



**INSPECTION SCHEDULE  
FOR  
CATHOLIC SCHOOLS**

**SECTION 48**

**Second Edition - September 2007**

# **INSPECTION SCHEDULE**

This schedule lists the questions inspectors must ask in every institution providing Catholic education. Most of these questions are applicable to all schools, although a few are more relevant to particular age groups.

## **OVERALL EFFECTIVENESS**

**How effective and efficient is the provision of Catholic education in meeting the needs of learners and why?**

Inspectors should evaluate:

- the overall effectiveness of the provision for the Catholic life of the school/college and of curriculum Religious Education and its main strengths and areas for development
- the effectiveness of any steps taken to promote improvement since the last inspection
- the capacity to make further improvements.

**What steps need to be taken to improve the provision further?**

## **THE CATHOLIC LIFE OF THE SCHOOL**

### **Leadership and Management**

**1. How effective are leadership and management in developing the Catholic life of the school?**

Inspectors should evaluate:

- how well the governing body fulfils its role in relation to the school's Catholic foundation
- how effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality care and education
- the quality of the leadership of the headteacher and senior staff in leading and developing the Catholic life of the school
- how effectively leadership at all levels in the school promotes learners' spiritual and moral development
- how effectively the Catholic life of the school is monitored and evaluated.

## **Collective Worship**

### **2. How good is the quality of Collective Worship?**

Inspectors should evaluate:

- the frequency and quality of the provision for prayer, Collective Worship and liturgical life of the school
- learners' response to the school's provision
- how well Collective Worship contributes to the spiritual and moral development of the learners.

## **Community Cohesion**

### **3. How effectively does the school/college promote Community Cohesion?**

Inspectors should evaluate:

- how effectively leaders at all levels promote community cohesion
- the inclusive nature of the provision for prayer, collective worship and the liturgical life of the school
- how far religious education promotes community cohesion

## **RELIGIOUS EDUCATION**

### **Achievement and Standards**

#### **4. How well do learners achieve?**

Inspectors should evaluate:

- learners' success in achieving challenging targets including qualifications and learning goals, with trends over time and any significant variations between groups of learners
- the standards of learners' work
- learners' progress relative to their prior attainment and potential, with any significant variations between groups of learners
- the extent to which learners enjoy their work

and, where appropriate:

- the behaviour of learners
- learners' spiritual, moral, social and cultural development
- whether learners make a positive contribution to the school/college community.

## **Quality of Provision for Religious Education**

### **5. How effective are teaching and learning?**

Inspectors should evaluate:

- how well teaching is used to meet learners' needs and curriculum requirements
- the suitability and rigour of assessment in planning, monitoring and informing learners' progress
- the identification of, and provision for, additional learning needs

and, where appropriate:

- the involvement of parents and carers in their children's learning and development.

### **6. How well does the Religious Education curriculum meet the needs and interests of learners?**

Inspectors should evaluate:

- the extent to which the Religious Education curriculum matches learners' aspirations and potential, building on prior attainment and experience
- how far the Religious Education curriculum meets external requirements and is responsive to local circumstances
- the extent to which the curriculum in Religious Education contributes to the spiritual and moral development of the learners.

## **Leadership and Management**

### **7. How effective are leadership and management in raising achievement and supporting all learners in Religious Education?**

Inspectors should evaluate:

- how effectively subject leaders in Religious Education lead and support their staff
- how effectively performance in Religious Education is monitored and improved through quality assurance and self-assessment
- how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential
- the adequacy and suitability of staff to ensure that learners are well taught
- the adequacy and suitability of learning resources and accommodation
- how effectively and efficiently resources are deployed to achieve high standards
- the effectiveness with which governors discharge their responsibilities.

## **Common grading scale for all inspection judgements**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Unsatisfactory