

# ARCHDIOCESE OF CARDIFF



## SECTION 48/50 INSPECTION

## EXEMPLIFICATION GUIDANCE

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## INTRODUCTION

The exemplification guidance in this document is intended to help users make judgements by considering the relative balance and significance of strengths and areas for improvement. The exemplification guidance illustrates each quality indicator. This guidance should not be used as a crude checklist, but as a reference to support the process of school/college self-evaluation. It should be used in conjunction with the judgement descriptions below. A best fit judgement can then be made in self-evaluation reports.

### **Judgement Descriptions:**

#### **Excellent**

Many strengths, including significant examples of sector leading practice or practice that is both consistent and highly effective.

#### **Good**

Many strengths and no important areas requiring significant improvement.

#### **Adequate**

Strengths outweigh areas for improvement.

#### **Unsatisfactory**

Important areas for improvement outweigh strengths.

## OVERALL EFFECTIVENESS

### 0.1 How effective is the school/college in providing Catholic education?

NB: 'The overall judgement is based on the judgements made on the three key questions. The greatest weight is given to the judgement about Key Question 1. Normally, the overall judgement should be no higher than the lowest judgement awarded to any key question. The overall judgement can be one level higher than the lowest level awarded to any question but the reasons for this exception must be explained clearly and fully in the report.'

(Archdiocese of Cardiff (2010), *Section 48/50 Inspection Framework*, p. 7)

### 0.2 What are the school's/college's prospects for improvement?

<b>Excellent</b>	The pursuit of excellence in Catholic education has led to exceptional improvement, or has securely maintained and built on previously outstanding performance. Self-evaluation at all levels is grounded in sophisticated and accurate analysis. Leaders and managers inspire the school/college community to work towards meeting or sustaining an ambitious vision. Morale is very high and belief in the school's/college's success runs through all levels of staff. Processes for managing the performance of staff and for their professional development are used exceptionally well. The governing body clearly understands and is able to articulate its role in developing the Catholic Life of the school/college. All statutory and canonical responsibilities are efficiently discharged.
<b>Good</b>	Action to overcome areas for development has been concerted and effective to the extent that previously good performance has been sustained or improved. Leaders and managers are highly motivated and consistently communicate high expectations to staff about securing improvement. They galvanise the enthusiasm of staff and channel their efforts to good effect. Realistic and challenging plans are grounded in detailed and accurate analysis of the pupils'/students' achievement and are being used effectively to improve outcomes. The governing body fulfils its statutory and canonical responsibilities effectively.
<b>Adequate</b>	The school/college has focused on improving areas for development and there is a trend of improvement in its overall performance, despite a few remaining areas for development. Leaders and managers are motivated to seek further improvement and are effective in focusing the school's/college's efforts on priorities. Plans are based on an accurate analysis of the pupils'/students' achievement and are met competently. Systems are embedded sufficiently to enable the school/college to continue improving and are not solely dependent on only one or two senior leaders. The governing body fulfils its statutory and canonical responsibilities.
<b>Unsatisfactory</b>	The school/college may have improved a few areas needing development, perhaps quite recently, but its overall improvement since its last inspection is fragile. Alternatively, the school's/college's effectiveness may have declined. Leaders and managers are unable to motivate staff sufficiently and are not planning effectively to improve outcomes. Current planning may be ill-founded or unambitious, with the result that standards remain too low or may even be falling. Analysis supporting self-evaluation is poor. Processes for deciding on targets are insufficiently robust. The governing body does not fulfil its role effectively.

## OUTCOMES

### KQ1 How good are outcomes?

#### 1.1 How well pupils/students achieve, and enjoy learning, in Religious Education.

<b>Excellent</b>	Progress is at least good in each key stage for different groups and is exemplary in some. Most pupils/students concentrate very well and are rarely off task even in extended periods without direction from an adult. They have developed resilience when tackling challenging activities. Their keenness and commitment to succeed, and ability to grasp opportunities to extend and improve their learning, are exceptional.
<b>Good</b>	Most groups of pupils/students make at least good progress and some may make outstanding progress, with nothing that is unsatisfactory. They are keen to do well, generally apply themselves diligently in lessons and work at a good pace. They generally seek to produce their best work and are often interested and enthusiastic about their learning.
<b>Adequate</b>	Most pupils/students make the progress expected given their starting points and some, although not the majority, may make good progress. Most pupils/students work competently when provided with appropriate tasks and guidance but lack confidence in improving the quality of their work. They generally work steadily and occasionally show high levels of enthusiasm and interest.
<b>Unsatisfactory</b>	A significant number of pupils/students do not make expected progress given their starting points. Considerable numbers of pupils/students, or particular pupils/students, underachieve in one or more key stages. Few work effectively without direction from an adult and many give up easily when they perceive activities to be too challenging. A significant number of pupils/students do not enjoy the activities provided, which is reflected in poor completion of tasks.

## KQ1 How good are outcomes?

### 1.2 How well pupils/students attain in Religious Education.

Judgements about standards are referenced to norms. Note that standards for schools, up to the end of key stage three, are judged against the levels contained in the Bishops' Conference document, 'Levels of Attainment in Religious Education in Catholic Schools and Colleges.'

<b>Excellent</b>	Given their capabilities and starting points, pupils/students achieve outstanding standards. (Results compare favourably with those attained in similar schools/colleges and when compared with locally and nationally produced data, where appropriate). Most pupils/students make good progress. The remainder make at least good progress and many make very good progress. The quality of work is consistently good. Pupils/students are gaining knowledge, skills and understanding at a very good rate. The quality of work is exemplary for all groups of pupils/students, and there are no unsatisfactory areas. Very few pupils/students under perform.
<b>Good</b>	Given their capabilities and starting points, pupils/students achieve high standards. (Results compare well with those from similar schools/colleges and when compared with locally and nationally produced data, where appropriate). Most pupils/students make good progress and the remainder make adequate progress. The quality of pupils'/students' work is consistently good. Pupils/students are gaining knowledge, skills and understanding at a good rate. Few pupils/students under perform.
<b>Adequate</b>	Almost all pupils/students achieve standards that are satisfactory, given their capability and starting point. (Results are close to those of similar schools/colleges when compared using locally and nationally produced data, where appropriate). Most pupils/students make adequate progress and gain enough knowledge, skills and understanding at a satisfactory rate. The quality of pupils'/students' work is acceptable. There is some underperformance, but this does not affect many pupils/students and is not substantial.
<b>Unsatisfactory</b>	Standards that most pupils/students achieve are unsatisfactory when set against their capability and starting points. (Results compare unfavourably with similar schools/colleges when using locally and nationally produced data, where appropriate). Many pupils/students under perform to some extent, or particular groups do so more significantly, and so make limited progress. The pace of learning is insufficient for pupils/students to make acceptable gains in knowledge, skills and understanding. Performance in Religious Education is poor and pupils'/students' knowledge is inadequate.

## KQ1 How good are outcomes?

### 1.3 The extent to which pupils/students contribute to, and benefit from, the Catholic life of the school/college.

<b>Excellent</b>	Pupils/students are able to understand and articulate the ethos of the school/college. They contribute to evaluating the distinctive nature of the school/college. Pupils/students lead and take responsibility for shaping activities with a religious character, in the school/college and the wider community. They take full advantage of the extensive opportunities the school/college provides for their personal support and development and evaluating its Catholic life. They show curiosity, are imaginative, intuitive and understand what makes them who they are. They are proud of their backgrounds and beliefs and have a strong sense of personal worth. In proportion to their years, they show a capacity for community praise and celebration, an ability to listen, to give thanks, to forgive and be forgiven. They express their understanding of Catholic teaching with confidence and are able to refer to the teachings of Jesus. They value and respect the Catholic tradition of the school/college and its links with the parish community(ies). They treat others with high levels of respect and know acutely that their behaviour always has consequences. They are alert to the needs of others and seek justice for all within and beyond the school/college community. They take full responsibility for themselves and their actions. They are quick to congratulate others.
<b>Good</b>	Pupils/students take on responsibilities and participate constructively in the Catholic life of the school/college beyond routine lessons and activities, including evaluating their Catholic education. They are reflective and inquiring. They understand that religious belief and spiritual values are important for many people. They show interest in the religious life of others and care and respect religious objects in the school/college. They understand the importance of key celebrations in school/college throughout the liturgical year and in the parish community. They are secure in their understanding of Catholic teaching and demonstrate respect for others' beliefs. They are considerate to others and caring to anyone in need. They respond to the needs of people beyond the school/college. They show an understanding of the need to forgive, be forgiven and have a good understanding of right and wrong.
<b>Adequate</b>	Most pupils/students are keen to participate in school/college activities, take responsibility and influence, in some way, decisions about the Catholic life of the school/college. They can identify the religious aspects of their school/college and know about religious practice in their parish and/or local community. They know that for some people religion is important and affects the way they live. They show respect for religious behaviour. They respond to opportunities to take responsibility around the school/college and co-operate when the school/college raises funds or organises activities to address the needs of others. They have a sense of the wider world, others' beliefs, other cultures and community organisations.
<b>Unsatisfactory</b>	Pupils/students are reluctant to engage in activities beyond lessons and have little or no influence on decisions which affect their Catholic education. They show little interest in the mystery and value of life and creation. They are unclear about their own and others' beliefs. They show little respect for the religious practices of others and for the religious life of the school/college. A significant minority of pupils/students behave insensitively and show little understanding of the effect of their behaviour on others. In some cases, pupils/students do not feel any obligation to support the school/college or become part of its community. They show little interest in the needs of others, the wider world and have scant understanding of it.

## KQ1 How good are outcomes?

### 1.4 How well pupils/students respond to, and participate in, the school's/college's prayer and worship.

<b>Excellent</b>	Vibrant acts of worship, that make connections between faith and life, engage all pupils'/students' interest and inspire in them deep thought and response. Pupils/students regularly prepare and lead prayer and worship with confidence and enthusiasm from their earliest years in various gatherings. They are skilled in using a variety of ways and means to support their private and public prayer. They show a developing understanding of liturgy as they progress through the years. They are able to make connections between the prayer life of the school/college and that of the Church as a whole.
<b>Good</b>	Pupils/students act with reverence and are keen to participate in prayer and worship. They regularly prepare and lead prayer and worship. All pupils/students respond appropriately, reflect in silence and join in community prayers with confidence. Assemblies and other forms of prayer and worship make use of music, art and drama to enhance the opportunities for engagement and response. Pupils/students show respect for each other. They have a good understanding of the religious seasons and feasts and are becoming skilled in the use of scripture, religious artefacts, hymns and other forms of prayer. They are at ease when praying with their school/college community and appreciate what is taking place.
<b>Adequate</b>	Pupils/students readily take part in the regular and routine prayer life of the school/college. They willingly attend additional services to celebrate key seasons and festivals or in response to tragedy. Their involvement does not extend to planning, preparing and organising acts of worship. Most of the leadership and initiative comes from the staff.
<b>Unsatisfactory</b>	Pupils/students are restless during acts of worship and uninterested in the prayer life of the school/college. Many routinely participate without giving much thought to what is happening. Very few attend occasional celebrations which are additional to the school's/college's daily act of worship programme. Pupils/students have little influence or involvement in the school/college's provision. Some disrupt others when at prayer and ridicule pupils/students for whom this is an important activity.

## PROVISION

### KQ2 How good is provision?

#### 2.1 The quality of teaching and how purposeful learning is in Religious Education.

<b>Excellent</b>	Teaching is consistently highly effective in enthusing pupils/students and ensuring that they learn extremely well and develop their understanding of the Catholic faith. Teachers and other adults are highly aware of their pupils'/students' capabilities and of their prior learning and understanding, and plan very effectively to build on these. Excellent subject knowledge is applied consistently to challenge and inspire pupils/students and ensure they make exceptional progress as learners in Religious Education. High quality resources, including technology, are used very effectively, together with the support provided by other adults, to optimise learning. Consequently, pupils/students are highly motivated, sustain their concentration extremely well and enjoy their work. Marking of pupils'/students' work and dialogue between teachers, other adults and pupils/students are consistently of a very high quality and are instrumental in maintaining pupils'/students' exceptional learning and progress.
<b>Good</b>	Teaching is effective in ensuring that pupils/students are consistently interested in their learning, are making progress and are developing their understanding of the Catholic faith. The majority of teaching enables pupils/students to make good progress as learners. Teachers employ a range of teaching styles and plan activities which enable pupils/students to work independently and collaboratively. As a result of comprehensive assessment procedures, teachers and other adults plan well to meet the needs of all pupils/students. Teachers generally have strong subject knowledge which inspires and challenges most pupils/students and contributes to their good progress. As a result, in most lessons, pupils/students are keen to learn, to concentrate and to achieve well. Good and imaginative use is made of resources, including technology, to maximise learning. Support provided by other adults is effectively deployed. Pupils/students are provided with detailed feedback, both orally and through marking of their work. They know how well they have done and can discuss what they need to do to make good progress.
<b>Adequate</b>	Teaching may be good in some respects and there are no significant inadequacies. Pupils/students show interest in their work and make progress that is broadly in line with their capabilities. Regular and accurate assessment informs planning which generally meets the needs of all groups of pupils/students. Teachers' subject knowledge is such that pupils/students make acceptable progress. There is an adequate range of resources, including technology, to support learning. Other support is appropriately targeted. A reasonable range of strategies ensures that pupils/students are generally engaged by their work and behaviour is such that little time is wasted. Pupils/students are informed about their progress and how to improve, individually and as a class, through marking of their work and dialogue with adults
<b>Unsatisfactory</b>	Teaching is often barely adequate or unsatisfactory. Planning is insufficiently geared to the needs of pupils/students and takes little account of prior learning. In some lessons, teaching lacks inspiration and so does not engage pupils/students. The pupils/students show little pride or interest in their work. Pupils/students may be easily distracted which wastes time and inhibits progress in lessons. Adults' expectations of pupils'/students' capabilities are low. Pupils/students do not have access to the resources or support they need and insufficient use is made of technology to support learning. Across the school/college, individuals or a distinct group of pupils/students, underachieve. Marking and dialogue are insufficiently focused on supporting pupils'/students' progress.

## KQ2 How good is provision?

### 2.2 The effectiveness of assessment and academic guidance in Religious Education

<b>Excellent</b>	Self-evaluation at all levels within the school/college, is coherent and rigorous. There is searching analysis and self challenge. The school/college has rigorously focused assessment strategies which provide an accurate, up to date picture of the achievement of all pupils/students. This information is used consistently and systematically to promote rapid improvement or sustain high levels of achievement. Pupils/students are consistently involved in evaluating how well they achieve. This contributes to their improved achievement and provides them with confidence about making further improvement. Accurate, regular, systematic assessment ensures pupils/students know what the school/college expects of them and how well they are doing in all aspects of their work in Religious Education. The school/college sets challenging targets for all pupils/students. Progress towards achieving these targets is monitored rigorously to well- targeted planning and actions by the school/college. Outcomes for most pupils/students are good and some are exceptionally high. The school/college takes great pride in celebrating all areas of success.
<b>Good</b>	The school's/college's detailed and accurate information on pupils'/students' achievement is used effectively to identify and quickly tackle underachievement so that pupils/students achieve well. Regular assessment, including pupil/student self assessment, ensures that pupils/students know how well they are doing and what they need to do to improve. The school/college sets challenging targets for pupils/students. Progress towards achieving these targets is monitored systematically. Outcomes are generally good, or there is substantial evidence that they are improving strongly. Pupils'/students' achievements are regularly recognised and success is celebrated.
<b>Adequate</b>	The school/college has a broadly accurate picture of pupils'/students' achievement. Appropriate actions are taken to tackle areas of underachievement which are identified. Pupils/students are sometimes involved in assessing how well they are achieving. The school's/college's assessment programme enables pupils/students to understand how well they are doing and indicates generally how they can improve. The school/college sets challenging targets for pupils/students. Progress towards achieving these targets is monitored regularly. The school/college has implemented adequate plans that are aimed at improving relevant outcomes. Pupil/student achievement is adequately recognised.
<b>Unsatisfactory</b>	Flaws in the quality of assessment and/or the way it is used mean that the school/college does not have a clear picture of the achievement of individual pupils/students or particular groups of pupils/students. Pupils'/students' achievement is hindered. Pupils/students are rarely involved in evaluating their performance and are not kept informed about how well they are doing. Academic guidance is limited so pupils/students are unclear about how to improve their work. The school/college does not set sufficiently challenging targets for pupils/students. Targets are not used to help monitor achievement.

## KQ2 How good is provision?

### 2.3 The extent to which Religious Education and the wider life of the school/college meets pupils'/students' needs

<b>Excellent</b>	The Bishops' Conference requirements, statutory requirements and local diocesan requirements, are met. The curriculum helps pupils/students to critically reflect on the Catholic faith and the responses it gives to questions of meaning and purpose. Pupils/students are able to clearly articulate their own personal response to the deeper meanings of life. The school/college successfully seeks to improve on the coherence, relevance and excitement of the well-planned opportunities provided. As a result, pupils/students have the opportunity to be enthusiastic and highly motivated learners and benefit from excellent opportunities to improve their spiritual, moral, social and cultural development. The school's/college's Welsh dimension, where appropriate, is well established. The school/college uses its very good quality accommodation and resources to provide a stimulating learning environment.
<b>Good</b>	The Bishops' Conference and diocesan requirements, statutory requirements and local diocesan requirements are met. The Religious Education curriculum is enriched through imaginative and well planned strategies. This leads to learning that is often stimulating and memorable. The curriculum is customised to meet the needs of groups and individuals, including personalised programmes for those who need them. The Religious Education curriculum provides good opportunities for spiritual, moral, social and cultural development, including, where appropriate, the Welsh dimension. Extra-curricular opportunities are varied, have a high take up and are much enjoyed. The accommodation and resources are of good quality, well maintained and provides a stimulating learning environment.
<b>Adequate</b>	The Bishops' Conference requirements, statutory requirements and local diocesan requirements are met. The Religious Education curriculum is suitably matched to pupils'/students' needs, interests and aspirations and provides adequate preparation for the next stage of their lives, whatever their capabilities. It ensures that they are taught the knowledge and skills that they need. It is responsive to the local context and variation of faith backgrounds in the school/college population. Religious Education provides some opportunities for spiritual, moral, social and cultural development. There is a limited range of extra-curricular opportunities. Where appropriate, suitable opportunities are planned to develop pupils'/students' awareness of the school's/college's Welsh dimension. The school's/college's resources and accommodation are in a reasonable state of repair.
<b>Unsatisfactory</b>	The Bishops' Conference requirements, statutory requirements and diocesan requirements are not met or there are significant shortcomings, for example: disorganised planning; out of date resources; programmes of study, which are ill-matched to the pupils'/students' capabilities or are an inadequate response to their needs. The provision is weak leading to too many pupils/students not gaining the basic skills they need. Religious Education excludes significant groups of pupils/students because it does not meet their needs, interests or aspirations adequately. There are very few extra-curricular opportunities. Where appropriate, pupils/students do not have enough opportunities to learn about Wales or use the Welsh language. Some parts of the school's/college's resources and accommodation are in a poor state of repair and are not fit for purpose.

## KQ2 How good is provision?

### 2.4 The quality of prayer and worship provided by the school/college.

<b>Excellent</b>	Prayer and acts of collective worship are central to the life of the whole school/college community and a key part of every school/college celebration and meeting. Prayer opportunities, for staff and pupils/students, are planned in a manner that attracts and facilitates attendance, including adults associated with the pupils/students and school/college. Pupils'/students' liturgical formation is well planned, appropriate to their faith backgrounds and shows progression. The themes, chosen by pupils/students and staff, reflect a deep understanding of the Church's mission and include the spiritual aspirations of all pupils/students. There is a close link with the liturgical life of the Church.
<b>Good</b>	Prayer and acts of collective worship are central to the life of the school/college and are well resourced. Staff and pupils/students pray together. There is a range of formal and informal opportunities for daily prayer. Attendance by parents/carers and others associated with the school/college is facilitated and encouraged. Staff regularly review and plan improvements to the school's/college's provision. They ensure pupils/students are skilled and equipped in preparing and leading prayer. Themes are consistent with the Catholic character of the school/college and responsive to the religious diversity among pupils/students.
<b>Adequate</b>	Class based prayer and acts of collective worship follow a fairly routine structure, though whole school/college and year group gatherings provide a greater variety of forms of prayer. Staff accept responsibility for leading prayer and involve pupils/students in its delivery. Little time is spent on innovation and encouraging pupils'/students' leadership. Key seasons of the Church's year are celebrated and other religious festivals acknowledged. Parents/carers and members of the community are invited to attend.
<b>Unsatisfactory</b>	Prayer and acts of collective worship are routine and lack variety with little preparation. Only a few pupils/students are given the opportunity to read or lead prayers. Collective Worship is often held at times when pupils'/students' attention is least likely to be gained. Teachers are unskilled in planning and leading prayer and some demonstrate a lack of interest. Staff are not alert to pupils'/students' responses and make little attempt to change provision or involve pupils/students in the planning or leading of prayer or acts of collective worship. The attendance of parents/carers and others associated with the school/college is not encouraged.

## LEADERS AND MANAGERS

### KQ3 How good are leadership and management?

#### 3.1 The extent to which the governing body promotes the strategic development of the Catholic life of the school/college and curriculum Religious Education.

<b>Excellent</b>	Governors fully understand and are able to articulate the mission of the school/college and they make a highly significant contribution to the Catholic dimension of the school/college. They have high levels of expertise, are extremely well organised and are thorough in their approach. In discharging their statutory and canonical responsibilities, they have highly robust systems for evaluating the effectiveness of their implementation, keeping the work of the school/college under review and acting upon their findings. Governors are responsive, flexible and adapt to new ideas quickly, supporting the work of the staff in improving outcomes for all pupils/students. High quality resources are effectively deployed. They are confident in providing high levels of professional challenge for Religious Education. Governors engage very effectively with parents/carers, pupils/students and the staff as a whole and are well informed about users' views of the school/college. They use these views to inform strategic priorities for development.
<b>Good</b>	The governing body has the expertise to meet the school's/college's needs and is influential in determining the direction of the Catholic life of the school/college. Governors discharge their statutory and canonical duties effectively. They are fully involved in evaluating the school/college and ensure that users' views feature prominently when priorities and targets for improvement in Religious Education are set. Their relationships with staff are constructive and they show determination in challenging and supporting the school/college in tackling weaknesses and so bringing about necessary improvements. Governors have clear systems for seeking the views of parents/carers and pupils/students and mechanisms for acting on these. An ample supply of good quality resources enhances the Catholic life of the school/college and curriculum Religious Education. The impact of these resources is reviewed and future needs are planned for.
<b>Adequate</b>	Governors discharge their statutory and canonical responsibilities. They are organised, are visible in the school/college community, and support staff and pupils/students. Most governors know the strengths and areas for development of the school/college and understand the challenges it faces but have a limited involvement in setting appropriate priorities for improvement. The school/college has sufficient resources to support the Catholic life of the school/college and Religious Education. The governing body supports the school/college in tackling important areas for development in Religious Education. Governors engage with parents/carers and pupils/students and respond to their views and any significant concerns they may have.
<b>Unsatisfactory</b>	Governors have too little impact on the direction and work of the school/college because they are poorly organised and/or have insufficient expertise to meet the needs of the school/college. Governors take too little account of the views of parents/carers, pupils/students and staff. The school/college fails to deploy or monitor resources efficiently or plan to improve its inadequate resources well enough. Even though they may make school/college visits and show support for staff, governors do not challenge the school/college to address weaknesses in Religious Education and bring about improvement. Governance is likely to be inadequate if governors fail to meet their statutory and canonical requirements.

### KQ3 How good are leadership and management?

#### 3.2 How well leaders and managers promote, monitor, evaluate and review the provision for the Catholic life of the school/college and plan improvement to outcomes for pupils/students.

<p><b>Excellent</b></p>	<p>The school's/college's leadership is deeply committed to the Church's mission in education. Leaders and managers understand and encourage all in the school/college community to reflect on diocesan guidelines and seek to put these into practice. They are energised by the task and are a source of inspiration for the whole community. There is unequivocal and explicit evidence that the Catholic mission of the school/college is a priority, along with the spiritual, moral, social and cultural development of pupils/students. Where appropriate, the school's/college's Welsh dimension is well established This is reflected in the school/college improvement plan, self-evaluation form and other documents. Self-evaluation at all levels within the school/college is a coherent reflection of rigorous monitoring, searching analysis and self-challenge. This leads to well-targeted planning and actions taken by the school/college, which are often creatively conceived. As a result, pupils/students have a very good understanding of the school's/college's mission and are actively involved in shaping and supporting it.</p>
<p><b>Good</b></p>	<p>Leaders and managers demonstrate commitment to the mission of the Church by providing a rich, broad and balanced curriculum, with priority given to spiritual, moral, social and cultural development, including the Welsh dimension, if appropriate. They fulfil all the requirements of the Bishops' Conference regarding Catholic schools/colleges. They seek to put into practice diocesan guidelines and encourage staff to deepen their understanding of these. Leaders and managers conduct a range of monitoring activities relating to provision and outcomes and their analysis provides a firm basis for accurate diagnosis of the school's/college's strengths and areas for development. Planning is founded on sound evidence and data, tackles key areas of development systematically and builds on areas of strength. Consequently, pupils/students are able to articulate the school's/college's distinctive mission with understanding and appreciation. They have a high regard for the Catholic life of the school/college.</p>
<p><b>Adequate</b></p>	<p>Leaders and managers express their support for the Church's mission in education but rely on external agencies to give it direction. Leaders and managers monitor accurately the progress and well being of pupils/students. They know the school's/college's major strengths and areas for development in terms of its Catholic character and are implementing satisfactory plans that are aimed at improving pupils'/students' spiritual, moral, social and cultural development, including, where appropriate, the Welsh dimension, and other outcomes for pupils/students. Consequently, pupils/students and staff co-operate with the leadership team.</p>
<p><b>Unsatisfactory</b></p>	<p>Leaders and managers do not promote the Church's mission in education and do not effectively monitor this aspect of provision. Evaluation is casual and lacks rigour to the extent that planning fails to match accurately the key development requirements of the school/college. In-service training has little impact on the development of the Catholic life of the school/college. There are few opportunities for pupils'/students' spiritual, moral, social or cultural development and, where appropriate, the school's/college's Welsh dimension is underdeveloped. As a result pupils/students are unclear about what it means to be educated in a Catholic school/college. The school/college does not fulfil the requirements of the Bishops' Conference regarding Catholic schools/colleges.</p>

### KQ3 How good are leadership and management?

#### 3.3 How well leaders and managers promote, monitor, evaluate and review the provision for Religious Education and plan for improvement to outcomes for pupils/students.

<b>Excellent</b>	Self-evaluation at all levels within the school/college is a coherent reflection of rigorous monitoring, searching analysis and self challenge. This leads on to well targeted planning and actions taken by the school/college. As a result, outcomes in Religious Education for most pupils/students are good, and some are exceptionally high.
<b>Good</b>	Leaders and managers conduct a range of systematic school/college self-evaluation activities relating to provision and outcomes and their analysis provides a firm basis for accurate diagnosis of the school's/college's strengths and weaknesses. Planning involves any relevant major partners and is founded on sound evidence and data, tackling key areas of weakness systematically and building on areas of strength. Consequently, outcomes are generally good, or there is substantial evidence that they are improving strongly.
<b>Adequate</b>	Leaders and managers generally monitor the progress of pupils/students and the quality of teaching and learning. They know the school's/college's major strengths and areas for development, including the performance of different groups of pupils/students, and the factors influencing outcomes. The school/college has implemented satisfactory plans that are aimed at improving relevant outcomes and assist pupils/students in achieving adequate standards.
<b>Unsatisfactory</b>	Leaders and managers do not monitor provision and outcomes effectively. School/college self-evaluation lacks rigour, to the extent, that planning fails to match accurately the key development requirements of the school/college. There is underperformance in Religious Education. The required curriculum time for Religious Education is not met.

### **KQ3 How good are leadership and management?**

#### **3.4 How well leaders and managers develop partnerships with other providers, organisations and services in order to promote learning and pupils'/students' well-being**

<b>Excellent</b>	The school/college participates fully and actively in developing and implementing a variety of partnership activities. These activities make an excellent contribution to pupils'/students' good, and often outstanding, learning and well-being. Pupils/students benefit significantly and develop exceptionally well in a number of areas which the school/college alone could not provide.
<b>Good</b>	A range of partnership activities are provided in order to promote learning and well-being in areas which the school/college alone could not provide.
<b>Adequate</b>	Partnership activities contribute to pupils'/students' learning and well-being in areas which the school/college alone could not provide.
<b>Unsatisfactory</b>	There is little or no partnership activity and what there is does not promote learning or well-being.

### KQ 3 How good are leadership and management?

#### 3.5 How effectively leaders and managers promote community cohesion.

<b>Excellent</b>	The inclusion of all is a central goal and shared vision of the school/college. Leaders and managers ensure that pupils/students are given frequent opportunities to enter into dialogue and to collaborate with people from different backgrounds. Within the school/college, there is concern, respect and hospitality towards others. Pupils'/students' friendship bonds cross cultural/faith/social/economic boundaries. Provision for prayer and worship, and Religious Education, results in an attitude of mutual respect and understanding of others' beliefs and values. Pupils/students participate in neighbourhood and religious community activities, which bring them close to people on the margins of society and those who suffer. Parents/carers are involved in decision making.
<b>Good</b>	There is a common sense of belonging. Leaders respect difference, value diversity and ensure equal opportunities for all. Pupils/students from different backgrounds are given opportunities to work together. Pupils/students are equipped with skills, which enable them to take a full and active part in their neighbourhood and develop relationships with people from different backgrounds. Relationships among pupils/students are positive. There is good provision to enable pupils/students to develop an understanding of the role they and others play in society and the world. All parents/carers are enabled to participate as fully as possible in the life of the school/college. Provision for prayer and worship, and Religious Education, celebrates, reflects, respects and values the religious diversity within the school/college community.
<b>Adequate</b>	Leaders seek to raise pupils'/students' awareness of cultural and religious diversity in society. Pupils/students are given limited opportunities to participate in neighbourhood activities and respond to calls for help. The diverse backgrounds of pupils/students are acknowledged and accommodated, though not enough is done to fully integrate pupils/students from minority backgrounds. Pupils/students have a sense of the wider world, other peoples' beliefs, cultures and needs. They co-operate with each other. Parents/carers are kept informed about what is happening in school/college and their views are sought. Written communications do not always take into account parents'/carers' needs.
<b>Unsatisfactory</b>	Little attempt is made to meet pupils'/students' needs and to enable them to understand their own, and to respect others', beliefs and values. The school/college plays little part in the local and wider community. There are few opportunities for parents/ carers to participate in the education of their children.