Template 10.1 Report checklist for inspectors

* The report template will be pre-populated branded version appropriate to the commissioning diocese and the school being inspected.
* Check that the details of the school have been correctly pre-populated. Inform the Catholic Schools Inspectorate coordinator if not.
* Insert the date of the inspection in the following form: n – n Month Year (e.g. 8 – 9 June 2026).
* The document should be saved with a name that includes the date of the final day of inspection, the name of the school and its URN and that it is clear that this a draft report for the school being inspected, in the following form: *yyyymmdd\_URN\_Schoolname* DRAFT (e.g. 20260609\_457320\_St Joseph’s DRAFT).
* Complete the report and check it against the requirements set out below, before submitting it to the diocese:

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| 1. All sections of the report have been completed according to the rubric set out and correctly formatted as outlined in the style guide. |  |
| 1. Overall effectiveness and key judgement grades have been correctly calculated, using the aggregate grade descriptor in the framework. |  |
| 1. The ‘Compliance Statement’ section has been completed, indicating why the school has been given the compliance determination it has in each of the three compliance checks. |  |
| 1. ‘What the school does well’ section has been completed, containing **no more** **than** **five** bullets that reflect the evidence presented in the report. |  |
| 1. ‘What the school does well’ section covers all three key judgement areas. |  |
| 1. ‘What the school needs to improve’ has been completed, the aspects are appropriate, are reflected in the evidence reported, and there are **no more than three** bullets. |  |
| 1. The text for each of the three judgement areas contains no more than 600 words. |  |
| 1. The text for each of the three judgement areas contain a paragraph covering each of: outcomes, provision, and leadership. |  |
| 1. The text for each judgement matches the numerical grade given. |  |
| 1. For all judgements that are not outstanding, the text makes clear what is preventing the grade from being higher than it is. |  |
| 1. Judgements clearly and objectively apply the grade descriptors as they are found in the schedule. |  |
| 1. The text throughout is evaluative, not just descriptive: it judges what the school does, how well it does it and the impact it has on the pupils. It focuses on typicality, on what pupils regularly experience and the evidence for this. |  |
| 1. Judgements are justified by reference to evidence. |  |
| 1. The report does not simply regurgitate the text of the grade descriptors from the schedule. |  |
| 1. The report uses examples to support judgements and to reflect the uniqueness of the school being inspected; the school should be able to recognise the report’s authenticity. |  |
| 1. Comments relate to how the school is now, not how it is anticipated to be at some future point. |  |
| 1. The report avoids advisory language and speculation. |  |
| 1. The report is written in the present tense, is free from unnecessary technical jargon and is written in plain English. |  |
| 1. The report is free from spelling and grammatical errors and adheres to the ‘Guidance on grammar and house style’ from the inspection handbook |  |