

Diocese of Leeds

**Canon 806 and Section 48 Inspection**

Inspector’s Notebook

September 2018

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| School |  |
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| Headteacher |  |
|  |  |
| Date of inspection |  |
|  |  |
| Inspector |  |
|  |  |
| Date sent to the Vicariate for Education |  |

Canon 806 & Section 48

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# Prior to Inspection

## Pre-inspection phone call or meeting

| **Discuss:** | **Request:** | **Check:** |
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| Introduce yourself and any other inspectors who will be conducting the inspection with you. | |  |
| If you are to be shadowed by a trainee inspector, ask the headteacher if this is acceptable and inform him/her of the name of the trainee who will be shadowing the inspection. | |  |
| Documentation to be sent in advance of inspection : | School’s own self-evaluation documents, including the Diocesan Self Evaluation Form (DSEF); |  |
| School Improvement Plan; |  |
| Timetable indicating when Religious Education lessons occur – the inspector should indicate that not all teachers may be observed; the teachers to be seen will be selected by the inspector and discussed with the headteacher at the beginning of the inspection; |  |
| Staff list with accompanying staffing structure; |  |
| Plan of the school |  |
| Timetable of the day | The blank timetable for inspection populated by the headteacher, reflecting the timing of the school day. |  |
| That those due to be interviewed be organised by the school and that they know when and where the interviews will take place. These details to be included on the populated timetable for inspection. |  |
| Practical arrangements | Sufficient car parking space for the number of visiting inspectors. |  |
| Any details that are needed to allow easy access to the school at the time requested (such as access codes or information about which entrance to use, for example). |  |
| A room in which to be based with access to tea and coffee making facilities and that this room has ready in it the documentation that has not already been sent (see below). |  |
| An additional space in which the interviews can take place. |  |
| Documentation to be made available during the inspection: | School brochure/prospectus; |  |
| Examples of any documents referred to in DSEF; |  |
| Policy statements for worship/any aspect relevant to school’s Catholic character; |  |
| Documents relating to RE departmental evaluation and development plans; |  |
| Pupil/student tracking data, including sixth form; |  |
| Samples of students’ work from each year group, categorised into above average, average, below average. Please ensure that samples cover students of each teacher of Religious Education and that the sample is equally divided between gender; |  |
| for primary schools, remind the school about the recommended good practice in terms of judging progress across time. This recommends a focus on an annotated work sample form years 2, 4 and 6. See guidance for schools/inspectors for full details. |  |
| The schemes of work/planning documents; |  |
| Tracking of data and its analysis; |  |
| Lesson observation records; |  |
| Responses to questionnaires from parents, pupils, staff, where available. |  |
| Lesson observations | For primary schools, ensure that RE will be taught by all teachers during the time allocated for lesson observations. |  |
| Are there any teachers that should not be observed? |  |
| Observation of collective worship | Collective worship to be organised to allow its observation during the days of the visit. |  |

## Pre-inspection hypotheses (not given to the school)

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| **Targets from last inspection** | |
| Targets: | Evidence that targets have been met: |
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| Further evidence required/questions to be raised: | |

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| **Data** | | |
| **KS** | **Current Attainment:** | **Trends over time** |
|  |  |  |
|  | **Current Progress** | **Trends over time** |
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| **Catholic Life** | DSEF judgement | Evidence? |
| **The quality of the Catholic Life of the school** |  |  |
| The extent to which pupils contribute to and benefit from the Catholic Life of the school |  |  |
|  | | |
| The quality of provision for the Catholic Life of the school |  |  |
|  | | |
| How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school |  |  |
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| **Religious Education** | DSEF judgement | Evidence? |
| **The quality of Religious Education** |  |  |
| How well pupils achieve and enjoy their learning in Religious Education |  |  |
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| The quality of teaching and assessment in Religious Education |  |  |
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| How well leaders and governors monitor and evaluate the provision for Religious Education |  |  |
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| **Collective Worship** | DSEF judgement | Evidence? |
| **The quality of Collective Worship** |  |  |
| How well pupils respond to and participate in 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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# During Inspection

## Evidence forms

The header information on the EF should be completed fully, using the attached coding, where relevant. This is important information for the analysis of lesson observations, for instance. Please note the following sets of codes should only be used for lesson EFs:

* grouping
* present/number on roll
* observation times.

All EFs should be given a unique EF number that is able to be cross-referenced in an inspection notebook. If there is only one inspector then this can simply be a number. If there is more than one inspector, then this should be a combination of the initials of the inspector recording the evidence and a number (e.g. AN1, AN2, etc)

All EFs should contain a statement of the main **focus** of the evidence-gathering activity which relates to one or more of the inspection issues. In the case of an interview, there may well be more than one focus.

The **context** for activities that are not lesson observations 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 **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, the quality of teaching and the use of assessment to support learning. Where possible, inspectors should seek to confirm judgements about attainment. 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 division on the form into evidence and impact columns reflects this.

The section headed evaluation for session observations should identify clearly (perhaps by using bullet points) the main strengths and weaknesses that can be fed back to teachers and used for an analysis of whole school issues. **All** EFs, including those used for evidence collection sessions that are not lesson observations, should contain an evaluation. After a discussion with a senior leader, for example, there might be an evaluation of how well the provision is led and managed on the basis of that conversation. **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.** There are boxes which correspond to the main headings of the Diocesan Inspection framework in which grades can be awarded where possible.

The grades are as follows:

OUTSTANDING 1

GOOD 2

REQUIRES IMPROVEMENT 3

INADEQUATE 4

All grades awarded should be consistent with the text, and justified by it. Where there is insufficient information to grade, a box should be left blank.

When EFs are used to record evidence sessions that are not lesson observations, such as discussions with staff and learners or analysis of work, complete only the relevant grade boxes. For example, a discussion with a manager should result in an evaluative summary that supports a grade relating to leadership and management, and possibly other grades that relate to the main framework headings that were covered in the discussion.

The EF should also be used for **logging the main points raised at meetings** with the school’s senior management team **and** for **synthesising evidence** that underpins important judgements, especially those that might be disputed by the provider or when inspectors arrive at a judgement.

**The EF on the following page should be photocopied multiple times for use in the inspection.**

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| **Evidence form –Diocesan Inspection** | | | | | | | | | | | | | | | | | |
| **Inspector** | | | | | | **Date** | | | | **Time of day** | | **EF №** | |  | | | |
|  | | | | | | / / | | | |  | |
| **Observation type (please tick one box only)** | | | | | | | | | | | | | | | | | |
| **Lesson observation** | | |  | **Work analysis** | | |  | **Discussions** | | |  | **Other** | | | | |  |
| **Focus** (inspection trail or main purpose of the activity) | | | | **Context** (lesson objective or description of activity) | | | | | | | | | | | | | |
| **Information gathered for lesson observations only** | | | | | | | | | | | | | | | | | |
| **Year**  **group (s)** |  | **Grouping** (see footnote[[1]](#footnote-1)) | | | **MC SU SA SL O** | | | | **Gender** | | **Present /NOR** | |  | | |  | |
| **B G MI** | |
| **Evidence**  **Evaluation** | | | | | | | | | | | | | | | | | |
| **Use for grades if there is sufficient evidence:** | | | | | | | | | | | | | | | | | |
| **Catholic Life** | | | | |  | | |
| **Collective Worship** | | | | |  | | |
| **Religious Education** | | | | |  | | |

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|  |  |  | **EF №** |  |
|  |  |  |
| **Evidence** | | | | |
| **Evaluation** | | | | |

## Lesson observation, work scrutiny and Collective Worship grids

The lesson observation, work scrutiny and collective worship grids on the following pages can be photocopied onto A3 and used as a tool during lessons observations, work scrutinies and lesson observations. They contain on one page, extracts from the relevant descriptors from the schedule that an inspector could reasonably expect to evidence during an observation of a lesson or collective worship or during a work scrutiny.

Each will also serve as a useful focus for feedback after judgements have been given.

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| Lesson Observation | | **Outstanding (1)** | **Good (2)** | **Requires Improvement (3)** | **Inadequate (4)** |
| **Learning** | **Enjoyment** | Pupils demonstrate passion and commitment in their learning | Pupils enjoy their learning | Whilst pupils are not uninterested in Religious Education they show few outward signs of enthusiasm for it. | Pupils lack all interest and enthusiasm for Religious Education |
| **Focus** | Most pupils concentrate very well and are rarely off-task | Pupils apply themselves diligently and work at a good pace | Pupils work steadily but they are not completely focussed and the lesson is such that pupils are often inattentive. | Pupils unable to work independently and are frequently off-task |
| **Progress** | Almost all pupils, including the most able and those with D&SEN, are making progress in Religious Education within lessons and over time. | Most pupils, including the most able and those with D&SEN, are making progress in Religious Education within lessons and over time. | A minority of pupils are making progress in Religious Education within lessons and over time. | No more than a very small minority of pupils are making progress in Religious Education within lessons and over time, including the most able and those with D&SEN |
| **Pupil knowledge of progress** | Pupils have a detailed understanding of how well they have done, what they need to do to improve and are able to precisely articulate how they have made progress within lessons and over time. | Pupils have an understanding of how well they have done, what they need to do to improve and are able to give some examples of how they have made progress within lessons and over time. | Pupils have a limited understanding of how well they have done, what they need to do to improve and find it difficult to give examples of how they have made progress within lessons and over time. | Pupils have no understanding of how well they have done, what they need to do to improve and cannot give examples of how they have made progress within lessons and over time. |
| **AT1** | Pupils learn exceptionally well and as a result acquire knowledge quickly and in depth and are developing their understanding rapidly | Pupils acquire knowledge quickly and are secure in their understanding | Whilst pupils acquire knowledge and understanding over time, the pace of learning requires improvement | Insufficient new knowledge and understanding is gained in individual lessons or across a sequence of lessons |
| **AT2** | They develop and apply a wide range of skills to great effect, including the ability to interpret sources and symbol, to ask deeper questions, to understand nuance and subtlety, to reflect and evaluate, the ability to engage with religious ideas and integrate them into their lives | They develop and apply a range of skills well, including the ability to interpret sources and symbol, to reflect and evaluate, to engage with religious ideas and integrate them into their lives | Pupils are developing skills appropriate to their age and ability, although the pace of this skill acquisition requires improvement | Skill acquisition is neglected or its pace is inadequate and pupils demonstrate little or no ability to apply learning about religion to their own lives in any meaningful way |
| **Behaviour** | Behaviour for learning is outstanding and the lesson proceeds without any interruptions. | Behaviour for learning is good and disruption to the lesson is unusual. | Behaviour for learning requires improvement since there are at least some examples of low-level disruption that are not addressed often enough to prevent impediments to learning for some pupils. | Persistent low level disruption occurs more than occasionally and hinders learning for many pupils. Lesson is disorderly. |
|  | | | | | |
| **Teaching and Assessment** | **Subject Knowledge** | Teacher has a high level of confidence and expertise both in terms of their specialist knowledge and their understanding of effective learning in Religious Education. | Teacher has a confident level of specialist expertise which is used well in planning and teaching Religious Education. | Whilst teacher has some specialist expertise which is used in planning and teaching, this lacks depth and breadth. | Specialist expertise is limited and, as a result, teacher does not provide the resources or teaching strategies necessary to ensure a basic minimum level of learning. |
| **Assessment & Planning** | Teacher plans challenging and focussed learning activities based on systematic and accurate assessment of pupils’ prior skills, knowledge and understanding. | As a result of good assessment procedures, teacher has a good awareness of pupils’ prior learning and capabilities and plans well to meet the needs of all pupils, both the most and the least able. | Teacher uses assessment to arrive at a broadly accurate understanding of the prior learning and capabilities of the class, though it is not refined enough to fully meet the needs of all students. | Teacher does not assess regularly enough and/or no account is taken of this assessment of prior learning in planning. |
| **Use of time** | Teacher consistently uses time effectively to maximise learning opportunities in lessons and across sequences of lessons. | Teacher manages time well and secure good learning in lessons and across sequences of lessons. | Time management requires improvement since the pace of learning in lessons or across a sequence of lesson is too slow. | Time is grossly mismanaged; learning experiences within lessons and across sequences of lessons remain incomplete; pupils’ time is wasted |
| **Activities** | Teacher uses a very wide range of innovative and imaginative resources and teaching strategies to stimulate pupils’ active participation in their learning and to secure outstanding progress. | Teacher uses an appropriate range of resources and teaching strategies to promote good learning. | Teacher uses only a limited range of resources and teaching strategies to which leads to at best a minimal level of learning. | Learning activities are not sufficiently well matched to the needs of pupils so that they make inadequate progress. |
| **Expectations** | Teacher communicates high expectations, enthusiasm and passion about Religious Education to pupils. | Teacher has a clear understanding of the value of Religious Education which they communicate effectively to pupils. | Teacher has a basic but limited understanding of how to maintain pupils’ interest in Religious Education. | Teacher does not have sufficiently high expectations and/or teaching over time fails to excite, enthuse, engage or motivate particular groups of pupils. |
| **Homework** | From KS3 onwards, regular homework contributes very well to pupils’ learning, providing stretch and challenge for the most able and consolidation for the least. | From KS3 onwards, regular homework contributes well to pupils’ learning, allowing all pupils to consolidate their learning. | From KS3 onwards, homework is sometimes set and when it is, it contributes reasonably well to the quality of learning for most pupils. However, homework is not set frequently enough and is not well planned enough to make significant contributions to learning. | Even where the setting of homework is required it is set very infrequently, if at all and/or the demands it makes on pupils has no measurable impact on the quality of their learning. |
| **AfL** | Teacher regularly listens astutely to, carefully observes and skilfully questions groups of pupils and individuals during the lesson in order to re-shape tasks and explanations to maximise learning for every pupil. | Teacher systematically and effectively checks pupils’ understanding throughout the lesson, anticipating where intervention is needed and this has notable impact on the quality of learning. | Whilst teacher monitors pupils’ work during the lesson, adaptations made as a consequence require improvement since they are not timely or relevant enough and hence do not impact effectively on pupils’ learning. | Teacher does not assess learning during lessons and/or does not reshape learning in response to recognising where learning is slower. |
| **Feedback** | Marking and constructive feedback are frequent and of a consistently high quality. Pupils have a detailed understanding of what they need to do to improve and are given the opportunity to respond to advice in a systematic and planned way. | Marking and constructive feedback are performed regularly and accurately so that pupils know how well they have done and what they need to do to improve. They are given time to respond to advice on improvement. | Marking and feedback is sometimes given so that pupils are informed about the progress they are making and how to improve. This does not occur frequently enough, or the gap between it and the completion of the learning activity is too great to allow it to be fully effective. Whilst advice on improvement is given, there are few opportunities provided for pupils to respond to this advice. | Marking and feedback are either too infrequent or insufficiently focussed to have any impact on learning or progress. |
| **Self-assessment** | Pupils are consistently involved in evaluating how well they achieve. This contributes to their improved achievement and provides them with a high level of confidence in making further improvements. | Pupils are often involved in evaluating how well they achieve which gives them greater confidence in making improvements. | Pupils are only sometimes involved in assessing how well they are achieving. | Pupils are never involved in evaluating their own learning |
| **Celebrating achievement** | Celebration of achievement and effort are central to the teachers’ assessment strategy. | Achievement and effort are often celebrated. | Achievement and effort are only sometimes celebrated. | Achievement and effort are rarely, if ever celebrated. |

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| Collective Worship | **Outstanding (1)** | **Good (2)** | **Requires Improvement (3)** | **Inadequate (4)** |
| **Pupil engagement** | Act of worship engages all pupils’ interest and inspires in them deep thought and heartfelt response. There is a palpable enthusiasm for collective worship, reflected in the quality of communal singing, the quality of prayerful silence and the depth of participation in community prayers. | Pupils act with reverence and are keen to participate. They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence. | Pupils take part in act of worship, although not always readily. They participate in opportunities to sing, to pray quietly and to join in community prayers although not all pupils are engaged. | The majority of pupils are not engaged by the act of Collective Worship |
| **Variety** | Worship demonstrates a variety of approaches to prayer such as prayer which uses scripture, religious artefacts, liturgical music and other forms of prayer, both traditional and contemporary. | Worship demonstrates a variety of approaches to prayer which include scripture, religious artefacts, liturgical music and other forms of prayer. | Worship demonstrates only a basic variety of approaches to prayer and whilst prayer may include scripture, artefacts or music, the selection of these is limited and repetitive. | Worship does not use of a variety of approaches to prayer. Prayer has become monotonous. |
| **Set-up and atmosphere** | Pupils and/or staff have been able to create an atmosphere conducive to prayer through the skilful use of prayer focuses, music and silence. | Pupils and/or staff have been able to create an atmosphere conducive to prayer, using silence and visual prompts. | The ability of pupils and/or staff to create an atmosphere conducive to prayer is limited and whilst attempts are made to use silence and other visual aids to create the right atmosphere, this has mixed success. | Pupils and/or staff are unable to create the correct atmosphere for prayer; the space for prayer is untidy and/or distracting. |
| **Peer to peer engagement** | The worship opportunity created by pupils is imaginative, varied and inspirational. Most other pupils are visibly uplifted by the worship opportunity created by their peers. | The worship opportunity created by pupils is varied and well-planned. Other pupils are engaged by the worship opportunity planned by their peers. | The worship opportunity created by pupils is formulaic, lacking variety or interest both for those who plan it and for those who participate in it. | If pupils do lead collective worship, they do so with evident reluctance. The worship opportunity is at best merely tolerated by their peers. |
| **Liturgical understanding** | Worship demonstrates that those planning the liturgy have an excellent understanding of the Church’s liturgical year, its seasons and feasts. Accordingly they have prepared collective worship which reflects this understanding. | Worship demonstrates that those planning the liturgy have a good understanding of religious seasons and feasts and the different demands this makes on the planning of appropriate worship opportunities. | Worship demonstrates that those planning the liturgy have a limited understanding of the Church year and have little appreciation of the effect of this on planning appropriate types of worship. | Worship demonstrates that those planning the liturgy are almost wholly ignorant of the Church year and have no liturgical expertise in planning worship appropriately |
| **Themes and purpose** | The act of Collective Worship has a clear purpose, message and direction. The themes chosen for worship reflect a deep understanding of the liturgical season and the Church’s mission in education. | The act of Collective Worship is centred on clear themes and messages. Chosen liturgical themes are consistent with the season and the Catholic character of the school. | The act of Collective Worship is themed but the message conveyed is unclear or confused. Whilst key seasons of the Church’s Year are recognised and other religious festivals acknowledged, there is a lack of depth and breadth in responding to the liturgical seasons. | The act of Collective Worship is incoherent in the communication of its purpose and message.  Themes chosen do not reflect the liturgical season or the Church’s mission. |
| **Inclusivity** | Themes chosen for worship include the spiritual aspirations of all pupils. | Themes chosen for worship are responsive to the religious diversity among pupils. | There is a limited acknowledgement of the diversity of pupil backgrounds in selecting themes for worship. | The faith backgrounds of pupils are largely ignored in acts of Collective Worship. |
| **Pupil leadership** | Pupils have taken the initiative in leading the community in prayer. They have been creative and resourceful in their planning of the worship opportunity and they want it to be the best it can be. | Pupils lead worship with confidence, enthusiasm and a degree of independence. | Pupils’ preparation is superficial, has not engaged pupils creatively and is overly reliant on the adults in school. | Pupils have had no input into the planning and delivery of Collective Worship. |

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| Work Scrutiny | **Outstanding (1)** | **Good (2)** | **Requires Improvement (3)** | **Inadequate (4)** |
| **Planning & Assessment** | Plans challenging and focussed learning activities based on systematic and accurate assessment of pupils’ prior skills, knowledge and understanding across a range of lessons. Coherent and explicit connection made between discrete learning episodes | As a result of good assessment procedures, teachers and other adults have a good awareness of their pupils’ prior learning and capabilities and plan well to meet the needs of all pupils, both the most and the least able. across a range of lessons. Connection made between discrete learning episodes | Teachers and other adults use assessment to arrive at a broadly accurate understanding of the prior learning and capabilities of the class, though it is not refined enough to fully meet the needs of all students. Evidence of basic planning though it lacks coherence and rigour. | Teachers do not assess regularly enough and/or they do not take account of this assessment of prior learning in their planning.  Little evidence of planning. Each learning episode appears disconnected and random. |
| **Differentiation** | Work indicates fine-tuned differentiation ensures that the particular needs of almost every pupil are consistently and effectively addressed. | Work indicates teachers differentiate tasks well in order to meet the variety of pupil needs. | Work indicates differentiation is more often achieved through outcome rather than through the designing of individually targeted learning activities and so does not meet the needs of all pupils. | Work indicates there is little evidence of differentiation and/or little or no accommodation is made for the breadth of ability range across a cohort. |
| **AT1** | Work indicates that pupils learn exceptionally well and as a result acquire knowledge quickly and in depth and are developing their understanding rapidly | Work indicates that pupils acquire knowledge quickly and are secure in their understanding | Work indicates pupils acquire knowledge and understanding over time, the pace of learning requires improvement | Work indicates that insufficient new knowledge and understanding is gained in individual lessons or across a sequence of lessons |
| **AT2** | Work indicates imagination, originality, independence and an advanced ability to interpret sources and symbols, ask deeper questions, understand nuance and subtlety, reflect and evaluate, engage with religious ideas and integrate them into their lives | Work indicates imagination, independence an ability to interpret sources and symbols, reflect and evaluate, engage with religious ideas and integrate them into their lives | Work indicates pupils are developing skills appropriate to their age and ability, although the pace of this skill acquisition requires improvement | Work indicates skill acquisition is neglected or its pace is inadequate and pupils demonstrate little or no ability to apply learning about religion to their own lives in any meaningful way |
| **Activities** | Work indicates a very wide range of innovative and imaginative resources and teaching strategies | Work indicates an appropriate range of resources and teaching strategies to promote good learning | Work indicates a limited range of resources and teaching strategies | Work indicates activities are not sufficiently well matched to the needs of pupils |
| **Marking** | Marking and constructive feedback are frequent and of a consistently high quality. Pupils have a detailed understanding of what they need to do to improve and are given the opportunity to respond to advice in a systematic and planned way. | Marking and constructive feedback are performed regularly and accurately so that pupils know how well they have done and what they need to do to improve. They are given time to respond to advice on improvement. | Marking and feedback is sometimes given so that pupils are informed about the progress they are making and how to improve. This does not occur frequently enough, or the gap between it and the completion of the learning activity is too great to allow it to be fully effective. Whilst advice on improvement is given, there are few opportunities provided for pupils to respond to this advice. | Marking and feedback are either too infrequent or insufficiently focussed to have any impact on learning or progress. |
| **Levels of Attainment** | Levels of Attainment are used consistently and effectively (in the relevant key stages) and pupils have a thorough understanding of their significance for their progress. | Levels of Attainment are used consistently (in the relevant key stages) and pupils have a good understanding of their significance for their progress. | Levels of Attainment are rarely used and pupils have only a limited understanding of their significance for their progress. | Levels of Attainment are not used and/or pupils have no awareness of their significance for their progress. |
| **Targets** | Targets are negotiated with pupils, are made explicit in exercise books and used with great effect in feedback. | Targets are set for all pupils, are clearly evidenced in exercise books and are referred to in feedback | Targets have been set, but there is little evidence of them in practice and they are only rarely referred to in feedback | Targets have not been set, are not evident or are not referred to at any point in feedback |
| **Homework** | From KS3 onwards, regular homework contributes very well to pupils’ learning, providing stretch and challenge for the most able and consolidation for the least. | From KS3 onwards, regular homework contributes well to pupils’ learning, allowing all pupils to consolidate their learning. | From KS3 onwards, homework is sometimes set and when it is, it contributes reasonably well to the quality of learning for most pupils. However, homework is not set frequently enough and is not well planned enough to make significant contributions to learning. | Even where the setting of homework is required it is set very infrequently, if at all and/or the demands it makes on pupils has no measurable impact on the quality of their learning. |

## End of first day inspection notes

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|  | DSEF judgement | Inspection judgement |

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| **Overall effectiveness** |  |  |

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| Evidence notes: |
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| Questions remaining at the end of first day/further evidence needed: |

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| **Catholic Life** | DSEF judgement | Inspection judgement |

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| **The quality of the Catholic Life of the school** |  |  |
| * The extent to which pupils contribute to and benefit from the Catholic Life of the school |  |  |

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| Evidence notes: |
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| Questions remaining at the end of first day/further evidence needed: |

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|  | DSEF judgement | Inspection judgement |

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| * The quality of provision for the Catholic Life of the school |  |  |

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| Evidence notes: |
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| Questions remaining at the end of first day/further evidence needed: |

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|  | DSEF judgement | Inspection judgement |

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| * How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school |  |  |

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| Evidence notes: |
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| Questions remaining at the end of first day/further evidence needed: |

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| **Religious Education** | DSEF judgement | Inspection judgement |

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| **The quality of Religious Education** |  |  |
| * how well pupils achieve and enjoy their learning in Religious Education |  |  |

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| Evidence notes: | | | |
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| Questions remaining at the end of first day/further evidence needed: | | | |
|  | | DSEF judgement | Inspection judgement |

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| * The quality of teaching and assessment in Religious Education |  |  |

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| Evidence notes: |
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| Questions remaining at the end of first day/further evidence needed: |

|  |  |  |
| --- | --- | --- |
|  | DSEF judgement | Inspection judgement |

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| --- | --- | --- |
| * How well leaders and governors monitor and evaluate the provision for Religious Education |  |  |

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| Evidence notes: | | | |
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| Questions remaining at the end of first day/further evidence needed: | | | |
| **Collective Worship** | | DSEF judgement | Inspection judgement |

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| **The quality of Collective Worship** |  |  |
| * How well pupils respond to and participate in the school’s Collective Worship |  |  |

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| Evidence notes: |
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| Questions remaining at the end of first day/further evidence needed: |

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|  | DSEF judgement | Inspection judgement |

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

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| Evidence notes: | | | |
|  | | | |
| Questions remaining at the end of first day/further evidence needed: | | | |
|  | | DSEF judgement | Inspection judgement |

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| --- | --- | --- |
| * How well leaders and governors promote, monitor and evaluate the provision for Collective Worship |  |  |

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| Evidence notes: |
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| Questions remaining at the end of first day/further evidence needed: |

# Section Three: Appendices

## Appendix 1: Sample interview questions

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| Questions for: | To inform section and sub-judgement of report: | | |
|  | Catholic Life | Collective Worship | Religious Education |
| **Headteacher and SLT** |  |  |  |
| * What action has been taken to address the targets for improvement from the last inspection? | CL3 | CW3 | RE3 |
| * What do you see as the school’s main strengths? | CL3 | CW3 | RE3 |
| * What is your vision for this Catholic school? | CL3 |  |  |
| * How do you ensure and share that vision? | CL3 |  |  |
| * What do you want for every child in this school? | CL3 | CW3 | RE3 |
| * How do you promote, monitor and evaluate the Catholic life of the school? | CL3 |  |  |
| * How would you articulate your vision for this Catholic school? How is it shared with others? | CL3 |  |  |
| * How do you plan for improvement? | CL3 | CW3 | RE3 |
| * What provision do you make for staff induction and in-service to develop staff understanding to the Church’s mission in education? | CL3 |  |  |
| * How have you developed SRE? | CL3 |  |  |
| * How do you develop relationships with the parishes, parents, priests? | CL3 | CW3 |  |
| * Tell me about standards, achievement and progress in RE. |  |  | RE3 |
| * How robust do you think your systems for tracking, monitoring, analysis and evaluation of Religious Education are and what is their impact? |  |  | RE3 |
| * How well do you feel challenged and supported by the Governing Body? | CL3 | CW3 | RE3 |
| * How is the school involved in serving the common good? How is community cohesion promoted in the school community? | CL3 |  |  |

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| Questions for: | To inform section and sub-judgement of report: | | |
|  | Catholic Life | Collective Worship | Religious Education |
| **RE Curriculum Leader** |  |  |  |
| * What do you think are your greatest achievements as RE Curriculum Leader? |  |  | RE3 |
| * Tell me how you lead and manage the subject and what is the impact? |  |  | RE3 |
| * What are standards like and how do you know? |  |  | RE1/RE3 |
| * How do pupils progress, including those with learning difficulties/disabilities (and what support is provided for them?) |  |  | RE1/RE2 |
| * How do you monitor and evaluate at the present moment? What have you learned about performance in RE through your present systems? |  |  | RE3 |
| * How do you monitor and evaluate learning and teaching? Where would I find outstanding teaching? Or teaching that requires improvement? |  |  | RE3 |
| * What resources/schemes are used? |  |  | RE2 |
| * What knowledge, understanding and skills are pupils developing in RE? |  |  | RE1 |

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| --- | --- | --- | --- |
| **Other staff** |  |  |  |
| * Tell me about the strengths of the school as a Catholic community? |  | CW1  CW3 |  |
| * What do you see as its areas for development? |  | CW1  CW3 | RE1  RE3 |
| * How have you been involved in developing the Catholic life of the school and its mission? |  | CW3 | RE3 |
| * Tell me something about your induction process? |  | CW3 | RE3 |
| * What have been key changes in your time here? |  | CW3 | RE3 |
| * Were you involved in writing the DSEF? |  | CW3 | RE3 |
| * Have you had any dealings with the governing body? |  | CW3 | RE3 |

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| Questions for: | To inform section and sub-judgement of report: | | |
|  | Catholic Life | Collective Worship | Religious Education |
| **Chaplain/Worship Coordinator** |  |  |  |
| * Tell me about the variety and range of worship offered here? |  | CW1  CW2 |  |
| * How well do you think pupils respond and participate in Collective Worship? |  | CW1 |  |
| * How is provision and response monitored and evaluated? |  | CW3 |  |
| * How, when and how well do pupils lead and prepare Collective Worship? |  | CW3 |  |
| * How does it contribute to pupils’ spiritual and moral development? | CL1 | CW1 |  |
| * What’s their response to voluntary worship? |  | CW1 |  |
| * How does RE contribute to the spiritual and moral development of pupils? |  |  | RE1 |

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| **Pupils** |  |  |  |
| * What do you like most about this school? | CL1 | CW1 | RE1 |
| * Do you enjoy RE? What do you like/dislike? |  |  | RE1 |
| * What are your lessons like? Is there any way they could be better? |  |  | RE1 |
| * Tell me about what you are learning in RE. |  |  | RE1 |
| * At the beginning of RE lessons are learning objectives/success criteria shared? |  |  | RE2 |
| * Are your RE lessons as challenging/difficult as Literacy or Maths? |  |  | RE2 |
| * Do you have any targets for RE? Do you know how to improve? |  |  | RE3 |
| * In RE lessons does everyone do the same or do some people do different activities? |  |  | RE2 |
| * What happens when you pray here? |  | CW1 |  |
| * What do you think/feel about it? |  | CW1 |  |
| * Who prepares and leads it? |  | CW1  CW3 |  |
| * What part do you play? |  | CW1 |  |
| * How would you prepare a prayer time for your class? |  | CW1 |  |
| * Tell me about a school Mass. |  | CW1  CW2 |  |
| * What do you do in this school that friends in other schools might not? | CL1  CL2 | CW1  CW2 |  |
| * This is a Catholic school. What do you think that means? | CL1  CL2 |  |  |
| * How does this school help you be a better person? | CL1  CL2 |  |  |
| * How does learning about Jesus affect how you behave on the playground? |  |  | RE1 |
| * Do you know anything about the religious life of other people? |  | CW1  CW2 | RE1  RE2 |
| * What happens when new people join this school? | CL2  CL3 |  |  |
| * What do you do to help people who have less than you? Why? | CL1  CL2 |  |  |
| * What happens when things go wrong here? | CL1  CL2 |  |  |

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| **Classroom Support Staff** |  |  |  |
| * What do you think is the impact of your work? How do the pupils benefit? |  |  | RE1 |
| * What do you think about the school? What are its strengths? What could improve? | CL1  CL2 | CW1  CW2 |  |
| * Are you given any direction by the teacher about each lesson? |  |  | RE2 |
| * Are you involved at all in any planning? |  |  | RE2 |
| * How do you think the Catholic character of the school is lived out here daily? | CL1  CL2  CL3 |  |  |

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| --- | --- | --- | --- |
| Questions for: | To inform section and sub-judgement of report: | | |
|  | Catholic Life | Collective Worship | Religious Education |
| **Governing Body** |  |  |  |
| * What impact do you think the Governing Body has had on the school? | CL3 | CW3 | RE3 |
| * What do you think are the strengths of this school? | CL3 | CW3 | RE3 |
| * Its areas for development? | CL3 | CW3 | RE3 |
| * How do you monitor and evaluate the Catholic life of the school? | CL3 |  |  |
| * How do you help shape the vision and direction of the Catholic life? | CL3 |  |  |
| * Have you been involved in the production of the DSEF? | CL3 |  |  |
| * How do governors challenge and support the leadership team? | CL3 |  | RE3 |
| * How are policies formulated to reflect the distinctive Catholic character? | CL3 | CW3 |  |
| * Are you aware of standards in RE? |  |  | RE3 |
| * Are you aware of the quality of teaching and learning RE? |  |  | RE3 |

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| **Priest** |  |  |  |
| * What do you think are the strengths of the school? | CL1  CL2 | CW1  CW2 |  |
| * Are you aware of any areas for development? | CL3 | CW3 | RE3 |
| * What do you think the school’s partnership with the parish is like? | CL3 | CW3 |  |
| * What do think of the quality of the Catholic life of the school? | CL2  CL3 |  |  |
| * How well are sacramental preparation arrangements working? |  |  | RE2  RE3 |

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| Questions for: | To inform section and sub-judgement of report: | | |
|  | Catholic Life | Collective Worship | Religious Education |
| **Parents** |  |  |  |
| * What are the strengths of this school? | CL3 | CW3 | RE3 |
| * What are the areas for development? | CL3 | CW3 | RE3 |
| * Do you feel included in school events? | CL1 | CW1 |  |
| * What do you think about RE/Collective Worship/Catholic Life of the school? | CL2 | CW2 | RE2 |
| * Are you all Catholic parents? | CL1 | CL2 | CL3 |
| * Would you recommend this school to others? | CL1 | CL2 | CL3 |

## Appendix 2: Groups of pupils

Inspection is primarily about evaluating how individual pupils benefit from their school. It is important to test the school’s response to individual needs by observing how well it helps all pupils to make progress and fulfil their potential, especially those whose needs, dispositions, aptitudes or circumstances require particularly perceptive and expert teaching and, in some cases, additional support. Depending on the type of school, such pupils may include:

* Disabled pupils, as defined by the Equality Act 2010, and those who have special educational needs
* Boys
* Girls
* Catholics
* Non-Catholics
* Groups of pupils whose prior attainment may be different from that of other groups
* Those who are academically more or less able
* Pupils for whom English is an additional language
* Minority ethnic pupils
* Gypsy, Roma and traveller children
* Looked after children
* Pupils known to be eligible for free school meals
* Young carers
* Other vulnerable groups

## Appendix 3: Description of grades and proportions

Grade 1: Outstanding

These features are highly effective. Pupils’ needs are exceptionally well met.

Grade 2: Good

These features are very positive features. Pupils are served well.

Grade 3: Requires Improvement

These features are not inadequate but do require improvement.

Grade 4: Inadequate

These features are in need of urgent and immediate reform and are not meeting the basic minimum requirement for adequacy.

The table below is to assist both schools and inspectors to maintain a level of consistency in expressing proportions in words.

|  |  |
| --- | --- |
| **Expressions of proportions in words** | |
| **Proportion** | **Description** |
| 80-96% | Almost all, |
| 51-79% | Most |
| 20-49% | Minority, Some, Significant Minority |
| 4-19% | Few |

1. Grouping codes: MC = Mixed ability class; SU = Setted, upper ability; SA = Setted, average ability; SL = Setted, lower ability; O = Other [↑](#footnote-ref-1)