denominational education is given by the school, and
 - (b) to report on the content of the school's collective worship,
- and any such person may report on the spiritual, moral, social and cultural development of pupils at the school.
- (6) A person conducting an inspection under this section may do so with the assistance of such other persons chosen by him as are in his opinion fit and proper persons for carrying out the inspection.

Academy funding agreements (Catholic academies)

Catholic academies have a duty to secure an inspection of their religious education and worship which is equivalent to that carried out under s48, as prescribed by the academy funding agreement, an example of which is given below:

- 2.50. Subject to clause 2.49, where the Academy is designated with a religious character (in accordance with section 124B of the School Standards and Framework Act 1998 or further to section 6(8) of the Academies Act 2010):
- (a) provision must be made for religious education to be given to all pupils at the Academy in accordance with the tenets of the Academy's specified religion or religious denomination. This is subject to paragraph 4 of Schedule 19 to the School Standards and Framework Act 1998, which applies as if the Academy were a voluntary aided school with a religious character;
 - (b) the Academy Trust must comply with section 70(1) of, and Schedule 20 to, the School Standards and Framework Act 1998 as if the Academy were a foundation school with a religious character or a voluntary school, and as if references to "the required collective worship" were references to collective worship in accordance with the tenets and practices of the Academy's specified religion or religious denomination;
 - (c) the Academy Trust must ensure that the quality of religious education given to pupils at the Academy and the contents of the Academy's collective worship given in accordance with the tenets and practices of its specific religion or religious denomination are inspected. The inspection must be conducted by a person chosen by the Academy Trust, and the Academy Trust must ensure that the inspection complies with the

statutory provisions and regulations which would apply if the Academy were a foundation or voluntary school designated as having a religious character.

Statutory timescales for inspecting in England

All maintained schools and academies in England must ordinarily be inspected before the end of the fifth year following the academic year in which they were last inspected, as set out in The Education (School Inspection) (England) Regulations 2009:

For the purposes of subsection (3) of section 48 of the 2005 Act, the governing body shall secure that any inspection takes place within 5 school years from the end of the school year in which the last inspection took place.

However, due to the impact of the COVID 19 pandemic on the ability of dioceses to carry out inspections in schools, the following regulatory amendment was made in July 2021, such that the amended regulation now reads:

For the purposes of subsection (3) of section 48 of the 2005 Act, the governing body shall secure that any inspection takes place within 5 school years from the end of the school year in which the last inspection took place.

But where the last inspection took place in the period beginning with 1st August 2014 and ending with the end of 31st July 2021, paragraph (1) is to be read as if for "5 school years" there were substituted "8 school years".

Appendix 2: Protocol for s5 Inspectors in England

The inspection of schools with a religious character in England (those schools subject to inspection under both sections 5 and 48 of the Education Act 2005)

PROTOCOL FOR INSPECTORS

Purpose

1. All maintained schools and academies are subject to s5 inspections. All types of schools designated as having a religious character are also subject to a religious or denominational inspection, which for maintained schools is a s48 inspection.
2. Ofsted have no statutory remit in respect of section 48 inspections. This protocol is designed to clarify the manner in which section 5 and section 48 inspectors cooperate while remaining within the statutory requirements of each inspection, including the provision of separate reports.
3. Where schools are subject to both a s5 and a denominational inspection, this protocol governs the relationship between these two inspectorates. It serves to ensure that: (i) appropriate arrangements are in place for the independent scheduling of section 48 inspections; (ii) the legal parameters of each inspectorate are clearly defined and understood; (iii) if section 5 and section 48 inspections happen to occur simultaneously, to define the relationship between each inspectorate and the range and purpose of each.
4. This version of the protocol is between Ofsted and the [insert faith group].

Background

5. If a maintained school has a religious character, as designated by the Secretary of State for Education and Skills under section 69(3) of the School Standards and Framework Act 1998, denominational religious education and the content of collective worship are inspected under section 48 of the Education Act 2005.
6. If an academy or free school has a religious character, designated according to the regulations stated in the Religious Character of Schools (Designation Procedure) (Independent Schools) (England) Regulations 2003, the Academy or free school shall ensure that the quality of Religious Education given to pupils and the contents of the School's collective worship given in accordance with the tenets and practice of the faith are inspected. Such inspection shall be conducted by a person chosen by the Governing Body and the Academy shall secure that such inspection shall comply with the requirements set out in any statutory provision and regulations as if the Academy were a foundation or voluntary school which has been designated under section 69(3) of the School Standards and Framework Act 1998 as having a religious character. In all but name, these inspections will have the same character and status as section 48 inspections.
7. Section 5 inspections must not extend to a judgment of, nor must section inspectors comment on, denominational education or the content of collective worship and assemblies
8. The governing body of a school (or foundation governors in the case of a voluntary controlled school) is responsible, after consultation with the

[prescribed person or appropriate authoritative body as defined by each faith group] as specified in Education (School Inspection) (England) Regulations (2005), for setting up the section 48 or denominational inspection and for appointing that inspector.

9. Section 5 inspections are generally carried out by a team, one member of which is designated the lead inspector. This designated lead inspector may be one of Her Majesty's Inspectors (HMI). Where a section 5 inspection is carried out by a single inspector, the term 'lead inspector' is used to describe this inspector in this protocol. Section 48 inspections are generally carried out by one inspector, approved by the appropriate authority, and the term section 48 inspector in this protocol refers to this person or the lead inspector where there is more than one inspector on the section 48 team.

i. Scheduling the s48 or denominational inspection

10. Section 48 inspections will be scheduled separately from section 5 inspections. Each prescribed inspection authority is able to determine the timing of these inspections as long as they occur within 5 years⁵ of the end of the school year in which the school was last inspected.
11. A separate arrangement with the DfE allows for a grant to be made payable according to the following arrangements:
 - a. For schools which were good or better in their last section 48 inspection, a grant will be made available in the fifth year following the end of the school year in which the school was last inspected.
 - b. For schools which were less than good in their last section 48 inspection, a grant will be made available at any point three years after the previous inspection and not later than the end of the fifth school year following the end of the school year in which the school was last inspected.
12. No school or academy is exempt from denominational or s48 inspection, which must always occur within five years of the end of the school year in which the school or academy last received a denominational inspection.
13. Ofsted will inform signatory organisations to this protocol of the names of relevant schools designated as having a religious character to be inspected on the day the school itself is informed.

ii. The scope and remit of each inspectorate

14. It is the duty of a section 5 inspector, to inspect and report on:
 - overall effectiveness
 - effectiveness of leadership and management
 - quality of teaching, learning and assessment

⁵ For all schools last inspected between 1st August 2014 and the 31st July 2021, these inspection must occur within 8 years of the end of the school year in which the school was last inspected. See The Education (School Inspection) (England) (Coronavirus) (Amendment) Regulations 2021, regulation 5

- personal development, behaviour and welfare
 - outcomes for pupils.
15. A section 5 inspector must not inspect or comment on:
 - a. denominational education, or
 - b. the content of collective worship
 16. Denominational education, including a judgment on teaching and assessment, and the content of collective worship are to be inspected by the s48 or denominational inspector alone.
 17. Although a section 5 inspector cannot make a judgment on denominational education or the content of Collective Worship, a section 5 inspector may visit Religious Education lessons and acts of Collective Worship to help them to arrive at a whole-school judgement about:
 - a. Spiritual, Moral, Social and Cultural education
 - b. Behaviour for learning
 - c. Pupils' welfare
 18. Section 48 inspection reports shall not be subject to scrutiny by Ofsted for the purposes of quality assurance, and section 5 inspection reports shall not be subject to scrutiny by section 48 inspectors or their faith groups for the purposes of quality assurance.
 19. The work under section 48 of the Education Act 2005 of any section 48 inspector who also inspects under section 5 shall not be admissible in support of her or his performance management by Ofsted.

iii. Relationship between inspectors

20. If the independent scheduling of the section 48 inspection means that the section 5 and section 48 inspections are scheduled to occur on one or more of the same days, then it will be permissible for both inspections to happen simultaneously.
21. Where a section 48 inspection takes place concurrently with a section 5 inspection, the section 48 inspector will, if it is requested, make available to the section 5 lead inspector the evaluation schedule to be used for the section 48 inspection and any supporting guidance.
22. Section 5 and section 48 inspectors should jointly take steps to avoid over-inspection of particular teachers.
23. In the case of concurrent inspections, to support their understanding of the school and its standards and provision, section 5 and section 48 inspectors may discuss, within the terms of the Ofsted Code of Conduct for inspectors, inspection evidence and emerging judgements, providing that no inspector from either inspection shall seek to take part in decisions or influence judgements made by inspectors from the other.
24. In the case when the inspections take place within the same term, the lead inspector on the later inspection should inform him or herself of any key issues raised but should not use its evidence in their own inspection

25. Where section 5 and section 48 inspections occur concurrently, feedback on both inspections may take place at the same meeting, with the agreement of those receiving feedback, and provided that the feedback and subsequent discussion are conducted under the terms of the Ofsted Code of Conduct for inspectors. The timing of the feedback should be agreed beforehand by the inspection teams and the school's leadership.
26. The existence of a section 48 inspection report on a school shall be acknowledged in the Information about the school section of a section 5 inspection report.

Review of Protocol

27. This protocol will be subject to collective review and amendment by Ofsted and other signatories from time to time.

DRAFT

Appendix 3: Code of conduct for inspectors

It is important that inspectors and schools establish and maintain a positive working relationship, based on courteous and professional behaviour.

Inspectors must uphold the highest professional standards in their work, and treat everyone they meet during inspections fairly, with respect and with sensitivity.

In meeting this expectation, inspectors will:

- uphold and demonstrate Catholic values and virtues at all times
- be committed to and publicly supportive of the Catholic Schools Inspectorate policies and processes and also those of the diocese in which they are inspecting
- carry out their work with integrity, treating all those they meet with courtesy, respect and sensitivity
- declare all actual and perceived conflicts of interest and have no real or perceived connection with the school that could undermine the objectivity of the inspection
- evaluate objectively, be impartial and inspect without fear or favour
- evaluate the school in line with the framework
- base all evaluations only on clear and robust evidence
- report honestly and clearly, ensuring that judgements are fair and reliable
- take all reasonable steps to prevent undue anxiety and to minimise stress acting in the best interests and well-being of leaders and staff in school
- maintain purposeful and productive communication with schools and inform them of judgements sensitively, but clearly and frankly
- respect the confidentiality of information as far as possible, particularly about individuals and their work
- respond appropriately to reasonable requests
- use their title 'Licensed Inspector' only in relation to their work for the Catholic Schools Inspectorate

Those inspectors shadowing or training will not contribute to evidence collection or formation of judgements.

Appendix 4: Code of conduct for schools

The following expectations apply to all schools, colleges and academies.

In order to establish and maintain a positive working relationship, we expect schools to:

- be courteous and professional, treating inspectors with respect and sensitivity
- enable inspectors to carry out their visit in an open and honest way
- enable inspectors to evaluate the school objectively against the Framework
- provide evidence – or access to evidence – in a timely manner that will enable the inspector to report honestly, fairly and reliably about their provision; this includes the opportunity for inspectors to meet with pupils
- work with inspectors to minimise disruption, stress and bureaucracy
- ensure the good health and safety of inspectors while on their premises, ensuring inspectors have the space and resources they need to carry out the inspection professionally and comfortably
- maintain purposeful and productive communication with the inspector or the inspection team
- bring any concerns about the inspection to the attention of inspectors promptly and in a suitable manner
- ensure that inspectors have the opportunity to observe practice and talk to staff, pupils, parents, those responsible for governance, clergy and other stakeholders without the presence of a senior leader
- welcome and co-operate in the same spirit with others who may accompany inspectors for training or quality assurance purposes

Appendix 5: Policy and procedure for managing conflicts of interest and other kinds of compromising connectivity.

Policy principles

It is expected that anyone engaged in inspections will conduct themselves in accordance with the Code of Conduct for Inspectors:

- evaluate the work of the school objectively and impartially
- report honestly and fairly, ensuring that judgements reflect, reliably and accurately, what the school does
- treat all those they meet with courtesy and sensitivity
- act with the best interests of pupils and staff as a priority
- maintain purposeful dialogue with staff and communicate judgements without fear or favour
- respect the confidentiality of information
- bear in mind at all times that they are the Arch/Bishop's representatives

Those who work as inspectors for the Catholic Schools Inspectorate must not put themselves in a position where previous employment, personal relationships or private interests conflict, or could be perceived to conflict, with this code. In the case of potential conflict, whether real or perceived:

- The inspector must always disclose potential conflicts, by informing the diocese.
- Arrangements will be agreed with the diocese to manage the real or perceived conflict.
- If the conflict cannot be adequately managed, certain inspection activities may be prohibited.
- In some cases, the inspector or diocesan officer may have to withdraw from involvement in the inspection of that school.

Effectively managed, individuals with declared personal interests should be able to conduct their business without restriction, particularly when they use their time and talents for the benefit of the community. However, any conflict, whether real or perceived, that is not managed appropriately can severely jeopardise individual reputation, the public standing of the Inspectorate and the dioceses, and trust in the outcomes of inspection. Therefore, all those in scope of this policy and procedure must uphold their professional obligation to declare any potential conflict of interest and adhere to any conditions or measures put in place.

Definition

A conflict of interest arises where an inspector or their household members or close friends have a private interest that might influence, or be reasonably perceived to influence, their judgement in carrying out their duties, including making inspection judgements.

As well as real conflicts of interest, it is important that inspectors are aware of the perspective of others. Therefore, any interests that could be perceived to give an

appearance of bias or where misuse of position could reasonably be inferred must also be declared.

These policy principles cover those individuals who act as inspectors, both lead inspectors and team inspectors as well as diocesan officers who oversee inspection.

Policy summary

There are three general areas of conflict:

- financial conflicts, including professional activity outside the dioceses
- conflicts with the Code of Conduct for inspectors
- conflicts in inspection activity

These conflicts can also arise from interests of household members, friends and anyone with whom there was/is an association.

All conflicts must be assessed to determine whether they can proceed alongside work as inspectors without affecting the integrity and reputation of the dioceses, the Inspectorate or the individual. Measures or conditions may be implemented to minimise and manage any conflict. It is important that all conflicts of interest are declared as failure to do so, whether intentionally or unintentionally, will compromise the validity of the inspection and may result in a need for the school to be re-inspected.

Conflicts of interest procedure

Introduction

This procedure applies to all inspectors working on behalf of the Catholic Schools Inspectorate.

All conflicts and potential conflicts, whether real or perceived, must be disclosed and updated on a regular basis. If an inspector is in any doubt or requires further advice, they must speak to the Inspection Coordinator.

Any activity that may contravene the provisions of this policy and procedure is deemed to be a potential conflict of interest and must be declared.

As detailed in the policy statement, individuals with declared conflicts are often able to conduct their business without restriction. The purpose of this document is to ensure that all real or perceived conflicts are declared to enable the Inspection Coordinator to consider them, thus helping to protect the individual and the organisation.

Inspectors are expected to apply good judgement in assessing whether any non-listed activity may also represent a real or perceived conflict. Each situation should be considered on its own merits.

Conflicts of interest are grouped by, but not limited to, three types as detailed in the policy statement. More detail on each type of conflict is provided below.

1. Financial conflicts including professional activity outside inspecting

A financial conflict is a personal pecuniary interest or financial interest of close associates, household members or friends that may be affected by the inspectors work for the Inspectorate. All such conflicts, whether real or at risk of being perceived, must be declared.

Financial conflicts must be declared but can usually proceed alongside inspecting for the Inspectorate as long as the integrity and reputation of the inspection process is protected and damage to the individual's reputation is avoided.

Inspectors must only use the 'Licensed Inspector' title while undertaking work on the Inspectorate's behalf. The title 'Licensed Inspector' must not be used in any other context or used to procure other work.

Financial conflicts, including professional activity, which **MUST** be declared (including that of household members and close friends) include:

- Previous, present or future consultancy work, including goods and services to the school or any linked schools, within the five years preceding or following the date of inspection.
- Any employment or volunteer work, paid or unpaid, including leadership roles in charities and trusts.
- Ownership, personal share or financial interest in a provider of a service to a school that the Inspectorate inspects that could be perceived to be impacted by the inspectors' judgements.
- Participation in any interviews or broadcasts (including online broadcasts and blogs).

2. Conflicts with inspection for the diocese

Inspectors must act at all times in a way that is consistent with the Code of Conduct for Inspectors.

It is vital that all dioceses protect their ability to inspect without fear or favour. Inspectors must declare any membership/participation in groups or associations that may cause a real or perceived bias of inspection and regulation practice or judgements.

It is important to be aware that personal presentation, dress and behaviour can all give rise to perceived conflicts. Catholic Schools inspectors must therefore declare anything that could give rise to a perceived conflict with their work duties or perceived impact on their ability, impartiality or judgement.

3. Conflicts in inspection activity

Inspectors must not undertake inspection with a school where past, present or future employment, allegiance or relationship suggests an actual or perceived bias or any personal benefit.

Conflicts in inspection activity which **MUST** be declared (including that of household members and close friends) include:

- a school within their own deanery, multi-academy trust or local authority;
- a school at which they are a parent, governor, or past-employee within the last five years;
- a school where they are or have been an adviser or where they have provided formal, professional support;
- any other work, professional contact (including being interviewed for a post in the school), voluntary work with a school in the last five years
- a school where a friend or family member is a pupil or employee;
- a school they have already inspected.

Inspectors may not offer support, advice or consultancy services to the school being inspected before, during or after the inspection.

Unless asked to do so as part of their role as inspectors, inspectors should not use the 'Licensed Inspector' title in any activity that includes speaking publicly on matters related to the work of, or within areas of interest relating to inspection, for example, carrying out mock inspections or speaking publicly on how to prepare for inspection.

The Process for Dealing with Conflicts of Interest

Step 1 – Declaring a conflict

Inspectors will be asked to declare annually all potential conflicts of interest for any school in England and Wales in order for the diocese to fully assess whether they will be able to effectively perform an inspector role. These conflicts of interest should be communicated to the CES via an annual return. These conflicts of interest will be held on the central register of licensed inspectors and be accessible by the responsible person in each diocese.

Inspectors must keep their information, including conflicts of interest with schools, up to date by informing the CES if there any changes.

If the inspector is uncertain whether a real or perceived conflict of interest exists, they must discuss it with the Inspection Coordinator for the diocese in which the school is situated.

There is a possibility that during the course of the year, links between schools and inspectors may arise. Therefore, inspectors are responsible for continuously ensuring that there is no real or perceived conflict of interest before undertaking an inspection.

If an inspector realises a conflict may exist upon receiving the full inspection details, they should contact the Inspection Co-ordinator to discuss if it is appropriate for the inspector to continue with the inspection. If a conflict of interest is revealed at this stage, it should be communicated to the CES who will update the central register.

Occasionally, a conflict of interest may occur unexpectedly during an inspection, for example, meeting a former close colleague during an inspection. Where this happens, the lead inspector, must be informed immediately. The lead inspector must contact the Inspection Coordinator and a decision taken whether to remove the individual from that

inspection. Again, if a conflict of interest is revealed at this stage, it should be communicated to the CES who will update the central register.

Step 2 – Considering the declaration

All conflicts submitted to the CES will be recorded on the central register of licensed inspectors.

When assessing conflicts, the Inspection Coordinator must consider whether:

- the interest affects the inspector's ability to meet the requirements of their agreement, for example whether the interest has a negative impact on the overall scheduling of inspections
- any restrictions required to manage the conflict would prevent the inspector from undertaking the full range of duties
- the conflict is likely to bring the diocese/s into disrepute or if the interest may give rise any reasonable concerns that the inspector's judgement or independence could be compromised
- there is likely to be potential damage to the reputation of the inspector that would damage their credibility or their perceived judgement
- the inspector could be or be seen to be unfairly using the knowledge obtained through the inspection for personal gain
- the interest would cause any increase in costs or administration for the diocese/s, cause a reduction in efficiency or put an unreasonable burden on other inspectors.

Step 3 – Reaching a decision

It may be possible to manage a conflict of interest by implementing measures or conditions to mitigate or minimise the risk, for example by altering schedules or reorganising inspection teams. The decision maker will ensure that:

- the inspector is informed of the decision
- the decision is recorded by the Inspection Coordinator and if necessary communicated to the CES if the register of licensed inspectors needs to be updated
- any conditions/measures put in place are clearly explained and reasons provided
- any conditions/measures agreed are implemented and their effectiveness monitored
- where it is not possible to put in place measures to manage the conflict, the inspector is given a full explanation for the decision.

Step 4 – Reviewing decisions and declaring changes

The Inspection Coordinator should monitor any declared interests and mitigating conditions/measures to ensure that they are, and remain, appropriate and effective.

Inspectors are required to keep their declaration of conflicts up to date and declare to the Inspection Coordinator any change in circumstances or new interests before or as soon as they occur.

Appendix 6: Deferral policy

This appendix sets out the policy to determine whether the inspection of a school on behalf of the Catholic Schools Inspectorate should go ahead or not on the planned dates. It applies to all inspections undertaken under the National Framework.

There are a limited number of circumstances when the diocese may decide that an inspection should not go ahead on the planned date. This document sets out the approach of the Catholic Schools Inspectorate to the deferral, cancellation and re-scheduling of inspections.

Deferral or cancellation will only be considered if:

- The school has experienced a recent major incident, such as the death, serious injury or illness of a pupil or member of staff;
- The school is due to merge, close or move and it is decided that no useful purpose will be served in inspecting it;
- The school is closed to all pupils – for example, owing to a staff training day or adverse weather conditions – for at least half of the time for which the inspection has been scheduled;
- At least three quarters of the children or staff will not be in school – for example, owing to a school trip or a religious celebration – for at least half of the period for which the inspection has been scheduled;
- The headteacher or a member of the school's senior leadership team is subject to a current police investigation or serious concern from another agency that would be compromised by an inspection of the school;
- Other exceptional circumstances that, in the judgement of the director of the department for education of the diocese in which the school is situated, justify deferral or cancellation of the inspection.

The Inspectorate puts the interest of children, pupils, students and learners first. It is only in the exceptional circumstances set out above that deferral of inspection would be considered. The nature of such circumstances should be recorded fully.

Applications to defer a planned inspection on the grounds that the headteacher is not present will not be accepted as the school remains open and providing a Catholic education.

For the avoidance of doubt, in the case of illness or death of the headteacher, only the responsible person in each diocese in which the school is situated will determine whether the inspection will take place.

Building work will not be a reason for deferral if the school remains open.

Where a deferral is proposed, the diocese in consultation with the Inspectorate will ensure, as far as possible, that the timing of any rescheduled inspection does not place the school outside of the legally defined period for the inspection of that school. In the

case where it is not possible to reschedule a deferred inspection within the statutory timeframe, the diocese will issue a formal note of deferral.

Deferral Process

When a school is considering lodging a request for deferral of their inspection they should study the criteria above carefully and ensure that at least one of the criteria applies before they make a request.

- Requests for deferral should be made in writing by e-mail at the earliest opportunity to the Catholic Schools Inspection Co-ordinator.
- Arrangements for the inspection will continue to be made whilst the request for deferral is considered.
- The diocese will make a decision based on the policy and inform the school of the outcome.
- The decision can only be reviewed or amended by the responsible person in the diocese in which the school is situated.

If a school cannot be contacted by the Inspection Coordinator and /or the lead inspector

In exceptional circumstances, it may prove difficult for the Catholic Schools Inspection Coordinator and/or the lead inspector to make contact with the school. In these cases, the Catholic Schools Inspection Coordinator and the lead inspector to discuss the situation. The lead inspector will normally advise that the inspection will go ahead and should continue to try and contact the school. If there continues to be no answer, the inspection will be carried out as an unannounced inspection.

Appendix 7: What compliance with the Catholic Bishops' Conference of England and Wales requires in relation to religious education

Introduction

Classroom religious education complements and is enhanced by the catechetical and worshipping life of the whole school community but is distinct from each of them.⁶ The nature, purpose and scope of curriculum religious education are defined in the *Religious Education Curriculum Directory*.⁷ It is a discrete subject discipline as canonically and statutorily defined; it is not to be conflated with, or subsumed under, other curriculum subject areas, such as Relationships and Sex Education (RSE) or Personal, Social and Health Education (PSHE). It is an academic discipline "with the same systematic demands and the same rigour as other disciplines."⁸ Its primary goal is an increase in knowledge and understanding⁹ of the Christian message for all pupils in Catholic schools. Teaching religious education, as defined by the Catholic Bishops' Conference of England and Wales, is the main reason Catholic schools exist.¹⁰ It is for this reason that religious education in Catholic schools is considered the "core of the core curriculum."¹¹ The centrality of curriculum religious education to the curriculum is reflected in several ways in Catholic schools, including the parity it has with other core curriculum subjects. This parity means that religious education should be taught, as far as possible, by subject specialists or by those trained by such specialists and Catholic leaders must ensure that in terms of funding, facilities and staffing it is at least as well-resourced as the other core curriculum subjects. As a demonstration of this parity, the bishops have mandated that pupils are entitled to receive a religious education that constitutes 10% of the taught week from the beginning of compulsory schooling until the end of year 11¹², and 5% of the taught week in the Sixth Form¹³.

Context and rationale

This figure of 10% may seem arbitrary, but it is not meaningless. It first arose in response to the UK Government's implementation of a National Curriculum in 1988,

⁶ CCE, 'Circular Letter on Religious Education in Schools', 2009, 18

⁷ CBCEW, *Religious Education Curriculum Directory (3-19) for Catholic Schools and Colleges in England and Wales* (London, 2012).

⁸ Congregation for the Clergy, *General Directory for Catechesis*, 1997, 73

⁹ CCE, 17

¹⁰ CBCEW, 'A Joint Pastoral Letter from the Bishops of England and Wales for Education Sunday, 27th January 1991, on Catholic Education', 1991, 7.

¹¹ Pope John Paul II, 'To the Bishops of Great Britain on Their Ad Limina Visit, 26 March', 1992.

¹² CBCEW, 'Religious Education in Catholic Schools', 2000

¹³ CBCEW, *Religious Education Curriculum Directory (3-19) for Catholic Schools and Colleges in England and Wales*, p.5.

prescribing 10% for all core curriculum subjects. It was first issued as a directive by the bishops in 1989¹⁴, and reiterated in a joint pastoral letter that quickly followed it:

Catholic schools have the responsibility to show that it is possible to study all the subjects in the National Curriculum without lessening the attention and time given to religious education. In a message to schools in 1989 we said that 10% of teaching time should be allocated to this subject. This will not always be easy, but we insist that it be done.¹⁵

The 10% figure is thus a proxy for the parity that religious education must have, as core of the core, with the other core curriculum subjects in Catholic schools. If anything, the curriculum time given to maths and English has increased since the National Curriculum first came into existence. Therefore, the 10% figure represents the minimum expectation for the amount of time to be devoted to religious education in the taught week of a Catholic school.

Independent schools were never obliged to teach a National Curriculum, but the concept of core curriculum subjects has the same meaning in such schools as it does in maintained schools and academies. Hence, Catholic independent schools must also ensure that 10% of the taught week is devoted to religious education. In addition, such schools must ensure that the parity between religious education and other core curriculum subjects must extend to the private study time prescribed by the schools for particular subjects.

Principles of compliance

For age 3-16

The bishops require that Catholic school leaders ensure that:

- religious education be taught for a specified portion of each repeating cycle¹⁶ of the regular school timetable in each year of compulsory schooling;
- the amount of time must constitute at least 10% of this repeating cycle.

For age 16-19

The bishops require that Catholic school leaders ensure that:

- religious education be taught for a specified portion of each repeating cycle of the regular school timetable in each year of sixth form;
- the amount of time must constitute 5% of this repeating cycle.

¹⁴ CBCEW, 'Statement Issued after the Low Week 1989 Meeting', *Briefing*, 19/8 (1989)

¹⁵ CBCEW, 'A Joint Pastoral Letter from the Bishops of England and Wales for Education Sunday, 27th January 1991, on Catholic Education'.

¹⁶ The phrase "repeating cycle" is here used to refer to the number of days in a single timetable cycle. For example, some schools have a ten working day cycle (a two-week timetable), while many have the historically more common five working day cycle (a one-week timetable).

Compliance test

Any Catholic school, academy or college that does not meet this curriculum requirement in each year of each key stage, would not be compliant with the requirements of the Catholic Bishops' Conference of England and Wales, as defined in the Catholic School Inspectorate National Framework for Inspection.

Exemplars for different ages and phases

Age 3-11

In Primary schools, the 10% will best be understood as a minimum number of hours in each of these repeating cycles, which in Primary schools are usually one week in length. For example:

- in a school week of 22.5 hours, the number of hours spent teaching curriculum religious education must be no less than 2 hours and 15 minutes;
- in a school week of 25 hours, the number of hours spent teaching curriculum religious education must be no less than 2 hours and 30 minutes.

Age 11-16

In Secondary schools, the 10% will best be understood as a proportion of the lesson periods in each repeating timetable cycle, on the presumption that each of these lesson period lengths is equal. For example:

- in a school with a timetable cycle of five working days (a one-week timetable) of 30 periods, the number of periods spent teaching curriculum religious education must be no less than 3 periods in each cycle;
- in a school with a timetable cycle of five working days (a one-week timetable) of 25 periods, the number of periods the number of periods spent teaching curriculum religious education must be no less than 3 periods in each cycle;
- in a school with a timetable cycle of ten working days (a two-week timetable) of 50 periods, the number of periods spent teaching curriculum religious education must be no less than 5 periods in each cycle.

Any collapsed timetable days would be in addition to the regular requirement for each timetable cycle and must not replace it. Limiting the proportion of curriculum time in some school years or key stages and off-setting this in others would not be compliant with the bishops' curriculum requirements which require 10% curriculum time be devoted to religious education in each taught week of each year of compulsory schooling up to the end of KS4.

Age 16-19

In school Sixth Forms and Catholic Sixth Form Colleges, the 5% will best be understood as a proportion of the total number of learning hours a Sixth Form student is expected to receive in an average sixth form offer. This will differ depending on the curriculum route individual students take through their sixth form studies. The 5% should be worked out as a proportion of the number of hours students attend curriculum lessons.

This proportion should be distributed in such a way that they constitute a proportion of each repeating timetable cycle, as laid out above. Ordinarily, the requirement will best be understood as one period of religious education in each week that a student is on timetable, ending when the public examination season begins. For this reason, inspectors need to be aware that after Easter of a student's final year of study, the standard timetable cycle may no longer be applicable and the general religious education programme may be complete by then.

Any collapsed timetable days would be in addition to this requirement and must not replace it. Adjusting the proportion of curriculum time in either year of sixth form and off-setting in the other is not compliant with the bishops' curriculum requirements which require 5% curriculum time be devoted to religious education in each year of sixth form study.

For students who have more than two planned years of sixth form, it is expected that they have religious education in each of their years of sixth form, that is designed in such a way as to ensure that their experience of the offered curriculum is not repetitive.

DRAFT

Questions and Clarifications

Can the curriculum requirement for religious education be under the Bishops' Conference requirements in one key stage if it this is offset in other key stages?

No. Pupils have an entitlement to religious education that meets the conference requirements in every year of schooling. Learning in religious education, like learning in all subjects, is developmental and incremental. Curtailing in one Key Stage and cramming in another does violence to this developmentally appropriate pedagogy. The curriculum requirements of 10% and 5% apply to each key stage and each year group equally.

Can the curriculum requirement for religious education be under the Bishops' Conference requirements in one year if this is offset in other years?

No. For the same reasons given above in relation to key stages, this practice would not be compliant with the Bishops' Conference requirements. Furthermore, such a calculation assumes that pupil populations and timetables remain constant year to year. Attempting to meet the requirement in this way may well put some students at risk of receiving significantly less than their entitlement.

Is the quality of religious education not more important than the quantity?

Both are important. The quality of religious education is judged throughout the rest of the Catholic school inspection framework. Whether a school is compliant or not is not matter of degree, it is a straightforward binary: they are either compliant or they are not. Even if they are compliant, the quality may be poor. Compliance is a minimum expectation, not an aspiration: a floor, not a ceiling.

If a school does not have a sufficient number of religious education specialists to cover the curriculum minimum, would it not be preferable to have less curriculum time taught by specialists than a compliant curriculum taught by some non-specialists?

No. Obviously, the ideal would be a fully compliant curriculum taught by fully qualified religious education specialists. However, if this is not possible because of staff shortages, then 8% covered by specialists and the remaining 2% covered by non-specialists would be compliant with the Bishops' Conference requirements, on the understanding that the school was doing all it could to fill the teaching gap. A comparison with other core curriculum subjects is helpful here. When a school is short of a maths teacher, it does not reduce the amount of time given to maths but fills the teaching gap with the best available expertise until a specialist teacher can be appointed to cover the shortfall. The same should apply to religious education.

Can the curriculum requirement be met by collapsed timetable days, for example retreat weekends or themed days?

No. This would not be compliant with the principle that the 10% must be a portion of each repeating cycle of the regular school timetable. Such experiences are hugely

valuable and are to be encouraged, but they must be in offered addition to the minimum curriculum for each repeating cycle of the regular school timetable, not offered instead of it. Collapsed timetable days do not respect the developmental pedagogical principles laid out above, and they are far more likely to mean that some students miss out on their entitlement to religious education if they happen to be absent on the collapsed timetable day.

Can the religious education portions of other subjects count as part of the 10% curriculum time? For example, in teaching RSE, some of the content will be Catholic teaching on marriage and family life.

It is clearly possible that other curriculum subjects could cover some portions of the religious education curriculum. For it to count towards the curriculum requirement for curriculum religious education then the lesson, or sequence of lessons must be:

- explicitly part of the religious education scheme of work/learning for that year group for that year – e.g. it has to be identified on the Scheme of Work that this particular module (say a unit on relationships) will be delivered in tutorial time;
- mapped to the *Religious Education Curriculum Directory*;
- planned by the religious education department or curriculum lead for religious education;
- marked by the religious education department or curriculum lead for religious education, or coordinated by the department of curriculum lead and feedback given by the religious education department or the curriculum lead for religious education;
- able to feed into the system that is used to track pupil progress in religious education.

There is no requirement for these lessons to be taught by religious education specialist teachers, but the same support must be given to those teachers delivering the lessons as would be given to other non-specialists who teach other parts of the religious education curriculum.

Appendix 8: Complaints policy

A school can complain about an inspection undertaken by the Catholic Schools Inspectorate if they think there was a problem with:

- the inspection process;
- how the inspection was conducted, for example the behaviour of an inspector;

The Inspectorate is working within statutory constraints and is therefore unlikely to stop the publication of a report or remove an existing one while a complaint is being investigated.

Prior to a complaint

Before you complain:

- You should raise any concerns during the inspection by speaking to the lead inspector;
- If you can't speak to the lead inspector, call the responsible person of the diocese in which the school is situated and ask for the Inspection Co-ordinator or a senior diocesan officer.

Concerns can often be addressed before the report is drafted or published. You must complain in writing if your concerns were not resolved during the inspection. You can complain at any time up to 5 working days after the concern was first raised during the inspection;

What happens next?

The Inspection Co-ordinator or senior diocesan officer will communicate with the complainant by telephone and then investigate using:

- The inspectors' evidence from the inspection;
- Evidence from the draft report;
- Feedback from the team that carried out the inspection.

There will be a written response, normally within 30 working days of the diocese receiving the complaint.

If you're still unhappy

You can ask the responsible person in each diocese to review the case. You must do this within 3 months of getting the written response to the complaint. The responsible person can't change the outcome of the complaint but can make recommendations to the Inspection Co-ordinator and, if required, the CES national coordinator which may inform future professional development of the inspection team.

Appendix 9: Upheld complaints procedure

This appendix outlines the procedure to be followed when a complaint against an inspection undertaken by the Catholic Schools Inspectorate has been upheld.

Complaints against an inspection undertaken by the Catholic School Inspectorate are either against the conduct of the inspector or the processes of the inspection. In some cases, the complaint is about both conduct and process.

This procedure comes into effect when the appropriate competent person (investigating officer) appointed by the responsible person in the diocese where the school is situated has concluded that one, some or all aspects of a complaint are upheld.

Step 1

The investigating officer notifies the responsible person formally, by way of a written submission, that they have found sufficient evidence to uphold one, some or all aspects of the complaint. Each successful aspect of the complaint is to be set out, with the appropriate evidence presented alongside.

Step 2

In every case, the complaint will be responded to in the form of a formal letter. The responsible person reviews the evidence and evaluates the most proportionate response to the complaint. S/he will select from the courses of action set out below.

- 1 **Issue an apology:** This will normally take the form of a letter to the complainant, copied, where relevant, to the chair of the governing body, the headteacher and the lead inspector¹⁷. Where a team inspector's conduct or work is the subject of the complaint, they will be included in the distribution list.
- 2 **Recommend further training:** In some cases, the complainant will receive a letter, as above, noting the aspects of the complaint that are upheld. They will also be advised that relevant inspectors will be referred for further training. In such cases, the inspectors will be advised that they must attend further relevant training when it becomes available.
- 3 **Mandatory re-training of the inspector before deployment on further inspections:** In a few cases, the conduct or work of an inspector may be found to require immediate improvement. If this is the case, they will be notified that they cannot inspect again until they have completed mandatory and specific training on the matter. The responsible person should use the following form of words in their notification letter to the complainant: 'As a result, X will undertake no inspection activity until they have satisfactorily completed specific mandatory training/re-training on this matter'. In this case, the CES should be informed so that the central register of licensed inspectors can be amended to reflect the

¹⁷ In each course of action, a letter will be sent to the complainant and copied to those listed here.

inspector's temporary ineligibility to serve as an inspector until training has been completed.

- 4 **Deem the inspection to be incomplete:** In exceptional circumstances, the conduct or work of the inspection team may be judged to render the outcome so unreliable that it is necessary to send them back to the school to gather more evidence. Where relationships are judged to have broken down and inspectors may be hampered in their attempts to gather further evidence, stakeholders' views or information, the responsible person may ask other suitably qualified and experienced inspectors to carry out this work on their behalf.
- 5 **Deeming the inspection null and void:** In extremely rare circumstances, the investigation may indicate that the work or conduct of the inspection team compromises the integrity of the inspection and renders the outcome unreliable. In such circumstances, the responsible person will deem the inspection to be null and void. They will write to the complainant to notify them of this decision. They will also act to ensure the school is re-inspected within the relevant window. They will notify the complainant of this decision and all other relevant stakeholders. The inspection team will be notified of the outcome and advised of any necessary remedial action intended to restore the Catholic Schools Inspectorate's confidence in their ability to inspect without fear or favour, rigorously and fairly.

Appendix 10: Guidance on grammar and house style

Part A: Grammatical rules

Apostrophes

1. Use to indicate possession (the pupil's book, school's plans, parents' meeting).
2. Possessive pronouns (its, his, hers, ours, yours, theirs) do not take apostrophes.
3. Note the difference between 'its' and 'it's'. The former is a possessive pronoun and does not take an apostrophe. The latter is the contraction of the words 'it is' or 'it has' and does take an apostrophe. For example:
 - 'The school has completed its self-evaluation form.' (possessive pronoun)
 - 'It's been one year since the school's last inspection.' (contraction of 'it has')
4. An apostrophe follows the 's' when the 's' indicates a plural noun but not when the plural noun does not end in an 's'. For example, the books belonging to all of the pupils is 'the pupils' books' but the parents of all the children is 'the children's parents'
5. Apostrophes are used in terms of duration (for example, in three years' time; four months' experience).
6. For names that end with 's', such as Charles, James, Thomas, the advice still applies:
'Thomas's GCSE results' (The GCSE results belong to Thomas.)
7. Do not apostrophes use to indicate plurals (1980s not 1980's).

Colons

8. Never follow a colon with a dash.
9. Use a colon to separate a clause that introduces a list, quotation or summary.
10. Use a colon also when the second half of the sentence explains the first half, as if it were standing for the words 'in the following way'. For example, 'This publication aims to help all staff: it sets out guidance and provides advice on tricky areas of writing.'
11. Colons introduce lists, the items of which may be separated by commas or semi colons in a paragraph. Choose the latter if the items of the list are complex. For example, 'Under the new inspection arrangements, introduced in January 2021, inspectors report on three key judgement areas: the Catholic life of the school; collective worship; and classroom religious education.'

Commas

12. Keep to a minimum. Use commas at both ends of an embedded clause in a sentence that could be removed leaving the sentence complete. For example, 'The monthly newsletter, introduced in July, contains information for all staff.'
13. Use before and after connectives (however, therefore, consequently, moreover) when they are embedded in a sentence, and after connectives where the connective starts a sentence.

Ellipses

14. An ellipsis consists of three dots (...) and is used to mark an omission of one or more words from a sentence. It may be used at the end of a sentence to indicate that one or more sentences have been missed out. You do not need to precede or follow an ellipsis with full stops.

Hyphens (dashes and 'en rules')

15. Use hyphens for compound adjectives which precede a noun: for example 'long-standing agreement', 'part-time teacher', 'up-to-date records'. This includes adverbs not ending in 'ly', such as 'well', 'ill', 'better', 'worse', 'little', 'much', 'new' and 'old', and the words they modify, which should be hyphenated when they precede a noun. For example: 'well-qualified teacher', 'little-used method'. This is to avoid any ambiguity of meaning arising from the fact that some of these adverbs can also be adjectives. The hyphen makes clear that the word is an adverb that modifies the following word and not a separate adjective describing the noun. These compounds do not usually need a hyphen if they follow the noun, for example: 'an agreement of long standing'; 'the teacher works part time'; 'the records are up to date', 'the teacher is well qualified', 'the method is little used'. However, the hyphen may be retained if it is needed to make clear the connection between the parts of the compound: for instance, not only 'a child-friendly policy' but 'a policy that is child-friendly'.
16. Never hyphenate adverbs that end '-ly', for example, 'newly qualified teacher'.
17. It is not necessary to use hyphens in adjectival phrases ('high quality', 'well planned', 'well established'), except to avoid ambiguity ('whole-school improvement' rather than 'whole school improvement').
18. Hyphenate compound nouns that have been derived from phrasal verbs, for example: 'take-up', 'cut-off', 'catch-up'.
19. Floating hyphens take the following form:
 - three and four-year degrees
 - three and four-part lesson structures
20. If a word has a prefix, use a hyphen to avoid confusion or mispronunciation. For example: 're-engage'; 'pre-existing'; 'non-negotiable'. Also use a hyphen where a word that has a prefix could be confused with a word that does not, for example: 're-form'; 're-creation'.
21. Use a hyphen where a prefix is followed by a proper name, a numeral or a date, for example: 'pre-inspection'; 'mid-August'; 'post-16'.
22. Use hyphens when referring to children's ages, for example: 'four-year-old children'. This helps to avoid ambiguity, since 'four year old children' can mean either 'four year-old children' or 'four-year-old children'.
23. Do not hyphenate fractions unless used adjectivally, for example write 'two thirds of the sample', but 'a two-thirds majority'.
24. For guidance on the hyphenation of particular words, refer to the Glossary. If the word you are looking for is not there, consult the Oxford English Dictionary.

Quotations

25. Use single quotation marks ('xxx') to mark the beginning and end of reported speech. Use double quotation marks ("xxx") when a quotation appears within a quotation. For example, the head teacher suggested that 'the "loyalty factor" might have influenced responses to the questionnaire.'
26. If the quoted material is a single word or phrase, put the punctuation outside the closing quotation mark. For example, Planning was underpinned by a strong commitment to the principle that 'every child matters'.
27. If the quoted material is a complete sentence or question, punctuation should fall inside the closing quotation mark. For example, 'Pupils highlighted the lack of rigorous question by stating: "Jesus is the answer to most questions in our lessons."'
28. When quoting direct speech, use a comma to introduce or follow a short sentence or phrase and a colon to introduce a longer quotation. For example: 'Standards in religious education have improved,' he said, 'but more work needs to be done'.

Semicolons

29. Semicolons are used to connect clauses that could stand as sentences on their own but are so closely related that they convey their sense better combined into one sentence: 'Staff conveyed to pupils that they were offering a fresh start; they had high expectations for them, set them challenging tasks and anticipated what support they would need.'
30. They are also used for breaking up lists of complex items after a colon in a paragraph (but not in a bulleted list), in order to make it clear where the items divide: 'Inspectors judge religious education against three criteria: outcomes; provision; leadership.'

Adjectives

31. Make sure that adjectives are matched to the correct noun, for example 'an organic box of vegetables' should be 'a box of organic vegetables'.

'Me', 'myself' and 'I'

32. Use 'I' if you are doing the action of the verb (for example, the speaking in 'I spoke to him'); use 'me' if the action of the verb is being done to you ('he spoke to me'). Confusion sometimes arises when there is more than one person doing the action ('Claire and I spoke to him'), or having the action done to them (He spoke to Claire and me'). If you are unsure which is correct, try removing the extra person from the sentence: 'He spoke to I' is obviously wrong.
33. Do not use 'myself' as a substitute for 'I' or 'me'.

Position of 'only'

34. Beware of ambiguity, for example: 'Resources only issued on Fridays.' This could mean: 'Only resources are issued on Fridays', or 'Resources are issued, not checked in, on Fridays', or 'Resources are issued on Fridays only'.

Singular or plural verb

35. Consistently treat group (corporate) nouns (for example, 'Diocese'; 'Church'; 'team'; 'division', 'family', 'playgroup') as singular. 'Staff' is an exception, for example: 'The staff were pleased when the inspector gave positive feedback.' If a plural sense is desired, redraft the sentence, for example: 'several members of the governors were...'
36. Use a singular verb ('is', not 'are') for the following: 'none of them is...'; 'neither of them is...'
37. Use a plural verb ('are', not 'is') for the following: 'leadership and management are...'; 'data are...'; 'criteria are...'
38. Avoid using a singular verb in sentences such as 'A majority of pupils are happy at school.' If the word 'pupils' is omitted and the sense of the sentence still suggests that the subject is plural, it is preferable to use a plural verb.
39. The same applies to sentences where expressions of quantity such as 'a proportion', 'a percentage', 'a number', 'one in three', 'half' or 'one third' are used in a similar context. For instance: 'A small proportion of settings are inadequate.'

'That', 'which' and 'who'

40. 'That' is used for a defining clause; 'which' is used for non-defining clauses. Defining clauses identify and distinguish one kind of object from another (i.e. they define). Non-defining clauses contribute information but do not distinguish one kind of object from others (i.e. they are non-defining). Defining clauses have no punctuation, but non-defining clauses must be between commas or introduced by a comma. For example:
 - 'The training sessions that were repetitive and unchallenging were poorly attended.'
 - 'The training sessions, which were repetitive and unchallenging, were poorly attended.'

The punctuation changes the meaning of the sentence and makes a clause defining or non-defining: in the first sentence 'repetitive and unchallenging' defines which particular sessions were poorly attended; it suggests that there were other sessions which were not poorly attended. In the second sentence the 'which' clause between the commas simply adds extra information about the training sessions (that they were repetitive and unchallenging), all of which were poorly attended.
41. 'Who' can be used in either defining or non-defining clauses, in which case the punctuation makes the meaning clear. For example, 'the deputy headteacher who is responsible for assessment' is counterposed to any other deputy headteachers who do not have this responsibility. On the other hand, in 'the deputy headteacher, who is responsible for assessment,' the clause between the commas merely tells you something about the deputy headteacher. In this second instance there may well be other deputy headteachers who are also responsible for assessment.

Part B: House style

General

42. Refer to 'children' in early years settings, 'pupils' in the rest of primary school inspections, 'students' in secondary school inspections and 'learners' in sixth form colleges.
43. Do not use anyone's personal name. Refer to individuals by their titles not their names.

Abbreviations

44. Avoid using abbreviations whenever possible. If the abbreviated expression occurs only a few times at intervals, it is best to write it out in full each time. Exceptions to this are GCSE and A level, which never need to be written in full.
45. If a phrase that can be abbreviated appears many times, especially if the occurrences are close together, you may need to use an abbreviation to avoid annoying repetition. In this case, spell out the words in full the first time the expression is used and put the abbreviation in brackets after it, for example, key stage two (KS2). Do not put an abbreviation in brackets if you do not intend to use the abbreviation at any future point. The glossary includes some details of particular abbreviations.
46. Avoid overloading sentences with abbreviations. For example: 'Schools sometimes see residential and off-site experiences as attempts to compensate for the lack of OAA content in PE or to support RSHE programmes.' Such use of technical abbreviations inhibits clarity for ordinary readers.
47. Do not use the abbreviations 'eg', 'ie' or 'etc'. Always spell out in full: 'for example', 'that is', 'and so on'. Etcetera is not to be used at the end of a list that begins with 'for example', since it is clear from your use of 'for example...' that you do not intend to list all possible instances.
48. Do not use full stops in abbreviations.

Bullets and lists

49. Only use numbered lists if the ordering of the list is hierarchical and the priority of each item matters; otherwise, always use bullets. Do not use alphabetized lists.
50. Ensure that all the items in the list have the same grammatical structure. That is to say, the items in the list need to be all single words of the same part of speech (e.g., all nouns, all adjectives, all verbals), all phrases of the same structure (e.g., all verbal phrases, all noun phrases, all prepositional phrases), all subordinate clauses, or all main clauses (i.e., full sentences).
51. If the list items are complete sentences, begin each one with a capital letter and end it with a full stop.
52. When the items in a list are not complete sentences, treat a list as a single long sentence. Provide a relevant and clearly expressed lead-in clause or phrase, which will be the first half of the full sentence finishing with a colon. Remember

- that each of the items in this kind of list must complete a meaningful, grammatically correct statement when read with the partial sentence lead-in.
53. Begin the first word in each item with a lower-cased letter and do not punctuate the end of any of the list items other than the final item in the list which should finish with a full-stop.
 54. The use of “and” and “or” are superfluous in a bulleted list and should be avoided.

Capital letters

55. Our style is to minimise the use of capital letters. In general, capital initials should be used only for proper nouns: the names of individual people, places, organisations or languages. They should not be used for common nouns except where these begin a sentence or heading. They should not be used for the subject (curriculum area) religious education.
56. Use sentence case in titles, headings and subheadings: for example, ‘The Catholic life and mission of the school’, not ‘The Catholic Life and Mission of the School’. This applies to all documents, including letters.
57. Use capital initials for certain titles and ranks when they refer to a specific person. For example: the Archbishop, the Pope. The Principal (of a specific institution) should also have a capital initial to avoid confusion with any other meaning of the word, but head teacher is lower case. Job titles take lower case when used in a generic sense, or where there are more than one. For example: ‘the principals of all the colleges’; ‘the meeting of heads of department’; and additional inspectors.
58. Use capital initials for Key Stage 1, but lower-case letters when ‘key stage’ is used generically. For example: ‘Standards in religious education were high in Key Stage 1, but low in other key stages.’ Capital initials should also be used for the names of school years: for example Reception, Year 1 and Year 2. ‘Nursery’ should take a capital initial when it refers to the Nursery Year in a school. ‘Level’ is lower case in references to post-16 qualifications.
59. The title of an initiative, policy or programme should be capitalised: for example, ‘the Religious Education Curriculum Directory’. Also use an organisation’s website to check the spacing between words of programmes or initiatives. Fair trade is lower case when used generically, but the correct form for the accrediting organisation is Fairtrade, which should be used when referring to products or services it has approved.
60. Do not use capital initials in the titles of publications; use sentence case instead. Exceptions to this are the titles of newspapers and periodicals, for example The Universe and The Tablet
61. Words and phrases which always take upper case are noted in the glossary, and include ‘Mass’ and ‘Catholic’.

Commas

62. Always use a comma before 'and' or 'or' in a list (the 'Oxford comma'). The correctness of this usage is debated but it almost always improves clarity and is adopted in all Catholic Schools Inspectorate documentation, including reports. For example, 'The pupils studied English, mathematics, science, and information and communication technology'.

'-ise' v 'ize' spellings

63. Use the '-ise' ending for words like 'realise' and 'organise'.

Days and dates

64. The correct order is day, month, and year. For example Monday 13 September 2004.
65. An academic or other period of one year comprising parts of two calendar years is expressed: 'in the academic year 2020/21'.

Font size and type

66. The body text in all documents should be Open Sans, font size 11. Heading text should be Lato, font size 16.
67. Text should be left-aligned, that is, with a ragged right-hand margin. This is because text is easier to read when the spaces between the words are regular.
68. Do not use underlining for headings.

Full Stops

69. Use one space after a full stop.
70. Full stops are unnecessary in abbreviations (DfE, BBC, DTI, Ufi, LSC, ALI, RSA), contractions (Mr, Dr, Ltd) and after initials in names.

Inclusive language

71. If writing about adults, refer to 'men' and 'women'. Use 'male' and 'female' only where the age range referred to includes adults, young people and children.
72. Use the terms 'person with a disability' and 'people with disabilities' rather than 'disabled person' and 'disabled people'. In accordance with the new 'Special educational needs and disability code of practice', use 'pupils who have special educational needs or disability'. There is some flexibility when writing about pupils with multiple and complex disabilities.
73. Use of the term 'minority ethnic' is preferable to 'black and minority ethnic' as a collective term for ethnic groups that are minorities in Britain. When referring to black people or groups, it is appropriate to use 'Black', with an initial capital, as this form has become a signifier of social, cultural and political identity.
74. 'Black' and 'White' should both have initial capitals when they form part of a specific census category, such as 'Black Caribbean' or 'Any other White background'. These categories may appear in questionnaires and survey results.
75. Refer to 'older people', not 'old people' or 'the elderly'.
76. Referring to 'vulnerable young people' or 'hard-to-reach groups' may give the impression that these are innate characteristics. At the first mention, it is better

to refer instead to 'young people whose circumstances have made them vulnerable' or 'groups whose circumstances have made them hard to reach'.

Italics

77. Use italics for:

- titles of diocesan and other Church publications, for example: *Religious Education Curriculum Directory*
- titles of published books, except for the Bible, and books of the Bible.

Money

78. Use numerals for monetary values, for example '£8' not 'eight pounds' and '£8,000' not '£8 thousand', but use numerals and words combined to express very large round numbers, for example '£27 million'. Do not use 'k' or 'K' for thousands. Do not mix units. For round figures, miss out the empty decimal places, for example use £1, not £1.00. For sums under £1, do not use pound signs, for example, 55p, not £0.55. However, where sums of money above and below £1 appear together, treat them all in the same way (£7.70, £2.65 and £0.53).

Numbers

79. Write numbers from one to nine in words and use numerals for 10 and above.

Exceptions are:

- mathematical/statistical data, including percentages ;
- money;
- Key Stage 1, Key Stage 2;
- and Year 1, Year 2.

80. Try not to use a number to start a sentence. When this is unavoidable, write the number as a word rather than as a numeral. If the figure is a percentage, write out 'per cent' rather than using the '%' sign.

81. Express decimals in numbers and fractions in words, for example: 0.75; three quarters. Do not hyphenate fractions unless used adjectivally, for example: 'two thirds'; 'a two-thirds majority'.

82. Use numbers before abbreviations: for example, '5kg', '6%'; remember that abbreviated units of measurement have no full stops and do not take 's' in the plural. There should be no space between the number and the unit of measurement.

83. Use the '%' sign (it is short and easily visible), unless a sentence begins with a percentage, when 'per cent' should be written out to match the number (for instance, 'Ten per cent...'). Percentages are proportions, not exact numbers.

84. Avoid mixing numbers, fractions and decimals and percentages in the same sentence or paragraph.

85. Use first, second, third (not firstly, secondly, thirdly). Use 20th century, 21st century, avoiding superscripts as in 20th and 21st.

Plain English

86. Use plain English in all written communications. The Plain English Campaign describes it as text that is 'written with the reader in mind and with the right tone of voice, that is clear and concise'. Using it involves following a few simple principles to ensure that your writing is easier to read and understand. This section offers some basic guidance; for more detailed information see the Plain English Campaign website: www.plainenglishcampaign.co.uk.
87. Be ruthless: get to the point and cut out all unnecessary words. Be explicit about what your messages mean in practice.
88. Try to use short sentences whenever possible. Long sentences which express several different ideas can be confusing for the reader. It is usually easy to break these up into shorter sentences. A good principle to follow is to express one main idea per sentence, with one other related point if necessary. This does not mean that all sentences should be the same length; good writing will contain a mixture of short sentences and well-punctuated longer ones. The Plain English Campaign recommends that the average sentence length should be 15 to 20 words.
89. Choose familiar words whenever possible. They are surprisingly good at describing complicated information. Avoid old-fashioned forms of words, such as 'whilst' and 'amongst'.
 - 'As a result of' – 'because'
 - 'Comprise' – 'form'
 - 'Contains' – 'has'
 - 'Determine' – 'Decide', 'figure', 'find'
 - 'Employ' – 'use'
 - 'Following' – 'after'
 - 'Has a duty to' – 'must'
 - 'In excess of' – 'more than'
 - 'Objective' – 'aim', 'goal'
90. Avoid jargon. If you need to use technical or specialist language, ensure that you explain the meaning clearly. Jargon can be useful shorthand in discussions between professionals, but it is not usually appropriate for publications aimed at a wider audience. All material published should be understandable to non-specialist readers.
91. Avoid using a long word if there is a shorter one that expresses the same meaning. Long words can sound pompous and may not be understood by all your readers. The Plain English Campaign website includes an A-Z of alternative words which may be helpful: www.plainenglishcampaign.co.uk.
92. Avoid circumlocutions. There is sometimes a tendency when writing reports to soften the judgement out of misplaced compassion by not expressing it directly. It is always preferable to be blunt but accurate, rather than kind but imprecise. For example, 'The school would benefit from introducing more robust assessment procedures, with the good practice in upper Key Stage 2 being

implemented across the school' really means something more like 'Assessment processes were robust in upper Key Stage 2. Elsewhere they were inconsistent and lacked impact.'

Active and passive verbs

93. A sentence written in the active voice is where the subject of the sentence performs the action in the sentence: 'The girl was washing the dog.' A sentence is written in the passive voice when the subject of the sentence has an action done to it by someone or something else: 'The dog was being washed by the girl.'
94. Passive verbs tend to make writing much more complicated than it needs to be. It can give the impression that the writer is trying to hide behind something. Avoid using the passive voice. 'A consultation with parents was not routinely undertaken' should be 'School leaders did not always consult parents.'
95. Active verbs tend to give writing much more life and direction, and they tend to produce shorter sentences. Using active verbs will help you focus on the 'doer' – make it clear who did (or did not) consult/discuss/plan/evaluate, etc. Using more active verbs and shorter sentences will immediately begin to transform the way you write.

Use verbs over nouns

96. Using the noun form of words makes writing heavy-going and dull because they usually hide the action. They also tend to accompany passive verbs and, together, they make sentences longer:
- 'use' rather than 'the utilisation of'
 - 'consider' rather than 'give consideration to'
 - 'identify' instead of 'identification of'

Split infinitives

97. It is not grammatically incorrect to split an infinitive. However, so many people believe that it is an error that, for the sake of the reputation of the Inspectorate, it is best avoided if you can do so without making the sentence less clear or clumsier.

Time

98. The 12-hour system, with am and pm, is more easily understood than the 24-hour system. For example, normally use 9.30am and 3.20pm instead of 09.30 and 15.20. Say 'from 8am to 12 noon' rather than 'from 08.00 to 12.00'. However, lengthy timetables presented as tables may look more precise in the 24-hour form.

Part C: Grammatical and style usage glossary

This Glossary aims to cover the terms most used in writing for denominational inspections, and those that most often cause difficulty. It is not intended to be comprehensive. Although some are listed, please avoid using abbreviations wherever possible. There is more guidance about abbreviations in paragraphs 43 to 47 above.

A	
&	only use if part of a formal title, for example City & Guilds
academy	lower-case initial unless part of title
age ranges such as 14–19 and 16–19	use dashes rather than hyphens do not mix dashes and words: write 14–19-year-olds, but ‘from 14 to 19’ (not ‘from 14–19’) and ‘between 14 and 19’ (not ‘between 14–19’)
A level	does not need to be written in full lower-case hyphenate when used as an adjective, for example: A-level results
among	not amongst
AS level	does not need to be written in full lower-case hyphenate when used as an adjective, for example: AS-level results
A* to C	not A*–C
assembly	lower-case initial
autumn	lower-case initial
B	
Baptism	capital initial as in ‘the Sacrament of Baptism’
baptised	lower-case initial as in ‘the number of baptised pupils’
Bible	capital initial
Black (referring to people)	capital initial
benefited	not benefitted
C	
Cafod	not CAFOD
Catechism	capital initial
Catholic	capital initial
chair of governing body	lower case initials
Church/church	capital initial when referring to the community of believers; lower-case initial when referring to a Christian place of worship
children	use only for the Early Years Foundation Stage
Christian	capital initial

comprise	not 'comprise of', 'The report comprises three parts' is correct; 'The report is comprised of three parts' is not.
cooperate	one word, no hyphen
coordinate	one word, no hyphen
coordinator	one word, no hyphen
CPD	avoid this abbreviation; use 'professional development' or 'staff training' instead
cross-curricular	two words, hyphenated
D	
dates	22 March 2006, not 22nd March 2006; 2-3 April, not 2nd and 3rd April.
deanery	lower-case initial
deputy headteacher	not deputy or deputy head
diocese	not capital, unless referring specially to a named diocese, such as 'the Diocese of East Anglia'
diocesan	not capital
disabled person/people	person/people with a disability/disabilities not 'the disabled'
E	
early years	lower-case initials when used generally
Early Years Foundation Stage	capital initials, do not abbreviate
email	no hyphen
English as an additional language	not 'as a second language' or any other variation; describes speakers of English, refer to 'pupils who speak an additional language' not 'pupils with an additional language'
examination board	use the current term 'awarding body'; lower-case initials
extra-curricular	two words, hyphenated
F	
fair trade Fairtrade	when used generically when referring to the accrediting organisation or products it approves
feedback feed back	noun verb
focused	not focussed
fulfil	not fulfill
G	

GCSE	does not need to be written in full
governing body	takes a singular verb
H	
headteacher	one word, not capitalised; do not use 'head', 'headmistress' or 'headmaster'
I	
impact	avoid using as a verb: not 'inspection impacts [or 'impacts on'] the quality of childcare', but 'inspection affects the quality...' or 'has an impact on the quality...'
individual education plan	do not abbreviate
INSET	avoid: use staff training, staff development or professional development instead. Do not use 'CPD'
internet	lower-case initial
interactive	one word
intranet	lower-case initial
-ise	do not use -ize, for example, use specialise not specialize
J	
judgement	do not use 'judgment'
K	
Key Stage 1, 2, 3, 4	capital initials, but 'other key stages' or 'at all key stages' do not abbreviate to KS1, KS2 etc
L	
Leadership and management are good	plural verb
leadership team	lower case
learners	For use in sixth form colleges
local authority	lower-case initials do not abbreviate takes a singular verb
looked after children	no hyphen do not abbreviate use this generic term rather than 'children in care', as not all looked after children are in the care of the local authority
lunchtime	one word
M	
Mass	not mass
minority ethnic	not ethnic minority (as adjective)

moderation	lower-case initial as in 'deanery moderation' all lower-case initials
multicultural	one word
N	
national average	lower-case initials
number	write numbers from one to nine as words write numbers 10 and above as figures avoid beginning a sentence with a number; if this cannot be avoided write the number in words
Nursery/nursery	capital initial when referring to the Nursery Year within a school lower-case initial when used generically,
O	
off-task; on-task	avoid if possible
Ofsted	not OFSTED
online	one word
other faiths	lower case
outperform	one word
P	
part time	two words when used as a noun hyphenate when used as an adjective, for example 'part-time students'
per cent	use %, except with a number that is written as a word because it starts a sentence
Personal, social, health and economic education (PSHE)	write in full where possible and in any case the first time it appears lower-case initials when written in full distinct from RSHE (see below). RSHE is statutory. PSHE is not.
points score	'points' is plural
post-16	hyphen no capital
Practice/ise	practice when used as a noun, practise when used as a verb
principal/principle	often confused 'principal' means 'chief' or 'most important' and is also used for the head of a college the meanings of 'principle' include 'moral rule' and 'basis for belief or action', as in 'The principle that pupils' individual targets should be challenging yet achievable was widely accepted.'

professional development	do not use CPD or INSET.
program	when referring to computer software
programmes of study	lower-case initials
pupils	not acceptable in the Early Years Foundation Stage, but use for Years 1–6
pupils' progress	not 'pupil progress'
R	
the Sacrament of Reconciliation	capital initials
<i>Religious Education Curriculum Directory</i>	capital initials when quoted in report in <i>italics</i> Curriculum Directory after the first reference do not abbreviate
relationships, sex and health education RSHE	write in full where possible and in any case the first time it appears lower-case initials when written in full RSHE is part of PSHE but is not equivalent to it. RSHE is statutory. PSHE is not.
role play	no hyphen
rosary	lower-case initial
S	
Sacrament/sacraments	lower-case initial when used to refer to the teaching on the sacraments capital initial when referring to the celebration of a particular sacrament
St	do not use Saint, abbreviated to 'St' - no full stop
SVP	capitalised
SATs	do not use, even if the school does - consider 'national tests' or 'end-of-key-stage tests' instead
school development/improvement plan	do not abbreviate
scripture	do not capitalise
self-assessment	hyphen
self-evaluation	hyphen
sentence case	only the first word and proper nouns begin with a capital use for titles and headings in all documents, including the subject line in letters
sixth form	no hyphen
skilful	not skilfull

special educational needs and/or disabilities	do not abbreviate use in all contexts except further education and post-16 learning and skills, where you should refer instead to 'learners with learning difficulties and/or disabilities'
spring	lower-case initial
statement of special educational needs	lower-case initials do not abbreviate to SEN
students	use for Years 11 to 13 in school settings. Do not use in sixth form colleges, where 'learners' should be used.
sub-committees	sub-committees on governing bodies are usually committees, and the prefix should not be used, even if the school uses it
summer	lower-case initial
T	
teacher assessments	this is the term for statutorily required assessments such as those at Key Stage 1 use teachers' assessments elsewhere
team-building	hyphen
teamwork	one word
timescale	one word
timetable	one word
trainees	used for people undertaking initial teacher training courses
U	
underachieve	one word
under-fives; under-eights	hyphen do not write under-5s; under-8s
units (previously modules)	lower-case initial
V	
value-added	consider 'added value'
vice-chair	hyphen lower-case initials
videoconference	one word
W	
Web/web	capital initial when referring to the World Wide Web (proper noun) lower case when used generally, for example in 'web page'

website	one word
well-being	hyphen
while	not whilst
White (referring to people)	capital initial only when part of a specific census category such as 'White British'
whole-school	hyphenate when used as adjective, for example 'whole-school issues' but not otherwise: 'The whole school was involved.'
working party	lower-case initials
worship	lower-case initial
Y	
Year 1, Year 2...	capital initials do not abbreviate to Y1, Y2...

Part D. A guide to proportion nomenclatures

Proportion	Description
97-100%	Vast/overwhelming majority or almost all
80-96%	Very large majority, most
65-79%	Large majority
51-64%	Majority
35-49%	Minority
20-34%	Small minority
4-19%	Very small minority, few
0-3%	Almost none/very few

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