

Northampton Diocese Inspection Framework (June 2013)

This framework outlines the areas to be inspected by diocesan inspectors in every institution providing Catholic education. Most areas are applicable to all schools, although a few are more relevant to a particular phase.

OVERALL EFFECTIVENESS

Grade xxx

a) How effective the school is in providing Catholic Education

Inspectors should evaluate:

- how effective leaders, governors and managers are in developing the Catholic Life of the school
- how good outcomes are for pupils, taking particular account of variations between different groups
- the school's capacity for sustained improvement.

Inspectors' evaluation should:

- make the judgement on overall effectiveness taking into account all the available evidence.

b) The school's capacity for sustained improvement

Grade xxx

Inspectors should evaluate the extent to which:

- the school's success in improving outcomes for pupils has been shown by its performance since its last inspection
- high quality self-evaluation enables the school to identify appropriate priorities for Catholic Life and Religious Education to consolidate success and secure further improvement
- leaders and managers communicate an ambitious vision for the Catholic dimension of the school and to raise standards for all pupils
- the school's effectiveness as a Catholic school is likely to be sustained by the current leadership and management.

Inspectors' evaluation should take into account:

- the quality of the school's systems for managing performance and tackling areas of underperformance, particularly any areas for development in the quality of teaching in Religious Education
- the effectiveness of professional development arrangements in improving the quality of teaching in Religious Education
- performance since the last inspection, including, for example:
 - the extent to which the school has made progress in tackling the areas for improvement identified at the last inspection

- the school's success in achieving goals and areas for improvement it has identified for itself
 - improvements in outcomes for pupils
 - the school's response to any external evaluations such as those undertaken by the Diocesan Bishop's representative(s)
 - demonstrable evidence that achievement is improving, or if already high, that it is being maintained.
- the quality of self-evaluation including:
 - the accuracy, consistency and robustness of systems for tracking, monitoring, analysing and evaluating the impact of the school's work
 - the extent to which self-evaluation is established and embedded throughout the school community
 - the extent to which self-evaluation determines improvement planning
- the extent to which members of the school community:
 - are well motivated
 - are committed to bringing improvement across all outcomes for pupils
 - share the vision and ambition of senior leaders for Catholic education.

What should the school do to improve further?

- recommendations

PUPILS

Grade xxx

a) The extent to which pupils contribute to and benefit from the Catholic Life of the school

Inspectors should evaluate:

- the extent to which pupils take on responsibilities and take part in developing the Catholic character of the school
- pupils' sense of belonging to the school community and their relationship with those from different backgrounds
- the extent to which pupils contribute to the common good in the school and wider community.

Inspectors' evaluation should take into account:

- the extent to which pupils appreciate, value and participate in the Catholic Life as expressed in the mission statement of the school
- the extent to which pupils participate in evaluating the Catholic Life and the mission statement of the school
- the extent to which pupils value and respect themselves and others as created equal

- how well pupils take on positions of responsibility and leadership in the Catholic Life of the school and in the wider community
- the extent to which pupils participate in activities which enable them to contribute to the development of the Catholic character of the school
- pupils' participation and response to the school's chaplaincy provision
- where relevant, pupils' participation in away days and retreat activities;
- pupils' response to pastoral care programmes
- pupils' interest and engagement in spiritual, moral and ethical issues
- pupils' attitudes to education for personal relationships
- the extent to which pupils embrace a holistic approach to education and life
- pupils' capacity for praise, thanks, forgiveness and readiness to celebrate life
- the extent to which pupils contribute and benefit from the school as part of the wider local community.

b) How well pupils respond to and participate in the school's prayer life and Collective Worship

Inspectors should evaluate:

- to what extent pupils show interest and actively participate in the school's prayer life and Collective Worship
- to what extent pupils are acquiring skills in planning and leading prayer and worship
- how well prayer and Collective Worship contributes to the spiritual and moral development of pupils.

Inspectors' evaluation should take into account:

- the extent to which pupils demonstrate reverence and respect during Collective Worship
- the extent of pupils' knowledge of prayer and liturgy
- the extent of pupils' knowledge of a variety of prayer styles
- prayer and worship resources prepared by pupils
- how well pupils organise and lead prayer and worship
- pupils' response to voluntary acts of worship.

C) How well the pupils respond to and benefit from the school's Chaplaincy provision

Inspectors should evaluate:

- the extent to which pupils feel able to engage with and benefit from the school's Chaplaincy provision
- how well Chaplaincy contributes to the spiritual and moral development of pupils.

Inspectors' evaluation should take into account:

- the extent to which chaplaincy makes a creative contribution to the lives and wellbeing of all pupils
- the extent to which pupils feel able and are willing to access the school's chaplaincy provision
- the extent to which pupils feel able to contribute to the life of the school through its chaplaincy provision.

d) How well pupils' achieve and enjoy their learning in Religious Education

i) The quality of all pupils' learning and their progress

Inspectors should evaluate:

- how well pupils enjoy their learning as shown by their interest, enthusiasm and engagement with the subject
- the extent to which pupils are becoming religiously literate, have knowledge, understanding and skills appropriate to their age to respond spiritually, think ethically and theologically and are aware of the demands of religious commitment in everyday life
- the extent to which pupils actively seek to improve their knowledge, understanding and skills and are developing their competence as learners
- how well pupils make progress relative to their starting points and capabilities, making clear whether there is any significant variation between groups of pupils and there is any underachievement generally or among particular groups who could be doing better
- where relevant, how well pupils from other institutions taught in the school make progress in religious education.

Inspectors' evaluation should take into account:

- the headline judgement on achievement is generally the same as the judgement on progress
- recent assessment information. ***Judgements should not be made solely on the basis of one year's test and examination results***
- pupils' standards of attainment measured in line with Bishops' Conference document 'Levels of Attainment in Religious Education in Catholic Schools and Colleges.'

Past progress:

- data for the school overall, and where relevant, different key stages, and different groups of pupils, including those with learning difficulties and/or disabilities as indicated in RAISE online and the sixth form PANDA
- data presented by the school, which may include Fischer Family Trust;
- any analysis of past progress carried out by the school.

Current progress:

- pupils' work
- pupils' records
- any analysis of progress carried out by the school, including the progress made by different groups, particularly pupils with learning difficulties and/or disabilities.

ii) Pupils' standards of attainment in Religious Education

Inspectors should evaluate:

- the pupils' standards of attainment at the end of each key stage
- any significant variations between groups of pupils, trends over time and comparisons with other similar schools.

Inspectors' evaluation should take into account:

Previous standards of attainment

- previous teacher assessment of pupils' progress and attainment measured in line with Bishops' Conference document 'Levels of Attainment in Religious Education in Catholic Schools and Colleges;'
- the most recent examination results
- the test and examination results for up to three previous years
- Foundation Stage profile
- in primary schools with a Foundation Stage, at the school's analysis of any baseline assessment data will be important. Data about the early learning goals should be available, but inspectors should not attempt to make any direct links between achievement in these and progression to Key Stage 1 levels. In all schools, your own evidence from observations, talking to the staff and the youngest pupils, and looking at their assessment records and work will help to establish the pupils' starting points.

Current standards of attainment

- where there is no validated data, or the final year in a school does not correspond with the end of a key stage, the attainment judgement will be based on inspection evidence and validation of the school's evaluation of pupils' standards of attainment
- school data including results of, for example, GCSE module tests, moderated coursework and the quality of teacher assessment

- the school's track record in assessing standards of attainment, including the accuracy and the quality of teacher assessment
- the quality of the pupils' current work, including, where relevant that of children in the Early Years Foundation Stage and that of sixth form students.

LEADERS AND MANAGERS

Grade xxx

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

Inspectors should evaluate:

- how well leaders, governors and managers promote the work of the Catholic school
- how well leaders, governors and managers monitor and evaluate provision and outcomes in order to plan future improvements
- how well leaders, governors and managers implement improvement in respect of the Catholic Life of the school
- how well leaders, governors and managers, promote, monitor and evaluate the quality of provision for Collective Worship.

Inspectors' evaluation should take into account:

- the accuracy, consistency and rigour of systems for monitoring, analysis and evaluation of the impact on pupils and staff
- the progress and impact of actions identified in the school's Self Evaluation Document;
- provision for staff induction and in-service training to develop staff understanding and commitment to the Church's mission in education and the staff response
- the quality and range of opportunities for pupils' spiritual and moral development and their response
- pupils' awareness and understanding of the Catholic Life of the school and their engagement with it
- staff awareness and understanding of the Catholic Life of the school and their engagement with it
- the views of parents, priests and governors
- any policy decisions of the local Ordinary.

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

Inspectors should evaluate:

- how well leaders, governors and managers use monitoring data to evaluate the school's performance in order to plan future improvements
- how effectively plans are conceived, and how well they are implemented at all levels to bring about improvement in provision, and in pupils' outcomes
- the effectiveness of the subject leader(s)
- how effectively assessment is used in monitoring and securing improvements.

Inspectors' evaluation should take into account:

- the accuracy, consistency and rigour of systems for tracking, monitoring, analysis and evaluation of the impact of the school's work
- the effective use made of the assessment process
- views of parents and pupils
- the quality of teaching through lesson observation and other evaluation
- the impact of curriculum and assessment on pupil outcomes
- progress and learning of whole cohorts, groups and individuals
- the impact of support, pastoral care and guidance on pupil outcomes
- the quality of 'improvement planning' and its implementation
- how areas for improvement are prioritised through accurate self evaluation
- the rigour of the self evaluation document in identifying appropriate targets, time scales and clear lines of accountability.

PROVISION

Grade xxx

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

Inspectors should evaluate:

- how well the school provides opportunities for the pupils to develop spiritually through its prayer life and in acts of Collective Worship, taking into account their age, aptitudes, family backgrounds and the Catholic character of the school
- how well Chaplaincy provision contributes to the lives of the pupils and wider school community.

Inspectors' evaluation should take into account:

- the extent to which the school's prayer life, acts of worship and Chaplaincy reflect the Catholic character of the school and take into account the variety of faith backgrounds among pupils

- the appropriateness of the prayer and worship methods and styles used by the school
- how effectively the school skills its pupils in planning, leading and evaluating worship;
- how knowledgeable and skilled staff are in planning, leading and evaluating worship;
- how effectively the school engages parents, carers, local parishes and other local faith communities in its provision of prayer, Collective Worship and Chaplaincy.

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

Inspectors should evaluate:

- how well teaching promotes purposeful learning, enjoyment, progress and attainment of pupils.

Inspectors' evaluation should take into account how:

- lesson planning is linked to a current assessment of pupils' prior learning and is differentiated, so that it consolidates, builds and extends learning for all pupils
- subject knowledge inspires pupils and builds their understanding
- pupils are developing as independent learners and teaching encourages investigation and reflection by pupils and develops appropriate skills and ability to assess progress and achievement
- effective use is made of time
- the range of teaching styles and activities sustains pupils' concentration, motivation and application
- questioning styles are used to build pupils' concentration, motivation, application and deeper understanding
- teaching encourages pupils' enjoyment of and enthusiasm for Religious Education
- appropriate use of technology maximises learning
- resources, including other adults, are deployed effectively
- teachers and other adults have high expectations of pupils' capabilities
- teachers and others ensure that pupils know how well they are doing and are provided with detailed steps for improvement
- the school celebrates achievement and effort.

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

Inspectors should evaluate:

- the curriculum contributes to pupils' spiritual, moral development and vocation
- the curriculum contributes to sex and personal relationships education
- that curriculum and other activities are relevant to the pupils' needs and are provided coherently to ensure that pupils, whatever their starting points, are able to achieve appropriately
- the curriculum meets Bishops' Conference requirements and is responsive to diocesan circumstances.

Inspectors' evaluation should take into account:

- the extent to which the Religious Education provided is designed and modified to meet the needs of individuals and groups of pupils
- how well the Religious Education curriculum contributes to all outcomes for pupils
- the long, medium and short term planning to ensure full coverage of the Religious Education programme
- whether the Religious Education curriculum meets external requirements of the Bishops' Conference and is responsive to diocesan circumstances
- the extent to which the Religious Education curriculum builds upon pupils' prior experience and looks ahead to the next stage
- the extent to which the Religious Education curriculum has been extended and improved through collaboration with other schools and organisations
- the school's plans for the introduction of new curriculum developments, where appropriate
- the impact of enrichment activities.

OVERALL EFFECTIVENESS

How effective is the school in providing Catholic Education

Inspectors should evaluate:

- how good outcomes are for pupils, taking particular account of variations between different groups;
- how effective the provision is in promoting Catholic Education;
- how effective leaders, governors and managers are in developing the Catholic Life of the school.

Outline guidance

Inspectors should:

- make the judgement on overall effectiveness, the final judgement, taking into account all the available evidence.

