



# Overview of the inspection process

MATT LAWRENCE – FEDERATION OF ST CUTHBERT'S AND ST MARY'S

# From both sides...

- Inspection at St Mary's on 1st and 2nd March

Role: Federation RE Lead

- Inspected St Teresa's on 15th and 16th March

Role: Trainee Inspector



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# Pre-inspection

- ▶ Lead inspector asked us both for our initial lines of enquiry based upon the CSED, SDP and website.
- ▶ Went through the framework and highlighted the areas covered before giving my feedback to the lead.
- ▶ As a school undergoing an inspection, we prepared a folder for inspectors with links to the three main areas of the framework

# Possible lines of enquiry...

- ▶ **CLM1/CLM3** - Mission - how does the mission of the school inform all decision-making processes with pupils and staff? e.g what influence have the GIFT Chaplains had on actions?
- ▶ **CLM2 (outstanding)/CLM3** - high staff retention/high number of Catholic staff/Catholic pupils (93%) - how do leaders give opportunities for are other faiths and cultures? Visitors/trips etc?
- ▶ **RE2** - Assessment - mentions an 'Embedded 'check-in check-out' system for assessment alongside a summative tool focussing on the Age-Related Standards in Religious Education' - is the data in line with other core subjects? Books?
- ▶ **RE3** - Ofsted report from Jan 2023 mentions embedding all subjects so are other subjects in line with RE – check with English books?
- ▶ **RE3** - Curriculum design - states RE is 'the driver of our entire curriculum' - evidence of curriculum rationale for pupils and how this was decided with Catholic Social Teaching embedded?
- ▶ **CW2** - Opportunities for prayer - provision indoors and outdoors? Uniqueness?
- ▶ **CW3** - Opportunities for parish links - depending on priests? Child-led worship in school and church?

# Inspection Phone Call

- ▶ Around 20-30 minutes
- ▶ Agree a suitable time to phone back if required.
- ▶ Have others involved if you need to answer anything – team effort.
- ▶ Documentation at the ready
- ▶ Go through the pre-inspection checklist



▲ Pre-inspection checklist: items to be covered during the phone call with the headteacher following notification of the inspection

Discuss:	Request:	Check:
Introduce yourself and the team inspector(s) who will be conducting the inspection with you.		
If you are to be shadowed by a trainee inspector or are expecting a QA visit during the inspection, inform the headteacher. It may be considered inappropriate for a trainee to accompany the team, given any circumstances that come to light in this conversation.		
Inform headteacher that you will send a summary email following this call.		
Remind the headteacher that parents must be informed of the inspection and that this is a governor/trust responsibility		
Documentation to be sent by the end of today	School's Catholic Self-Evaluation Document	
	Religious education achievement data and any school analysis for the last three years	
	School Improvement Plan	
	Catholic life and mission/Religious education/Collective Worship Improvement Plan/s, if available	
	Plan of the school - where available.	
	Timings of the school day – lesson times, breaks, assemblies	
	A list of staff including their classes and area of responsibility for those with a leadership role	
	Any other documents that you think would be helpful or supportive	

Discuss:	Request:	Check:
	<p>Secondary and sixth form colleges</p> <ul style="list-style-type: none"> <li>Full school timetable indicating when all RE lessons occur, so the team can plan observations. This will also enable the team to calculate compliance with the bishops' curriculum time requirements.</li> <li>If the school operates a two-week timetable this will need to be sent. Indicate which week the inspection takes place in.</li> <li>Setting arrangements/codes so that inspectors can interpret the timetable and plan accordingly.</li> </ul>	
Documentation to be made available during the inspection	<p>Primary</p> <ul style="list-style-type: none"> <li>All class timetables to enable team to calculate compliance with the bishops' curriculum time requirements</li> </ul>	
	Examples of any documents referred to in Catholic Self Evaluation Document.	
	<p>Policy statements for worship/any aspect relevant to school's Catholic character.</p> <p>Policy statements relating to the teaching of RE and R(S)HE e.g. marking &amp; feedback / assessment.</p>	
	Documents relating to RE departmental evaluation and development plans.	
	RE class lists identifying disadvantaged pupils/EAL/SEND.	
	<p>Pupil/student tracking data, including sixth form.</p> <p>Data monitoring and tracking records.</p>	
	<p>Pupils' work from each year group, categorised into above average, average, and below average attainment.</p> <p>Sample of the same pupils' English work.</p> <p>Ensure that the sample is equally divided between gender.</p>	

Discuss:	Request:	Check:
	Secondary: ensure that samples cover pupils of each teacher of RE,	
	Formal monitoring and evaluation of Catholic life and mission and collective worship.	
	Governing board minutes including the headteacher's reports	
	The schemes of work/planning documents.	
	Monitoring records	
	Responses to any questionnaires issued to parents, pupils, staff from current year.	
	Remind heads that they should send out the parent questionnaire again for more recent responses	
	<b>REMINDER THAT INSPECTORS MAY REQUIRE SCHOOLS TO LOCATE SPECIFIC DOCUMENTATION DURING THE INSPECTION</b>	
Timetable of the day	Arrival time (not before 8.00am)	
	Up to 10 minutes for inspector team meeting	
	Time to meet SLT shortly after arrival	
	Time to meet the staff at the beginning of the day	
	Any events already scheduled over the two days that need to be considered when planning inspection activities.	
	Discussions <i>Headteacher to establish when the following are available:</i> <ul style="list-style-type: none"> <li>- governors. Any representatives of the academy trust/company must attend this meeting if they wish to speak to inspectors</li> <li>- priest chaplain and/or parish priest.</li> </ul>	

Discuss:	Request:	Check:
	<p><i>Discussions will also be needed with:</i></p> <ul style="list-style-type: none"> <li>- headteacher</li> <li>- SLT lead for Catholic life and mission</li> <li>- religious education subject leader</li> <li>- curriculum leader for R(S)HE</li> <li>- lay chaplain, if applicable</li> <li>- early career teachers, if applicable</li> <li>- representative staff group</li> <li>- group(s) of pupils</li> </ul> <p>Headteacher to confirm availability of the above.</p> <p>Normally the inspectors will choose the pupils randomly, using class lists supplied by the school. If the school is asked to select pupils for small group meetings, they should number no more than six and they should be sufficiently confident to talk to inspectors.</p> <p>Check with the headteacher if there are any concerns/issues about those due to be interviewed.</p>	
Inspection activities	<b>Invitation senior leaders and/or RE subject leader to accompany inspectors for work scrutiny, observations of learning, and observations of prayer and liturgy.</b>	
	For primary schools, ensure that all teachers of RE are teaching it during Day 1 and/or the morning of Day 2.	
	For secondary schools and sixth form colleges, observations will be planned by the inspection team based on the school timetable.	
	Are there any teachers that should not be observed (e.g. capability)?	
	Identify any Early Career Teachers	

Discuss:	Request:	Check:
	<p>Inform headteacher about the protocol for observation of learning feedback (not offered as routine, but available on request).</p> <p>If the inspector judges it to be appropriate, this may be given by the senior leaders who have conducted joint lesson observations.</p>	
Observation of prayer and liturgy	<p>Ask for information about opportunities for prayer and liturgy which are happening during the days of the inspection.</p> <p>Remind the head that it is not necessary for liturgy to be arranged especially for the inspection – evidence from observations, speaking with pupils and the evaluation records will suffice.</p>	
Practical arrangements	Check information regarding the availability of car parking on or around the site.	
	Any details that are needed to allow easy access to the school at the time requested (such as access codes or information about which entrance to use, for example).	
	Opening and closing times of school premises.	
	A room in which the team is to be based, which the school's evidence base will be located.	
	Confirm arrangements for refreshments and lunch (i.e. do inspectors need to bring their own?)	
	An additional space in which the interviews can take place – if possible.	
	Inspectors' badge confirms identity and their status as a Licensed Inspector with the Catholic Schools Inspectorate and that they have appropriate DBS clearance.	
	Wi-Fi access.	



# Timetable

- ▶ Plan in out in 15mins slots – particularly in larger schools
- ▶ Plan what YOU want them to see – there to celebrate.
- ▶ Wednesday/Thursday or Thursday/Friday - can plan appropriately beforehand
- ▶ Plan in KIT meetings regularly – ask if more evidence if needed for certain strands.

- ▶ **DISCUSSION - What would you want an inspection team to see at your school?**

e.g pupils using the natural environment for prayer and liturgy. Laudato Si message of care for creation

# Timetable example

Key	Pink – meetings	Green - RE Lessons	Blue - Collective worship	Yellow – work/book looks					
	Wednesday					Thursday			
08:00	Team arrive					Governors meeting priest chaplain			
08:10	Meet SLT					Parent group			
08:15	Meet staff/ staff briefing and reflection JS								
08:30	Playground – observe welcome to school								
08:40-9	R x2		3/4M						Yr 6 CW
9.15		2WD					3/4B	3/4N	3/4C
9.30					Yr 5 Both				
9.45					Yr6 both				
10									
10.15						Hymns / praise KS2	2A		
10.30	N	Y1S				Meet ECTs	EYFS CW		
10.45									
11									
11.15									
11.30			Meet RE and RSE team team	Work scrutiny				Laudato si group	
11.45									
12.00							Chaplains lunchtime prayer group		
12.30									
12.45	Lunch for team								
1.00									
1.15							2WD CW		
1.30	Meet SLT re Catholic Life and Mission		Meet chaplains						
1.45									
2									
2.15									
2.30									
2.45	Meet staff group								
3									

# The Welcome...

- ▶ A celebration!
- ▶ Come into school based upon the evidence seen so far.
- ▶ You hear people say it is 'feeling' when you walk in – it is.
- ▶ Designated room with books/learning organised
- ▶ Pupils, parents and staff all welcoming
- ▶ First part of both inspections was to get the voice of the parents
- ▶ IDEAS: Begin with a worship? child-led welcome?

# Observing Lessons/Worship

- ▶ Welfare of staff is paramount – if you know a certain teacher gets particularly nervous/anxious, communicate this to team
- ▶ Observing lessons together with the inspectors is recommended.
- ▶ Good or Outstanding outcomes in books and pupil voice will come from AT1 (knowledge of Scripture) combined with AT2 (learning from Scripture) and AT3 (analysis and evaluation).

e.g Articulating a moral decision today based upon a parable and how it relates to their life.



What does  
a good  
CSED look  
like?



# How was our CSED developed?

- ▶ Started with previous RE SEF
- ▶ Areas for development from last inspection
  - actions taken and the impact of those actions
- ▶ Meet with SLT, RE Lead and inclusion/pastoral
- ▶ Meet with all staff for input into CLM – planned three staff INSETs over the year to contribute to this. Each divided up to work on a specific section.

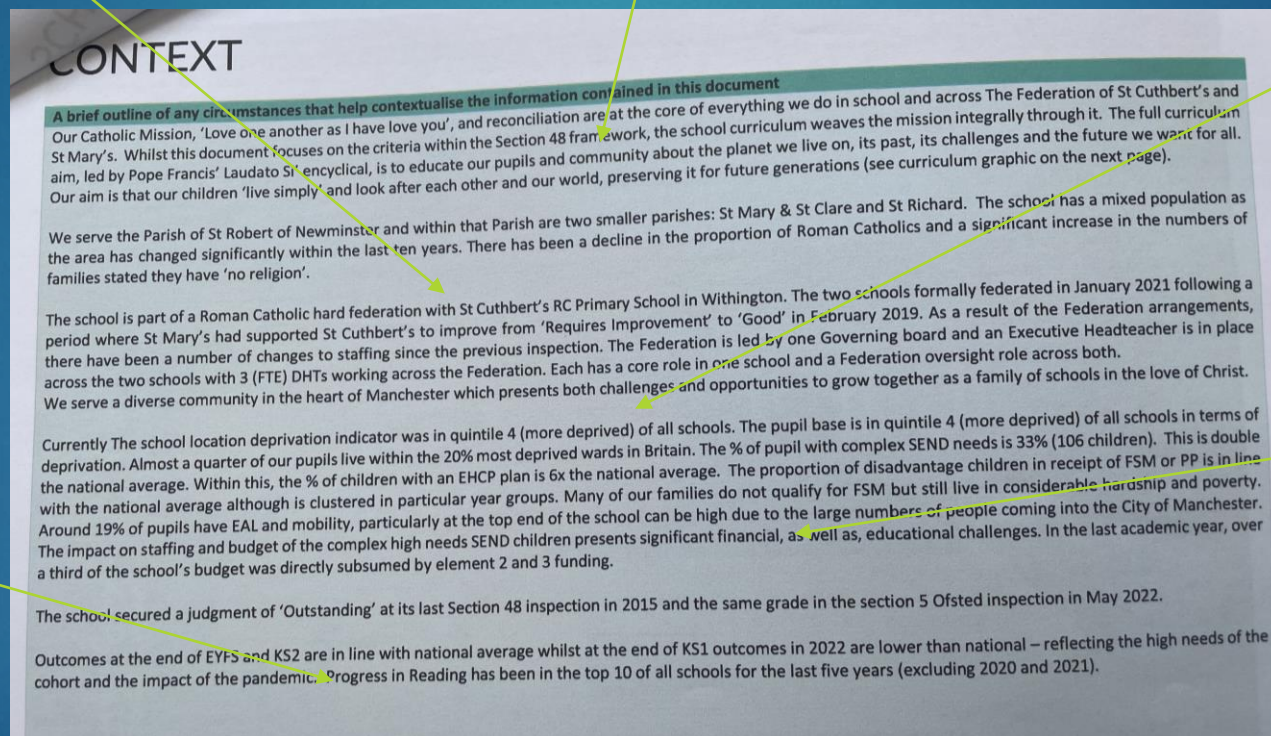
Area for improvement	Actions taken	Impact of actions
1. To further enhance the work of the Pupil Chaplaincy team so as to ensure that all children have regular opportunities to actively participate in the preparation and delivery of the prayer life of the school.	<ul style="list-style-type: none"> <li>Our Chaplaincy Team is well-established in school with Class Chaplains to support the daily prayer life within each class.</li> <li>The Chaplaincy Team are involved in decision-making relating to ongoing projects such as the development of our School Chapel.</li> <li>Chaplaincy Team are leading prayer groups for KS1 and KS2 at lunchtime.</li> <li>Chaplaincy Team have attended St Peter's High School for a training session and will be attending again this year.</li> <li>Chaplaincy Team have led whole-school initiatives to raise funds for charities such as CAFOD and have raised awareness of world issues such as poverty and environmental issues (Pakistan Floods).</li> <li>Pupil Chaplains and Leadership teams work together with staff to plan and lead our whole school praise assembly each week. The collective worship focuses on events in the liturgical calendar and celebrating Saints Days etc.</li> <li>Pupil Chaplains have their own section on the website which they have created and developed across the team.</li> <li>The Chaplains supported with creating prayer areas around school.</li> <li>Early years and KS1 have prayer leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Children feel like their opinions and ideas are valued. They feel confident about putting forward their thoughts and ideas.</li> <li>Pupil Leadership is strong and the children are enthusiastic about their involvement in the religious life of the school.</li> <li>97% of pupils share that they enjoy school and feel that teachers help them to do their best in their learning each day. 'pupil's listen well in class and cooperate with each other'.</li> <li>98% of pupils feel that are challenged in their learning and enjoy learning in RE. 'When I'm learning or looking at other people's learning everyone's focusing and trying to learn'.</li> <li>Most pupils feel they have a trusted adult in school that they can talk to.</li> <li>Children believe that behaviour is good in lessons 'All children respect each other and the teachers', 'I feel safe and looked after at school', 'Everyone behaves well here and is kind to each other'.</li> <li>80% of children in UKS2 take part in activities outside of lessons and particularly enjoy sport and music.</li> <li>89% of pupils feel school encourages them to be independent and take on responsibilities.</li> <li>99% of pupils feel school encourages them to respect people from other backgrounds and to treat everyone equally.</li> </ul>
2. To ensure that marking is consistent in RE and is having a positive impact on moving children's learning forward.	<ul style="list-style-type: none"> <li>Whole school review of marking and feedback in 2016 and updated policies and procedures to include marking codes.</li> <li>Feedback is subject specific with a mixture of verbal and written dependant on the pupil.</li> <li>Monitoring of books is set regularly within the school monitoring calendar and staff receive critical feedback to support them in further developing their teaching and learning.</li> <li>The RE team support staff, where necessary, with planning and delivering lessons in RE and new members of staff receive induction training to ensure standards are consistently high.</li> <li>Phase meetings focussed on the teaching and learning, including marking of RE and how to use feedback to move children's learning on.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils know how to act upon feedback and further apply these morals and values to their daily lives.</li> <li>Children are consistently respond to feedback in books and class discussion that is linked to their RE learning.</li> <li>Work in RE books is well presented and of high quality.</li> <li>Children experience biblical scripture throughout their learning and are able to relate to their own experiences and morals to make their learning relevant to their everyday life and support them in living our school mission of 'Love one another as I have loved you'.</li> <li>Outcomes from books looks show:                             <ul style="list-style-type: none"> <li>- in EYFS children are engaged in class discussion, which can be seen from quotes in floor book and enjoy sharing their learning.</li> <li>- in KS1 Come and See units can be clearly seen and evidence of Caritas focuses and discussion. There is evidence of the use of quotes from scripture and pupils understanding</li> </ul> </li> </ul>

# CSED Context

Supporting another school

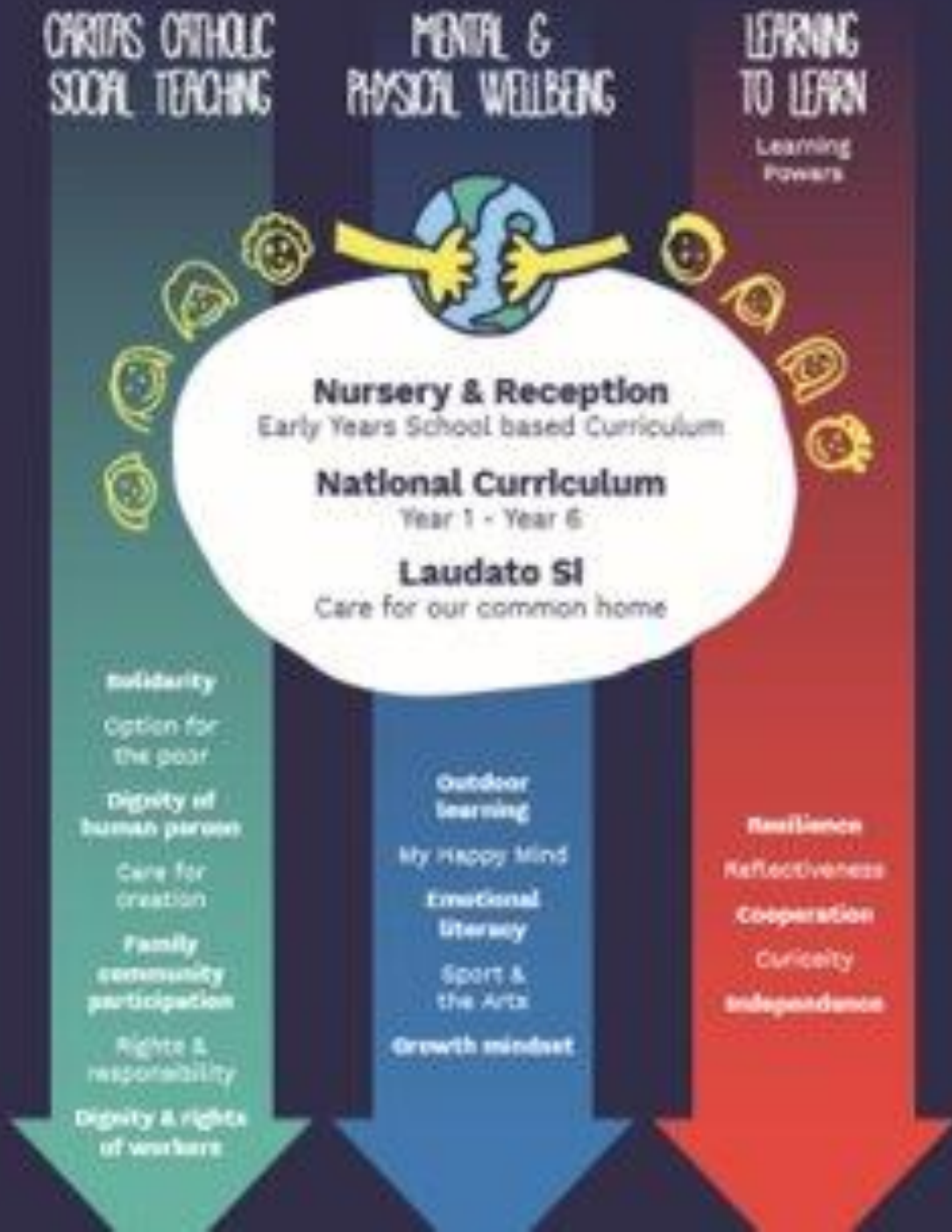
RE integrated fully into the whole curriculum. See curriculum graphic

Socio-demographic of the community you serve – from IDSR (see Head)



SEND, number of EHCPs, % etc





# Curriculum graphic: how it RE truly embedded?

- Explanation of our curriculum graphic
- **DISCUSSION: how do you show RE is throughout everything you do in your school curriculum?**

A close-up photograph of a hand reaching upwards, palm facing up, towards a bright, hazy sun. A faint rainbow is visible in the background sky. The image has a warm, golden light.

# Parish Links

- ▶ Be honest in your CSED and your relationship with your parish.
- ▶ List what you've actioned and potential impact on your pupils
- ▶ One objective in the framework states about the involvement in the parish.

# IMPACT – evidenced in CSED

- ▶ A good CSED will demonstrate IMPACT and not actions.

e.g 95% of pupils know and live the mission statement in pupil voice in March 2023 compared to 73% in March 2022

- ▶ RE learning and CW will be monitored and followed up demonstrating an improvement in teacher knowledge and therefore giving pupils a even better experience

- ▶ Area for Developments

e.g our AfD in our CSED was assessment and it wasn't embedded yet.

Others included:

-Parish Links

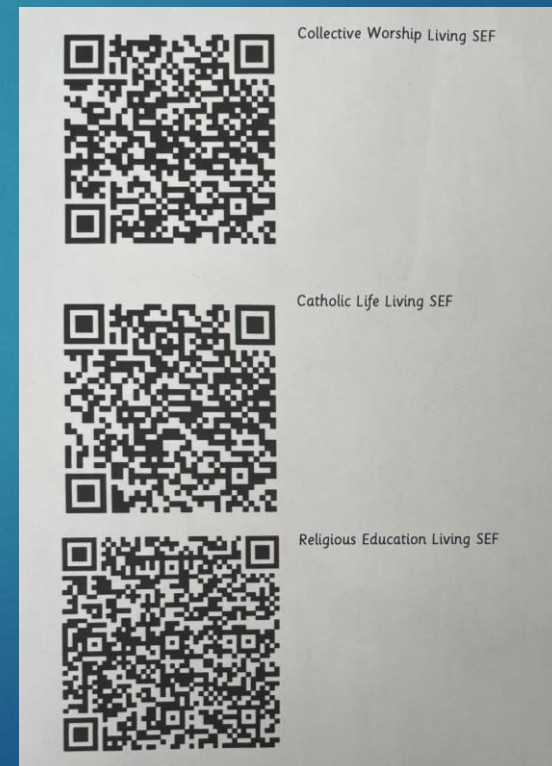


# What helps an inspection team to help you?

- ▶ Context on CSED of school – gives us a picture.
- ▶ Use grade descriptors document – quick overview
- ▶ Opportunities on Day 2 to gather evidence of anything not highlighted or embedded.
- ▶ Diverse range of classes/pupils/parents/indoor/outdoor worship
- ▶ Clear knowledge of strengths and areas of development
- ▶ If there's something you really want us to see, ensure it is in the timetable
- ▶ Demonstrates your IMPACT not list of actions.

# CSED Top Tips

- ▶ Put in a context section – help the inspection team form an idea of your setting
- ▶ Triangulate evidence – monitoring by leaders
- ▶ Evidencing Catholic Life and Mission – we did a QR code linked to an online folder
- ▶ Folder with checklist for inspectors and SLT
- ▶ Plan a review meeting with team termly.
- ▶ Give all staff key highlights – one page overview
- ▶ Demonstrate impact of leaders in all three areas



ST MARY'S

Inspection Folder - Section 48	Autumn	Spring	Summer
Inspection Handbook	✓	✓	
Curriculum Graphic	✓	✓	
School Map	✓	✓	
Staff list	✓	✓	
Proposed inspection timetable	✓	✓	
Timetables and timings of school day	✓	✓	
Learning Powers booklet	✓	✓	
RE Policy	✓	✓	
Prayer and Liturgy Policy	✓	✓	
RSE policy	✓	✓	
CSED	✓	✓	
QR links to living SEF	✓	✓	
School Development Plan	✓	✓	
SEF	✓	✓	
Data - outcomes reports	✓	✓	
Curriculum Development Plan inc RE Action Plan	✓	✓	
Progression Ladders	✓	✓	
Curriculum Maps	✓	✓	
RE LT and MTP	✓	✓	
Success in RE	✓	✓	
Newsletters	✓	✓	
EHT reports	✓	✓	
GB minutes	✓	✓	
RE Website up to date	✓	✓	
Chaplain's website up to date	✓	✓	
Monitoring Calendar	✓	✓	
Expectations for learning and teaching	✓	✓	
Ofsted Report	✓	✓	
Previous RE inspection report	✓	✓	
PP and SEND Reports	✓	✓	
Triangulated evidence TB L RE - Lesson Observations / Work scrutiny	✓	✓	
COP overview for RE	✓	✓	
RE Governor workplans (FGB/C&S)	✓	✓	
Parent and governor Consult RSE	✓	✓	
Pupil Survey	✓	✓	
Staff Survey	✓	✓	
Parent Survey	✓	✓	
Pupil and staff group list	✓	✓	
RE docs for inspection handbook etc	✓	✓	

*Need fully Posted*