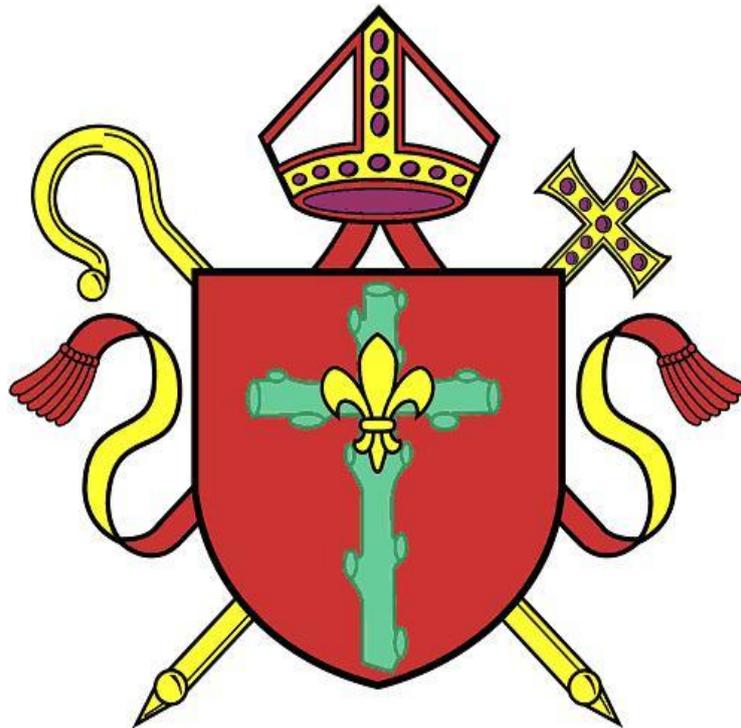


Nottingham Roman Catholic  
**Diocesan Education Service**



**Summary of  
Diocesan Canonical Inspection  
Recommendations**

September 2019

## **Introduction**

This document is a summary of all the recommendations made in diocesan canonical inspections carried out in the Diocese of Nottingham during the academic year 2018/19.

Whilst, clearly, all of the recommendations are specific to the school being inspected, it is hoped that this document will provide useful and helpful information for schools particularly in terms of developing their own systems for the monitoring and evaluation of all aspects of the diocesan canonical inspection framework.

**Peter Giorgio**

Director of Education

September 2019

**PRIMARY****Catholic Life**

- Develop the monitoring and evaluation of the Catholic Life of the school by pupils to fully embed the school mission so that all pupils are inspired by it.
- Further embed the strapline of the mission statement so that all pupils are aware of its relevance to their lives at \*\*\* and can contribute to it through their daily actions.
- Embed the new Relationships and Sex Education (RSE) programme 'Journey in Love' to enhance the teaching of Catholic principles of relationships and pupils' self-belief.
- Ensure that key leaders continue to develop collaborative partnerships supporting and promoting good practice in Catholic Life within the \*\*\* Catholic Multi-Academy Trust and throughout the diocese.
- Ensure that \*\*\*, as part of the new \*\*\* Catholic Multi-Academy Trust, strengthens the collaborative links with feeder Catholic secondary schools in order to promote a smooth transition.
- The current chaplaincy provision is effective in supporting and promoting the Catholic Life. This now needs to be become embedded and cascaded to the whole school so that all pupils share the mission.
- As part of the new \*\*\* Catholic Multi-Academy Trust, the role of the lay chaplain needs to be established and then developed in order to further strengthen the work of the school.
- To involve pupils in the monitoring and evaluation of Catholic Life, enabling them to contribute to the shaping of Catholic Life in the school.
- Pupils' participation and leadership within the newly established chaplaincy team is very much at the embryonic stage. Further planning and involvement from the lead lay chaplain is needed to ensure that the group has prominence and purpose within the school.
- The school's behaviour policy requires review to reflect behaviour in school; it should also be more overtly Catholic by including reference to concepts such as forgiveness and reconciliation.
- Evaluation of the Catholic Life of the school needs to be developed further; this could be supported through requests for information at trust level in the newly established \*\*\* Catholic Multi- Academy Trust.
- Embed the recently introduced Relationships and Sex Education (RSE) programme 'Journey in Love' across the school so that pupils can grow in self-knowledge and develop healthily and holistically towards an understanding of all human life.

**PRIMARY****Religious Education**

- Share current good practice to embed the use of developmental feedback within lessons to develop pupils' understanding and feedback in marking to highlight next steps in learning, particularly for more able pupils.
- Ensure that the quality of work produced by pupils in Religious Education lessons across all year groups is consistent, so that more able pupils reach their potential.
- Establish a marking policy which is consistently followed by teachers and that is fully understood and by pupils.
- Ensure that the quality of work produced by pupils in their assessed pieces is replicated in pupils' work books consistently throughout the school.
- Ensure that writing frames are not restricting pupils' written responses so that they are able to develop their thoughts in greater detail.
- Increasing the consistency of the quality of teaching and learning across the school through sharing the best classroom practice.
- Ensuring that further attention is focussed on differentiating learning tasks to the needs of all groups of learners, in every class, including for the most able.
- Providing opportunities for pupils to write at length throughout the school so that by the end of Key Stage 2, pupils can regularly produce extended pieces of work.
- Ensure that the quantity of work in pupils' books is in line with diocesan expectations.
- Ensure that the quality of work produced by pupils in their assessed pieces of work is replicated in pupils' work books on a day to day level consistently throughout the school.
- Following monitoring activities; leaders and local governors need to hold teachers to account to ensure that gaps correctly identified in pupils' books are acted upon swiftly.
- Embed newly developed systems for assessments so that they have an impact on raising standards and ensuring consistency and accuracy of judgements in Religious Education.
- Ensure that monitoring leads to the improvement of the presentation of work, a reduction on the reliance on worksheets for recording in Religious Education and that there is a development of a more creative, holistic approach to Religious Education keeping up to date with current best practice at 'outstanding' Catholic schools.
- Ensure feedback is more consistent in all year groups providing a focus on deepening knowledge and understanding in Religious Education.
- Leaders need to focus on how well pupils make progress in Religious Education, not only throughout each year, but also from the end of the previous key stage.
- The school's marking policy requires review to ensure continuity across the school in the feedback given to pupils regarding their progress in Religious Education.
- Providing greater challenge to pupils in lessons so that a greater number reach 'greater depth' in Religious Education.
- Further developing the systems in the school for carefully tracking individual pupil progress, including for those within the Early Years Foundation Stage.

- Ensuring consistency across the school in terms of differentiated tasks presented to pupils, providing opportunities for pupils to write at greater length and further improve the presentation of work in books.
- Ensure that pupils take a more active role in lessons by providing further opportunities for them to share their ideas more regularly and readily within introductions to lessons.
- Embed a more consistent approach to marking and feedback systems throughout the school so that:
  - the driver words are linked to teachers' comments, thereby aiding pupils' 'next steps' in learning;
  - the expectation of pupils' presentation in workbooks is raised;
  - an increased proportion of pupils reach greater depth in Religious Education.
- Challenge higher attaining pupils further so that more pupils can reach a greater depth of understanding in Religious Education by the time they leave the school.
- Ensure that feedback to pupils is systematic and that it becomes embedded into the learning process.
- Provide greater opportunities for pupils in Key Stage 2 to write at length, so developing their depth of religious knowledge in both written and oral responses.
- Ensure that formal monitoring of Religious Education is frequent and involves all levels of leadership by undertaking lesson observations and scrutiny of pupils' work and then robustly identifying accurate actions for improvement which are followed up by senior staff.

**PRIMARY****Collective Worship**

- Continue to develop the current good practice of pupils in preparation and leading Acts of Worship so that they have more ownership of ideas and opportunities for pupil-led liturgies.
- Provide more opportunities for quiet, reflective time for pupils to pray within Acts of Worship.
- To build upon the current effective chaplaincy provision in supporting and promoting the Collective Worship by ensuring that all pupils share the school mission and have a greater say in decision making.
- Further raise the pupil ownership in both class and whole-school liturgies so that all pupils are participating and evaluating Collective Worship.
- Provide further opportunities for a wider variety of methods and styles of prayer, including contemporary and spontaneous prayer.
- Provide opportunities for Increased movement and action during the delivery of planned worship.
- Raise pupil ownership further in both class and whole-school liturgies so that all pupils are participating and evaluating Collective Worship.
- Develop pupils' monitoring of Collective Worship so that there is increased confidence in preparing and leading worship independently.
- Improve leadership and governance to ensure that action points identified in monitoring are acted upon so that provision matches the ability of all pupils.
- Enable pupils to lead a wider range of liturgy and Collective Worship, including key stage and whole school celebrations.
- Monitor evaluations from all parties and ensure that evaluations have a positive impact on the provision for Collective Worship in the school.
- Leaders will be able to further develop the provision for Collective Worship by collaborating with the new lead lay chaplain appointed by the \*\*\* Catholic Multi-Academy Trust to develop the role and purpose of the chaplaincy team further.
- As all aspects of Collective Worship are outstanding, it would be of great benefit to the Trust and the diocese for the school to act as a beacon of outstanding practice in this area for other schools.
- Further embed the skills of staff to support pupils in leading a range of liturgy.
- Enabling pupils to more frequently make informed choices when planning worship opportunities.
- Provide more regular opportunities for pupils throughout the school to plan and lead worship at a level which is relevant to their age.
- Enhance pupils' participation in whole school worship by including opportunities for a wider response from those other than the pupil leaders.
- Ensure that formal monitoring of Collective Worship is frequent and involves all levels of leadership with a particular focus on continuing to empower pupils to lead Collective Worship by offering training and mentorship to develop and enrich pupils' skills and confidence in leadership.
- Encourage the expansion of the chaplaincy team.

**SECONDARY****Catholic Life**

- Involve pupils, staff, parents and governors in creating a new school mission statement which should then become the cornerstone of school life.
- Provide more opportunities for a greater number of pupils to reflect on their faith and the teachings of Jesus Christ by offering more visits and implementing a programme of in-school retreats.
- Develop the school's physical environment so that it clearly reflects its mission and identity through concrete and effective signs of the school's Catholic character.
- Ensure that all members of the school community, including pupils, parents, staff and governors contribute to leaders' evaluation and development of the Catholic Life of the school.
- Provide more regular opportunities for pupils to be involved with the local parishes.
- Ensure leaders at all levels, including local governors, engage in the monitoring and evaluation of the provision for Catholic Life that is systematic and robust and that leads to well-targeted and planned improvements that further enhance the Catholic Life of the school.
- Continue to seek to recruit a lay chaplain to add capacity to the leadership of Catholic Life within the school.
- Review and update the Relationships and Sex Education (RSE) policy and resources, ensuring that they fully prepare pupils for the next stage of their physical, emotional and spiritual development.

**SECONDARY****Religious Education**

- Develop and embed strategies to improve progress for boys, disadvantaged and SEND pupils so that their progress is at least in line with other pupils.
- Improve the quality and consistency of feedback and associated pupil response to enable all pupils to make better progress in Religious Education.
- Leaders and local governors should improve systems to monitor the quality of Religious Education to ensure that areas for development are accurately identified and that work to address these areas is carefully evaluated. Local governors need to be secure that improvement priorities have been acted upon and are having an impact on improving outcomes.
- Further develop and embed strategies to improve progress for boys, disadvantaged and SEND pupils so that their progress is at least in line with that of other pupils.
- Improve the quality and consistency of feedback and associated pupil response to enable all pupils to make better progress in Religious Education.
- The pace of teaching needs to match the learning taking place and allow for opportunities for deeper learning and discussions within lessons, so that pace does not become the driving factor in teaching.
- Teachers need to use assessments to plan the learning in lessons and ensure that all lessons are carefully pitched to promote the appropriate level of challenge for all pupils.
- Leaders and local governors should improve systems to monitor the quality of Religious Education to ensure that areas for development are accurately identified and that work to address these areas is carefully evaluated. Local governors need to be secure that improvement priorities have been acted upon and are having a positive impact on improving outcomes.
- Fully embed the current developments in Religious Education so that assessment has impact by: fully informing future lesson planning; focusing pupils on areas for improvement; and enabling pupils to respond to it.
- Increase the level of pace and challenge in Religious Education lessons so that pupils make good progress.
- Actively involve local governors in the evaluation of Religious Education, ensuring that they are providing challenge as well as support to the school.

**SECONDARY****Collective Worship**

- Build on the recently overhauled programme of Collective Worship by increasing the variety of worship so that it does not always follow the same format.
- Ensure that a greater number of pupils are more actively involved in the planning, resourcing, delivery and evaluation of form time worship, Acts of Worship and whole school liturgies and Masses.
- Establish greater strategic leadership of Collective Worship at senior leader level through more rigorous and effective planning, monitoring and evaluation, which should be reviewed regularly by the local governing body.
- Work closely with effective Catholic schools within the \*\*\* CMAT and the wider diocesan community to learn from outstanding practice around the key areas of Catholic Life and Collective Worship.
- Provide more opportunities within Collective Worship for pupils to experience deep reflections and to leave Acts of Worship with a sense of mission and purpose in order to have an impact on the wider community.
- Leaders now need to ensure that systems are in place to ensure that the views of local governors and parents/carers regarding the quality and significance of Collective Worship in school are regularly sought and acted upon.
- Ensure that Collective Worship is accessible to pupils in a contemporary context, with clear explanations of the mission for young people based on the theme of the Act of Worship.
- Actively involve local governors in the evaluation of Collective Worship, ensuring that they are providing challenge as well as support to the school.