

Denominational inspection in Catholic schools and colleges under Canon 806 & Section 48 / 50

Maria Shepherd

Deputy Director of Education

“Supporting Catholic schools to provide excellent education where pupils flourish, and Christ is made known to all.”

Update June 2021

Brentwood Diocesan Education Service



Code of Canon Law III : The teaching function of the Church

“The diocesan Bishop has the right to watch over and inspect the Catholic schools situated in his territory, even those established or directed by members of religious institutes. He also has the right to issue directives concerning the general regulation of Catholic schools; these directives apply also to schools conducted by members of a religious institute, although they retain their autonomy in the internal management of their schools. Those who are in charge of Catholic schools are to ensure, under the supervision of the local Ordinary, that the formation given in them is, in its academic standards, at least as outstanding as that in other schools in the area.”

- *Canon 806*

BDES



Inspections in the Diocese of Brentwood

- * Current practice in the Diocese of Brentwood is to call upon inspectors from other dioceses
- * Advisers from the Diocesan Education Service are trained as S48 inspectors
 - but are not currently used as inspectors within the Diocese
- * Adviser and inspector roles in the Diocese do not overlap



Inspections in the Diocese of Brentwood

*Beginning now in late June/July (put back due to Covid 19) a new national inspectorate will be trained, with national accreditation. Initially, this training is likely to be for current advisers and inspectors

* Advisers from the Diocesan Education Service will be trained as CSI inspectors but policy regarding use of diocesan advisers will not change

* Adviser and inspector roles in the Diocese will still not overlap; advisers will inspect in local dioceses, not Brentwood.



Annex K : DfE Revised Policy Statement for timing of Section 48 inspections, January 2014

“All schools that were judged “good” or “outstanding” at their last Section 48 inspection must be scheduled for their next Section 48 inspection within 5 school years from the end of the school year within which they were last inspected. For example, if a school was inspected at any time between September 2012 and July 2013, the next inspection would be scheduled during the school year September 2017 to July 2018. This means that an inspection should not normally take place at an interval of less than 5 years from the date of the previous inspection.

Any school with a Section 48 inspection judgement that was less than “good” can be scheduled for its next Section 48 inspection at any point after 3 years from the date of the last section 48 inspection, but no later than 5 school years from the end of the school year within which the last inspection took place.”



Covid 19: Inspection disapplication and resumption

* From the beginning of Lockdown in March 2020 the legislation requiring schools to be inspected by OfStEd and under S48 / 50 was legally disappplied

- CES has received assurances from DfE that disapplication will not cease until they have a clear plan for how and when inspection should resume and the expectations on diocesan departments to deal with the backlog created.
- Dioceses will be re-inspecting from Autumn '21 as we are required to inspect from then. In Brentwood this will not be until late October onwards.



Potential issue of non-compliance highlighted by CES # 1

Education (School Inspection) Regulations 2005

* Intervals for inspection : 10 The governing body shall secure that any denominational education given to the pupils and the content of the school's collective worship is inspected by 1st August 2009 and, following that inspection, shall thereafter secure that further inspections are carried out within 3 school years from the end of the school year in which the last such inspection took place.

Education (School Inspection) (England) (Amendment) Regulations 2009

* 10. For the purposes of subsection (3) of section 48 of the 2005 Act, the governing body shall secure that any inspection takes place within 5 school years from the end of the school year in which the last inspection took place.



Potential issue of non-compliance highlighted by CES # 2

OfStEd School Inspection handbook, May 2019

* 36. Section 48 inspections (or the equivalent inspection of an academy) are carried out every three to five years (and usually within two to three years of a new voluntary-aided school or academy / free school opening). The lead inspector on a Section 5 inspection will check the Section 48 arrangements. This includes when the next inspection is due and when the last inspection was. They will write about this in the “leadership and management” section of the inspection report.

* 37. ... the lead inspector will report if the Section 48 inspection (or equivalent inspection of an academy) is overdue and that, therefore, the school is failing in its statutory duty. They will do this in the “leadership and management” section of the inspection report. Protocol between OfStEd and signatory faith group inspectorates.



Current framework structure

Catholic Life	Religious Education	Collective Worship
The extent to which pupils contribute to and benefit from the Catholic Life of the school	How well pupils achieve and enjoy their learning in Religious Education	How well pupils respond to and participate in Collective Worship
The quality of provision for the Catholic Life of the school	The quality of teaching, learning and assessment in Religious Education	The quality of Collective Worship provided by the school
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	How well leaders and governors monitor and evaluate the provision for Religious Education	How well leaders and governors promote, monitor and evaluate the provision for Collective Worship



Current framework content (simplified)

Catholic Life	Religious Education	Collective Worship
PUPILS	PUPILS	PUPILS
PROVISION	PROVISION	PROVISION
LEADERS AND GOVERNORS	LEADERS AND GOVERNORS	LEADERS AND GOVERNORS



New framework content

Catholic Life and Mission*	Religious Education	Collective Worship* (Prayer and Liturgy)
PUPILS	PUPILS	PUPILS
PROVISION	PROVISION	PROVISION
LEADERS AND GOVERNORS	LEADERS AND GOVERNORS	LEADERS AND GOVERNORS



Judgements on overall effectiveness

- * **Currently** different formulae, weighting and reporting practised across dioceses nationally with regard to overall and individual judgements
- * National framework will standardise judgements nationally according to nationally agreed formulae, weighting and with limiting factors (full compliance and meeting previous AFI's)



Inspection Judgements

*The evaluation schedule is not exhaustive. Grade descriptors are not checklists and do not replace the professional judgement of inspectors- grade descriptors interpreted in relation to pupils' age/ phase

* When making a judgment in each of the 9 judgement areas, **inspectors should begin with the good descriptors. Only if a school meets all of the requirements for good, should an inspector then consider, using the principle of best-fit, whether it meets enough of the outstanding/excellent descriptors to warrant judging the school to be outstanding in this area.** If it does not meet all of the requirements for good then the inspector should use their own professional judgment, using the principle of best-fit, in deciding whether the school overall is good or requires improvement in this judgement area.



Overall effectiveness (New CSI) : Outstanding

Catholic Life and Mission	Religious Education	Collective Worship (Prayer and Liturgy)
PROVISION	PROVISION	PROVISION
LEADERS AND GOVERNORS	LEADERS AND GOVERNORS	LEADERS AND GOVERNORS

OUTSTANDING

OUTSTANDING

OUTSTANDING

COMPLIANT

TARGETS MET



Overall effectiveness : Good

Catholic Life	Religious Education	Collective Worship
PUPILS	PUPILS	PUPILS
GOOD OR OUTSTANDING	GOOD OR OUTSTANDING	GOOD OR OUTSTANDING
LEADERS AND GOVERNORS	LEADERS AND GOVERNORS	LEADERS AND GOVERNORS

TARGETS MET



Overall effectiveness : Requires Improvement #1

Catholic Life	Religious Education	Collective Worship
PUPILS	PUPILS	PUPILS
LEADERS AND GOVERNORS	LEADERS AND GOVERNORS	LEADERS AND GOVERNORS

REQUIRES IMPROVEMENT

GOOD OR OUTSTANDING

GOOD OR OUTSTANDING

TARGETS MET



Overall effectiveness : Requires Improvement # 2

Catholic Life	Religious Education	Collective Worship
PUPILS	PUPILS	PUPILS
LEADERS AND GOVERNORS	LEADERS AND GOVERNORS	LEADERS AND GOVERNORS

GOOD OR OUTSTANDING

REQUIRES IMPROVEMENT

GOOD OR OUTSTANDING

TARGETS MET



Overall effectiveness : Requires Improvement # 3

Catholic Life	Religious Education	Collective Worship
PUPILS	PUPILS	PUPILS
LEADERS AND GOVERNORS	LEADERS AND GOVERNORS	LEADERS AND GOVERNORS

GOOD OR OUTSTANDING

GOOD OR OUTSTANDING

REQUIRES IMPROVEMENT

TARGETS MET

Diocese of Brentwood S48 inspection (currently): a week before

- * Notice given : 1 calendar week
- * Self-evaluation form (SEF) to be sent to lead inspector no later than 2 full working days before the inspection commences
- * Head prepares a timetable for the inspectors for the day and sends to inspector as soon as possible
 - * A parents' questionnaire is sent to the school (to be used – or not – at the school's discretion)



New CSI National Framework inspection: 2 days before

* Notice given : 2 days

* Submission of current self-assessment report upon notification
(National SEF Proforma has been developed)

* Head prepares a timetable for the inspectors for the day and sends to
inspector as soon as possible

- Parents', Staff and Pupils; questionnaires sent to the school
(likely online surveys)



Current model timetable for the day

- * Lesson observations of R.E
- * Registration and assembly observations
 - * Scrutiny of documentation
 - * Scrutiny of pupil work and marking
 - * Interviews with pupils
- * Interviews with leaders and governors
 - * Sometimes meeting with parents
 - * Deliberation and feedback time

New CSI Timetable for the DAYS

- * **Duration of inspection to be 2 days rather than one**
 - * Lesson observations of R.E
- * Registration and assembly observations
 - * Scrutiny of documentation
 - * Scrutiny of pupil work and marking
 - * Interviews with pupils
- * Interviews with leaders and governors
 - * Deliberation and feedback time



Interviews

Pupils

- * All key stages
- * School council
- * Liturgy prefects
- * Altar servers

Leaders and governors

- * Head
- * R. E. lead
- * Chaplain / Parish Priest (primary)
- * Governor(s)



Current process of feedback and reporting

- * Usually from 4 p.m. onwards
 - * Attendance at invitation of Head teacher
 - * Attendance of diocesan officer
 - * Salient points and judgements given
-
- * Report remains confidential until published
 - * Draft sent to school for factual accuracy check
 - * Final report must be made public within 15 working days **BDES**



New CSI process of feedback and reporting

- * Usually from 4 p.m. onwards on Day 2
- * Attendance at invitation of Head teacher
 - * Attendance of diocesan officer
 - * Salient points and judgements given
- * Report remains confidential until published
- * Draft sent to school within 5 days for **factual accuracy** check, 2 days turnaround
- * Final report must be made public within 15 working days **BDES**



Compliance Issues

NB THESE EXPECTATIONS ARE NOT OF THEMSELVES NEW. WHAT IS NEW IS THE WAY IN WHICH COMPLIANCE IS TO BE APPROACHED NATIONALLY IN DETERMINING JUDGEMENT.

- * Minimum 10% of curriculum be devoted to Religious Education up to and including Key Stage 4 and minimum 5 % at Key Stage 5
- * Bishops' Memorandum regarding reserved posts and secondary teachers of Religious Education
- * Directives of the Bishop – for example the use of the *Come and See* programme and appropriate GCSE courses

BDES



Targets from last S48

- * Meeting of targets from previous S48 inspection will be a condition of a school being judged as Outstanding or Good in terms of overall effectiveness
- * Schools not having met targets from previous S48 inspection, although judged Outstanding or Good in all other areas including Compliance, will be judged in terms of overall effectiveness as Requires Improvement



Evidencing provision

- * The school's Mission Statement
 - * Conversations and interviews with staff and school leaders
 - * Physical environment of the school – signs of Catholic character
 - * Conversations and interviews with Chaplaincy
- * School policies re. pastoral care, behaviour management, bullying, PSHE, RE, RSE
 - * Record of CPD historic and planned
 - * Records of pupil and staff retreats and pilgrimages
 - * Meeting agenda and minutes



Evidencing leadership

- * Conversations and interviews with staff and school leaders
- * Conversations and interviews with parents, local clergy and diocesan officers
 - * SEF documents, impact assessments of planned provision
 - * Records of evaluation showing engagement with all stakeholders
 - * Records of SEF processes showing impact of views of pupils
- * Evidence of partnership with diocese supporting Catholic family of schools
 - * Timetable, curriculum map and cross-curricular working
 - * Evidence of provision for vulnerable pupils
 - * Record of CPD historic and planned
 - * Meeting agenda and minutes



New CSI Framework Report Format

Summary of key findings

This is an (e.g.) outstanding school because ... NO MORE THAN 200 WORDS

What the school does well

What the school needs to improve

Catholic Life and Mission(600 WORDS)	Religious Education (600 WORDS)	Collective Worship (600 WORDS)
OUTCOMES	OUTCOMES	OUTCOMES
PROVISION	PROVISION	PROVISION
LEADERSHIP	LEADERSHIP	LEADERSHIP

Information about the school

BDES



Inspection teams for new CSI framework

Inspection teams must include

- * An experienced head teacher who has had three or more years headship experience in a Catholic school currently judged to be good or outstanding under S5, S8 and denominational inspection;
- * A person who has led good or outstanding Religious Education in a Catholic school (importance of subject expertise)

NB One inspector could fulfil both of these team criteria



Timeline for New CSI Framework

* Prior to January 2021 Lockdown, September 2022 was the proposed date for the national rollout with the Pilot of the Framework from September 2021 and formal feedback from these schools leading to any necessary 'tweaks'. Only 2 schools per hub will be part of formal pilot.

*National training for inspectors was planned for Spring 2 2021 and Summer 2021 with first nationally accredited inspectors ready by May 2021. Training is now taking place in June and July and will continue in Autumn.



Training for School Leaders in New CSI Framework

* Further training will be offered for Heads, Deputies, RE Leaders and Governors on the detail of the Evaluation Schedule and accompanying documentation.

* Applications to become a trained inspector are being considered with 'batch 1 invitations having been sent out'.

'Batch 2 invitations' will be sent out shortly.



Catholic School Inspection-recap on Overall Effectiveness

- In giving the overall effectiveness grade, Catholic school inspectors are presenting a global judgement about how effective the school is in providing Catholic education.
- In arriving at this judgement, Catholic school inspectors will make judgements on the following areas:
 - Catholic Life and Mission
 - Religious Education
 - Collective Worship-Prayer and Liturgy
 - Plus Compliance and
 - Meeting areas for improvement from previous inspection



Overall Effectiveness

In each area:

- Pupil Outcomes- contribute to and benefit from; achieve and enjoy; participate in and respond to...
- Provision- quality of provision
- Leadership-how well Leaders and Governors promote, monitor and evaluate the provision
- So 9 strands plus Compliance and meeting AFI's



What is Catholic Life and Mission?

- In his document, 'Christ at the Centre', Bishop Marcus writes that the Catholic Church provides schools to:
- Assist in its **mission of making Christ known to all people.**
- **Assist parents**, who are the primary educators of their children, in the education and **religious formation of their children.**
- **Be at the service of the local Church - the diocese, the parish and the Christian home.**
- **Be “a service to society”**



What is Catholic Life and Mission?

- The Catholic school system is 'different' and is an integral part of the Church. Catholic schools are faith communities based on belief in God and a Christian way of life.
- Catholic schools use Jesus as a role model. The Gospel teaches that Catholic schools should also be places that welcome the poorest and the most disadvantaged members of the community. Jesus cared for the poor, campaigned against injustice and forgave his enemies.
- **Can you as Governors articulate how your school does this?**



Catholic Life and Mission

- Pupil outcomes: the extent to which pupils contribute to and benefit from the Catholic life and mission of the school
- Provision: the quality of provision for the Catholic life and mission of the school
- Leadership: how well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the School



Reminder for each area

- The evaluation schedule is not exhaustive. Grade descriptors are not checklists and do not replace the professional judgement of inspectors. Inspectors must interpret grade descriptors in relation to pupils' age and phase of education.
- When making a judgment in each of the nine judgment areas, inspectors should begin with the good descriptors. **Only if a school meets all of the requirements for good, should an inspector then consider, using the principle of best-fit, whether it meets enough of the outstanding/excellent descriptors to warrant judging the school to be outstanding in this area.** If it does not meet all of the requirements for good then the inspector should use their own professional judgment, using the principle of best-fit, in deciding whether the school overall is good or requires improvement in this judgement area.



Catholic Life and Mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

- Evaluating how well pupils understand the Catholic identity and mission of the school,
- Evaluating the extent to which they actively contribute to its life and mission
- Evaluating the benefits they receive from being members of a school committed to Catholic life and mission.



Catholic Life and Mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

To be outstanding in this area:

- Each of the following must be at least good, and at least two of the following must be outstanding:
- Pupil outcomes: the extent to which pupils contribute to and benefit from the Catholic life and mission of the school
- Provision: the quality of provision for the Catholic life and mission of the school
- **Leadership: how well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school**



Pupil outcomes: the extent to which pupils contribute to and benefit from the Catholic life and mission of the school

To be outstanding in this area:

- Each of the following must be at least good, and at least two of the following must be outstanding:
- Pupil outcomes: the extent to which pupils contribute to and benefit from the Catholic life and mission of the school
- Provision: the quality of provision for the Catholic life and mission of the school
- Leadership: how well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Criteria for Pupil Outcomes Strand of Catholic Life and Mission

Inspectors will take into account:

- **How well pupils understand, value and contribute to the school's Catholic life and mission-** *Can pupils articulate the Mission Statement and its meaning/effect on their daily life at school? How were they involved in creating the MS/do they evaluate it?*
- **How well pupils understand that they are valued and loved as unique persons, made in the image and likeness of God-** *How is this reflected in policies and more importantly daily practice by all staff? How evident is forgiveness in staff treatment of all pupils?*
- **How well pupils flourish as they seek opportunities to grow in virtue-** *Is this the same for all groups of pupils? How do you evidence it? Can they explain and discuss their opportunities?*



Criteria for Pupil Outcomes Strand of Catholic Life and Mission

Inspectors will take into account:

- **How well pupils respond to Catholic Social Teaching-** *Can teachers and all staff and pupils identify CST? What opportunities for practical response are pupils given and how far ranging is the 'take up' of these opportunities?*
- **The extent to which pupils show respect for themselves and others-** *behavioural incidences, incidences of bullying, other pupils' response to incidences, self-harming, well-being*
- **How well pupils respond to the school's Chaplaincy provision.-** *Is the response limited to specific individuals and groups? What are the signs of appreciation for the provision/impact of the provision on pupils?*



Potential Evidence Sources for Pupil Outcomes Strand of Catholic Life and Mission (*not exhaustive list*)

- Conversations and interviews with pupils;
- Conversations and interviews with staff and school leaders;
- Conversations and interviews with those involved with the provision of Chaplaincy in school;
- Records of pupil involvement in charitable activities and campaigns, for example Caritas, Cafod, Missio, ACN, SVP, MiniVinnies;
- Records of pupil involvement in advocacy work and campaigning work and transformational action for the poor, the marginalised and the unjustly treated, for example writing to MPs, sending Christmas cards to prisoners, work for climate concerns;
- Records of pupil involvement in activities that contribute to the life and mission of the school, such as choirs, prayer groups, Bible studies, school chaplaincy teams, Growing in Faith Together (GIFT) programme, social justice groups, Eco groups and young leadership programmes;



Potential Evidence Sources for Pupil Outcomes Strand of Catholic Life and Mission cont. *(not exhaustive list)*

- records of pupil involvement in those awards that further the Catholic life and mission of the school, such as the and the Faith in Action, Live Simply, and John Paul II and Romero awards;
- record of pupil involvement with acts of solidarity with the poorest and most vulnerable in the world, such as water saving, Fairtrade or recycling schemes;
- international links with other schools, particularly in developing countries;
- observations of pupils' attitudes and behaviour in lessons and around school;
- the views of pupils and parents on the impact of the school's Catholic life and mission on the wellbeing and character formation of pupils;
- information on the school website and other social media;
- notice boards around school.



Caveats for all evidence sources

- Lists are not exhaustive
- Inspectors may well need to triangulate these sources of evidence against other relevant ones.
- There will be sources of evidence a school is able to provide that may not have been considered in this list.
- Inspectors will consider all relevant evidence presented before and during the inspection.
- *SEFs should not describe all the evidence, rather they should signpost too where it is found to authenticate their 'impact statements'.*



Governors' role

- **Criteria Inspectors will take into account:**
- The **commitment** of leaders and **governors to the Catholic life and mission of the school;**
- The extent of their engagement with the diocese and the local Church;
- The **commitment** of leaders and **governors to Catholic Social Teaching;**
- **The extent to which** school leaders and **governors acknowledge parents as the first educators of their children and support them in that vocation;**
- **The extent to which** leaders and **governors demonstrate respect for the rights and dignity of employees;**



Governors' role

- **Criteria Inspectors will take into account:**
- The extent to which the whole school curriculum reflects a Catholic worldview;
- **The commitment of governors to the Catholic life and mission of the school and their effectiveness as guardians of the Catholic life and mission of the school;**
- **The quality and effectiveness of the self-evaluation processes of the school;**
- The extent to which pupil voice is included in self-evaluation processes;
- **The frequency and quality of professional development opportunities devoted to the Catholic life and mission of the school;**
- **The effectiveness of induction of new staff into the Catholic life and mission of the school.**



Governors' role

- **Criteria for outstanding**

Leaders and governors are able to clearly articulate the Church's mission in education and are fastidious in exercising their duty as guardians of the Catholic life and mission of the school

Leaders and governors embrace and actively promote the Bishop's vision for the diocese.

Leaders and governors are inspirational witnesses to the Gospel and to Catholic Social Teaching in their direction of the school at every level

Leaders and governors are inspirational exemplars in their respect for the dignity of workers and ensure that every decision they make reflects this



Governors' role

- **Criteria for outstanding**

Governors are highly ambitious for the Catholic life and mission of the school and lead by example in their consistent emphasising of it as a school improvement priority. They are actively involved in its evaluation and have clear systems in place for receiving the views of parents, staff and pupils. As a result, they offer challenge as well as support where necessary. Governors make a highly significant contribution to the Catholic life and mission of the school. They are passionate, have high levels of expertise and are extremely well-organised and thorough in their work.



Inspecting R.E.

- **Criteria for R.E**
- Inspectors will take into account:
 - how faithful the planned curriculum is to the learning required by *The Religious Education Curriculum Directory*, and the extent to which resources enhance this learning;
 - whether Religious Education has parity with other core curriculum subjects in terms of resourcing, timetabling, staffing and accommodation;
 - the frequency and quality of professional development in subject and pedagogical expertise provided for teachers of Religious Education;
 - how effective the subject leader is in securing high quality teaching and learning in all Religious Education lessons;
 - how well the sequencing of learning in the planned curriculum secures progress, and how coherent it is within and between different age phases;



Inspecting R.E.

- **Criteria for R.E**
- Inspectors will take into account:
 - the extent to which the planned curriculum ensures that all pupils are able to make progress in their learning;
 - the extent to which the subject leader ensures that the learning in the classroom is enhanced by the enrichment opportunities provided for pupils;
- **the quality of the self-evaluation undertaken by leaders and governors and its impact on improvements to teaching and learning in Religious Education.**



Inspecting R.E.

Criteria for Outstanding R.E

- Leaders and governors ensure that the school curriculum for Religious Education is a faithful expression of the *Religious Education Curriculum Directory*. Religious education programmes and/or other resources are used imaginatively and creatively to enhance the delivery of the *Directory*.
- Leaders and governors ensure that Religious Education has at least full parity with other core curriculum subjects, which will include professional development, resourcing, **timetabling**, staffing and accommodation
- Leaders and governors are committed to securing regular, high quality professional development in Religious Education for all practitioners in relation to both subject knowledge and pedagogical development
- ***How well are Governors informed about CPD for R.E?***
- ***Is there clarity about diocesan ie the Bishop's directives about the RE curriculum which needs to be followed?***



Inspecting R.E.

Criteria for Outstanding R.E

- Leaders ensure that Religious Education is imaginatively and thoughtfully planned to meet the needs of different groups of pupils and each key stage and phase is creatively structured to build on and enhance prior learning.
- Excellent links are forged with **other appropriate agencies** and the **wider community** to provide a wide range of enrichment activities to promote pupils' learning and engagement with Religious Education.
- **Leaders' and governors' self-evaluation of Religious Education demonstrates forensic monitoring, searching analysis and self-challenge. This results in strategic action and well-targeted planning which leads to outstanding outcomes.**



Inspecting Collective Worship.

- **Criteria** Inspectors will take into account:
- how well formulated the school's policy on prayer and liturgy is and how effective it is in shaping and supporting the prayer and liturgical life of the school;
- **how well leaders, including governors, have planned prayer and liturgy across the school to facilitate the pupils' progressive participation;**
- **the priority given by leaders, including governors, to the Celebration of the Eucharist, especially on holy days of obligation and other significant days in the Church's or school's calendar, and to the Sacrament of Reconciliation at key times in the liturgical year;**
- the frequency, quality and impact of the planned opportunities for the professional development of all staff: how well these reflect the significant role of prayer and liturgy in the life of the school;



Inspecting Collective Worship.

- **Criteria** Inspectors will take into account:
- how well leaders, including chaplains, understand prayer in the Catholic tradition, the spiritual development of students and the interplay between the personal and collective experiences of prayer;
- how well leaders, including chaplains, understand the principles of liturgical participation and ministry and how well they draw upon the Church's **liturgical sources**;
- the effectiveness of leaders, including chaplains, in facilitating pupils and staff to provide high quality prayer and liturgy across the school, in a manner that reflects the age and capacity of participants;



Inspecting Collective Worship.

- **Criteria** Inspectors will take into account:
- the priority given to prayer and liturgy when setting budgets and allocating resources, such as time, staffing and dedicated spaces for prayer and liturgy;
- **the extent to which evaluation of prayer and liturgy is central to the school's annual review cycle and how effectively leaders, including governors, implement improvements as a result.**



Key Summary

- Inspections in Brentwood will resume in late October 2021
- Until September 2022, inspections will be Section 48 inspections under our current framework. Therefore they will be 1 day duration with 1 inspector (unless a shadow inspector is present). Schools will be given 5 school days' notice.
- From September 2022 all Catholic School Inspections will be under the new framework- 2 days' notice, 2 days' duration with 2 inspectors.
- The inspection schedule will start with those who are now furthest 'overdue'.



Key Summary

- Schools should ensure their R.E SEF is kept up to date.
- Schools must be able to evidence how they have addressed previous 'areas for development'.
- In terms of R.E, ongoing assessment has tended to be a weaker thread. Schools need to be able to discuss and show how they track progress and attainment of **all groups of pupils**.
- In terms of Catholic Life (and Mission), schools will need for the new CSI to show how they address 'Catholic Social Teaching' and evidence their 'Faith in Action' work.
- In all 3 strands, demonstrating how 'governors monitor and evaluate' is crucial.

