

Catholic School Inspection

What Governors Need to Know

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Brentwood Diocese Education Service



Let Us Pray

Light up our lives

Christ, come into our world of darkness
Light up our lives with your coming.
Fulfil all our longings with the joy of your birth
Strengthen our resolve to work for change in our world
And to share the hope of your birth that each Advent brings.
Amen.

(Sr Bridgetta Rooney/CAFOD)

BDES



Aims of the Session

- To give an overview of the CSI process
- To provide updates on CSI including changes since the Pilot
- To look at what the Framework says about governance
- To consider how governors can prepare for inspection

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Basis of Catholic School Inspection

- *All Catholic schools, academies and colleges are subject to canonical inspection by their diocesan bishop. Some schools and academies are subject to a Section 48... inspection (or their academy equivalents) and for those schools the canonical inspection fulfils this statutory function.*
- *Section 5 ... inspectors must not inspect religious education or the content of collective worship. This is the legal prerogative of the Catholic Bishop.*
- *A protocol defining the relationship between the diocesan inspectorates and Ofsted has been agreed by Ofsted and the Catholic Education Service*

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Basis of Catholic School Inspection

- *An inspection under the National Framework makes judgements on the Catholic life and mission of the school, religious education, and collective worship.*
- *Inspectors should be sensitive to the fact that they are involved in the **only individual subject inspection** in the school.*
- *Governors and staff need to understand this too*

CSI 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



Preparation

- All documentation that schools need for the inspection, including the latest version of the handbook with the appendices for different contexts, the CSED, parents and staff questionnaires and the post inspection survey can be found at <https://catholicschoolsinspectorate.org.uk/inspection-documents>
- There is also a useful 'Comparative Presentation of the Grades' document.

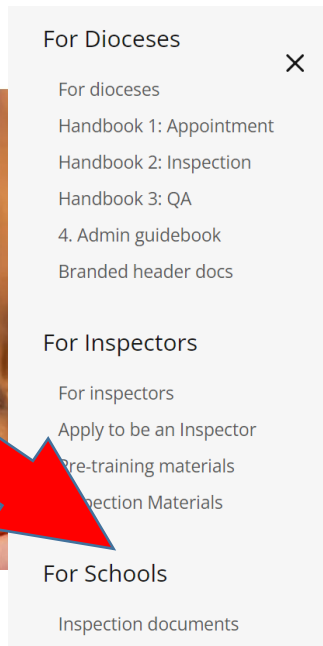
Help from the Handbook

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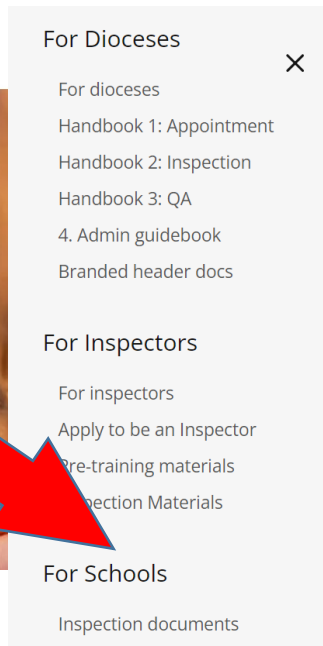
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“Supporting Catholic schools to provide excellent education where pupils flourish, and Christ is made known to all”

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

Process

- For most schools inspections will be 2 days long
- For most primary schools there will be 2 inspectors for the 2 days
- Set 'tariff' for number of inspectors according to school size
- The notification period is 2 school days including the day of the call
- Telephone call on Monday = Inspection on Wednesday & Thursday
- Telephone call on Tuesday = Inspection on Thursday and Friday
- Notification call will come from the Diocese and will be confirmed by email

Process

- The lead inspector will telephone the headteacher as early as possible and always by midday on the day of notification of the inspection. This call is important... to establish a professional relationship. The purpose of the call is to:
 - make arrangements for the inspection
 - inform the headteacher of the participation of any team inspector(s), and any inspectors who are shadowing
 - remind the headteacher that the **chair of governors or chair of directors has a legal responsibility to inform the parents and carers** about the inspection (proformas)



Process

- Inform HT re licenses/badges which confirm enhanced DBS and update service
- **ensure that the school has some record and evidence of consultation with parents/carers and staff completed within the last 12 months**, using the National Framework questionnaire as a template
- remind the Headteacher...to send out the questionnaire to parents/carers while the inspection is going on, in order to give parents/carers another opportunity to share their views

Process

- make arrangements for discussions with pupils, the subject leader of religious education, **governors**, chaplain, parish priest and other key staff, **including a representative of the academy trust/company, if appropriate**
- inform the headteacher that the inspection will include a variety of observations of learning and of prayer and liturgy
- request that relevant school documents are sent electronically:
-the school's CSED, the current school improvement plan, attainment data, timetables etc.
- provide an opportunity for the headteacher to ask questions.



Timetable for Inspection

- *...the timetable for inspection activities will be organised with the support of school leaders (but) inspectors reserve the right to gather evidence from anywhere in the school during the period of the inspection.*
- *The programme for the inspection is the responsibility of the lead inspector and should include:*
 - observation of learning – including joint observations with key school staff*
 - observation of prayer and liturgy*
 - discussions with pupils and scrutiny of pupils' work*
 - scrutiny of parent/carer, and staff questionnaires*
 - meetings with headteacher, **link governor**, head of sixth form, subject leader of religious education, chaplain and/or priest.*



Timetable for Inspection

Specific inspection implications: primary schools

- *Observations of learning should cover each key stage or age phase. The school is requested to try to have religious education taught across all age groups during the inspection the brief notice period notwithstanding. If this is not possible inspectors will observe as much religious education as the timetable allows for.*



Timetable for Inspection

Specific inspection implications: secondary schools

- *Observations of learning should be as comprehensive as possible, covering a range of key stages or age phases, year groups, sets (if applicable), and as many teachers as possible during the inspection.*

Protocols

- *Meetings with pupils should take place without school staff present and **meetings with governors** and staff should **take place without the presence of senior staff**.*
- *For the observation of prayer and liturgy the school is requested to identify opportunities for the inspector to observe a range of types of prayer and liturgy, according to the pattern of their normal practice.*

Main changes arising from the Pilot Inspections

- The definition of 'chaplaincy' has been clarified to include all those involved in chaplaincy work, not just priest and lay chaplains
- **Chaplain** refers to the person in school who is responsible for overseeing chaplaincy provision, which may include prayer and liturgy and aspects of Catholic life and mission. A chaplain can be an ordained person or a lay person. In a primary school where chaplains are less common, it is often a member of the senior leadership team.

Evidence sources- conversations and interviews with those involved with the provision of chaplaincy in school



Main changes arising from the Pilot Inspections

Pupil questionnaire has been removed.

Inspectors will make their judgements about pupils' outcomes and benefits from the school's provision and contributions they make to CLM and their enjoyment of RE and their participation in the prayer life of the school from conversations they have with pupils during the course of the inspection.

What are Inspectors Doing Before the Inspection

- Using as much available evidence as they can to develop an initial picture of the school, inspectors should access:
- information available on the school's website (*vital*)-***when did governors last review this or discuss this?***
- the previous Catholic Schools Inspectorate report (or predecessor equivalent)- ***have you recently re-read this?***
- ***How do you know that the areas for improvement have been addressed? What evidence?***

Before the inspection

- the report from the most recent statutory *inspection-what does this tell you about the school?*
- *What do you know about the RE data/attainment and progress of pupils in RE/standard of work in the books?*
- *RE Action Plan/School Improvement Plan –priorities related to Catholic Life and Mission, RE, Prayer and Liturgy*



CSED (Catholic Self- Evaluation Document)

- **CSED** refers to whichever document/s the school uses to record its self-evaluation of the three key inspection areas:
- Catholic life and mission, religious education, and collective worship.
- From three different perspectives:
 - a) Pupil outcome
 - b) Provision
 - c) Leadership and management

CSED (Catholic Self- Evaluation Document)

- The Catholic Schools Inspectorate does not require any particular format be used for this record.
- However, there is a template for those who wish to use it.
- CSED needs to be sent as soon as the Headteacher has had the initial telephone call with the inspector
- Therefore school's CSED needs to be ready and available

CSED (Catholic Self- Evaluation Document)

- *The inspector(s) will evaluate the school's view of itself as expressed under these headings in the school's CSED and explore the extent to which this is compatible with any other documentary evidence. Any discrepancies should be discussed as soon as possible with the school. The opportunity to provide further evidence to support the school's view should be given.*



CSED (Catholic Self- Evaluation Document)

- *Inspectors should check the accuracy of the school's assessment of pupils' progress and attainment, and also the robustness and accuracy of the school's self-evaluation. Issues for inspection will arise from inconsistencies between the school's judgements and conclusions in the school's CSED and the evidence provided, and also from significant matters that the school's CSED seems to have omitted.*



Meeting the chair of governors and/or chair of directors

The chair of governors and/or chair of directors, or any link governor of religious education should be invited to explain:

- how the governing board fulfils its responsibility as the guardian of the mission of a Catholic school*
- the vision and priorities for the Catholic life and mission of the school, religious education and prayer and liturgy*
- how aware governors and/or directors are of the strengths and development needs of the Catholic life and mission of the school, religious education and prayer and liturgy*



Meeting the chair of governors and/or chair of directors

- *how governors and/or directors are involved in the completion of the school's CSED and its on-going evaluation*
- *how they are involved in monitoring these*
- *to what extent the school understands and relates to its Catholic identity and charism.*



Meeting the chair of governors and/or chair of directors

- *This will often be achieved by discussing appropriate sections of the school's CSED, particularly about the leadership and management of the school.*
- *Final responsibility for the school's CSED rests with governors and/or directors.*



Meeting the chair of governors and/or chair of directors

*The inspector will need to establish whether **governors and/or directors are holding the head teacher to account for the leadership and management of the Catholic life and mission of the school and ensuring compliance with the requirements of the Bishops' Conference and the diocese.***



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



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

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 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.

Overall effectiveness : 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
LEADERS AND GOVERNORS	LEADERS AND GOVERNORS	LEADERS AND GOVERNORS

GOOD OR OUTSTANDING

GOOD OR OUTSTANDING

GOOD OR OUTSTANDING

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

BDES



Catholic Life and Mission 3

How well **leaders and governors** promote, monitor, and evaluate the provision for the life and mission of the school

What should be considered?

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Catholic Life and Mission 3

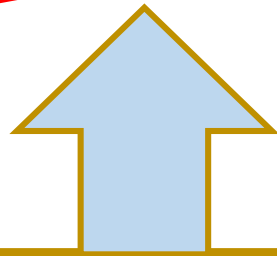
How well leaders and governors **promote, monitor, and evaluate** the provision for the life and mission of the school

What should be considered?

Catholic Life and Mission 3

How well **leaders and governors promote, monitor, and evaluate** the provision for the life and mission of the school

What do you think
should be evaluated in
the CSED here?



What should be considered?

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

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.



Catholic Life and Mission 3

How well **leaders and governors promote, monitor, and evaluate** the provision for the life and mission of the school

A checklist for self-evaluation :

- the school's Catholic life and mission in school policies
- Engagement with the diocese
- Partnership with parents
- Respect for the rights and dignity of employees
- The Catholic Curriculum
- Quality of the Self-evaluation process
- Induction of new staff
- Parish links
- CPD
- Staff as role models
- Governors' ambition
- Pupil evaluation
- Commitment to CST

What should be considered?

Religious Education 3

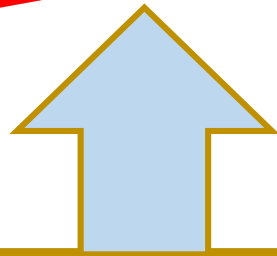
How well **leaders and governors promote, monitor, and evaluate** the provision for Religious Education

What should be considered?

Religious Education 3

How well **leaders and governors promote, monitor, and evaluate** the provision for Religious Education

What do you think
should be evaluated in
the CSED here?



What should be considered?

Main changes arising from the Pilot Inspections

- The descriptors for the progress of pupils in Religious Education outcomes has been updated to reflect current practice.
- The descriptor for the progress of pupil groups in Religious Education outcomes has been removed.
- Data has been removed from CSED

Progress Descriptors

- *the extent to which all pupils, including disadvantaged pupils and pupils with SEND, make progress when measured against the planned curriculum by **knowing more, remembering more and doing more**, including any variations between age phases and year groups*

Grade 1

- *Pupils make consistently good progress by knowing more, remembering more, and doing more when measured against the planned curriculum for each year. As a result, pupils, including disadvantaged pupils and pupils with SEND, achieve the best possible outcomes in all years and age-phases.*



Progress Descriptors

Grade 2

- *Pupils make good progress in knowing more, remembering more, and doing more when measured against the planned curriculum for each year. As a result, pupils, including disadvantaged pupils and pupils with SEND, achieve well in all age phases and most years.*
- Remember though that in both descriptors there are also bullet points on developing the skills outlined in the RED; being religiously literate; being able to speak fluently and confidently about their work and the standard of work in books as well as the degree of independence in work (47 and 48)



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;

New RED-Religious Education Directory

Timeline-

- *'the final version of the document is not yet ready to share with schools. It is anticipated that a version of the document will be shared with dioceses in November with the final formatted and published version ready after Christmas. A formal launch of the document has been planned for January'*
- Primary schools in Brentwood had already been advised to leave this year as a training and planning year for the new RED.



New RE(C)D and Inspection

- Jan-July '23 you will be inspected against 2012 version of RECD.
- From September '23, schools should be able to articulate their plan for implementation
- For compliance- new RED needs to be being taught in all year groups from September 2025.
- Prior to this you could be using 2012 RECD in some year groups and new RED in others.
- ***Leaders and governors ensure that the school curriculum for religious education is a faithful expression of the Religious Education Directory***



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

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 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.**

Religious Education 3

How well **leaders and governors promote, monitor, and evaluate** the provision for Religious Education

A checklist for self-evaluation :

- Compliance with the Curriculum Directory
- Timetable allocation
- The subject leader
- Design of RE curriculum
- Self-evaluation
- Parity with other core subjects
- CPD
- Enrichment

What should be considered

Collective Worship 3

How well **leaders and governors** promote, monitor, and evaluate the provision for Collective Worship

What should be considered/included in CSED?

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Collective Worship 3

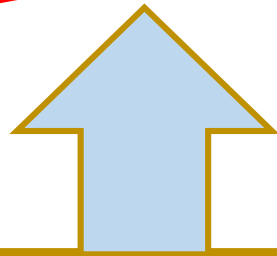
How well leaders and governors **promote, monitor, and evaluate** the provision for Collective Worship

What should be included in the school's CSED

Collective Worship 3

How well **leaders and governors promote, monitor, and evaluate** the provision for Collective Worship

What do you think
should be evaluated in
the CSED here?



What should be included in the school's CSED

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;

Main changes arising from the Pilot Inspections

- There is a separate Evaluation Form which some inspectors may wish to use when observing acts of worship.

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.**



Collective Worship 3

How well **leaders and governors promote, monitor, and evaluate** the provision for Collective Worship

A checklist for self-evaluation :

- Impact of school Collective Worship and Prayer policies
- The Sacraments, Holy Days of Obligation and other significant days
- Formation
- CPD
- Leaders' knowledge and skill
- Impact of leadership
- Resourcing
- Self-evaluation

What should be included in the school's CSED

Inspections of Catholic Schools

- Under new framework, no inspections take place in first week of January or first 2 weeks of September
- In Brentwood CSI-From January 2023 (approx. 12 Jan-July)

Inspection Windows

- As you are aware we have taken the decision to notify schools of their probable inspection 'window'/academic year
- A letter was sent out regarding January-July 2023 and one will be sent towards the end of this academic year for 23-24

Time to catch up- implications

2014-2015 → (2019-2020) → 2022-2023

2015-2016 → (2020-2021) → 2023-2024

2016-2017 → (2021-2022) → 2024-2025

2017-2018 → (2022-2023) → 2025-2026

2018-2019 → (2023-2024) → 2026-2027

2019-2020 → (2024-2025) → 2027-2028

After which, a five year cycle is restored as and when each of the schools is inspected within this temporary eight year cycle. So any schools inspected 2021-2022 would be due re-inspection in 2026-2027 and any inspected 2022-2023 would be due re-inspection in 2027-2028



Quality Assurance

- Part of the QA process is the Post-Inspection Survey- this will be used for the monitoring and moderation of inspectors (pt 73 pg 20)
- A nil return will be considered a positive evaluation.
- There is a formal Complaints Procedure but it is expected that issues arising should be addressed within the inspection process-eg in KIT meetings with HT.

Quality Assurance of Reports

- 2 stages- diocesan and national
- Diocesan-checked for 'completeness' by CSI Co-ordinator, then onto QA reader for accuracy and match to framework-evaluated against checklist. QA leader liaises with Lead Inspector as necessary.
- Factual accuracy check with school by CSI Co-ordinator. (24 hr turn around) School only deals with Diocese not inspector
- Final read and signing off by CSI Co-ordinator.
- Diocese publishes final report to the school within 15 days of end of inspection.

Quality Assurance of Reports –wording to schools

- .
- *Please check the report for factual accuracy and if there are any proposed changes please contact [NAME] at [CONTACT DETAILS].*
- *You will appreciate that the judgements contained in the report are not negotiable and should remain confidential to the school.*
- ***If we have not heard from you within 24 hours, we will assume that the report is accurate and we will publish the report.***



Deferral of Inspections

- Only the CSI Co-ordinator of the Diocese, in consultation with the Director of Education, can defer an inspection

Deferral of Inspections

- We rely on up-to-date information being published and available on each schools' website when carrying out due diligence to ensure that the school will be operational on the date of the inspection.
- Limited reasons for deferral – see Deferral Policy
- Bereavement/serious incident: The death (within 7 days prior to notification) of a current member of staff or pupil.
- Event (Unpublished): Resulting in 75% of pupils not being on site during at least half of the inspection.
- School closure
- NB: The absence, due to illness, agreed leave or contract arrangements, of a member of the Senior Leadership Team or the Religious Education Leader or Head of Department will not be considered exceptional circumstances.



Key Summary

- Schools should ensure their CSED (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, schools need to evidence pupils progress-***know more, remember more and can do more***,
- 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.

Conclusion

- Thank you for attending our online webinar
- Any questions?
- Evaluation form and slides
- Contact details for me

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