

Grade Descriptors for Section 48 Inspectors (June 2013)

OVERALL EFFECTIVENESS

a) How effective this Catholic school is in providing Catholic education

Outstanding (1)	Outcomes for pupils, the provision for Catholic Education and leadership and management in the development of the Catholic life of the school must be at least good and two are outstanding.
Good (2)	Outcomes for pupils, the provision for Catholic Education and leadership and management in the development of the Catholic life of the school must be at least requiring improvement and two at least good.
Requires Improvement (3)	Outcomes for pupils, the provision for Catholic Education and leadership and management in the development of the Catholic life of the school are at least requiring improvement.
Inadequate (4)	Overall effectiveness is likely to be inadequate if any of the following are inadequate: <ul style="list-style-type: none">• outcome for pupils;• provision for Catholic Education;• leadership and management in the development of the Catholic Life of the school.

OVERALL EFFECTIVENESS

b) The school's capacity for sustained improvement

Outstanding (1)	The pursuit of excellence in Catholic education has led to exceptional improvement, or has securely maintained and built on previously outstanding performance. Self-evaluation at all levels is grounded in accurate analysis. The senior leadership team and other leaders and managers inspire the school community to work towards meeting or sustaining an ambitious vision. Morale is very high and belief in the school's success runs through all levels of staff. Processes for managing the performance of staff and for their professional development are used exceptionally well.
Good (2)	Action to overcome areas for development has been concerted and effective to the extent that overall performance has crossed a grade boundary or has consolidated and improved on previously good or outstanding performance. The senior leadership team is highly motivated and consistently communicates high expectations to staff about securing improvement. It galvanises the enthusiasm of staff and channels their efforts to good effect. Realistic and challenging plans are grounded in detailed and accurate analysis of the pupils' achievement and are being used effectively to improve outcomes.
Requires Improvement (3)	The school has focused on improving areas identified for development and there is movement towards improvement in overall performance, though development is still needed in a number of areas. The senior leadership team is motivated to seek further improvement and is focusing the school's efforts on identified priorities. Plans are based on a sound analysis of the pupils' achievement though further work is required to raise standards. Appropriate systems enable the school to continue improving - these are not solely dependent on only one or two senior leaders though greater ownership across the whole staff is still required.
Unsatisfactory (4)	The school may have improved a few areas needing development, perhaps quite recently, but its overall improvement since its last inspection is fragile. Alternatively, the school's effectiveness may have declined. The senior leadership team is unable to motivate staff sufficiently and is not planning effectively to improve outcomes. Current planning may be ill-founded or unambitious, with the result that standards remain too low or may even be falling. Analysis supporting self-evaluation is poor. Processes for deciding on targets are insufficiently robust.

PUPILS

a) The extent to which pupils contribute to and take part in the Catholic life of the school

Outstanding (1)	Pupils lead and take responsibility for shaping activities with a religious character, in the school and the wider community. They take full advantage of the opportunities the school provides for their personal support and development and for evaluating the Catholic Life of the school. They show curiosity, are imaginative, intuitive and understand what makes them who they are. They are proud of their backgrounds and beliefs and have a strong sense of personal worth. In proportion to their years they show a capacity for community praise and celebration, and ability to listen, to give thanks, to forgive and be forgiven. They express their own views and beliefs with confidence and are able to refer to the teaching of Jesus and other key religious figures. They value and respect the Catholic tradition of the school and its links with the parish community(ies). They treat others with high levels of respect and know acutely that their behaviour always has consequences. They are alert to the needs of others and seek justice for all within and beyond the school community. They take full responsibility for themselves and their actions. They are quick to congratulate others.
Good (2)	Pupils take on responsibilities and participate constructively in the Catholic Life of the school beyond routine lessons and activities including evaluating the Catholic Life of the school. They are reflective and inquiring. They understand that religious belief and spiritual values are important for many people. They show interest in the religious life of others, care and respect for religious objects in the school. They understand the importance of key celebrations in school throughout the liturgical year and in the parish community. They are secure and ready to express their own views and beliefs. They are considerate to others and caring to anyone in apparent need. They show signs of responding to the needs of people beyond the school. They show an understanding of the need to forgive, be forgiven and have a good understanding of right and wrong.
Requires Improvement (3)	Most are keen to participate in school activities, take responsibility and influence decisions about the Catholic Life of the school in some way. They can identify the religious aspects of their school and know about religious practice in their parish and/or local community. They know that for some people religion is important and affects the way they live. They show respect for the religious life of others. They respond to opportunities to take responsibility around the school and co-operate when the school raises funds or organises activities to address the needs of others. They have a developing sense of the wider world, other beliefs, other cultures and community organisations.
Inadequate (4)	Pupils are reluctant to engage in activities beyond lessons and have little or no influence on decisions which affect the Catholic Life of the school. They show little interest in the mystery and value of life and creation. They are unclear about their own and others' beliefs. They show little respect for the religious practices of others and for the religious life of the school. A significant minority of pupils behave insensitively and show little understanding of the effect of their behaviour on others. In some cases children do not feel any obligation to support the school or become part of its community. They show little interest in the needs of others, the wider world and have scant understanding of it. Some show low self-esteem.

PUPILS

b) The extent to which pupils contribute to and take part in the school's prayer life and Collective Worship

Outstanding (1)	Prayer and acts of worship engage all pupils' interest and inspire in them deep thought and heartfelt response. Pupils regularly prepare and lead prayer and worship with confidence and enthusiasm, in a variety of gatherings from their earliest years. They are skilled in using a variety of ways and means to support their private and public prayer. They are at ease and act with integrity when praying with others who have different beliefs and attitudes to spirituality.
Good (2)	Pupils act with reverence and are keen to participate in prayer and worship. They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence. No one is expected to act in a manner contrary to their beliefs and all show respect for each other. They have a good understanding of the religious seasons and feasts and are becoming skilled in the use of scripture, religious artefacts, hymns and other forms of prayer. They are at ease when praying or worshiping within their school community and appreciate what is taking place.
Requires Improvement (3)	Pupils take part in the regular prayer life of the school. Their involvement does not extend to planning and preparing acts of worship. Though able to compose prayers, they rely heavily on the adults in the school. Most of the leadership and initiative comes from the staff. Some pupils express frustration about the limited scope for participation.
Inadequate (4)	Pupils are restless during acts of worship and uninterested in the prayer life of the school. Many routinely participate without giving much thought to what is happening. Pupils have little influence or involvement in the school's provision. Some disrupt others when at prayer or during worship and ridicule pupils for whom this is an important activity.

PUPILS

c) The extent to which pupils respond to and benefit from the school's Chaplaincy provision

Outstanding (1)	Chaplaincy is highly valued by pupils who know they can confidently access chaplaincy support, certain of a positive response. The majority of pupils participate fully in school chaplaincy and respond enthusiastically to its activities, often contributing to the work. They know that chaplaincy is wholeheartedly supported by school leaders at all levels and that all pupils will benefit from excellent communication between those working in chaplaincy and all other aspects of school life. Chaplaincy provision makes a powerful and creative contribution to the well-being of individual pupils and to their lives as part of the wider school community.
Good (2)	Pupils value chaplaincy, know how to access its support and are happy to do so if the situation requires. Most respond well to chaplaincy and many participate fully in its activities. Pupils know that school leaders support and promote chaplaincy and that its role is understood and valued by the whole community. Chaplaincy provision makes a significant contribution to the well-being of individual pupils and to their lives as part of the wider school community.
Requires Improvement (3)	Many pupils value chaplaincy, know how to access its support and would be happy to do so if the situation required. Many also respond well to chaplaincy but, for a significant number, their response is entirely dependent upon initiatives from the chaplain or members of the chaplaincy team. Most pupils would know that school leaders support chaplaincy and that many in the community understand and value it. Chaplaincy provision offers direction and support to many individual pupils, though its outreach does not extend across the whole school. Chaplaincy in the school is either in its infancy or still requires further development.
Unsatisfactory (4)	The majority of pupils have little or no awareness of chaplaincy provision in the school and those that do find it difficult to access. Chaplaincy lacks structure, is largely unsupported and makes little impact on the lives of individual pupils or upon their lives as part of the wider school community.

PUPILS

d) How well pupils' achieve and enjoy their learning in religious education

Outstanding (1)	Standards pupils achieve in Religious Education are very high. Attainment indicators for the final key stage are almost all significantly above average. Progress is at least good in each key stage for different groups and is exemplary in some. Most pupils concentrate very well and are rarely off task even in extended periods without direction from an adult. They have developed an enthusiasm for tackling challenging activities. Their keenness and commitment to succeed and ability to grasp opportunities to extend and improve their learning are exceptional.
Good (2)	Standards pupils achieve in the final key stage are mostly above average. Pupils are attaining generally above average standards in knowledge and understanding of religion (AT1) and an ability to reflect on meaning (AT2) in all key stages. Standards of attainment are above average in all strands of each attainment target. Most groups of pupils make at least good progress and some may make outstanding progress, with nothing that is inadequate. They are keen to do well, generally apply themselves diligently in lessons and work at a good pace. They generally seek to produce their best work and are often interested and enthusiastic about their learning.
Requires Improvement (3)	Standards pupils achieve in the final key stage are at least broadly average. Most pupils' standards of attainment in knowledge and understanding of religion (AT1) and ability to reflect on meaning (AT2) is average. There is some underperformance, which does not affect many pupils. Pupils make the progress expected, given their starting points, and some, although not the majority, may make good progress. Progress is inadequate in no major respect (for example, a key stage or particular groups of pupils), and may be good in some respects. Most work effectively when provided with appropriate tasks and guidance but lack confidence in improving the quality of their work. They generally work steadily and occasionally show enthusiasm and interest.
Inadequate (4)	Standards pupils achieve in the final key stage are well below average overall. Many pupils underperform to some extent. Performance in Religious Education is unsatisfactory. A significant number of pupils do not make expected progress given their starting points. Considerable numbers of pupils or particular pupils, underachieve in one or more key stages. Few work effectively without direction from an adult and many give up easily when they perceive activities to be too challenging. A significant number of pupils do not enjoy the activities provided, which is reflected in poor completion of tasks.

LEADERS AND MANAGERS

a) How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvements to outcomes for pupils

<p>Outstanding (1)</p>	<p>Leaders, governors and managers are deeply committed to the Church's mission in education. They are energised by the task and are a source of inspiration for the whole community. There is unequivocal and explicit evidence that the Catholic mission of the school is a priority along with pupils' spiritual and moral development and collective worship. This is reflected in the schools self-evaluation. Self-evaluation at all levels within the school is a coherent reflection of rigorous monitoring, searching analysis and self-challenge. This leads on to well-targeted planning and actions taken by the school often creatively conceived with key partners. As a result staff and pupils' understanding of the school's mission is outstanding. They share its purpose and are keenly and actively involved in shaping and supporting it.</p>
<p>Good (2)</p>	<p>Leaders, governors and managers demonstrate a commitment to the Church's mission in education, with spiritual and moral development a priority. They conduct a range of monitoring activities relating to provision and outcomes. Their analysis provides a firm basis for accurate diagnosis of the school's strengths and areas for development. Planning involves key partners and is founded on sound evidence and data, tackling key areas for development systematically and building on areas of strength. Consequently pupils are able to articulate the school's distinctive mission with understanding and appreciation. Staff and pupils have a high regard for the Catholic Life of the school and Collective Worship.</p>
<p>Requires Improvement (3)</p>	<p>Leaders, governors and managers express their support for the Church's mission in education but rely heavily on guidance to give it direction. They monitor the provision and outcomes. They know the school's major strengths and areas for development in respect to its Catholic character. They are implementing to some extent plans that are aimed at improving pupils' spiritual and moral development and other outcomes for pupils. Pupils and staff cooperate satisfactorily with regard to the Catholic Life of the school and Collective Worship.</p>
<p>Inadequate (4)</p>	<p>Leaders, governors and managers are reluctant to promote the Church's mission in education. They do not monitor this aspect of provision or Collective Worship. Evaluation is casual and lacks rigour to the extent that planning fails to match accurately the key development requirements of the school. As a result pupils and staff are unclear what it means to be part of a Catholic school community.</p>

LEADERS AND MANAGERS

b) How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvements to outcomes for pupils

Outstanding (1)	Leaders', governors' and managers' self-evaluation is a coherent reflection of rigorous monitoring, searching analysis and self-challenge. Outstanding use of the assessment process results in well targeted planning and strategic action taken by the school. Outcomes in Religious Education accurately match pupils' ability.
Good (2)	Leaders, governors and managers conduct a range of systematic monitoring activities relating to provision and outcomes. Their analysis provides a firm basis for appropriate diagnosis of the school's strengths and areas for development. Effective planning is founded on sound evidence and data obtained from good use of the assessment process. Key areas are tackled for development systematically, while celebrating and building on areas of strength. Consequently, outcomes are generally improving.
Requires Improvement (3)	Leaders, governors and managers to some extent monitor the progress of all pupils and the quality of teaching and learning. They are aware of the school's major strengths and areas for development, which may include the performance of different groups of pupils, and the factors influencing outcomes. The assessment process is only in an early stage of development. The school has implemented some plans that are aimed at improving relevant outcomes.
Inadequate (4)	Leaders, governors and managers do not monitor provision and outcomes effectively. The Assessment process is either not in place or is ineffective. Evaluation lacks rigour, to the extent that planning fails to match accurately the key development requirement of the school.

PROVISION

a) The quality of the prayer life, Collective Worship and Chaplaincy provided by the School

Outstanding (1)	Collective worship is central to the life of the school and a key part of every school celebration. Prayer opportunities for staff and pupils are planned in a manner that attracts and facilitates attendance including adults associated with the pupils and school. Chaplaincy is clearly defined, well understood and accessible to all members of the community. Pupils' liturgical formation is well planned, appropriate to their faith backgrounds and shows progression. The themes, chosen by pupils and staff, reflect a deep understanding of the Church's mission and include the spiritual aspirations of all pupils. Pupils with different religious beliefs are assisted and supported in their prayer. Attendance by parents and others associated with the school is facilitated and encouraged.
Good (2)	Acts of collective worship are given high profile and are well resourced. Staff and pupils pray together. There is a range of formal and informal opportunities for daily prayer. Staff regularly review and plan improvements to the school's provision. They ensure pupils are skilled and equipped in leading prayer. Themes are consistent with the Catholic character of the school and responsive to the religious diversity among pupils. Chaplaincy makes a significant contribution to the life of the community and can be readily accessed by all. The school makes it possible for pupils with different beliefs to practice their faith and recognises key festivals and holy days.
Requires Improvement (3)	Whole school and class based prayer and worship follow a fairly routine structure with little innovation or variety. Many staff accept responsibility for leading prayer and many involve pupils in its delivery though little time is spent encouraging pupils' creativity and leadership. This frustrates some pupils. Chaplaincy contributes to the life of the community and can be accessed by pupils when needed. It has a limited profile and is not seen as relevant by some. Key seasons of the Church's year are celebrated and other religious festivals acknowledged. Parents and members of the community are invited to attend.
Unsatisfactory (4)	Acts of collective worship are routine and lack variety. There is little preparation other than rehearsing hymns. Teachers are unskilled in leading prayer, tend to rely on formal Church prayers and some demonstrate a lack of interest. Only occasionally are pupils given the opportunity to read or lead prayers. Collective worship is often held at times when pupils' attention is least likely to be gained. Staff are not alert to pupils' response and make little attempt to improve provision or involve pupils. Chaplaincy lacks vision and structure and is underdeveloped. Many lack awareness of the availability of chaplaincy support. The faith backgrounds of pupils are largely ignored and the attendance of parents is not encouraged.

PROVISION

b) The quality of teaching and how purposeful learning is in Religious Education:

Outstanding (1)	Teaching is consistently highly effective in enthusing pupils and ensuring that they learn extremely well. Teachers and other adults are acutely aware of their pupils' capabilities, their prior learning and understanding, so plan very effectively to build on these. Excellent subject knowledge is applied consistently to challenge and inspire pupils and ensure they make exceptional progress as learners in Religious Education. High quality resources, including technology are used very effectively, together with the support provided by other adults to optimise learning. Consequently, pupils are highly motivated, sustain their concentration extremely well and thoroughly enjoy their work. Marking and dialogue between teachers, other adults and pupils are consistently of a very high quality and are instrumental in maintaining pupils' exceptional learning and progress. Achievement and effort are celebrated.
Good (2)	Nearly all the teaching is effective in ensuring that pupils are consistently interested in their learning and making progress. The majority of teaching enables pupils to make good progress as learners. As a result of good assessment procedures, teachers and other adults plan well to meet the needs of all pupils. Teachers generally have strong subject knowledge which inspires and challenges most pupils and contributes to their good progress. As a result, in most lessons, pupils are keen to learn, concentrate well, enjoy their work and achieve highly. Good and imaginative use is made of resources, including technology to maximise learning. Support provided by other adults is effectively deployed. Pupils are provided with detailed feedback, both orally and through marking. They know how well they have done and can discuss what they need to do to sustain good progress. Achievement and effort are highlighted.
Requires Improvement (3)	Teaching may be good in some respects and there are no significant inadequacies across year groups. Pupils show limited interest in their work and make progress that is broadly in line with their capabilities. Assessment tends to inform planning which generally meets the needs of pupils. Teachers' subject knowledge is such that pupils make only adequate progress. There is a narrow range of resources, including technology to support learning. Some support is appropriately targeted. Some strategies ensure that pupils are generally engaged in their work and show some enjoyment. Management of behaviour is satisfactory. Pupils need to be more informed about their progress and how to improve, individually and as a class, through marking and dialogue with adults.
Inadequate (4)	Many lessons require improvement or are inadequate. Planning is insufficiently geared to the needs of pupils and takes little account of prior learning. In some lessons, teaching lacks enthusiasm and so does not engage pupils and they show little pride, enjoyment or interest in their work. Pupils may be easily distracted which wastes time and inhibits progress in lessons. Adults' expectations of pupils' capabilities are too low. Pupils do not have access to the resources or support they need and insufficient use is made of technology to support learning. Across the school, individuals or a distinct group of pupils, underachieve. Marking and dialogue are insufficiently focused on supporting pupils' progress.

PROVISION

c) The extent to which the Religious Education Curriculum promotes pupils' learning

Outstanding (1)	The school is innovative in the manner in which it presents the curriculum. It successfully seeks to improve the coherence, relevance and excitement of the well planned opportunities provided. As a result, pupils have the opportunity to be enthusiastic and highly motivated learners and benefit from excellent opportunities to improve their spiritual, moral development and vocation guidance.
Good (2)	The Religious Education curriculum is enriched through imaginative and well planned strategies to capitalise on the expertise within and beyond the school. This leads to learning that is often stimulating and memorable. The curriculum is customised to meet the needs of groups and individuals, including personalised programmes for those who need them. The Religious Education curriculum provides good opportunities for spiritual, moral development and vocation guidance. Extra-curricular opportunities are varied, have a high take up and are much enjoyed.
Requires Improvement (3)	The Religious Education curriculum is generally matched to pupils' needs and interests. It provides adequate preparation for the next stage of their lives. To some extent they are taught the knowledge and skills they need. It is often responsive to the local context and variation of faith backgrounds in the school population. All statutory requirements are met including pupils' spiritual, moral development and vocation guidance. A few aspects of the curriculum may be good.
Inadequate (4)	The curriculum may be inadequate if Bishops' Conference and diocesan requirements are not met or there are significant shortcomings, for example; disorganised planning; out of date resources; programmes of study which are ill matched to the pupil's capabilities or an inadequate response to needs and variation of faith backgrounds in the school population. The provision is weak leading to too many pupils not gaining the basic skills they need. The curriculum excludes significant groups of pupils, such as minority ethnic groups or pupils with particular gifts or talents, because it does not meet their needs, interests or aspirations adequately.