Establishing Lines of Enquiry

Please use this form to begin to establish lines of enquiry using all available pre-inspection information (e.g. school website, self-evaluation documents, data)

[Catholic life and mission 1](#_Toc1916466430)

[CLM1: The extent to which pupils contribute to and benefit from the life and mission of the school 1](#_Toc237508067)

[CLM2: The quality of provision for the life and mission of the school 2](#_Toc59922761)

[CLM3: How well leaders and governors promote, monitor, and evaluate the provision for the life and mission of the school 4](#_Toc695363915)

[Religious Education 6](#_Toc1415520911)

[RE1: How well pupils achieve and enjoy their learning in Religious Education 7](#_Toc1486404858)

[RE2: The quality of teaching, learning and assessment in Religious Education 8](#_Toc1722923859)

[RE3: How well leaders and governors promote, monitor, and evaluate the provision for Religious Education 10](#_Toc1931225114)

[Collective Worship 12](#_Toc63654401)

[CW1: How well pupils participate in and respond to the school’s collective worship 13](#_Toc962509575)

[CW2: The quality of collective worship provided by the school 14](#_Toc1502078437)

[CW3: How well leaders and governors promote, monitor, and evaluate the provision for collective worship 16](#_Toc2028228181)

# Catholic life and mission

## CLM1: The extent to which pupils contribute to and benefit from the life and mission of the school

|  |  |  |  |
| --- | --- | --- | --- |
| Ref | Focus | Present? | Notes |
|  | Catholic Identity, charism, and mission |  |  |
|  | Sense of worth |  |  |
|  | Moral development |  |  |
|  | Catholic Social Teaching |  |  |
|  | Respect for self and others |  |  |
|  | Chaplaincy |  |  |

|  |  |
| --- | --- |
| Judgement corresponds with framework? |  |

## CLM2: The quality of provision for the life and mission of the school

|  |  |  |  |
| --- | --- | --- | --- |
| Ref | Focus | Present? | Notes |
|  | Catholic Identity, charism, and mission |  |  |
|  | Staff commitment |  |  |
|  | Sense of community |  |  |
|  | Inclusivity |  |  |
|  | Staff as role models |  |  |
|  | Pastoral care (pupils) |  |  |
|  | Physical environment |  |  |
|  | Chaplaincy (pupils and staff) |  |  |
|  | RSE / RSHE |  |  |

|  |  |
| --- | --- |
| Judgement corresponds with framework? |  |

## CLM3: How well leaders and governors promote, monitor, and evaluate the provision for the life and mission of the school

|  |  |  |  |
| --- | --- | --- | --- |
| Ref | Focus | Present? | Notes |
|  | Catholic life and mission in policy |  |  |
|  | Engagement with diocese |  |  |
|  | Parish links |  |  |
|  | Partnership with parents |  |  |
|  | Commitment to Catholic Social Teaching |  |  |
|  | Respect for the rights and dignity of employees |  |  |
|  | The Catholic Curriculum |  |  |
|  | Governors’ ambition |  |  |
|  | Quality of self-evaluation processes |  |  |
|  | Pupil evaluation |  |  |
|  | CPD |  |  |
|  | Induction of new staff |  |  |

|  |  |
| --- | --- |
| Judgement corresponds with framework? |  |

# Religious Education

## RE1: How well pupils achieve and enjoy their learning in Religious Education

|  |  |  |  |
| --- | --- | --- | --- |
| Ref | Focus | Present? | Notes |
|  | Development of knowledge, understanding and skills |  |  |
|  | Progress |  |  |
|  | Religious literacy |  |  |
|  | Recall and questions |  |  |
|  | Independence and concentration |  |  |
|  | Books |  |  |
|  | Engagement |  |  |
|  | Enjoyment |  |  |
|  | Self-assessment |  |  |
|  | Attainment |  |  |

|  |  |
| --- | --- |
| Judgement corresponds with framework? |  |

## RE2: The quality of teaching, learning and assessment in Religious Education

|  |  |  |  |
| --- | --- | --- | --- |
| Ref | Focus | Present? | Notes |
|  | Subject and pedagogical knowledge |  |  |
|  | Expectations |  |  |
|  | Planning |  |  |
|  | Effective questioning |  |  |
|  | Celebration and feedback |  |  |
|  | Spiritual and moral development |  |  |
|  | Variety and resources |  |  |

|  |  |
| --- | --- |
| Judgement corresponds with framework? |  |

## RE3: How well leaders and governors promote, monitor, and evaluate the provision for Religious Education

|  |  |  |  |
| --- | --- | --- | --- |
| Ref | Focus | Present? | Notes |
|  | RECD |  |  |
|  | Core parity |  |  |
|  | CPD |  |  |
|  | Subject Leader |  |  |
|  | Curriculum design |  |  |
|  | Pupils’ needs |  |  |
|  | Enrichment |  |  |
|  | Self-evaluation |  |  |

|  |  |
| --- | --- |
| Judgement corresponds with framework? |  |

# Collective Worship

## CW1: How well pupils participate in and respond to the school’s collective worship

|  |  |  |  |
| --- | --- | --- | --- |
| Ref | Focus | Present? | Notes |
|  | Engagement and participation |  |  |
|  | Variety and liturgical year |  |  |
|  | Collaborative planning, pupil leadership and evaluation |  |  |
|  | Influence of curriculum and school life |  |  |
|  | Impact |  |  |

|  |  |
| --- | --- |
| Judgement corresponds with framework? |  |

## CW2: The quality of collective worship provided by the school

|  |  |  |  |
| --- | --- | --- | --- |
| Ref | Focus | Present? | Notes |
|  | Centrality |  |  |
|  | Daily pattern and rhythm |  |  |
|  | Richness of tradition |  |  |
|  | Use of Scripture |  |  |
|  | Staff commitment |  |  |
|  | Staff skill |  |  |
|  | Creativity |  |  |
|  | Use of space |  |  |
|  | Families and parish(es) |  |  |

|  |  |
| --- | --- |
| Judgement corresponds with framework? |  |

## CW3: How well leaders and governors promote, monitor, and evaluate the provision for collective worship

|  |  |  |  |
| --- | --- | --- | --- |
| Ref | Focus | Present? | Notes |
|  | Impact of policy |  |  |
|  | Skill strategy |  |  |
|  | Sacraments, Holy Days of Obligation, and other significant days |  |  |
|  | CPD, including formation |  |  |
|  | Leaders’ knowledge and skill |  |  |
|  | Impact of leadership |  |  |
|  | Resourcing |  |  |
|  | Self-evaluation |  |  |

|  |  |
| --- | --- |
| Judgement corresponds with framework? |  |