



DENOMINATIONAL INSPECTION

Handbook for Inspectors

**We are commissioned by the Archbishop
to work together
to enable the Kingdom of God to flourish
through our schools and colleges**

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Denominational Inspection Policy for Voluntary Aided Catholic Schools, Academies, Colleges and Independent Catholic Schools in the Archdiocese of Southwark

Introduction

This purpose of this policy is to inform all Catholic Schools, Academies and Sixth Form Colleges of the right and duty of the Archbishop to watch over and inspect all Catholic schools within his diocese. It provides guidance for schools on the arrangements for the timing and frequency of Denominational Inspection within the Archdiocese of Southwark, also known as section 48 inspection.

The authority of the bishop of the diocese

All Catholic schools (Voluntary Aided, Academies, Sixth Form Colleges and Independent Schools), share in the ministry of the Church and as such, are subject to the jurisdiction of the Diocesan bishop. As the **Code of Canon Law** states:

'The Diocesan bishop has the right to watch over and inspect the Catholic schools situated in his territory, even those established or directed by members of religious institutes. He has also the right to issue directives concerning the general regulation of Catholic schools; these directives apply also to schools conducted by members of a religious institute, although they retain their autonomy in the internal management of their schools. Those who are in charge of Catholic schools are to ensure, under the supervision of the local ordinary, that the instruction given in them is, in its academic standards, at least as distinguished as that in other schools in the region'. (Canon 806)

Inspection is where the Diocesan bishop or his delegate inspects a school according to criteria determined by the bishop. In Voluntary Aided Schools and Academies, this is carried out under Section 48 of the Education Act 2005 in a way which is complementary in scope to the Section 5 inspection, but it can extend to all aspects of the school's curriculum and life at the bishop's discretion.

Supervision, or episcopal oversight, is the duty of the Diocesan bishop, personally or through others, to ensure that all Catholic institutions within his diocese are acting in conformity with the teachings and regulations of the Church and the mission of the diocese, to regulate all works of the apostolate, and to take all necessary actions to ensure such conformity.¹

In the Archdiocese of Southwark, the Archbishop has designated the Education Commission to be responsible for administering and carrying out the Denominational Inspection process in all Catholic schools, including Catholic Independent Schools and Sixth Form Colleges. The costs incurred will need to be met by the school. For Voluntary Aided schools and Catholic Academies, a portion of this cost is reimbursed via a Department for Education (DfE) grant, providing the inspection occurs within an agreed schedule.

¹ Governance of a Catholic School: A Clarification of Roles and Responsibilities for England and Wales (published by the Catholic Education Service – 2014). <http://catholiceducation.org.uk/schools/guidance-for-schools/item/1000224-governance>

Timing and frequency of Denominational Inspection

Denominational Inspection is not linked directly to the Ofsted Inspection Schedule. In most circumstances, schools will receive a Denominational Inspection every five years, however, where a school's last overall effectiveness judgement was less than 'good', there will be a Denominational Inspection within three years. In certain circumstances, schools may request a Denominational Inspection outside of the normal timing. Contact the Section 48 administrator (clairewilliams@rcaos.org.uk) who will log the request and bring it to the attention of the Director of Education for adjudication. If agreed, the administrator will act to schedule such an inspection. Schools will be charged the regular inspection rate and will not qualify for a DfE grant. The Diocesan bishop may request a Catholic school within his diocese be inspected at any time, should he feel it is necessary.

In the case of a school being graded as 'requiring improvement' or where a single area is graded as 'requiring improvement', the school will receive a support visit from an Adviser, from the Education Commission, shortly after publication of the inspection report. The Adviser will work with the school, through a programme of support visits, to address the areas for development identified by the inspection team. A school graded 'inadequate' will receive a more intensive support package consisting of Adviser visits where in-school support shall be provided along with bespoke INSET.

Agreed Process and Framework for Denominational Inspection

Details of the process of inspection and the criteria used to form judgements can be found in the Archdiocese of Southwark Framework and Process for Denominational Inspection. This and a range of additional supporting documents can be found on the Education Commission website <https://rcaoseducation.org.uk/inspectors/>.

In the Archdiocese of Southwark it has been agreed to adopt the NBRIA² produced document **Guidelines for Denominational Inspection in Catholic Schools/Colleges** as the basis for the inspection process. As such, the published report will follow its format and the criteria found within this document will form the basis of the judgements arrived at by the inspection teams. The Education Commission is represented at NBRIA and has input into the development of the guidelines. All inspection teams will consist of a lead and at least one associate inspector depending on the size of the school. Inspectors have a set protocol/code of conduct they must follow.

School leaders will receive two school days' notice that a Denominational Inspection will take place in their school.

Primary schools will have one-day inspections while secondary schools will have two-day inspections. It is expected that reports will be published a maximum of 15 school days after inspection. All inspection reports will undergo an internal quality assurance process. Some inspections teams and reports (random sampling) will undergo an external quality assurance process.

² NBRIA is the National Board of Religious Inspectors and Advisors

Should a school have a substantial reason to request the inspection be deferred they must contact, via email, the Director of Education, via the inspection administrator clairewilliams@rcaos.org.uk immediately in order for the deferment to be considered. Deferment will only be considered in exceptional circumstances.

Complaints Procedure

The Education Commission has a rigorous quality assurance procedure in place to enable Section 48 inspections to be carried out in a professional manner within a good working relationship with the school. However, there are occasions where concerns are raised by the school. In most cases these can be resolved at school level through discussion with the local inspector.

Informal stage

Concerns should be addressed as soon as they arise before, during or immediately after the inspection. It is the responsibility of the school to bring any concerns to the attention of the lead inspector who has a duty to respond. It is only where the school feels there has not been a satisfactory resolution that the formal stage should be applied.

Formal stage

If the complaint is regarding the conduct of an inspector the complaint must be made using the **Diocesan Complaints Procedure**. This is available from the Education Commission.

If the complaint is about content or judgements contained in the report, the complaint must be made by either the headteacher or the Chair of Governors within five school days of the school receiving the first draft of the report:

- The complaint must be sent to the Section 48 administrator at the Education Commission.
- The complaint will be investigated by one of the Education Commission Education Officers (depending on the phase of education being inspected) and a response sent to the headteacher and Chair within 10 schools days of receiving the complaint.
- If the school is dissatisfied with the decision of the Education Officer, the school can appeal to the Director of Education within five school days of receiving the response from the Section 48 Co-ordinator.
- The Director will respond to the school within 10 school days. The Director's decision is final.

Detail of the complaint

It is important that the complaint contains all the information with all the points the school wants considered. The reasons for the complaint must be stated clearly.

Complaints regarding judgements will only be considered where judgements were made on the basis of factual information which prove to be inaccurate; the inspector failed to take into account evidence that was made available to her/him during the inspection, and had the inspector used it, s/he would have come to a different judgement; the judgement given does not correlate with the evidence used and the Grade Descriptors.

Consideration cannot be given to evidence not made available to the inspector during the inspection or to developments put in place since the inspection.

Section 1

Code of Conduct for Denominational Inspectors

Denominational Inspection is a ministry within the Diocese, supporting the Catholic identity and mission of our schools and the Religious Education they provide.

The inspection process must be rigorous, but the approach must be characterised by respect, understanding and sensitivity to the demands that inspectors make on the school. Inspectors must have a thorough knowledge of Religious Education and Catholic school leadership and an informed awareness of the religious and spiritual potential of children and young people.

Inspectors should carry out their work with professionalism, integrity and courtesy. They should:

- Be well briefed;
- Plan thoroughly and in good time;
- Treat all with respect;
- Maintain independence, impartiality and objectivity.

Inspectors are to maintain total confidentiality in advance of a planned inspection.

- Inspectors will be given the name of the school to be inspected 10 days prior to inspection. This is to give them time to allow for changes in inspector due to conflicts of interest.
- This time should be used by the inspection team to familiarise themselves with public domain information about the school, this includes the school website, DfE information and the latest reports from Ofsted including the previous Denominational/Section 48 inspection.
- At no time are they to contact the school prior to the inspection administrator's initial contact.

Inspectors should evaluate the work of the school objectively. They should:

- Avoid inspecting schools where a close previous relationship exists;
- Judge on sound evidence (secure, first hand, reliable and valid);
- Avoid making comparisons with other schools.

Inspectors should report honestly and fairly. They should:

- Affirm good practice;
- Report both strengths and areas for development;
- Avoid giving undue prominence to minor issues;
- Give a fair and just representation of the school;
- Ensure that recommendations are firmly supported by evidence;
- Ensure consistency between oral and written reports.

Inspectors should communicate clearly and frankly. They should:

- Ensure that all in the school understand the purpose of the inspection and what is expected of them during the course of the day;
- Convey judgements clearly.

Inspectors should act in the best interest of the pupils at the school. They should:

- Avoid causing stress or anxiety to pupils (do not make them feel inadequate or disloyal);
- Ensure that no situation arises that calls into question the propriety of relationship with a pupil;
- Report any concerns about the safety or well-being of pupils to the Headteacher or the school's safeguarding officer;
- Avoid interference in indiscipline unless someone's safety or welfare is endangered.

Inspectors should respect the confidentiality of personal information received during the inspection.

They should:

- Maintain confidentiality of information about individuals;
- Avoid identification of individuals for criticism in oral or written reports;
- Maintain confidentiality of inspection findings until the report is published.

Inspectors should familiarise themselves with the requirements of the school. They should:

- Read and respond to the school's health and safety requirements;
- Respond appropriately to reasonable requests;
- Respect staff privacy e.g. not using the staffroom unless invited to.

Section 2

Preparing for an inspection

Contacting the school

The inspection administrator makes the initial contact with the school by telephone call, followed up by email, two school days prior to the date of inspection. The administrator informs the headteacher of the date(s) of the inspection, the names of the inspectors and the contact details of the lead inspector.

The administrator sends the school, via email, a contract letter, detail contact sheet, a copy of the Denominational Inspection Policy, a letter to inform parents/carers and a questionnaire for parents/carers.

Once the school has been informed a copy of the email will go to the lead inspector with a copy of the last Denominational report, a contract letter, draft report template, evidence form and an expenses claim form.

The lead inspector should contact the school to discuss the structure of the inspection day (s) and to request documentation to be sent directly to the inspector. The documentation will be:

- Current Denominational Self Evaluation Form (Part 1 should be the Diocesan form, Part 2 may take any format, it does not have to be in the Diocesan form)
- School prospectus/brochure
- RAISE online data
- Summary of school development/improvement plan with particular reference to areas to do with Religious Education or the Catholic life of the school.
- Results of the two most recent parental surveys, and if available pupil and teacher/staff surveys.
- Any documentation the school would like to send specific to the areas being inspected under the Denominational Inspectional Guidelines.
- Address of school website
- School timetables

The inspector may also look at the last Section 5/8 or ISI report (either on the school website or from Ofsted website) and the data dashboard for the school.

For primary schools, having decided key issues for inspection, the lead inspector will contact the headteacher to discuss how the timetable might be arranged to allow, for example, time for interviews and meetings, observation of teaching and Collective Worship, opportunities to talk with pupils and other stakeholders and other relevant activities such as book scrutiny. The headteacher will then draw up the inspection timetable and forward a copy to the inspector.

For secondary schools, having decided the key issues for inspection, the lead inspector will contact the headteacher and ask for copies of Religious Education teaching staff and Chaplaincy timetables. The inspectors will draw up the inspection timetable to include times for meetings with relevant stakeholders, talking to pupils and participating in worship as well as observation of teaching and ensuring that the audit trail is fully covered.

Pre-inspection analysis

A thorough preparation of the pre-inspection analysis will indicate the course of the inspection process, which should both be a positive experience for the school in enabling its development as a Catholic school and at the same time have rigour.

A detailed scrutiny of the documentation received will suggest the school's strengths and areas for development. Points where the Catholic ethos and Religious Education feature specifically in this data/commentary will be helpful, but there is also a need to be alert to any lack of such reference where this might be expected.

Areas of apparent strength and those appearing to be in need of development should be noted against the inspection report headings. These will be tested on the inspection day(s). Any additional documents that may be needed on the day should be identified. Meetings should be carefully planned to ensure effective use of time. The pre-inspection analysis should indicate initial areas for discussion with pupils as well as with staff.

Inspectors will decide on the range and number of work samples that will be examined; adequate time should be allowed for this. Work from a cross section of ages and abilities should be seen. The scrutiny of work should be clearly focussed on the knowledge and understanding of Religious Education shown by pupils. Evidence of assessment for learning or a formative dialogue is expected to be present in marking, although inspectors may not directly comment on how marking is carried out. Insights into the emphasis and value placed on Religious Education in the school may be gained by examining written work in other subjects, particularly core subjects.

Care must be taken to ensure that judgments are made against the inspection criteria and not against the standards and practice, such as marking policies and expectations for lesson planning, in the inspectors' own schools/experience. It is important that the particular school context is noted, especially if the school is working in difficult circumstances, and this should be recognised and taken into account, in verbal and written reporting.

Some issues the inspector should focus on in the pre-inspection analysis having considered the documentation:

- How the school has responded since the last Denominational report?
- How robust the processes are in evaluating Catholic life, Religious Education and Worship?
- The importance the school gives to self-evaluation overall and how effectively it acts on outcomes.
- The extent to which aspects of Catholic life, Religious Education and Worship are included in review or evaluations.
- The extent to which staff, governors and pupils are involved in the monitoring and evaluating of Catholic life, Religious Education and Worship.
- Outward and inward Signs of the school being a Catholic school (would someone who is not a Catholic recognise the school as a Catholic school by looking at the website, prospectus and other documents?)

Planning the inspection day(s)

The inspection day (s) must be planned meticulously to ensure that all identified strengths and areas for development are explored and all elements of the inspection are given adequate time. The school staff should be left with a sense that the inspection has been thorough and that no aspects important to them have been overlooked.

Elements to be included in the day(s):

- Time for inspectors to meet at the beginning of the day to confirm the agenda – the meeting with the headteacher should be arranged in advance.
- Observation of teaching and learning – a range of teaching and learning should be observed across the age and, if applicable, the ability ranges.
- In primary schools, a joint observation of teaching and learning with the Religious Education leader and/or member of the Senior Leadership Team.
- Interview with the headteacher – give sufficient time and request a place where the headteacher will not be interrupted.
- Interview with Religious Education leader/head of department – give sufficient time and request a place where you will not be interrupted.
- In secondary schools and some primary schools, an interview with the school chaplain.
- Observation of the school environment – how welcoming the entrance areas is, display of the mission statement, display of pupil work, religious symbols and focal areas.
- Observation of an act of worship – this can be a class, part school or whole school.
- Meeting with pupils – these can occur in lesson observations or at agreed times. A range of ages should be invited.
- Scrutiny of pupils' work – an in-depth scrutiny of Religious Education workbooks and other work which can include artwork, project work, 3D work, drama, visual or audio recordings or photographic evidence.
- Times for meetings with other parties e.g. chaplain, parish priest, governors.
- Time for inspectors to meet to confirm judgements – sufficient time to be allowed in a place where inspectors will not be disturbed.
- Time to feedback main findings to the headteacher and Religious Education leader/head of Religious Education (and, as appropriate, the Chair of Governors, senior management team and parish priest).
- any other activities indicated by the pre- inspection analysis.

Sources of evidence

Overall Effectiveness	Environment; pupil/teacher interaction; welcoming ethos; care of pupils; pupil behaviour; information to parents; prospectus; interviews with staff and pupils; standards; quality of teaching and learning; variations between different groups
Catholic Life: The extent to which pupils contribute to and benefit from the Catholic Life of the school.	The ways in which pupils display an understanding of the mission statement; respect for others and self; response to taking on responsibility, including the taking on of leadership roles; pupils contribution to the Catholic character of the school; pupils response to and participation in chaplaincy, retreats and away days; interest and engagement in spiritual, moral and ethical issues; understanding of and active participation in the characteristics of a Catholic school including their capacity for praise, thanks, reconciliation and celebration; contribution to school as a cohesive community; the ways in which the pupils are active participants in the monitoring and evaluation of the Catholic Life of the school
Catholic Life: The quality of provision for the Catholic Life of the school	The school mission statement; the CPD provision for staff on the Catholic Life of the school; staff actively participate in many aspects such as prayer, liturgy and charitable endeavours; Catholic ethos and identity is visible in all relationships across the school; pupils of other faiths or of no faith, participate as much as possible in the Catholic life of the school; visible signs of Catholic ethos and identity are central to the school with displays and prayer spaces being current, age appropriate and well cared for; principles of Catholic Social Teaching and Catholic values can be seen across the school and across the whole curriculum; pastoral care plans for pupils and staff; there are a variety of opportunities for pupils and staff to develop spiritually and morally
Catholic Life How well leaders and governors promote, monitor and evaluate the provision for the Catholic life of the school	School mission statement informs policies and practices at all levels; Governing Body and SLT meeting minutes; monitoring and evaluation schedules; where does Catholic Life feature in the School Development Plan; what is the provision for staff CPD; opportunities for pupil development and response in spiritual and moral issues; pupil voice; views of parents, governors and clergy; reviews/surveys of issues relating to the Catholic life of the school; induction for new staff; links with other Catholic schools and the wider Catholic community in the diocese and beyond.
Religious Education: How well pupils achieve and enjoy their learning in Religious Education	Observation of teaching and learning; behaviour for learning in lessons; meetings with pupils; work scrutiny; teacher assessments in line with the Bishops' Conference requirements; accuracy of assessments; quality of work; evidence of progress; quality of religious literacy; pupils knowing how they are doing in and seeking to improve in the subject; pupils displaying enthusiasm, interest; willingness to contribute positively.

<p>Religious Education:</p> <p>The quality of teaching, learning and assessment in Religious Education</p>	<p>Observation of teaching and learning; behaviour for learning in lessons; work scrutiny, meetings with staff, meetings with pupils; evidence of planning linked to assessment; lesson structures including prior learning; balance of independent and inter-dependent learning; effective use of time; range of teaching and learning styles; effective use of questioning; encouraging enjoyment and enthusiasm in lessons; pupils aware of what they need to do to progress; pupils taking ownership of their learning; appropriate use of ICT and cross curricular; use of celebration in lessons; effective use of support staff in lessons; appropriate content relevant to age; development of religious literacy; ways in which pupils' work celebrated; moderation of pupils' work across the school and other Catholic schools.</p>
<p>Religious Education:</p> <p>How well leaders and governors monitor and evaluate the provision for Religious Education</p>	<p>Curriculum provision meets Bishops' Conference guidelines; monitoring and evaluation schedules; pupil progress meeting forms; accuracy and rigour of tracking systems; are all pupils and groups of pupils making progress; use of assessment processes in strategic planning for the subject; views of parents and pupils; lesson observation evidence; evaluation of curriculum; impact of pastoral care and SEN support; evidence of self-evaluation moving the school forward; impact of initiatives and resources; CPD provision for staff; Governor and leaders CPD; moderation files</p>
<p>Collective Worship</p> <p>How well pupils respond to and participate in the school's Collective Worship</p>	<p>Ability and willingness to demonstrate respect and reverence; knowledge of a variety of forms of prayer and liturgy; worship materials prepared by pupils; relevance of focal areas; pupil participation in worship; pupil contribution to organising and leading worship; response to voluntary acts of worship</p>
<p>Collective Worship:</p> <p>The quality of Collective Worship provided by the school</p>	<p>Importance the school gives to acts of worship; how pupils of other faith or no faith background are included; appropriateness of liturgy and prayer styles to age ranges and abilities; reverence and respect demonstrated by pupils and adults; inclusion of parents and others in acts of worship; contribution of pupils in organising, leading and participating in acts of worship; contribution of staff in organising, leading and participating in acts of worship; variety of liturgies relevant to the season; relevance of worship and liturgies to pupil learning and outcomes; inclusion of others including clergy and visitors in leading worship and liturgies</p>
<p>Collective Worship:</p> <p>How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.</p>	<p>There is a monitoring and evaluation schedule to ensure that the Collective Worship of the school meets the norms of the Catholic Church; liturgy and prayer is well resourced and timetabled regularly; school leaders and all those who deliver Collective Worship receive appropriate CPD to ensure quality; pupils are provided with support as needed so they can develop their skills in planning for and leading Collective Worship; governors can talk about the Collective Worship offered at the school and attend with some regularity; opportunities to pray and worship with other local Catholic schools and the wider Catholic community are encouraged and developed</p>

Section 3

The inspection day

Inspectors should allow sufficient time before the school day begins to meet with the Headteacher and SLT, to attend staff briefing meetings and, if time allows, for a tour of the school. Housekeeping arrangements need to be checked and any additional documents requested. Inspectors should observe the arrival and welcome of pupils and, if present, how parents are greeted. They should use this time, break times and other opportunities during the day for informal conversation with pupils and other adults. Any necessary changes to the timetable should be negotiated.

Guidance on completing the Evidence Form

The recording and use of evidence is close to Ofsted's practice for Section 5/8 inspections, with adaptation to reflect the differing nature of the inspections.

1. The evidence form (EF) is the document for recording all evidence.
2. The header information at the top of the EF should be fully completed. If the activity is a lesson or worship, the time spent should be recorded as minutes present/minutes for whole lesson.
3. Inspectors should not add any additional data to the header that might identify individual teachers (information on named teachers would be personal data under the Data Protection Act 1998). If a lesson is not being led by a teacher, this must be stated in the context box of the evidence form. Inspection evidence may be subject to disclosure if requested under the Freedom of Information Act 2000
4. All EFs should contain a statement of the main focus of the evidence-gathering activity. This will relate to one or more of the inspection issues. If no entry can be made, it is probable that the activity is unnecessary.
5. When recording teaching and learning in a specific class, the context should give a brief descriptive account of what the lesson is about, indicating where possible its objectives and what it follows on from.
6. The evaluation and summary points section should include brief evaluative comment. Descriptive detail is unnecessary, except to illustrate a point. Evaluation of teaching should be linked to the impact it has on pupils' progress and development. It is important to identify clearly the main strengths and weaknesses that can be fed back to teachers. All EFs, including those used for non-lesson evidence, should contain summary points.
7. Should an inspector choose to conduct a full lesson observation there is a grade for the overall quality of the teaching and learning seen in that lesson. This judgement, based on a four-point scale, will depend principally on the quality of teaching as demonstrated by the outcomes for the pupils in terms of their progress and personal development (including their attitudes and behaviour) and the safeguarding of their health and safety. Inspectors should ensure they have observed sufficient of the lesson to complete this grade securely. The attached grade descriptions offer guidance on how to make this judgement. This box will not normally be completed for brief and tightly focussed visits focussing on the teaching and learning across the school.
8. There are also boxes for the other aspects of the Inspection Framework, which can be completed where possible.

9. 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.
10. When EFs are used to record non-lesson evidence, such as discussions with staff and pupils or analysis of work, the grade for the overall quality of the lesson will be left blank. Other grades will be filled in where possible; 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 relating to other framework headings covered in the discussion.
11. The EF can be used flexibly as a 'running EF'. This might consist of repeated visits to a given activity to see, for example, the progress of work in a long session without remaining present the whole time. Alternatively, the pursuit of an inspection issue might give rise to a series of recorded notes that lead to a conclusion on the issue concerned. This might involve a succession of interviews, and the scrutiny of documentation and records, and be recorded on a 'single' EF, possibly using several EF sheets, to form a single evidence trail.
12. A 'running EF' should be used to evidence each point of the triangulation of teaching and learning across the school: teaching and learning in classes seen; work scrutiny; pupil voice
13. The EF may be used for logging the main points raised at meetings with the school's SLT and for synthesising evidence that underpins important judgements.

Guidance on where to pitch judgements about the overall quality of a lesson

The overall judgement will be a 'best fit' of the grade descriptions in the box, except in the case of an unsatisfactory lesson where particular conditions mean that the lesson cannot be satisfactory.

Description	Characteristics of the lesson
Outstanding (1)	The lesson is at least good in all or nearly all respects and is exemplary in significant elements, as shown by the exceptional enjoyment and progress of all pupils. Pupils are able to discuss what they do well and what they need to do in order to improve.
Good (2)	Most pupils make good progress because of the good teaching they receive. Behaviour overall is good, and pupils are keen to get on with their work in a secure and friendly environment in which they can thrive. The health and safety of the pupils are not endangered. Teaching is well informed, confident, engaging and precise. The work is well matched to the full range of pupils' needs, so that most are suitably challenged. Teaching methods are effectively related to the lesson objectives and the needs of pupils. Teaching assistants and resources are well deployed and good use is made of time. Assessment of pupils' work is regular and consistent and makes a good contribution to their progress. Pupils are aware of how they are doing in the subject and what they need to do to improve.
Requires Improvement (3)	The lesson is good in some respects but there are areas in teaching, structure or pupil achievement that require improvement. There is evidence of pupil progress but not all pupils make sufficient progress. Pupils will be engaged and demonstrate enjoyment in the lesson.
Inadequate (4)	A lesson cannot be adequate if:

	<ul style="list-style-type: none"> • most pupils, or a significant specific minority of pupils, make less than satisfactory progress, whether this is due to unsatisfactory teaching or the impact of bad behaviour • pupils' overall behaviour or attitudes are unsatisfactory, and the tone of the lesson is inimical to the development of pupils' personal qualities • the health or safety of the pupils is endangered • the teaching is unsatisfactory. This will usually mean that pupils' progress is unsatisfactory, but sometimes progress will be satisfactory in spite of the teaching, due to the good attitudes of the pupils. <p>Unsatisfactory teaching is likely to have one or more of the following:</p> <ul style="list-style-type: none"> • weak knowledge of the curriculum leading to inaccurate teaching and low demands on pupils • work badly matched to the pupils' starting points • ineffective classroom management of behaviour • methods which are poorly geared to the learning objectives or which fail to gain the interest and commitment of the pupils • inadequate use of resources, including assistants and the time available • poor assessment.
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Teachers who are on disciplinary or capability procedures should not be observed. Check with the Headteacher if any teacher has recently returned from a prolonged absence (a term or more) or is on a phased return to work. It may be necessary to observe these teachers to cover the age and ability range but advice from the headteacher should be taken into account.

Evidence in classrooms for achievement and standards

Classroom displays will provide evidence of:

- The general standard of literacy and presentation;
- The standard of Religious Education work;
- Pupils' achievement (especially when displays are discussed with them).

Teaching activities will provide evidence of:

- Pupils' recall of prior learning;
- What attainment/progress is possible;
- Challenge of all pupils and groups of pupils through questioning and scaffolding;
- Whether pupils' own experiences are used or an 'intellectual ceiling' is applied;
- How pupils show their knowledge, understanding and what they can do, in their responses to the teacher's questions;
- How their responses show evidence of progress whether questions prompt recapitulation, consolidation, clarification, further synthesis of existing knowledge, new areas or levels of understanding;
- How pupils show signs of progress as individuals;
- How pupils show their attainment and progress in any consolidation or summarising activities at the end of the lesson.

Group and individual work will provide evidence of:

- How pupils are provided with the skills to self-assess and to organise tasks;
- How pupils ask for help and what they manage with and without help;

- What pupils do to show that they know, understand, and can do while teacher is giving them individual help;
- What pupils produce in the lesson as evidence of their knowledge, understanding, skills (refer evidence to syllabuses, schemes of work, lesson plans);
- How other adults e.g. teaching assistants, learning support assistants, mentors are deployed;
- How other adults are included in teacher's planning;
- How other adults contribute to the assessment process;
- How other adults contribute to pupils' progress and attainment.

Evidence from other sources

- Teacher's detailed notes and records showing pupils' prior learning, strengths and weaknesses and progress being made.
- Pupils' work showing prior attainment, rate and consistency of progress, the use and quality of formative marking.
- Comparison with other subject work indicating the teacher's expectations in Religious Education.
- Conversations with pupils about the pieces of work already completed in their books and what this shows of their levels of knowledge and understanding.
- Examples of differentiated work and the value and purpose of the task for the individual.

The Areas for Inspection

The following is a summary of the evidence required for the three main focuses of the inspection. The inspector should refer to the *NBRIA Guidelines for Denominational Inspection in Catholic Schools – September 2017* for a detailed guidance for gathering evidence and awarding a grade benchmarked against grade descriptors for each area of focus.

Catholic Life of the School

The extent to which pupils contribute to and benefit from the Catholic life of the School by:

- taking responsibility for and taking part in developing the Catholic character of the school;
- their sense of belonging to the school community and their relationships with those from different backgrounds;
- contributing to the Common Good in the school and wider community.

The quality of provision for the Catholic Life of the school through:

- how is the school's mission statement shared with all, does it inform all policies;
- how often is CPD provided and who is expected to attend;
- what is the impact of the CPD on the Catholic Life of the school;
- how are the principles at the heart of Catholic education evidenced across the whole school.

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement for pupils by:

- how well leaders and governors monitor and evaluate the work of the Catholic school;
- how well provision and outcomes are monitored by leaders and governors to plan future improvement;
- how well leaders and governors take the views of pupils, parents and other stakeholders into account when planning and implementing improvements;
- how well improvements in the Catholic life of the school are implemented by leaders and governors.

Religious Education

How well pupils achieve and enjoy their learning in Religious Education by:

- Individual progress by pupils and groups of pupils in each year group;
- Attainment in Religious Education at the end of each Key Stage;
- The extent to which pupils are religiously literate;
- The extent to which pupils actively seek out opportunities to extend their knowledge and understanding;
- The quality of their learning and their progress in Religious Education and any variations between different groups;
- How do pupils recognise their own development and growth and are they active participants in identifying areas for improvement.

The quality of teaching, learning and assessment in Religious Education by:

- how well teaching and resourcing promotes purposeful learning, enjoyment, progress and attainment of pupils;
- how resources, including other adults, are deployed to ensure that pupils make progress and enjoy lessons;
- how ongoing assessment strategies, such as questioning and inline plenaries, are used to set an appropriate level of challenge;
- how feedback is provided to pupils and how do the pupils respond;
- how teachers motivate pupils by celebrating success and providing appropriate challenge.

How well leaders and governors monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils by:

- meeting the Bishop's Conference requirements as well as requirements set by the local bishop for the teaching of Religious Education;
- where does Religious Education sit in relation to other core subjects in terms of resources, development plan and profile;
- is there rigour, accurate and consistent system for tracking, monitoring, analysis and evaluation of the impact of the school's work;

Section 4

Verbal reporting

Giving feedback

There will be several occasions in the course of an inspection when inspectors may give feedback:

- to a teacher following a lesson observation (of 20 or more minutes);
- interim feedback to the Religious Education Leader or Head of Religious Education during the inspection;
- to the Headteacher and other members of the SLT and governing body as agreed between the school and the inspector.

It is most important that inspectors observe the principles of inspection and the code of conduct when providing feedback. Oral comments must always be honest and courteous, respectful of the individuals concerned and phrased carefully using the appropriate professional language. It is essential that inspectors are very careful that they do not make any statement that might differ from the written report.

Feedback and reporting should always begin with an expression of thanks to the teacher or to the school for their help and cooperation.

The positive aspects of the lesson or key judgements should be mentioned first followed by the areas for development. Details of grades to be awarded are not given at this stage, but inspectors should ensure the wording they use matches the relevant grades.

It is good practice to ensure the Headteacher is aware that inspection evidence cannot be used in competence or disciplinary proceedings.

Feedback to teachers after lessons

Discussion with teachers is an integral part of the inspection and it is important to offer feedback to teachers after lessons in which the inspector was present for 20 or more minutes. This will of necessity be brief; it can be done immediately after the lesson or later at a mutually convenient time. It is useful to allow for this when planning the inspection timetable. The Headteacher should be asked to let teachers know if they will be offered brief feedback.

Feedback should indicate the overall quality of the lesson, its strengths and, except where it was outstanding with little scope for improvement, give suggestions as to how it might have been better.

Where inspectors see sections from a series of lessons, so that there is not enough evidence to form a judgement on any one of them, they may offer to meet all the teachers concerned and feedback any general points they have observed.

There might be occasions where a teacher declines the offer of feedback. The teacher's decision should be honoured. The Inspector should record that the offer of feedback was made but declined. It should be mentioned at the final oral feedback session to the Headteacher.

Interim feedback

The emerging inspection findings should be discussed with the Religious Education Leader or Head of Religious Education, Headteacher, and possibly the SLT as a whole as appropriate, during the course of the

inspection. This will give school colleagues time to reflect on what the evidence is indicating and to provide more evidence if necessary.

Final judgements should not come as a surprise to the Religious Education Leader, Headteacher or SLT. Wherever possible, they should be kept informed of any concerns the team may have during the course of the inspection. This is particularly important where the school appears to have significant weaknesses; feedback in such cases must be sensitive, but firm.

Final verbal feedback

The SLT and, where possible, a governor, should be given feedback at the end of the inspection day(s). The lead inspector is the organiser of this meeting and other inspectors may participate as appropriate.

This final feedback should be a continuation of the dialogue that has been built up during the inspection. In all cases it should be made clear that written reports are subject to a process of quality assurance. If the school's overall effectiveness as a Catholic school has been judged inadequate, the lead inspector should explain that this judgement is subject to moderation. If any aspects of the school have been judged inadequate, this must be stated clearly, and the reasons explained. Give clear feedback of any grades that are different from the school's self-evaluation, or different from others within a section of the report. Explain the areas for improvement and be prepared to discuss these with the school. This is the most important part of an inspection for the school's future development.

Aide Memoire on work scrutiny

This is not intended to be prescriptive or exhaustive but to assist the inspector in the work scrutiny exercise.

- Work examined will mainly be in pupils' books but may also be in class books or files. The work produced over time should be able to show progress.
- Schools should be asked to provide books and samples of work for higher, middle and lower achieving pupils in each year group.
- The work should be scrutinised against the strands and levels – learning about Religious Knowledge and Understanding (AT1) and learning from Religion: Reflection and Meaning (AT2).
- From the 2018-19 through to the 2019-20 academic years schools will be introducing and embedding the Religious Education Standards as per the Catholic Education Service Document (July 2018). These replace the Levels of Attainment contained within the Religious Education Curriculum Directory (2012). Inspectors should request work from all year groups.
- Work of pupils being interviewed should be examined.
- Inspectors may examine non-written work such as 3D, artwork, recorded, photographed and areas such as dance and drama.
- Inspectors should check on the school's practice for work scrutiny, including external moderation procedures and look at the school's portfolio of pupils' work, if applicable.

Aide Memoire on feedback after a lesson observation

This is not intended to be prescriptive or exhaustive but to assist the inspector in the feedback process.

- Feedback should be offered when observations have been for 20 minutes or more. It is up to the teacher to accept or decline.
- Always thank the teacher at the beginning of the feedback and allow the teacher to comment on how s/he feels the lesson went.
- Always start with what was good about the lesson.
- Feedback should focus on the strengths and areas for development in pupils' learning and the teacher's contribution to it, the quality of which was seen and how it could be improved.
- Feedback is a simple imparting of a judgement backed up by a brief account of evidence. It is not a dialogue.
- It should be made clear the judgement is based on what was seen in the lesson and not a judgement on the teacher.

Aide Memoire for joint lesson observations

This is not intended to be prescriptive or exhaustive but to assist the inspector in the joint observation.

- If a member of staff joins an inspector for a joint observation, a focus is the judgement of the member of staff as well as the quality of the lesson itself.
- After the observation the inspector and member of staff should discuss their views on the quality of teaching and progress made in the lesson. Any differences should be explored.
- The inspector may ask the member of staff to give feedback to the teacher in which case the inspector will observe the quality of the feedback.
- Notes made by the member of staff must be kept in the school and do not form part of the evidence. The inspector completes the evidence form.
- If after discussion there remains a difference, the inspector's decision is final but a note of the member of staff's judgement should be made.

Corporate style for writing reports

The purpose of this section is to help ensure consistency in report writing as far as it is possible. It is very difficult to cover everything that is needed to be covered and there will be times where a point identified by an inspector is not covered here. In such instances, the correction, if needed, will be done at proof reading stage.

Writing the report, general guidance

- Use only the template given before each inspection.
- Use bullet points instead of paragraphs. Keep sentences short with a maximum of two clauses unless for good reason.
- Keep subject, verb and object near to each other.
- Use active, not passive, construction, for example 'y does x' not 'x is done by y'.
- Personalise where possible, for example 'teachers do x' rather than 'teaching is x'.
- Avoid figurative or colloquial language.
- Avoid circumlocution and 'finessing' of judgements.
- Avoid needless or accidental repetition of phrases.
- Avoid jargon, obscure terms and ordinary terms with unexplained special meanings.
- Avoid abstraction and generalisation and use concrete terms and examples.
- Avoid stylistic mannerisms, for example, the habitual use of 'There is' at the start of sentences.
- Avoid stylistic ruts, for example, always following positive statements by 'however' statements.

Syntax

- Do not use strings of words joined by 'and' 'and' 'and'. Break up such sentences.
- Do not miss out words, (for example, and, or) necessary for correct syntax.
- Check for completions of all clauses depending on the common starter phrase.
- Do not start new paragraphs with a pronoun.
- Check consistency of tenses. Judgements are in the present. Examples may be in the past.
- Check agreement of singular and plural, especially if subject and verb are distanced.
- Check consistency of singular and plural, for example, 'the Governing Body is' not 'the Governing Body are'.

Content

- Check issues can be tracked clearly from judgement boxes to supporting text.
- Use examples to support important judgements and to make the report readable.
- Avoid giving factual description which is unrelated to a judgement.
- Avoid character reference. Report performance not attitudes.
- Ensure the comparative length of sections reflects relative importance of topics.
- Avoid selecting individuals for 'bouquets'. Someone is bound to be missed out.
- Avoid evaluation of motives, attitudes and values. Evaluate observable behaviour.
- 'Tell a story' by explaining cause and effect. In describing 'contributing factors' show how factor x impacts on attainment.
- Give your own view if giving that of others, for example, 'parents say x, this is support by inspection'.
- Avoid judgements based on views or evidence of third parties.
- Avoid judgements based on evidence not available to the inspector.
- Do not evaluate the work of the clergy, focus on the school's efforts to involve the clergy and the outcomes of this.
- Avoid direct negative judgements of individuals.
- Never name a member of staff, governor, priest or religious.
- Never name a pupil or student.

- Check the balance between positive and negative reflects the overall grade.
- Ensure judgements are made on current practice and not on what the school intends to do. Explicit plans can be acknowledged.
- Ensure that issues for action are within the scope of the school and not external agencies.
- Check coherence, for example, 'good teaching' while 'poor progress' will need explaining.
- Avoid persuasion. Give judgements and then illustrate them; you do not need to list your evidence in the form of dots or facts.
- Avoid repetition, even if the topic is relevant to two sections, mention once only.
- Choose telling examples. It should be clear which is being exemplified, 'good x was seen when y happened'

Some common conventions

- Keep abbreviations to a minimum. Only use if necessary. Never overload a sentence with abbreviations.
- If using an abbreviation, write in full when first mentioned and then by abbreviation thereafter, for example. The Department of Education (DfE).
- Never use RE as an abbreviation of Religious Education.
- Always spell out in full. Not 'e.g.' but 'for example', not 'i.e.' but 'that is'.
- Use capital letters for Church as in 'the teaching of the Church'. Use lower case for the church as in the building. 'The children go to the church'.
- Use capital letters for Mass, Bishops' Conference, Religious Education.
- Use capital letters for Key Stage 1 but lower case when referring to key stages: 'in each key stage'.
- Use a capital letter for Ofsted. It is never OFSTED.
- Dates are presented as 23 September 2017. Do not use 'th, rd or st'.
- When crossing years, it is 'the academic year'.
- Sub-points should be lower case (a), (b), (c). Only use sub-sub-points if absolutely necessary, (a) (i). Keep the report as a narrative as far as is possible.
- When writing a number, those below ten should be in words, for example, 'there were nine pupils, who ...', 'there were 17 pupils who ...'
- The exception to the above is referring to ages and key stages, '5 year old child' not 'five year old child' and 'Key Stage 1' not 'Key Stage One'.
- Avoid using a number as the first word in a sentence but if unavoidable it should be written in full, for example, 'Thirty two students'.
- Express decimals in numbers (50%) and fractions in words (two thirds).
- Use single quotation marks, except for quotations within quotations when double quotation marks should be used.
- Use the 24 hour clock to refer to time. For example, state 'from 08:00 to 13:00' rather than from '8am to 1pm'.

Denominational Inspection Evidence Form

Inspector		School name and location				Date	
Inspection activity	<i>lesson obs</i>	<i>worship</i>	<i>interview</i>	<i>work sampling</i>	<i>other</i>		
Subject	<i>Religious Education</i> <i>other</i>	<i>PSE</i>	<i>EPR</i>	<i>pupils present</i>	<i>roll</i>	<i>time spent</i>	
Course/ Accreditation							
Inspection focus (from pre inspection analysis)				Context			
Evaluation and summary points							
Judgement on overall quality of lesson/worship							
<i>1 - Outstanding 2 - Good 3 – Requires improvement 4 - Inadequate</i>							
Grades for other aspects where there is sufficient evidence:							
<i>Outcomes 1</i>	<i>Outcomes 2</i>	<i>Outcomes 3</i>	<i>L&M 1</i>	<i>L&M 2</i>	<i>L&M 3</i>	<i>Provision 1</i>	<i>Provision 2</i>
Other comments:							

Evidence (continued)

Activity

Impact