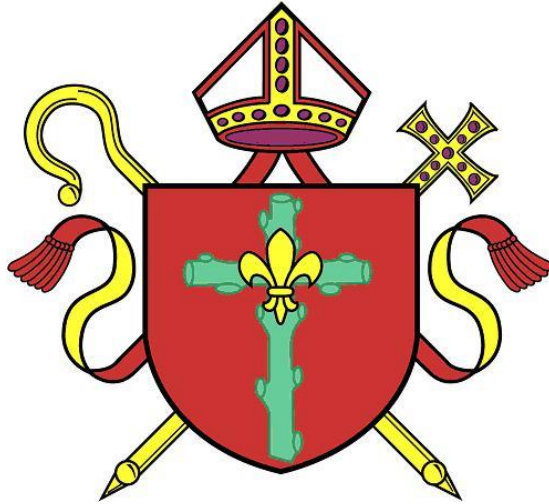


Nottingham Roman Catholic
Diocesan Education Service



**Diocesan Canonical Inspection
Inspector's Notebook**

Revised Framework - Version 2 (September 2021)

School:

Headteacher:

Date of Inspection:

Inspector:

Sent to the NRCDES (Date):

Inspector's Notebook...

This notebook is for the use of inspectors undertaking diocesan canonical inspections within the Diocese of Nottingham. It contains the following:

- *Suggested timetables for inspection*
- *Pre-inspection telephone call to the school*
- *Pre-inspection hypotheses*
- *Evidence Form (EF) (lessons)*
- *Evidence Form (EF) (other)*
- *Summary of strengths/weaknesses in teaching*
- *Lesson observation and work scrutiny grids*
- *Work scrutiny EF*
- *Collective Worship EF*
- *Notes section for all areas*
- *Summary of inspection judgements*
- *Sample interview questions*
- *Groups of pupils*
- *Description of grades and proportions*

Suggested timetables for inspection

The following are offered as a guide only. It will be for the inspection team to decide on this following a discussion with the school.

PRIMARY

DAY 1	
8.00	Arrive in school / meet with headteacher Tour of school
8.45	Meet staff
9.15	Attend Act of Collective Worship
9.30	Lesson observations Discussions with pupils
12.00	Brief headteacher/feedback for teachers
1.00	Work scrutiny Documents
1.30	Interview with headteacher
2.00	Interviews: <ul style="list-style-type: none">• RE subject leader• Chair of Governors / governors• Parish clergy
3.30	Work scrutiny Documents
4.30	Brief headteacher Confirmation of judgements
5.30	Feedback to headteacher, SLT, governors

DAY 2 (optional)	
8.00	Brief headteacher
8.30	Documents / Further checks
9.00	Additional meetings Work scrutiny
12.00	Feedback to headteacher, SLT, governors

SECONDARY

DAY 1		
8.00	Arrive at school / inspectors' meeting	
8.15	Brief headteacher	
	Lead Inspector	Associate Inspector(s)
8.45	Registration and Collective Worship	Documents Work Scrutiny
9.15	Documents	Lesson observations
9.45	Lesson observations	Meetings/discussions
	Meetings/discussions	Lesson observations
12.30	Brief headteacher/ feedback for teachers	
1.30	Lesson observations	Meetings/discussions
	Work Scrutiny	Lesson observations
4.00	Brief headteacher	
4.30	Meeting – consolidation of judgements Further scrutiny of work/documents	
5.30	Feedback to headteacher, SLT, governors	

There may be a need to have an additional day or half-day. This should be discussed with the school.

Pre-Inspection telephone call to the school

Item	Request	Check
<ul style="list-style-type: none"> Introduce yourself, <i>'I'm phoning from the Nottingham Roman Catholic Diocesan Education Service about your school's diocesan canonical inspection'</i> Check that it is convenient to speak to the headteacher, if not, arrange a more convenient time to speak or ask to speak to the next most senior member of staff When speaking to the headteacher or senior member of staff, <i>'Your inspection has been arranged for... it will be conducted by myself and a colleague inspector ...'</i> If you are to be shadowed by a trainee inspector, ask the headteacher if this is acceptable and inform him/her of the trainee who will be shadowing the inspection 		
<ul style="list-style-type: none"> Clarify documentation to be sent in advance of the inspection and confirm email address Ensure that the headteacher is aware of the <i>documentation list</i> for preparation of documents on day of inspection and the <i>inspection handbook</i> 	<ul style="list-style-type: none"> DSEF Part 1 (by email) and also a summary school self-evaluation / School Improvement Plan 	
<ul style="list-style-type: none"> Seek to understand the specific impact of Covid on the school and how leaders responded, with particular reference to Catholic Life, Religious Education and Collective Worship Discuss Remote Learning opportunities undertaken Agree safety protocols in line with the school's Risk assessments/ plans Explain that the NRCDES has a RA in place for inspectors 		
<ul style="list-style-type: none"> Discuss proposed timetable for the day (based on sample timetables) If a Mass is scheduled for this day, discuss possible arrangements for extending the inspection Confirm time of arrival Arrangements for discussions 	<ul style="list-style-type: none"> Arrange times for discussions to take place on day of inspection 	
<ul style="list-style-type: none"> Lesson observations Opportunity for joint lesson observations 	<ul style="list-style-type: none"> Include these details on timetable to be sent Arrive at agreed protocol for lesson observation feedback Are there any teachers that should not be observed? 	
<ul style="list-style-type: none"> Collective Worship 	<ul style="list-style-type: none"> Time of Act(s) of Collective Worship 	
<ul style="list-style-type: none"> Practical arrangements 	<ul style="list-style-type: none"> Car parking How to enter the school, which entrance to use A room to serve as a base with tea and coffee making facilities and documentation An additional room for interviews Any additional space where discussions can take place 	
<ul style="list-style-type: none"> Pre-inspection hypotheses – will be based on the school's previous report and any evidence that the school may wish to submit 		
<ul style="list-style-type: none"> Any additional questions 		

Pre-inspection Hypotheses

Targets from last inspection	
Targets	Evidence that targets have been met
Further evidence required/questions to be raised:	
Notes in relation to information shared related to Covid-19:	

Data

KS	Current Attainment	Trends over time
	Current Progress	Trends over time

Catholic Life	SEF judgment	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.		

Religious Education	SEF judgment	Evidence?
The quality of Religious Education		
How well pupils achieve and enjoy their learning in Religious Education.		
The quality of teaching and assessment in Religious Education.		
How well leaders and governors promote, monitor and evaluate the provision for Religious Education.		

Collective Worship	SEF judgment	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.		

The use of Evidence Forms (EFs)

All EFs should be given a unique EF number that is able to be cross-referenced in an inspection notebook.

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 be more than one focus. The **context** for the 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 a 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 the 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 the main strengths of 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 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.**

The EF should also be used for logging the main points raised at meetings with the school's senior leadership team and for synthesising evidence that underpins important judgements.

The EFs on the following pages should be photocopied multiple times for use in the inspection.

NRCDES Evidence Form – Diocesan Canonical Inspection

Date	Time of day	Inspector	Evidence Type	EF №:	
/ /					

Focus (inspection trail or main purpose of the activity)	Context (lesson objective or description of activity)
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Information gathered for lesson observations only

Teacher:											
Year group (s)			Grouping		Gender	B	G	MI	Present /NOR		

Evidence (continued overleaf if necessary)

<u>Activity</u>	<u>Impact</u>
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Evaluation

	Time spent in this lesson (mins)	
		EF №:

Evidence (continued)

Activity

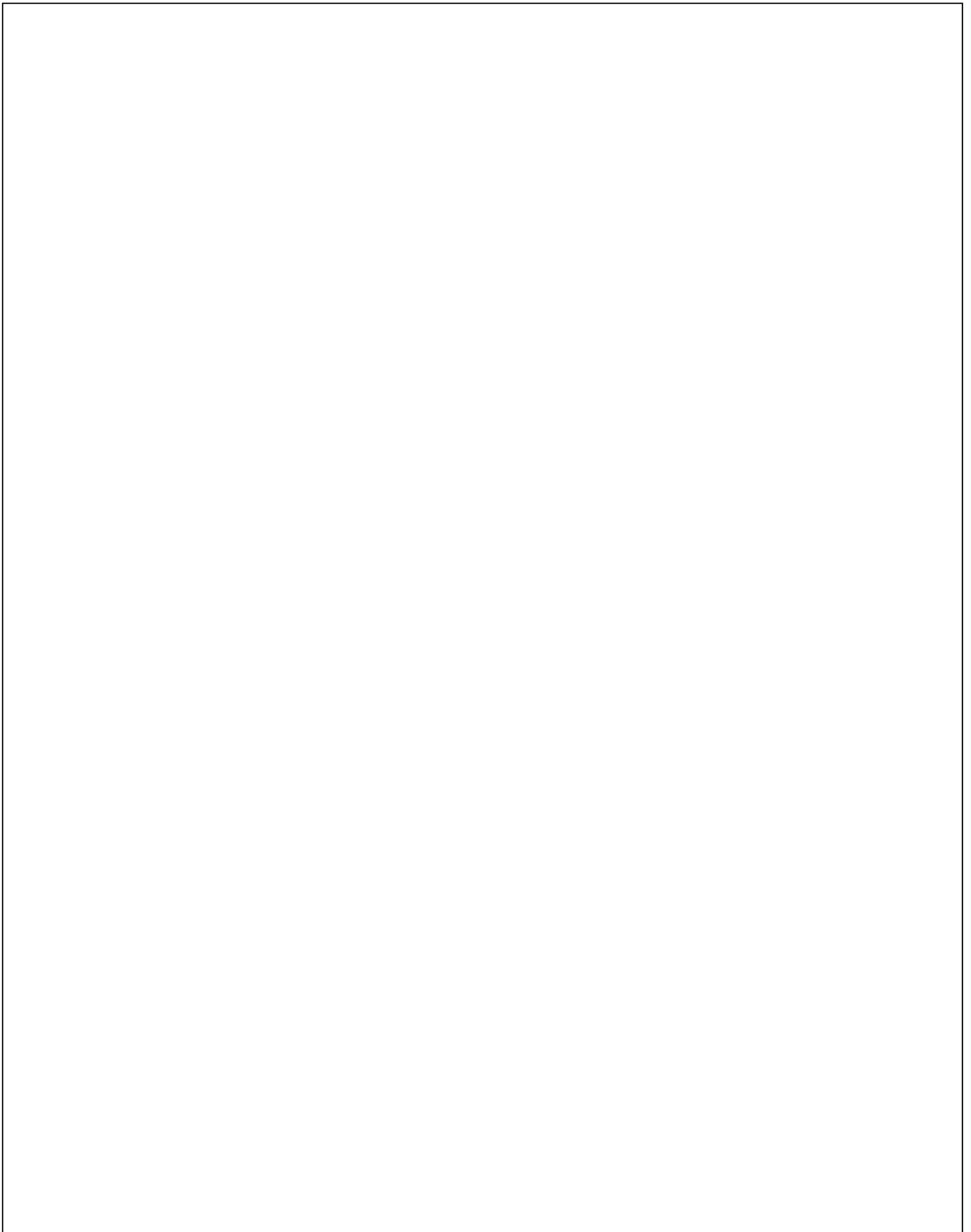
Impact

NRCDES Evidence Form – Diocesan Canonical Inspection

Date	Time of day	Inspector	Evidence Type	EF No:
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Focus	Context
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Other information



Summary of strengths/weaknesses in teaching observed

	<i>Strengths</i>	<i>Weaknesses</i>

Summary of strengths/weaknesses in teaching observed

	<i>Strengths</i>	<i>Weaknesses</i>

Lesson Observation, Collective Worship & Work Scrutiny Grids

These contain extracts from the relevant descriptors that an inspector could reasonably expect to evidence during a lesson observation, work scrutiny or an Act of Worship.

They would also serve as a useful focus for feedback to teachers and headteachers after judgements have been given.

		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 understand 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.
	AT3	Pupils are given many opportunities to listen and respond to a point of view. They are invited to listen and respond to questions about many sources (prayers, hymns, scripture stories, religious artefacts, images and sacraments). They also express a point of view and give many reasons for it.	Pupils are given some opportunities to listen and respond to a point of view. They are invited to listen and respond to questions about some sources (prayers, hymns, scripture stories, religious artefacts, images and sacraments). They also express a point of view and give some reasons for it.	Pupils are still developing the skill of listening and responding to a point of view. They are occasionally invited to listen and respond to questions about some sources (prayers, hymns, scripture stories, religious artefacts, images and sacraments).	Pupils are given insufficient time to develop the skill of listening and responding to a point of view. They are rarely invited to listen and respond to questions about some sources (prayers, hymns, scripture stories, religious artefacts, images and sacraments).
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.	

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.

	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.

	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 prior learning and capabilities of the class; 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; they 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.
AT3	Work indicates many opportunities to listen and respond to a point of view. Pupils are invited to listen and respond to questions about many sources (prayers, hymns, scripture stories, religious artefacts, images and sacraments). They also express a point of view and give many reasons for it.	Work indicates some opportunities to listen and respond to a point of view. Pupils are invited to listen and respond to questions about some sources (prayers, hymns, scripture stories, religious artefacts, images and sacraments). They also express a point of view and give some reasons for it.	Work indicates that pupils are still developing the skill of listening and responding to a point of view. Pupils are occasionally invited to listen and respond to questions about some sources (prayers, hymns, scripture stories, religious	Work indicates that pupils are given insufficient time to develop the skill of listening and responding to a point of view. Pupils are rarely invited to listen and respond to questions about some sources (prayers, hymns, scripture stories, religious artefacts, images and sacraments).

			artefacts, images and sacraments).	
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.
Feedback & 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.
End of Year expectations	End of Year expectations are used consistently and effectively (in the relevant key stages) and pupils have a thorough understanding of their significance for their progress.	End of Year expectations are used consistently (in the relevant key stages) and pupils have a good understanding of their significance for their progress.	End of Year expectations are rarely used and pupils have only a limited understanding of their significance for their progress.	End of Year expectations 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.

Please refer to the 'work scrutiny' matrix and consider the following areas: planning; differentiation; coverage of AT1, AT2 and AT3, range of activities, quality of marking, levels of attainment, targets and use of homework where appropriate.

Areas of focus	Notes/Issues
<p>Planning linked to assessment <i>Are tasks linked to systematic and accurate assessment of skills, knowledge and understanding? (Test against tracking information). Are connections made with previous lessons and over time? Is planning linked to targets/Come and See?</i></p> <p>Differentiation <i>Is work differentiated to meet the needs of every pupil? Differentiation by: outcome, support, task? Is work sufficiently challenging?</i></p> <p>AT1 <i>How are pupils acquiring knowledge and deepening understanding? How secure is this knowledge and understanding?</i></p> <p>AT2 <i>Can pupils interpret sources and symbols? Can pupils reflect on their knowledge and understanding? Is there evidence that pupils can engage and integrate religious ideas into their lives?</i></p> <p>AT3 <i>Does work indicates that there are a range of opportunities for pupils to listen and respond? (prayers, hymns, scripture stories, religious artefacts, images and sacraments). Can pupils express a point of view and give reasons for it?</i></p> <p>Activities <i>Are a wide range of resources used? What different teaching strategies have been employed? How much work is evident in books? Are there any gaps in learning?</i></p> <p>Marking <i>Does marking relate to the RE learning objective? Do pupils have a clear understanding about how to improve? Do pupils respond to marking? How? Are inaccuracies addressed? (Teacher subject knowledge).</i></p> <p>Levels of Attainment <i>Are Levels of Attainment used consistently by teachers in assessed work? Are 'driver words' used effectively? Do pupils understand what to do next and how to make progress?</i></p> <p>Targets <i>Are targets made explicit in exercise books? Are pupils involved in target setting? Are targets used in feedback?</i></p> <p>Homework <i>Is homework used to consolidate learning and challenge the most able?</i></p>	
Overall Comments / Judgements	

Summary of strengths/weaknesses in work scrutiny

	<i>Strengths</i>	<i>Weaknesses</i>

NRCDES Diocesan Canonical Inspection EF (AoW)

Date	Time of day	Inspector	School code / EF No:
/ /			
Grouping		Observation time	
Theme			
<p>PROVISION <i>Planning, organisation and delivery</i></p> <ul style="list-style-type: none"> • Theme/message clear and appropriate • Organisation/planning • Attention to mood/setting • Opportunities for pupils/students to lead and participate • Use of scripture • Opportunities for spiritual growth (SMSC) • Developing a sense of belonging • Quiet reflection • Spontaneous prayer • Traditional prayer • Quality of relationships • Use of ritual 			
<p>RESPONSE</p> <ul style="list-style-type: none"> • Participation in prayer • Respect • Awe and wonder • Interest and concentration • Behaviour 			
<p>ADDITIONAL NOTES</p>			

Catholic Life	SEF Judgement	Inspection Judgement
The extent to which pupils contribute to and benefit from the Catholic Life of the school.		

Catholic Life	SEF Judgement	Inspection Judgement
The quality of provision for the Catholic Life of the school.		

Catholic Life	SEF Judgement	Inspection Judgement
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.		

Religious Education	SEF Judgement	Inspection Judgement
How well pupils achieve and enjoy their learning in Religious Education.		

Religious Education	SEF Judgement	Inspection Judgement
The quality of teaching, learning and assessment in Religious Education.		

Religious Education	SEF Judgement	Inspection Judgement
How well leaders and governors promote, monitor and evaluate the provision for Religious Education.		

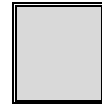
Collective Worship	SEF Judgement	Inspection Judgement
How well pupils respond to and participate in the school's Collective Worship.		

Collective Worship	SEF Judgement	Inspection Judgement
The quality of Collective Worship provided by the school.		

Collective Worship	SEF Judgement	Inspection Judgement
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.		

Summary of Inspection Judgements

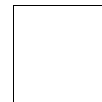
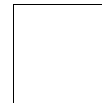
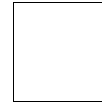
Overall Effectiveness



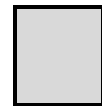
Catholic Life



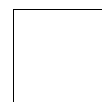
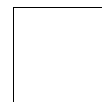
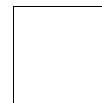
- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.



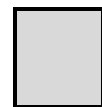
Religious Education



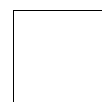
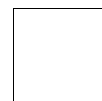
- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and governors monitor and evaluate the provision for Religious Education.



Collective Worship



- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.



	Pupil Outcomes	Provision	Leadership and Management
Catholic Life			
Religious Education			
Collective Worship			

Appendix 1: Sample Interview Questions

Questions for:			
	Catholic Life	Religious Education	Collective Worship
HEAD AND SLT			
1) What action has been taken to address the targets for improvement from the last inspection?	CL3	RE3	CW3
2) What do you see as the school's main strengths?	CL3	RE3	CW3
3) What is your vision for this Catholic school?	CL3		
4) How do you ensure and share that vision?	CL3		
5) What do you want for every child in this school?	CL3	RE3	CW3
6) How do you promote, monitor and evaluate the Catholic Life of the school?	CL3		
7) How would you articulate your vision for this Catholic school? How is it shared with others?	CL3		
8) How do you plan for improvement?	CL3	RE3	CW3
9) What provision do you make for staff induction and in-service to develop staff understanding to the Church's mission in education?	CL3		
10) How have you developed RSE?	CL3		
11) How do you develop relationships with the parishes, parents, priests?	CL3		CW3
12) Tell me about standards, achievement and progress in RE.		RE3	
13) How robust do you think your systems for tracking, monitoring, analysis and evaluation of Religious Education are and what is their impact?		RE3	
14) How well do you feel challenged and supported by the governing body?	CL3	RE3	CW3
15) How is the school involved in serving the common good? How is community cohesion promoted in the school community?	CL3		
16) How has the school adapted and prioritised CL, RE and/or CW from September 2020, following the national lockdown linked to Covid-19?	CL3	RE3	CW3

Questions for:			
	Catholic Life	Religious Education	Collective Worship
RE subject leader / head of Department			
1) What do you think are your greatest achievements as RE Curriculum Leader?		RE3	
2) Tell me how you lead and manage the subject and what is the impact?		RE3	
3) What are standards like and how do you know?		RE1/3	
4) How do pupils progress, including those with learning difficulties/disabilities (and what support is provided for them?)		RE1/2	
5) How do you monitor and evaluate at the present moment? What have you learned about performance in RE through your present systems?		RE3	
6) How do you monitor and evaluate learning and teaching? Where would I find outstanding teaching? Or teaching that requires improvement?		RE3	
7) What resources/schemes are used?		RE3	
8) What knowledge, understanding and skills are pupils developing in RE?		RE1	
9) How did you and your team adapt your curriculum planning and delivery during and following the remote learning period?		RE1/2	

Other staff			
1) Tell me about the strengths of the school as a Catholic community?			CW1/3
2) What do you see as its areas for development?		RE1/3	CW1/3
3) How have you been involved in developing the Catholic Life of the school and its mission?		RE3	CW3
4) Tell me something about your induction process.	CL3	RE3	CW3
5) What have been key changes in your time here?	CL3	RE3	CW3
6) Were you involved in writing the self-evaluation?	CL3	RE3	CW3
7) Have you had any dealings with the governing body?	CL3	RE3	CW3
8) How well did the school respond during the Covid-19 period?	CL3	RE3	CW3

Questions for:			
Chaplain/Worship Co-ordinator	Catholic Life	Religious Education	Collective Worship
1) Tell me about the variety and range of worship offered here			CW1/2
2) How well do you think pupils respond and participate in Collective Worship?			CW1
3) How is provision and response monitored and evaluated?			CW3
4) How, when and how well do pupils lead and prepare Collective Worship?			CW3
5) How does it contribute to pupils' spiritual and moral development?	CL1		CW1
6) What's their response to voluntary worship?			CW1
7) How does RE contribute to the spiritual and moral development of pupils?		RE1	
8) How well did the school respond during the Covid-19 period?	CL3	RE3	CW3

Pupils			
1) What do you like most about this school?	CL1	RE1	CW1
2) Do you enjoy RE? What do you like/dislike?		RE1	
3) What are your lessons like? Is there any way they could be better?		RE1	
4) Tell me about what you are learning in RE.		RE1	
5) At the beginning of RE lessons are learning objectives/success criteria shared?		RE2	
6) Are your RE lessons as challenging/difficult as English or Maths?		RE2	
7) Do you have any targets for RE? Do you know how to improve?		RE3	
8) In RE lessons does everyone do the same or do some people do different activities?		RE2	
9) What was remote learning like in RE?		RE1/2	
10) What happens when you pray here?			CW1
11) What do you think/feel about it?			CW1
12) Who prepares and leads it? What part do you play?			CW1/3

Pupils	Catholic Life	Religious Education	Collective Worship
13) How would you prepare a prayer time for your class?			CW1
14) Tell me about a school Mass.			CW1/2
15) How did your school manage the time when you could not gather together for prayer and worship, during lockdown and Covid restrictions?	CL1/2		CW1/2
16) What do you do in this school that friends in other schools might not?	CL1/2		CW1/2
17) This is a Catholic school. What do you think that means?	CL1/2		
18) How does this school help you to be a better person?	CL1/2		
19) How does learning about Jesus affect how you behave on the playground?		RE1	
20) Do you know anything about the religious life of other people?		RE1/2	CW1/2
21) What happens when new people join this school?	CL2/3		
22) What do you do to help people who have less than you? Why?	CL1/2		
23) What happens when things go wrong here?	CL1/2		

Classroom Support Staff			
1) What do you think is the impact of your work? How do the pupils benefit?		RE1	
2) What do you think about the school? What are its strengths? What could improve?	CL1/2		CW1/2
3) Are you given any direction by the teacher about each lesson?		RE2	
4) Are you involved at all in any planning?		RE2	
5) How do you think the Catholic character of the school is lived out here daily?	CL1/2/3		
6) How well did the school respond during the Covid-19 period?	CL3	RE3	CW3

Questions for:			
	Catholic Life	Religious Education	Collective Worship
Governing Body			
1) What impact do you think the governing body has had on the school?	CL3	RE3	CW3
2) What do you think are the strengths of this school?	CL3	RE3	CW3
3) Its areas for development?	CL3	RE3	CW3
4) How do you monitor and evaluate the Catholic Life of the school?	CL3		
5) How do you help shape the vision and direction of the Catholic Life?	CL3		
6) Have you been involved in the self-evaluation?	CL3		
7) How do governors challenge and support the leadership team?	CL3	RE3	CW3
8) How are policies formulated to reflect the distinctive Catholic character?	CL3		CW3
9) Are you aware of standards in RE?		RE3	
10) Are you aware of the quality of teaching and learning RE?		RE3	
11) How well did the school respond during the Covid-19 period?	CL3	RE3	CW3

Priest			
1) What do you think are the strengths of the school?	CL1/2		CW1/2
2) Are you aware of any areas for development?	CL3	RE3	CW3
3) What do you think the school's partnership with the parish is like?	CL3		CW3
4) What do think of the quality of the Catholic Life of the school?	CL2/3		
5) How does the school support the parish in sacramental preparation?			CW2

Parents				
1) What are the strengths of the school?	CL3	RE3	CW3	
2) What are the areas for development?	CL3	RE3	CW3	
3) Do you feel included in school events?	CL3		CW3	
4) What do you feel about RE/Collective Worship/Catholic Life of the school?	CL2	RE2	CW2	
5) Would you recommend this school to others?	CL1			
6) How well did the school respond during the Covid-19 period?	CL3	RE3	CW3	

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
- pupils eligible for the pupil premium
- 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 & 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.

Proportion	Description
80-96%	Very large majority
65-79%	Most
51-64%	Majority
35-49%	Minority
20-34%	Small minority
4-19%	Very small minority, few, some
0-3%	Almost no/very few