



Archdiocese of Birmingham

Diocesan Education Service

SECTION 48 FRAMEWORK ADDITIONAL INFORMATION

Summary of Grade Descriptors

Please use this document in conjunction with the September 2016 Section 48 Framework

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Key Judgements:

Catholic Life

Leadership of Catholic Life and Collective Worship

Religious Education

Catholic life is judged against the following grade descriptors:

1. The Catholic Life of the school
2. Collective Worship

Leadership of Catholic life and collective worship is judged against the following grade descriptors:

3. Leadership of Catholic life and collective worship

Religious Education is judged against the following grade descriptors:

4. Leadership of Religious Education
5. How well pupils achieve and enjoy their learning in Religious Education
6. The quality of teaching and how purposeful learning is in Religious Education
7. The Curriculum in Religious Education and the “Catholic Curriculum”

Overall judgement

OUTSTANDING	All key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.
GOOD	All key judgements are likely to be good. In exceptional circumstances one of the key judgements may be requires improvement to be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.
REQUIRES IMPROVEMENT TO BE GOOD	Other than in exceptional circumstances, it is likely that, where the school is judged to require improvement in any of the key judgements, the school’s overall effectiveness will require improvement.
UNSATISFACTORY	The judgement on the overall effectiveness is likely to be unsatisfactory where any one of the key judgements is unsatisfactory.

1.The Catholic life of the school: grade descriptors

Unsatisfactory (4)	Requires Improvement to be Good (3)	Good (2)	Outstanding (1)
<p>a) Pupils are reluctant to engage in activities beyond lessons.</p> <p>b) They have little or no influence on decisions which affect their Catholic education.</p> <p>c) They show little interest in the mystery and value of life and creation.</p> <p>d) They are unclear about their own and others' beliefs.</p> <p>e) They show little respect for the religious practices of others and for the religious life of the school.</p> <p>f) A significant minority of pupils behave insensitively and show little understanding of the effect of their behaviour on others.</p> <p>g) In some cases children do not feel any obligation to support the school or become part of its community.</p> <p>h) They show little interest in the needs of others, the wider world and have scant understanding of it.</p> <p>i) Some show low self-esteem.</p> <p>j) They dismiss ideas of service and questions of meaning and purpose as irrelevant to themselves.</p>	<p>a) Many are keen to participate in school activities and take responsibility.</p> <p>b) They influence in some way decisions about the Catholic life of the school.</p> <p>c) They can identify that their school is Catholic and something of what this means to individuals and the local community.</p> <p>d) They know that for some people religion is important and affects the way they live.</p> <p>e) They show respect for religious behaviour.</p> <p>f) They respond to opportunities to take responsibility around the school and co-operate when the school raises funds or organises activities to address the needs of others.</p> <p>g) They have a sense of the wider world, other beliefs, other cultures and community organisations.</p> <p>h) They respond to questions of meaning and purpose and are able, with support, to see their relevance to their own lives.</p>	<p>a) Pupils take on responsibilities and participate constructively in the Catholic life of the school beyond routine lessons and activities including.</p> <p>b) Pupils are involved in evaluating their Catholic education</p> <p>c) Pupils understand that religious belief and spiritual values are important for themselves and others.</p> <p>d) Pupils show an understanding of the need to forgive, be forgiven and have a good understanding of right and wrong.</p> <p>e) They are reflective and enquiring.</p> <p>f) They show interest in the religious life of others.</p> <p>g) They understand the importance of key celebrations in school throughout the liturgical year and in the parish community.</p> <p>h) They are secure and ready to express their own views and beliefs and develop Catholic Christian virtues and values.</p>	<p>a) Pupils lead and take responsibility for shaping activities with a religious character, in the school and the wider community.</p> <p>b) They contribute well to the evaluation of the Catholic life of the school.</p> <p>c) They are proud of their backgrounds and beliefs and have a strong sense of personal worth.</p> <p>d) They show an ability to listen, to give thanks, to forgive and be forgiven.</p> <p>e) They express their own views and beliefs with reasoned confidence and reflect on how the teaching of Jesus and the Church informs, influences and motivates themselves and others.</p> <p>f) They treat others with high levels of respect.</p> <p>g) They understand that they are called to a life of service, have a commitment to the common good, and develop strong Catholic Christian virtues and values.</p> <p>h) They have a good understanding of right and wrong founded on the teaching of the Church.</p>

<p>k) For staff and governors the Catholicity of the school is of secondary importance or none.</p>	<p>i) The Catholic ethos is evident, but somewhat routine and does not develop over time.</p>	<p>i) They understand the idea of service and respond readily to the needs of people beyond the school.</p> <p>j) Provision enables the pupils to develop within a good Catholic ethos and to learn how to live as Christians or people of faith.</p>	<p>i) Pupils welcome the challenge of questions of meaning and purpose and are able to offer their own answers to such questions.</p> <p>j) Staff and governors have a strong sense of commitment to the mission of the Church in education leading to a Catholic ethos promoting the development of the whole pupil.</p> <p>k) (Development of pupils understanding of vocations will also be considered across this key judgement)</p>
<p>1.The Catholic life of the school: grade descriptors</p>			
<p>Unsatisfactory (4)</p>	<p>Requires Improvement to be Good (3)</p>	<p>Good (2)</p>	<p>Outstanding (1)</p>

2. Collective Worship: grade descriptors

Unsatisfactory (4)	Requires Improvement to be Good (3)	Good (2)	Outstanding (1)
<p>a) Pupils are restless during acts of worship and uninterested in the prayer life of the school.</p> <p>b) Many pupils routinely participate without apparently giving much thought to what is happening.</p> <p>c) Very few attend occasional celebrations which are additional to the school's daily act of worship programme.</p> <p>d) Pupils have little influence or involvement in the school's provision.</p> <p>e) Only a few are given the opportunity to read or lead prayers</p> <p>f) Teachers are unskilled in leading prayer and some demonstrate a lack of interest.</p> <p>g) Some disrupt others when at prayer and ridicule pupils for whom this is an important activity.</p> <p>h) Acts of collective worship are routine and lack variety.</p> <p>i) Staff rely on formal Church prayers.</p> <p>j) There is little preparation.</p>	<p>a) Pupils readily take part in the regular and routine prayer life of the school.</p> <p>b) Pupils willingly attend additional services to celebrate key seasons and festivals or in response to tragedy.</p> <p>c) Pupils do not plan or prepare acts of worship.</p> <p>d) Pupil composition of prayers is mostly adult led</p> <p>e) Most of the leadership and initiative of collective worship comes from the staff.</p> <p>f) There is limited scope for pupil participation.</p> <p>g) Class based acts of collective worship follow a fairly routine structure.</p> <p>h) Monitoring of collective worship is informal and does not involve the pupils.</p>	<p>a) Pupils act with reverence and are keen to participate.</p> <p>b) There is a range of formal and informal opportunities for daily prayer with opportunities for the celebration of Mass when priests are available.</p> <p>c) Pupils sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.</p> <p>d) Pupils have a good understanding of the religious seasons and feasts and of liturgy.</p> <p>e) Pupils recognise different forms of prayer including use of scripture.</p> <p>f) Pupils are at ease when praying with their school community and appreciate what is taking place.</p> <p>g) Pupils respond well to chaplaincy or school council.</p> <p>h) Pupils with different religious beliefs are assisted and supported in their prayer.</p> <p>i) Staff ensure pupils are skilled and equipped in leading and participating in prayer.</p>	<p>a) Acts of worship engage all pupils' interest and inspire in them deep thought and heartfelt response.</p> <p>b) The Eucharist is seen as the heart of Catholic school belief and celebration.</p> <p>c) Pupils regularly prepare and lead worship with confidence and enthusiasm from their earliest years in a variety of gatherings.</p> <p>d) Pupils have very good knowledge of traditional prayer and liturgy and a thorough understanding of different styles of private and public prayer.</p> <p>e) Pupils' liturgical formation is well planned, appropriate to their faith backgrounds and shows progression.</p> <p>f) Pupils make excellent contributions to chaplaincy and provide leadership through chaplaincy committee or school council.</p> <p>g) Pupils are at ease and act with integrity when praying with others who have different beliefs and attitudes to spirituality.</p>

		<p>j) Themes are consistent with the Catholic character of the school and responsive to the religious diversity among pupils.</p> <p>k) Collective worship is carefully and regularly monitored and evaluated and leads to effective planning for improvement.</p>	<p>h) Collective worship is evaluated formally by staff, pupils, and governors and informs improvement planning</p>
2. Collective Worship: grade descriptors			
Unsatisfactory (4)	Requires Improvement to be Good (3)	Good (2)	Outstanding (1)

3. Leadership of Catholic life and collective worship: grade descriptors

Unsatisfactory (4)	Requires Improvement to be Good (3)	Good (2)	Outstanding (1)
<p>a) Senior leaders are reluctant to promote the Church's mission in education and do not monitor this aspect of provision.</p> <p>b) Evaluation is casual and lacks rigour to the extent that planning fails to match accurately the key development requirements of the school.</p> <p>c) As a result pupils are unclear what it means to be educated in a Catholic school.</p> <p>d) Succession planning for leading Catholic schools and religious education is absent.</p> <p>e) Leaders fail to comply with the requirements of the Archbishop in relation to Catholic life and Religious Education.</p>	<p>a) Senior leaders express their support for the Church's mission in education but rely heavily on guidance from Church agencies to give it direction.</p> <p>b) Senior leaders monitor accurately the progress and well-being of all pupils.</p> <p>c) They know the school's major strengths and areas for development in respect to its Catholic character and are implementing satisfactory plans that are aimed at improving pupils' spiritual, moral and vocational development and other outcomes for pupils.</p> <p>d) Judgements about Catholic life and collective worship are accurate but not securely based on formal processes of self-evaluation.</p> <p>e) The relationship between monitoring and improvement planning is unclear as the process is not conceived sequentially.</p> <p>f) Pupils and staff co-operate with the leadership team and observe the expected behaviour arising from Catholic beliefs and values</p>	<p>a) Leaders and governors demonstrate commitment to the mission of the Church by providing a rich, broad and balanced curriculum with spiritual, moral and vocational development as priorities.</p> <p>b) They defend and promote the Catholicity of the school well.</p> <p>c) Leaders conduct a range of monitoring activities relating to provision and outcomes of Catholic life and worship and their analysis provides a firm basis for accurate diagnosis of the school's strengths and areas for development.</p> <p>d) Planning is founded on sound evidence and data, tackling key areas of for development systematically and building on areas of strength.</p> <p>e) Consequently pupils are able to articulate the school's distinctive mission with understanding and appreciation.</p> <p>f) Staff and pupils have a high regard for the Catholic life of the school.</p> <p>g) They understand how their beliefs should be manifested in their</p>	<p>a) The school's leadership is deeply committed to the Church's mission in education which they defend robustly.</p> <p>b) Governors and senior leaders are a source of inspiration for the whole community.</p> <p>c) There is unequivocal and explicit evidence that the Catholic mission of the school is a priority along with spiritual, moral and vocational development of pupils.</p> <p>d) This is reflected in the school improvement plan, self-evaluation, and other documents.</p> <p>e) Self-evaluation of all aspects of the Catholic life and worship within the school is a coherent reflection of rigorous monitoring, searching analysis and self-challenge.</p> <p>f) Governors hold the school to account for its Catholic life and recognise their responsibility for its evaluation.</p> <p>g) The evaluation leads on to well targeted planning.</p>

		behaviour and relationships and generally act upon them.	<p>h) Plans are implemented effectively and reviewed with reference to the extent to which pupils benefit from them.</p> <p>i) As a result pupils have highly sophisticated understanding of the school's mission, share its purpose, and are keenly and actively involved in shaping and supporting it.</p> <p>j) They understand how their beliefs should be manifested in their behaviour and relationships and act upon them.</p> <p>The following areas will also be considered across this judgement</p> <p>k) (COMMITMENT TO CATHOLIC PARTNERSHIPS)</p> <p>l) (PROVISION FOR STAFF INDUCTION AND IN-SERVICE TRAINING)</p>
3. Leadership of Catholic life and collective worship: grade descriptors			
Unsatisfactory (4)	Requires Improvement to be Good (3)	Good (2)	Outstanding (1)

4. Leadership of Religious Education: grade descriptors

Unsatisfactory (4)	Requires Improvement to be Good (3)	Good (2)	Outstanding (1)
<ul style="list-style-type: none"> a) Senior leaders do not monitor provision and outcomes effectively. b) Planning fails to match accurately the key development requirements of the school. c) There is underperformance in RE and progress is inconsistent. d) RE has a very low priority with governors and leaders. e) Leaders fail to comply with the requirements of the Archbishop in relation to Religious Education. 	<ul style="list-style-type: none"> a) Leaders monitor the progress of pupils and the quality of teaching and learning. These leaders know the school's major strengths and areas for development, including the performance of different groups of pupils, and the factors influencing outcomes. b) The school has implemented satisfactory plans that are aimed at improving relevant outcomes and assist pupils in making satisfactory progress. c) Reports are made to Governors about Religious Education from time to time so that they fulfil their statutory and canonical responsibilities. d) Neither RE nor its subject leadership is accorded the priority that is expected within a Catholic school 	<ul style="list-style-type: none"> a) Leaders conduct a range of systematic monitoring activities relating to provision and outcomes and their analysis provides a firm basis for accurate diagnosis of the school's strengths and weaknesses. b) Planning is founded on sound evidence and data, tackling key areas of weakness systematically and building on areas of strength. c) Outcomes are generally good, or there is substantial evidence that they are improving strongly. d) Pupils make good progress within and between key stages. e) Governors have oversight of Religious Education and fulfil their statutory and canonical responsibilities well. 	<ul style="list-style-type: none"> a) Self-evaluation at all levels within the school, is informed by rigorous monitoring, searching analysis and self-challenge. b) This leads on to well targeted planning and actions taken by the school. c) Outcomes in Religious Education for most pupils are high, and some are exceptionally so. d) Teachers supported by the subject leader provide high quality teaching. e) Governors maintain careful oversight of Religious Education and fulfil their statutory and canonical responsibilities thoroughly.

5. How well pupils achieve and enjoy their learning in Religious Education: grade descriptors

Unsatisfactory (4)	Requires Improvement to be Good (3)	Good (2)	Outstanding (1)
<p>a) There is little sign of improvement in learning and progress within and between key stages or in a significant proportion of classes.</p> <p>b) A significant number of pupils do not make expected progress given their starting points.</p> <p>c) Significant groups of pupils, or particular pupils, underachieve.</p> <p>d) Few work effectively without direction from an adult and many give up easily when they perceive activities to be too challenging.</p> <p>e) A significant number of pupils do not enjoy the activities provided, which is reflected in poor completion of tasks.</p> <p>f) The teachings of the Faith are seen as not relevant to the lives of the pupils.</p>	<p>a) Pupils make the progress expected given their starting points and some, although not the majority, may make good progress.</p> <p>b) Progress is inadequate in no major respect (for example, a key stage or particular groups of pupils), and may be good in some respects.</p> <p>c) Most work effectively when provided with appropriate tasks and guidance but lack confidence in improving the quality of their work.</p> <p>d) Pupils generally work steadily and occasionally show high levels of enthusiasm and interest.</p> <p>e) Pupils are able to relate aspects of the Faith to their daily lives.</p>	<p>a) Pupils make consistently strong progress within and between key stages developing secure knowledge, skills, and understanding in RE.</p> <p>f) The progress of disadvantaged or disabled pupils and those with special needs matches or is improving towards that of other pupils with the same starting points.</p> <p>g) Learning is good when progress in learning about the key beliefs, celebrations of the Faith, and about living as Christians is at least good in each key stage for different groups.</p> <p>h) Pupils are keen to do well, generally apply themselves diligently in lessons and work at a good pace.</p> <p>i) They generally seek to produce their best work and are often interested and enthusiastic about their learning.</p> <p>j) They collaborate well and are developing some of the skills of independent learning.</p> <p>k) Pupils are able to relate the Faith to their daily lives.</p>	<p>a) Pupils make substantial and sustained progress within and between key stages developing excellent knowledge, skills, and understanding in RE.</p> <p>b) The progress of disadvantaged or disabled pupils and those with special needs matches or is improving rapidly towards that of other pupils with the same starting points.</p> <p>c) All groups of pupils make similarly excellent progress.</p> <p>d) Learning is outstanding when progress in learning about the key beliefs, celebrations of the Faith, and living as Christians is at least good in each key stage.</p> <p>e) Most pupils are developing well as independent learners. They readily tackle challenging activities. Their keenness and commitment to succeed and ability to grasp opportunities to extend and improve their learning are exceptional.</p> <p>f) Pupils readily apply their understanding of the Faith to daily life</p>

6. The quality of teaching and how purposeful learning is in Religious Education: grade descriptors

Unsatisfactory (4)	Requires Improvement to be Good (3)	Good (2)	Outstanding (1)
<p>a) Expectations are inappropriate.</p> <p>b) Too much teaching is barely satisfactory or is inadequate and teaching fails to promote the pupils' learning, progress or enjoyment of RE.</p> <p>c) There is insufficient attention to the outcomes for pupils.</p> <p>d) Assessment takes too little account of the pupils' prior learning or their understanding of tasks and is not used effectively to help them improve.</p>	<p>a) Teaching may be good in some respects and there are no endemic inadequacies across year groups.</p> <p>b) Pupils show interest in their work and make progress that is broadly in line with their capabilities.</p> <p>c) Regular and accurate assessment informs planning which generally meets the needs of all groups of pupils.</p> <p>d) Teachers' subject knowledge is such that pupils make adequate progress in RE.</p> <p>e) Teaching ensures that pupils are generally engaged by their work and little time is wasted.</p> <p>f) Pupils are informed about their progress and how to improve, individually and as a class, through marking and dialogue with adults.</p> <p>g) Teachers monitor pupils' work during lessons, pick up general misconceptions and adjust their plans accordingly to support learning.</p>	<p>a) Nearly all the teaching is effective in ensuring that pupils are consistently interested in their learning and making progress.</p> <p>b) The majority of teaching enables pupils to make good progress.</p> <p>c) As a result of good assessment procedures, teachers plan well to meet the needs of all pupils.</p> <p>d) Teachers generally have strong subject knowledge which inspires and challenges most pupils and contributes to their good progress as learners.</p> <p>e) Pupils are keen to learn, concentrate well and achieve highly.</p> <p>f) Pupils are provided with detailed feedback, both orally and through marking. They know how well they have done and can discuss what they need to do to sustain good progress.</p> <p>g) Teachers listen to, observe and question groups of pupils during lessons to improve learning and to reshape tasks and explanations.</p>	<p>a) Teaching is consistently highly effective in enthusing pupils and ensuring that they learn extremely well.</p> <p>b) Teachers and other adults are very aware of their pupils' capabilities and of their prior learning and understanding, and plan very effectively to build on these.</p> <p>c) Excellent subject knowledge is applied consistently to challenge and inspire pupils.</p> <p>d) Pupils make exceptional progress as independent and collaborative learners in RE.</p> <p>e) Pupils are highly motivated, sustain their concentration extremely well and enjoy their work.</p> <p>f) Marking and dialogue between teachers, other adults and pupils are consistently of a very high quality.</p> <p>g) Pupils understand in detail how to improve their work and are consistently supported in doing so.</p> <p>h) Teachers systematically and effectively check pupils' understanding throughout RE lessons, anticipating where they may need to intervene and doing so with striking impact on the quality of learning.</p>

7.The Curriculum in Religious Education and the “Catholic Curriculum”’: grade descriptors

Unsatisfactory (4)	Requires Improvement to be Good (3)	Good (2)	Outstanding (1)
<p>a) The curriculum will be unsatisfactory if Bishops’ Conference and diocesan requirements are not met.</p> <p>b) insufficient attention to the teaching of Jesus and the Church;</p> <p>c) disorganised planning;</p> <p>d) out of date resources;</p> <p>e) programmes of study which are ill matched to the pupils’ capabilities;</p> <p>f) Unsatisfactory progression within and between years.</p> <p>g) Provision is weak leading to too many pupils not gaining the basic skills they need to learn RE.</p> <p>h) The curriculum excludes significant groups of pupils, such as minority ethnic or religious groups or pupils with particular gifts or talents.</p> <p>i) Relationship and sex education is poorly taught or avoided altogether. It does not take account of the teaching of the Church.</p>	<p>a) The Religious Education curriculum is generally matched to pupils’ abilities and provides adequate preparation for the next stage of their learning, whatever their capabilities.</p> <p>b) It ensures that they are taught key knowledge and understanding of Catholic teaching and that they develop appropriate learning skills.</p> <p>c) It is responsive to the local context and variation of faith backgrounds in the school population.</p> <p>d) All statutory requirements are met</p> <p>e) Opportunities are provided for pupils’ spiritual, moral and vocational development.</p> <p>f) Some aspects of the curriculum may be good.</p> <p>g) Relationship and sex education is passive and does not involve pupils sufficiently, but provides knowledge of the teaching of the Church.</p>	<p>a) The Religious Education curriculum is enriched through imaginative and well planned strategies to capitalise on the expertise within and beyond the school.</p> <p>b) Learning is often stimulating and memorable and focused appropriately on the life and teachings of Jesus Christ and the Church.</p> <p>c) Progression between key stages and years, as well as within years, is good.</p> <p>d) The Religious Education curriculum provides good opportunities for spiritual, moral and vocational development.</p> <p>e) The curriculum raises pupils’ awareness of other faiths.</p> <p>f) Most teachers recognise their responsibility to contribute to pupils’ spiritual, moral and vocational development across the whole curriculum.</p> <p>g) Relationship and sex education provides pupils with the understanding that they need at their respective ages consistently with the teaching of the Church.</p>	<p>a) The curriculum effectively provides pupils with a deep insight into the life and teachings of Jesus Christ, the teachings of his Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life.</p> <p>b) It ensures that all pupils are able to make consistent progress through each year and key stage and are able to achieve appropriately.</p> <p>c) Pupils are encouraged to be enthusiastic and highly motivated learners and benefit from excellent opportunities to improve their spiritual and moral development and respond to God’s call in everyday life.</p> <p>d) It raises pupils’ knowledge and understanding of other religions well.</p> <p>e) Teachers recognise their responsibility to contribute to pupils’ spiritual, moral and vocational development across the whole curriculum.</p> <p>f) Provision for relationship and sex education is thorough and developed at an appropriate level for the pupils consistently with the teaching of the Church.</p>