Aims:



- ✓ To provide updates on CSI process and framework to support your work in school.
- ✓ To focus on the criteria and evidence inspectors use to make judgements across the three areas of CSI and share good practice from inspections undertaken this academic year.
- ✓ Time to evaluate own school considering strengths, impact and future actions.

The story so far.....



Outstanding	Good	Requires Improvement	Inadequate
2	17	4	0

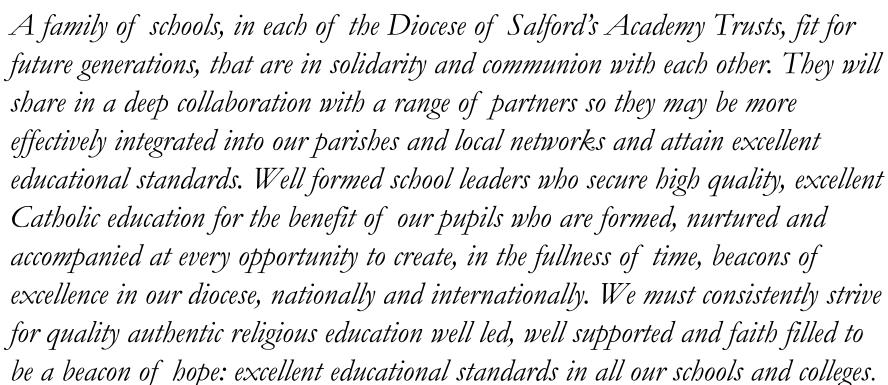
3 schools to be inspected before the end of this academic year.

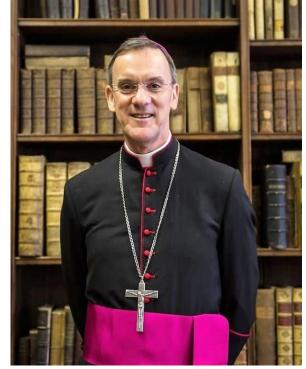
Information from inspections from our own diocese and national information feeds into the work and CPD we offer as a diocese.



The Bishop's Vision for Education in the Diocese of Salford

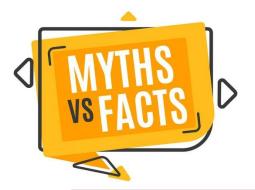
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CLM — Leaders and governors embrace and actively promote the bishop's vision for the diocese. They are enthusiastic in their response to diocesan policies and initiatives. As a result, the school has a dynamic partnership, actively participating in the services offered by the diocese whilst also putting itself at the service of the diocese in a variety of ways.





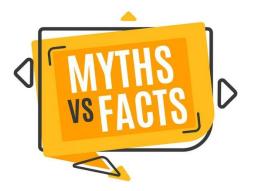


There is only one format of a CSED we can use and we have changed ours so we can only be judged RI!

We need to take down all our 5Ws displays or we will be judged RI!

To achieve outstanding we need to evidence all the descriptors in all areas!







We have heard that is impossible to get outstanding now, it doesn't happen!

We won't be awarded good for collective worship as our Parish Priest doesn't engage with us as a school.

An inspector calls.....





Matt Lawrence – Head of School

Writing the CSED



- Focussed, executive summary.
- No need for repetition and for every grade descriptor to be referenced/ evidenced. It is best fit and some aspects may be referred to in other sections- outcomes, provision or leadership.
- Impact- so what?
- Think about evidence- how can this be demonstrated to the team?
- Can use the school's method of evaluating and can be done in any way...links to other resources etc
- WAGOLL..... The Process





Headlines:

- ✓ Stronger CSEDs were seen when completed collaboratively engaging all stakeholders.
- ✓ CSED and SIP should feed into each other.
- ✓ Schools can present their CSED in the best way that celebrates their school.
- ✓ Important to pick up next steps in the CSED what is your vision?

Link to the CSED and other inspection documents.

https://catholicschoolsinspectorate.org.uk/inspection-documents



https://www.dioceseofsalford.org.uk/wp-content/uploads/CSI-summaries.pdf

CLM1

Identity, charism & mission
Sense of worth
Moral development
Catholic Social Teaching
Respect for self & others
Chaplaincy

CLM2

Identity, charism & mission
Staff commitment
Sense of community and inclusivity
Staff as role models
Pastoral care
Physical environment
Chaplaincy (pupils and staff)
R(S)HE

CLM3

CLM in school policy Engagement with diocese, including parish Partnership with parents Commitment to CST Respect for the rights & dignities of employees Catholic curriculum Governors' ambition Self and pupil evaluation CPD and induction of new staff

Catholic life and mission

RE1

Development of knowledge, understanding and skills Progress (inc. of groups) Religious literacy Knowledge recall and questions Independence and concentration Quality of pupil work Engagement and enjoyment Self-assessment Attainment

RE2

Subject & pedagogical knowledge
Expectations
Planning
Effective questioning
Celebration and feedback
Spiritual and moral development
Variety and resources

RE3

RECD
Core parity
CPD
Subject Leader
Curriculum design
Pupils' needs
Enrichment
Self-evaluation

Religious education



Pupil engagement
Pupil participation
Collaborative planning
Pupil leadership
Pupil evaluation
Influence on school life & curriculum
Impact

CW2

Centrality
Daily pattern & rhythm
Variety
Use of Scripture
Staff skill & role modelling
Creativity, use of space
Involvement of families and parish(es)

CW3

Impact of policy Strategy for development of skills & participation Sacraments, Holy Days and other significant days CPD & formation Leaders' knowledge and skill Impact of leadership Resourcing Self-evaluation

Welcome





Gemma Hickey – RE Lead



Samantha Fairhurst – RE Lead







Headlines:

- ✓ Inspectors want to celebrate the uniqueness of the school, lived out through the mission / charism of the school.
 - Celebrate that through CSED, pupil, staff and parental voice.
- ✓ Impact schools are involved in many activities / supporting charities. What is the impact? How is that impact being communicated?
 - Can children articulate why they are involved in the St Joseph's Penny appeal? Can they explain why the school took part in the big Lent Walk by CAFOD? Why do we have an eco group focusing on recycling at the moment? Are young people having the opportunity to decide on campaigns they want to be involved in?





Support:

- ✓ Keep engaging with diocese half termly newsletter for updates, training and cluster briefings.

 Caritas, Formation, Laudato Si Centre, CAFOD, Mission Together, SVP(MV), Mary's Meals, Aid to the Church in Need
- ✓ Use the services of the diocese:

Caritas training for both staff and pupils — <u>k.ansley@caritassalford.org.uk</u> <u>https://www.caritassalford.org.uk/</u>
Faith in Action Award - <u>Lorraine.Leonard@dioceseofsalford.org.uk</u>

Hope in the Future https://www.dioceseofsalford.org.uk/faith/hope/home-school-parish/
Laudato Si Team https://www.dioceseofsalford.org.uk/wp-content/uploads/School-Roadmap-270223.pdf

National information.

CAFOD https://cafod.org.uk/education/primary-teaching-resources

CAFOD Catholic Social Teaching in 3 minutes https://www.youtube.com/watch?v=XNcBCPVbYDU

and https://cafod.org.uk/education/primary-teaching-resources/cst-resources-for-children

CAFOD Wall planner 23/24 here





Overview for schools



St Joseph's Penny	This is our annual Lenten appeal for children and families. This year our theme is: Will you make a change to change a life?
Start and end date	Ash Wednesday to Easter Sunday
Tell me about <u>it</u>	Whether you're making a change to your diet, fasting, amending your behaviour, or adapting your thoughts and focusas you pray, fast and give this Lent the change you're making could also help to change a life.
	By remembering Caritas Salford during Lent, your donations and prayers will make a real difference to the lives of the local people in Greater Manchester and Lancashire that we support - people in our local communities facing poverty, disadvantage, homelessness and isolation.
	Will you make a change to help them to change their lives with dignity?
Why should a young person want to be involved?	As Catholics, we understand in the dignity of every human person and God's desire for each of us to live a full life.
	Sadly, too many people locally do not even have the basics to live comfortably: their homes are damp and cold; they may not have a mattress for their bed; kitchen equipment is <u>broken</u> and they haven't got money to replace it.
	These sad stories remind us of God's preferential love for the poorest and most vulnerable people. We know that God loves <u>us</u> and we know that Jesus asks us to love our neighbour as ourselves. Solidarity spurs us to stand side by side with our sisters and brothers, especially those living in poverty.
What can schools do?	Talk about the small changes - to our thoughts, words and behaviours - that can make a big difference during Lent. Write prayers / a reflection and submit for our social media feature -Thought for the Day. Download the resources online here:





	https://www.caritassalford.org.uk/service- view/lent2023/
	Raise funds - add your change to the St Joseph's Penny box - and help to change someone's life for the better. Share our campaign by liking and sharing our social media, and by including details on the parent newsletter.
What will the loose change collected in the boxes be spent on?	Every penny counts! All of that loose change soon adds up, especially if every family in your school returns their box for counting. It may be interesting to understand the sort of things the money could pay for:
	£14.99 could pay for a new pair of school shoes for the new term from a budget shop, <u>e.g.</u> Shoe Zone
	£30.06 per hour for one of our support workers to help the grown ups to access all of the financial help that might be available to <u>them</u>
	£86.00 is the average cost of a week's shopping for a family of $\underline{\text{four}}$
	£112.16 is the monthly cost of energy bills in an average sized home (2-3 bedrooms)
What about families in our school that are facing difficulties?	Staff can apply in confidence to the <u>Caritas Bishop's Fund</u> if any family in your school is struggling.
Anything else?	If you need resources or training, please contact Kath Ansley <u>k.ansley@caritassalford.org.uk</u>
How do we pay in the money?	*The details of paying in are on one of the flaps of the box which is then folded inwards once made.
Who counts it all?	The way it normally works is that schools use a coin counter, i.e. at the bank or the <i>Coinster</i> at a supermarket, and then they pay our charity by cheque, bank transfer or on a debit card through our website, depending on their own facilities/preferred way of working.



Example of pupil voice

Pupil Voice Survey CLM KS2

What makes our school a	
special place?	
Is our school Mission	
Statement important? Why?	
What activities can you be	
involved in at our school?	
What activities do you do?	
What do you learn here that	
is important to your	
everyday life?	
How do members of our	
school community use their	
gifts and talents to help	
others?	
How does the school link	
with the parish and local	
community?	
Do you feel like a valued	
member of our school	
community?	
What do we do well at our	
school?	
What could we do better?	





Discuss / share

Priority list

Questions







Headlines:

✓ Strong good / outstanding outcome in Religious Education was awarded when pupils could articulate the links between scripture, liturgical year and relevance to their own lives.

✓ For the next academic year (2023/2024) schools are strongly encouraged to use their current schemes: Come and See and / or the Way, the Truth and the Life and develop strong learning journeys using these schemes and the work RE leads have undertaken with the Education Department.





Support:

- ✓ Keep engaging with the Diocesan department of Education. A full CPD programme will be provided for RE Leads, including regular updates and guidance, training days and cluster meetings throughout the summer term and the next academic year.
- ✓ Materials to support strong learning journeys, use of resources provided in the Resource Centre (Lat Blaylock/ Adam Robertson)
 - https://www.dioceseofsalford.org.uk/resource-centre/education/religious-education/primary-re/re-leaders/
- ✓ Engage with cluster work, especially around opportunities to moderate work across schools.





Example of pupil voice

Pupil Voice. RE. KS1

Tell me about something	
new you have learnt in	
RE. (Child to have their	
book).	
Share with me a good	
piece of work. How do	
you know it is good?	
Do you have to work	
hard in your RE lessons?	
What do you do if you	
are stuck?	
What do you enjoy the	
most about RE lessons?	
How could we make RE	
lessons better?	



Example of pupil voice

Pupil Voice Survey. RE. KS2

Tell me about your learning in RE this year.	
Are your RE lessons interesting? Show me a piece of work you are proud of.	
Do you have to work hard in RE? Are you challenged in your RE lessons	
What do you do when you are stuck in RE?	
Does your teacher show you how to improve your RE work?	
Is there anything you would change about your RE lessons?	
Have you learnt / heard anything in your RE lessons that has inspired you to take action, make a change?	







Work Scrutiny Evidence Gathering Proforma

School	Inspector	Class/Year Group

	T		,
PRIOR KNOWLEDGE & LEARNING	QUALITY & PRESENTATION	VARIETY OF TASKS	COVERAGE & QUANTITY
Are activities developed to consolidate, build on	Is work of a consistent high quality? Does it	Do pupils have opportunities to respond in a	Does the work match the scheme of work and
and extend prior learning?	aspire towards the school's standards? Is work	variety of creative ways, (e.g., extended writing,	school planning documentation? Is there
	routinely completed in full?	speaking, drama, art, music etc.) & to think	enough work, given the age and ability of the
		morally and spiritually?	pupils?
WORK MATCHED TO ABILITY	FEEDBACK	STRENGTHS	AREAS FOR DEVELOPMENT
WORK MATCHED TO ABILITY Are all pupils challenged at an appropriate level?	FEEDBACK Is it in line with school policy? Does it clearly	STRENGTHS	AREAS FOR DEVELOPMENT
		STRENGTHS	AREAS FOR DEVELOPMENT
	Is it in line with school policy? Does it clearly	STRENGTHS	AREAS FOR DEVELOPMENT
	Is it in line with school policy? Does it clearly	STRENGTHS	AREAS FOR DEVELOPMENT
	Is it in line with school policy? Does it clearly	STRENGTHS	AREAS FOR DEVELOPMENT
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	Is it in line with school policy? Does it clearly	STRENGTHS	AREAS FOR DEVELOPMENT
	Is it in line with school policy? Does it clearly	STRENGTHS	AREAS FOR DEVELOPMENT
	Is it in line with school policy? Does it clearly	STRENGTHS	AREAS FOR DEVELOPMENT





Pupil Voice Survey. RE. KS2

Tell me about your	
learning in RE this year.	
Are your RE lessons	
interesting? Show me a	
piece of work you are	
proud of.	
Do you have to work hard	
in RE? Are you	
challenged in your RE	
lessons	
What do you do when you	
are stuck in RE?	
Does your teacher show	
you how to improve your	
RE work?	
Is there anything you	
would change about your	
RE lessons?	
Have you learnt / heard	
anything in your RE	
lessons that has inspired	
you to take action, make a	
change?	







Discuss / share

Priority list

Questions



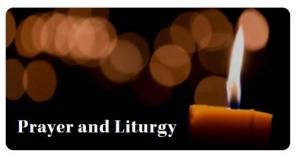




Headlines:

- ✓ Use the term liturgical prayer rather than collective worship.
- ✓ Strong liturgical prayer seen when there is a progression from EYFS to Year 6 'age appropriate'.
- ✓ Strong liturgical prayer when it is genuinely child led by children for children. Adult supervision / intervention is allowed!
- ✓ Liturgical prayer reflecting the liturgical year.
- ✓ Range of opportunities for prayer and liturgical prayer observed across school regular child led age-appropriate liturgical prayer, use of prayer spaces that reflect the liturgical year, opportunities for voluntary prayer throughout the year.







Support:

✓ Keep engaging with the Diocesan department of Education. A full CPD programme will be provided for RE Leads, including regular updates and guidance, training days and cluster meetings throughout the summer term and the next academic year.

✓ Utilise support resources available

https://www.dioceseofsalford.org.uk/resource-centre/education/collective-worship/

https://cafod.org.uk/education/primary-teaching-resources/liturgical-prayer-primary

https://missiontogether.org.uk/prayer-resources/

https://www.themark10mission.co.uk/





Example of pupil voice

Pupil Survey. Prayer and Liturgy. KS1

Is it important to talk to	
God? Why? How can	
we do this?	
Tell me about the times	
when we say our prayers,	
talk to God and sing	
songs to Jesus?	
Tell me about the prayer	
area in the classroom.	
Does it change?	
Can you use it at any	
time?	
Do you have the chance	
to lead prayer and liturgy	
in your class? How do	
you do this?	
Does anyone help you?	
What do we do well at	
our school?	
What could we do	
better?	



Example of pupil voice

Pupil Voice Survey. P&L. KS2

Do you think prayer is an	
important part of the daily	
routine at school?	
Tell me about prayer and	
liturgy in your class. Does	
everyone have the	
opportunity to plan and lead	
prayer and liturgy?	
How do you use prayer and	
liturgy space in class, around	
school?	
Does prayer and liturgy	
change throughout the year?	
Can you explain some of	
those changes?	
What do we do well at our	
school?	
What could we do better?	





Discuss / share

Priority list

Questions







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