

ARCHDIOCESE OF CARDIFF



SECTION 48/50 INSPECTION FRAMEWORK September 2010

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FOREWORD

Dear brothers and sisters in Christ,

Catholic schools and colleges are a vital element of the educative mission of the Church. In a culture characterised by self-interest, secularism and relativism, Catholic schools and colleges are beacons of light, proclaiming the intrinsic goodness of God's creation and helping each person fulfil his or her human potential within the divine plan.

These new inspection arrangements have been developed in the light of recent changes to the Inspection process in Wales. As with the Estyn Inspection service, the focus of the Inspection Framework is on the school's or college's self-evaluation procedures, judgements and action plans.

We have much to celebrate regarding the quality of Catholic education and the inspection process is an opportunity to acknowledge the dedication and commitment of the staff, governors, parents, pupils/students and parish communities that work in and for our schools and colleges. It also provides us with an opportunity to assist them to continue to make progress and improvements where that has been identified as necessary.

My hope and confident expectation is that these will prove invaluable tools in the on-going development of Catholic education in the Archdiocese of Cardiff.

Archbishop Peter Smith

INTRODUCTION

The Second Vatican Council declared that all people, by virtue of their dignity as human persons have the right to education, that is, the right to achieve their potential in life (*Gravissimum Educationis*, para. 1). In addition, those who are baptised members of the Church have a right to a specifically Christian education. (cf. *Gravissimum Educationis*, para. 2). Catholic schools/colleges are thus part of the educative mission of the Church. They are challenged by the gospel to affirm their pupils/students' basic goodness, to promote their dignity and to develop their gifts and potential to the full. The Catholic school/college aims to educate people to live responsibly for the fullness of life that God wills for each of us.

The arrangements for canonical/Section 50 Inspections (Education Act 2005) enable the Church to assess systematically the work of Catholic schools/colleges. They also provide an opportunity to support, challenge, evaluate and promote this vital work in the mission of the Church.

Key features of the new inspection framework are a greater emphasis on building capacity for self-improvement and a stronger role for self-evaluation. When a school/college is inspected, inspectors must assess the judgements made by the school/college during its self-evaluation procedures and the success of steps taken by the school/college to improve provision. As well as the provision and standards achieved in curriculum religious education, the inspection also includes an evaluation of the Catholic life of the school/college. It aims to assist the school/college in its work of self-evaluation through the identification of particular strengths and of areas requiring further improvement. The findings of inspection, set alongside the school/college's self-evaluation, provide a basis for action planning for improvement.

In the new inspection framework, inspection numerical grades are being replaced by four newly-worded judgements. Further details regarding this can be found in Appendix 1.

This framework is provided to assist in the cycle of self-evaluation, school/college improvement and the preparation for inspection. The Bishops' Conference of England and Wales *Statement on Religious education in Catholic Schools* (May 2000) (Appendix 7) informs both the Inspection Framework and Self-Evaluation Report.

Anne Manghan
Archdiocesan Director of RE

OVERVIEW OF THE INSPECTION FRAMEWORK

OVERALL EFFECTIVENESS

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

Inspectors should evaluate:

- how good outcomes are;
- how good provision is;
- how good leaders and managers are;

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

RECOMMENDATIONS AND REQUIRED ACTIONS

What does the school/college need to do to improve further?

OUTCOMES

KQ1. How good are outcomes?

Inspectors should evaluate:

- 1.1 how well pupils/students achieve, and enjoy learning, in Religious Education;
- 1.2 how well pupils/students attain in Religious Education;
- 1.3 the extent to which pupils/students contribute to, and benefit from, the Catholic life of the school/college;
- 1.4 how well pupils/students respond to and participate in the school/college's prayer and worship.

PROVISION

KQ2. How good is provision?

Inspectors should evaluate:

- 2.1 the quality of teaching and how purposeful learning is in Religious Education;

- 2.2 the effectiveness of assessment and academic guidance in Religious Education;
- 2.3 the extent to which Religious Education and the wider life of the school/college meets pupils/students' needs;
- 2.4 the quality of prayer and worship provided by the school/college.

LEADERS AND MANAGERS

KQ3. How good are leadership and management?

Inspectors should evaluate:

- 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;
- 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;
- 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;
- 3.4 how well leaders and managers develop partnerships with other providers, organisations and services in order to promote learning and pupil/student well-being;
- 3.5 how effectively leaders and managers promote community cohesion.

OVERALL EFFECTIVENESS

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

Inspectors should evaluate:

- how good outcomes are;
- how good provision is;
- how good leaders and managers are.

Inspectors should:

- make an overall final judgement, taking into account all the available evidence.

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, this 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.

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

Inspectors should evaluate the extent to which:

- the school/college's success in improving outcomes for pupils/students has been shown by its performance since its last inspection
- high quality self-evaluation enables the school/college to identify appropriate priorities for its Catholic life and Religious Education to consolidate success and secure further improvement
- leaders and managers communicate an ambitious vision for the Catholic life of the school/college and to raise standards for all pupils/students
- the school/college's effectiveness as a Catholic school/college is likely to be sustained by the current leadership and management

Taking into account:

- performance since the last inspection, including, for example:

- ❖ the extent to which the school/college has made progress in tackling the areas for improvement identified at the last inspection
 - ❖ the school/college's success in achieving goals and areas for improvement it has identified for itself
 - ❖ improvements in outcomes for pupils/students
 - ❖ the school/college's response to any external evaluations such as those undertaken by the Archdiocese
 - ❖ evidence that achievement is improving, or, if already high, that it is being maintained;
- the quality of self-evaluation including:
 - ❖ the accuracy, consistency and robustness of systems for tracking, monitoring, analysing and evaluating the impact of the school/college's work
 - ❖ the extent to which self-evaluation is established and embedded throughout the school/college community
 - ❖ the extent to which self-evaluation determines improvement planning;
 - the quality of the school/college's systems for managing pupil/student performance and tackling areas of underperformance, particularly any areas for development in the quality of teaching in Religious Education;
 - the effectiveness of professional development arrangements in improving the Catholic life of the school/college and the quality of teaching in Religious Education;
 - the extent to which members of the school/college community:
 - ❖ are well motivated
 - ❖ are committed to bringing improvement across all outcomes for pupils/students
 - ❖ share the vision and ambition of senior leaders for Catholic education.

RECOMMENDATIONS AND REQUIRED ACTIONS

What does the school/college need to do to improve further?

The recommendations should give the school a clear and specific indication of the areas for improvement that it will need to address in its action plan.

Outcomes

KQ1. How good are outcomes?

Inspectors should evaluate:

1.1	how well pupils/students achieve, and enjoy learning, in Religious Education
1.2	how well pupils/students attain in Religious Education
1.3	the extent to which pupils/students contribute to, and benefit from, the Catholic life of the school/college
1.4	how well pupils/students respond to, and participate in, the school/college's prayer and worship.

KQ1 How good are outcomes?

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

Inspectors should evaluate:

- the quality of pupils/students' learning and progress, including those who have English as an additional language, those who are more able and talented or those who have other particular learning needs and/or disabilities.

Taking into account the extent to which:

- pupils/students are becoming religiously literate, have knowledge, understanding and skills appropriate to their age and ability to think spiritually, ethically and theologically and are aware of the demands of religious commitment in everyday life;
- pupils/students make progress relative to their starting points and capabilities, making clear whether there is any significant variation between groups of pupils/students and there is any underachievement generally or among particular groups who could be doing better;
- pupils/students are actively involved in improving their knowledge, understanding and skills and are developing their competence as learners;
- pupils/students enjoy their learning as shown by their interest, enthusiasm and engagement.

KQ1 How good are outcomes?

1.2 How well pupils/students attain in Religious Education.

Inspectors should evaluate:

- the pupils/students' standards of attainment at the end of each key stage;
- any significant variations between groups of pupils/students, courses, trends over time and comparisons with all school/colleges.

Taking into account (where appropriate):

- the quality of pupils/students' work;
- teacher assessment and tracking of pupils/students' progress and standards of attainment, measured in line with the *Levels of Attainment in Religious Education in Catholic School/colleges and Colleges (2007)*;
- school/college data, including test and examination where appropriate results for up to three previous years;
- Nationally and locally produced data where appropriate.

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.

Inspectors should evaluate:

- the extent to which pupils/students take on responsibilities and play a part in developing the Catholic life of the school/college;
- pupils/students' sense of belonging to the school/college community and their relationship with those from different backgrounds;
- the extent to which pupils/students develop skills and attitudes which will serve them and others, now and in the future.

Taking into account the extent to which:

- pupils/students appreciate, value and participate in the Catholic life and mission of the school/college;
- pupils/students participate in evaluating the Catholic life and the mission of the school/college;
- pupils/students' behaviour shows that they value and respect others, including attitudes to bullying and any form of prejudice;
- pupils/students take on positions of responsibility and leadership in the Catholic life of the school/college and in the wider community;
- pupils/students participate in activities which enable them to contribute to the development of the Catholic life of the school/college and to their parishes and the wider community;
- pupils/students participate and respond to the school/college's chaplaincy provision, where appropriate;
- pupils/students show interest and engagement in extra curricular activities that support them in their religious, spiritual, moral, social and cultural development, including, where appropriate, the Welsh dimension;
- pupils/students' well-being is promoted by pastoral care systems;
- pupils/students develop healthy and safe attitudes, including an understanding of family life and sexual relationships within a moral framework consistent with the teaching of the Catholic Church;

- Pupils/students respond to opportunities for social action, outreach and the provision for global citizenship and sustainable development education.

KQ1 How good are outcomes?

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

Inspectors should evaluate:

- to what extent pupils/students show interest and actively participate in prayer and worship;
- to what extent pupils/students are acquiring skills in planning and leading prayer and worship;
- how well prayer and worship contribute to the spiritual and moral development of pupils/students.

Taking into account:

- the extent to which pupils/students demonstrate reverence and respect during prayer and worship;
- the extent of pupils/students' participation in traditional prayer and liturgy;
- the extent of pupils/students' participation in a variety of prayer styles;
- worship prepared, organised and led by pupils/students;
- pupils/students' response to voluntary acts of worship;

PROVISION

KQ2. How good is provision?

Inspectors should evaluate:

2.1	the quality of teaching and how purposeful learning is in Religious Education
2.2	the effectiveness of assessment and academic guidance in Religious Education
2.3	the extent to which Religious Education and the wider life of the school/college meets pupils/students' needs
2.4	the quality of prayer and worship provided by the school/college

KQ2 How good is provision?

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

Inspectors should evaluate:

- how well teaching promotes purposeful learning, enjoyment, progress and pupils/students' standards of attainment.

Taking into account the extent to which:

- lesson planning is linked to a current assessment of pupils/students' prior learning and is differentiated, so that it consolidates, builds upon and extends learning for all pupils/students;
- teachers' secure subject knowledge inspires pupils/students and builds their understanding;
- pupils/students are developing as independent and collaborative learners;
- the range of teaching styles and activities enhances pupils/students' concentration, motivation, application and understanding;
- teaching encourages pupils/students' enjoyment of and commitment to Religious Education;
- appropriate use of new technology maximises learning;
- resources are sufficient and of a high quality;
- other adults are deployed effectively;
- teachers have high expectations of pupils/students.

KQ2 How good is provision?

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

Inspectors should evaluate:

- the effectiveness of the school/college's tracking systems in monitoring the pupils/students' achievement in Religious Education and securing improvement, particularly across phases;
- how effectively assessment outcomes enable the school/college to set targets;
- how well assessment is used to guide pupils/students;
- how well the school/college recognises and celebrates success at every level.

Taking into account:

- the quality of assessment of and for learning, both individually and collectively, in terms of its accuracy and frequency;
- the extent to which the assessment of and for learning assists in planning for improvement;
- the quality of recording and reporting the outcomes of assessment, particularly for transition across phases;
- the extent to which pupils/students are involved in assessing and discussing their work and progress;
- the extent to which success is recognised and celebrated.

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.

Inspectors should evaluate:

- the extent to which the accommodation provides a stimulating learning environment;
- whether programmes of study and other activities are relevant to the pupils/students' learning needs;
- how well the curriculum contributes to pupils/students' spiritual, social, cultural and moral development, including, where appropriate, the Welsh dimension;
- whether the curriculum meets Bishops' Conference requirements and is responsive to diocesan policy and guidelines.

Taking into account the extent to which:

- the Religious Education provided is designed and differentiated to meet the needs of individuals and groups of pupils/students;
- planning ensures full coverage of the Religious Education programme;
- the Religious Education curriculum meets external requirements of the Bishops' Conference and is in line with diocesan policy and guidelines;
- the Religious Education curriculum has been extended and improved through collaboration with other school/colleges and organisations;
- the extent to which the Religious Education curriculum promotes community cohesion;
- the school/college promotes equality and recognises diversity;
- the school/college provides an effective system of pastoral support for the well-being of pupils/students;
- the school/college provides opportunities for the development of healthy and safe attitudes, including an understanding of family life and sexual relationship within a moral framework consistent with the teaching of the Catholic Church;
- the school/college provides opportunities for pupils/students to be involved in parish life and the wider community;

- the school/college provides opportunities for social action, outreach and an understanding of global citizenship and sustainable development;
- the school/college provides opportunities, where appropriate, for pupils/students to appreciate the Welsh dimension of Catholic life and culture and to develop the Welsh language.

KQ2 How good is provision?

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

Inspectors should evaluate:

- how well the school/college provides for the spiritual needs of pupils/students and staff.

Taking into account:

- the legal requirement for the school/college to provide a daily act of collective worship for every pupil/student;
- the extent to which acts of worship reflect the Catholic character of the school/college and take into account the variety of faith backgrounds;
- the range and appropriateness of prayer and worship opportunities, including both individual and collective prayer;
- the quality of provision, including religious artefacts and sacred space, in order to help pupils/students and staff engage with prayer and worship;
- how skilful staff and pupils/students are in planning and leading worship;
- how effectively the school/college engages parents, carers, local parishes and the wider community in its provision.

LEADERS AND MANAGERS

KQ3. How good are leadership and management?

Inspectors should evaluate:

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
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
3.3	how well leaders and managers promote, monitor, evaluate and review the provision for Religious Education for improvement to outcomes for pupils/students
3.4	how well leaders and managers develop partnerships with other providers, organisations and services in order to promote learning and pupil/student well-being
3.5	how effectively leaders and managers promote Community Cohesion

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

Inspectors should evaluate:

- how well governors fulfil their statutory and canonical responsibilities;
- how effectively governors help to shape the strategic direction of the school/college;
- how rigorously governors support and challenge leaders and managers, in order to improve outcomes for all pupils/students;
- how well governors and leaders resource the Catholic life of the school/college and curriculum Religious Education.

Taking into account:

- the rigour of the governing body's procedures to monitor, evaluate and review the Catholic life of the school/college and curriculum Religious Education;
- how engaged governors are in actively setting priorities for improvement and how robustly they monitor and evaluate the impact of any improvement plans;
- the extent to which governors ensure the adequacy and suitability of staff and of learning resources;
- the need to fulfil the statutory requirement for a daily act of collective worship for every pupil/student;
- the governing body's responsibilities for education in personal relationships;
- how effectively governors fulfil their duties to promote community cohesion.

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.

Inspectors should evaluate:

- how well leaders and managers promote the Catholic life of the school/college;
- how well leaders monitor and evaluate the provision and outcomes of the Catholic life of the school/college in order to plan future improvements.

Taking into account:

- the accuracy, consistency and robustness of systems for monitoring, evaluating, reviewing and analysing the impact of the Catholic life of the school/college on pupils/students;
- the impact of in-service training, including staff induction, to developing the staffs' understanding of, and commitment to, the Catholic life of the school/college;
- the quality and range of opportunities for pupils/students' spiritual, moral, social and cultural development, including, where appropriate, the Welsh dimension, and their response;
- pupils/students' awareness and understanding of the Catholic life of the school/college and their engagement with it;

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.

Inspectors should evaluate:

- how well leaders and managers use all aspects of monitoring to evaluate the school/college's performance in order to plan future improvements;
- how effectively plans are developed and how well they are implemented at all levels to bring about improvement in provision and in pupils/students' outcomes.

Taking into account:

- the requirement for 10% of curriculum time to be devoted to Religious Education (5% for post-16 students);
- the accuracy, consistency and robustness of systems for tracking, monitoring, evaluating, reviewing and analysing the impact of the school/college's work including:
 - the quality of planning for learning;
 - the quality of teaching through lesson observations and other evaluations;
 - progress and learning of whole cohorts, groups and individuals;
 - performance in tests and examinations over time, of whole cohorts, groups and individuals;
 - the impact of support, pastoral care and guidance on pupil/student outcomes;
 - Stakeholders' responses to the school/college's provision.
- the quality of improvement planning, including the extent to which leaders and managers at all levels:
 - prioritise areas for improvement through accurate self-evaluation;
 - tackle key priorities by devising suitable plans with appropriate targets, milestones and clear lines of accountability; and

- review and adjust plans and priorities in the light of changing circumstances.

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 pupil/student well-being.

Inspectors should evaluate:

- how well the school/college engages in, and is actively committed to, partnership activity to promote learning and pupil/student well-being

Taking into account the extent to which the school/college works:

- with the Archdiocesan education service;
- in partnership with local Catholic schools/colleges, particularly in terms of transition;
- in partnership with Catholic schools/colleges to promote professional development, learning and pupil/student well-being;
- in partnership with parishes and other organisations, including voluntary groups and faith communities, through extended school/college provision;
- with national and local authorities to promote the Catholic life of the school/college and curriculum Religious Education;

KQ3 How good are leadership and management?

3.5 How effectively leaders and managers promote community cohesion.

Inspectors should evaluate:

- how effectively leadership at all levels promotes community cohesion, sustainable development and global citizenship
- the inclusive nature of the provision for prayer, Collective Worship and the liturgical life of the school/college

Taking into account:

- the extent to which the school/college is involved in serving the common good;
- the extent to which the school/college promotes pupils/students' knowledge and understanding of their own religious identity, the religious identity of others and those with none;
- how well the school/college promotes sustainable development and global citizenship;
- how well the school/college promotes the development of pupils/student's skills for dialogue and collaboration with people who hold different beliefs and values;
- the extent to which staff and pupils/students share an inclusive vision, and recognise and value the range of similarities and differences within the school/college community;
- the extent to which leaders and managers facilitate pupils/students' involvement in service to local communities;
- how well the school/college recognises the primary role of parents/carers in the education of their children and actively involves them.

APPENDICES

Appendix 1

DESCRIPTION OF JUDGEMENTS

The following descriptions are intended as guidance to help inspectors to make judgments by considering the relative balance and significance of strengths and areas for improvement. A best-fit judgement is then made.

Excellent

Many strengths, including significant examples of sector leading practice or practise 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

The table below is to assist both schools/colleges and inspectors to maintain a level of consistency in expressing proportions in words. It is for guidance only.

Proportion	Description
With very few exceptions	Nearly all
90% or more	Most
70% or more	Many
60% or more	A majority
Close to 50%	Half/around half
Below 40%	A minority
Below 20%	Few
Less than 10%	Very few

Appendix 2

OVERVIEW OF RESPONSIBILITIES AND PROCEDURES

THE ARCHBISHOP'S RESPONSIBILITY AND AUTHORITY

The inspection is set within the context of the diocesan Bishop's responsibility for education as formulated in Canon Law.

The formation and education in the Catholic religion provided in any school/college is subject to the authority of the Church... the diocesan Bishop has the right to watch over and inspect the Catholic schools/colleges situated in his territory, even those established or directed by members of the Religious Institutes. (Canons 804, 806 CCL.)

THE INSPECTORS' CODE OF CONDUCT

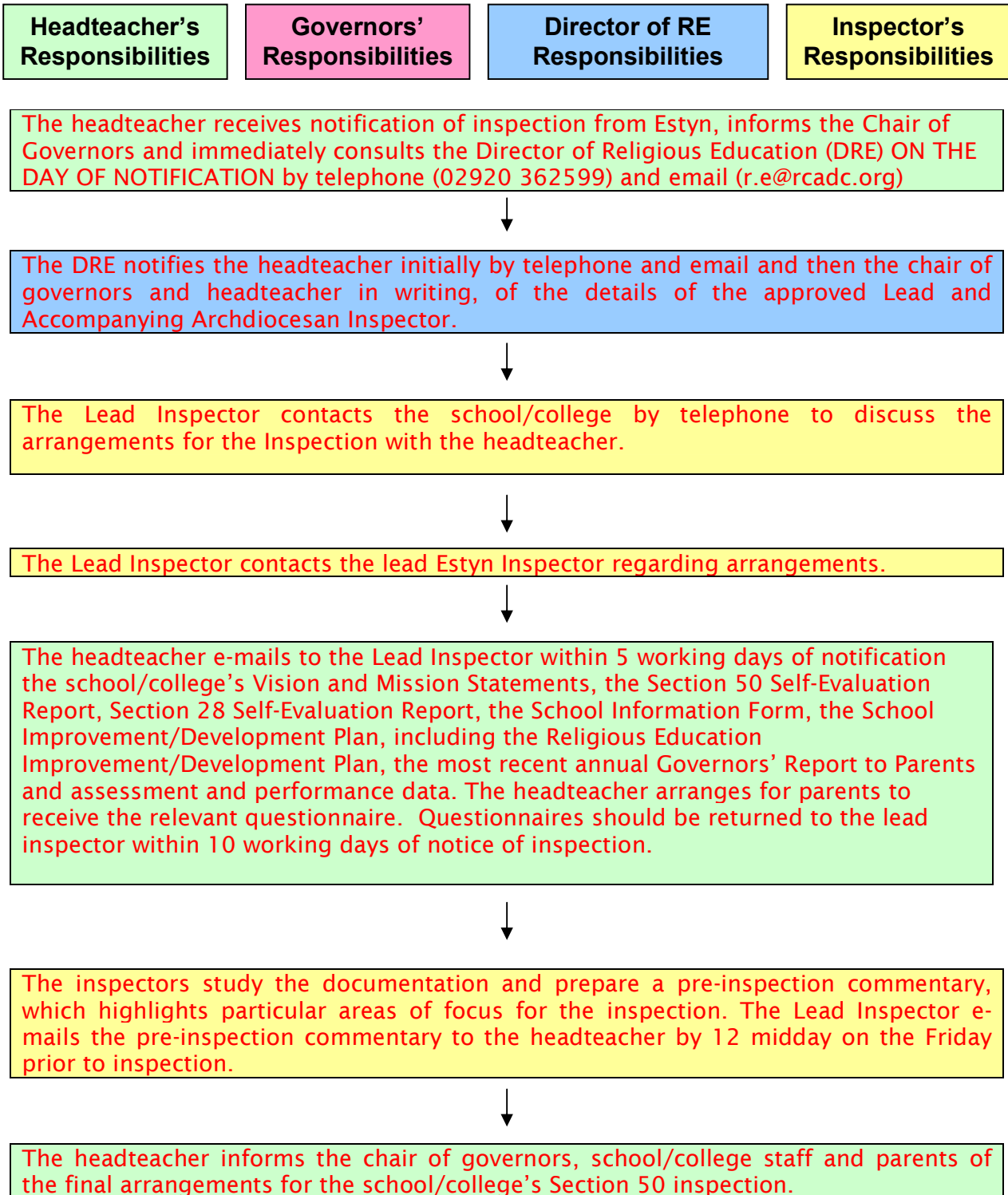
The code of conduct sets out the way in which inspectors are expected to work.

Inspectors will:

- bear in mind at all times that they are the Archbishop's representatives and that they must follow in the footsteps of Christ the teacher;
- evaluate the work of the school/college objectively and impartially;
- report honestly and fairly, ensuring that judgements reflect reliably and accurately what the school/college does;
- treat all those they meet with courtesy and sensitivity;
- act with the best interests of the pupils/students and staff as a priority;
- maintain purposeful dialogue with staff and communicate judgments without fear or favour;
- respect the confidentiality of information;
- compile a well-organised evidence base, to be kept for twelve months, which may be used by appropriate personnel of the Archdiocese. This includes:
 - the school/college's information and self-evaluation report;
 - the pre-inspection commentary;
 - pupils/parents' views expressed through questionnaires and/or pupil/parents' meetings;
 - lesson observation forms and notes of interviews and other inspection evidence.

THE PROCEDURE

The procedure sets out the requirements of inspection, which will enable a full coverage of the Catholic life of the school/college and the provision, work and achievement of Religious Education. It aims to ensure that each school/college is treated in the same manner and that there is comparability between inspections and a common approach to reporting.





The headteacher prepares the school/college for inspection, ensuring the availability of pupils/students, staff and governors as timetabled, pupils/students' work and supporting documentation.



The inspectors conduct the inspection and keep the headteacher informed throughout the process. They will be in the school/college usually for 3 days for primary schools and 4 days for secondary schools/colleges, depending on time-tabling arrangements and the size of the school.



During the inspection, inspectors visit sufficient classes to validate the school's judgements. They sample a wide range of pupils/students' previous and current work as evidence of achievement and to provide an insight into learning and teaching. They consider pupil/student records, school/college data and analysis, individual education plans and statements of SEN. They also discuss provision with pupils/students to explore their learning and to gain their views regarding their experiences at school/college. They observe acts of worship, including class prayer time and any activity or event that may have an impact on moral, spiritual, cultural and social development. They meet with other staff as required to validate the school's judgements regarding the provision of a holistic Catholic education. The inspector makes arrangements to meet with the Chair of Governors, RE Link Governor, any other Governors and in particular Foundation Governors who are available during the period of the school inspection, and, where appropriate, the school/college Chaplain/Chaplaincy Team and local clergy.



Before leaving the school/college, the inspectors give confidential oral feedback to the headteacher, the RE Subject Leader or RE Co-ordinator, other senior staff if required, the Diocesan Director of Schools, the Chair of Governors, Foundation Governors, including the link governor for RE and other Governors if available.



The lead inspector sends by e-mail a draft written report to the DRE within 10 working days of the completion of the inspection.



The DRE takes responsibility for quality assuring the report and returns it by e-mail to the Lead Inspector within 10 working days.



The Lead Inspector e-mails a copy of the inspector's final draft to the headteacher who has 3 working days to confirm with the Lead Inspector the factual accuracy of the report. The Lead Inspector then informs the DRE of any factual changes to be made.



The DRE arranges for the report to be published no later than 35 working days from the end of the inspection and sent by post and e-mail to the headteacher, Chair of Governors, the Director of Schools, Chair of the Schools' Commission, the Catholic Education Service and the Local Authority.



The school/college provides parents of all registered pupils/students with a copy of the report within 5 working days of publication.



The Lead Inspector issues the school with an invoice for the inspection and advises the school about reclaiming the cost from the Welsh Assembly Government. On receiving payment, the inspector issues a receipt to the school.



The report is made available on the Archdiocesan website within one month of the publication of the report.



The governing body prepares an action plan, which is incorporated into the school/college's development/improvement plan within 40 working days of receiving the report. This is then sent to all parents/carers and to the Director of Religious Education. In the governors' annual report to parents a statement of progress on the implementation of the action plan is included. The school/college should provide copies of the report to members of the public on request (the school/college may make a charge to cover the cost of printing the report).

COMPLAINTS PROCEDURES

Enquiries and complaints should be raised with the Archdiocesan Lead Inspector in charge of the inspection as soon as possible, preferably while the inspection is taking place and not more than three days after the school/college has received the draft written report.

If the complaint is not resolved, it should be raised with the Archdiocesan Director of Religious Education within a further five working days. The Lead Inspector remains responsible for the Inspection Report.

Appendix 3

REQUIRED DOCUMENTATION

Prior to the Inspection: the headteacher e-mails to the Lead Inspector the school's/college's:

- Mission and Vision Statements
- Section 50 Self-Evaluation Report
- Section 28 Self-Evaluation Report
- Information Form
- Improvement/Development Plan, including the Religious Education Improvement/Development Plan
- most recent annual Governors' Report to Parents
- assessment and performance data provided to Estyn.

At the beginning of the inspection:

- Relevant schemes of work and policies (e.g., religious education, prayer and worship, personal, social and health education (including sex education), discipline, performance management) should be available if required
- Documentation signposted in the Self-Evaluation Report should be available if required
- The school/college may also provide any additional information that it considers will be helpful to the inspection.

Appendix 4

STRUCTURE OF INSPECTION REPORTS FOR THE ARCHDIOCESE OF CARDIFF

Context

Summary

- overall effectiveness
- prospects for improvement

Recommendations and required actions

- what the school/college should do to improve further

Main findings

- key questions

Evidence base and attainment data

Appendix 5

THE CODE OF CANON LAW

Book III The Teaching Office of the Church

Chapter 1

Schools/colleges

- Can.803**
81 A Catholic school/college is understood to be one which is under the control of a competent ecclesiastical authority or of a public ecclesiastical juridic person, or one which in a written document is acknowledged as catholic by the ecclesiastical authority.
82 Formation and education in a catholic school/college must be based on the principles of catholic doctrine, and the teachers must be outstanding in true doctrine and uprightness of life.
83 No school/college, even if it is in fact catholic, may bear the title “catholic school/college” except by the consent of the competent ecclesiastical authority.
- Can.804**
81 The formation and education in the catholic religion provided in any school/college, and through various means of social communication, is subject to the authority of the Church. It is for the Episcopal Conference to issue general norms concerning this field of activity and for the diocesan Bishop to regulate and watch over it.
82 The local Ordinary is to be careful that those who are appointed as teachers of religion in school/colleges, even non-catholic ones, are outstanding in true doctrine, in the witness of their Christian life, and in their teaching ability.
- Can.805**
In his own dioceses, the local Ordinary has the right to appoint or to approve teachers of religion and, if religious or moral considerations require it, the right to remove them or to demand that they be removed.
- Can.806**
81 The diocesan Bishop has the right to watch over and inspect the catholic schools/colleges situated in his territory, even those established or directed by members of religious institutes. He has also the right to issue directives concerning the general regulation of catholic schools/colleges; these directives apply also to school/colleges constructed by members of a religious institute, although they retain their autonomy in the internal management of their schools/colleges.
82 Those who are in charge of catholic school/colleges are to ensure, under the supervision of the local Ordinary, that the formation given in them is, in its academic standards, at least as outstanding as that in other schools/colleges in the area.

Appendix 6



Education Act 2005

SCHEDULE 6

Section 50

INSPECTIONS OF DENOMINATIONAL EDUCATION IN WALES

Interpretation

1 In this Schedule—

- “inspection” means an inspection of a school under section 50;
- “inspector” means the person conducting the inspection.

Inspectors' reports

2 (1) An inspection must be carried out within such period as may be prescribed.

(2) When an inspection has been completed, the inspector must, before the end of the period prescribed for the purposes of this sub-paragraph, prepare in writing a report of the inspection and a summary of the report.

(3) The inspector must, without delay, send the report and summary to the governing body for the school concerned.

(4) The governing body must—

(a) make any such report and its accompanying summary available for inspection by members of the public, at such times and at such a place as may be reasonable,

(b) provide a copy of the report and summary, free of charge or in prescribed cases on payment of such fee as they think fit (not exceeding the cost of supply), to any person who asks for one, and

(c) take such steps as are reasonably practicable to secure that every parent of a registered pupil at the school—

(i) for whom the school provides denominational education, or

(ii) who takes part in an act of collective worship the content of which falls to be inspected under section 50,

as the case may be, receives a copy of the summary as soon as is reasonably practicable.

Action plans

3 (1) The governing body to whom an inspector has reported under this Schedule must, before the end of the prescribed period, prepare a written statement (“the action plan”) of the action which they propose to take in the light of his report and the period within which they propose to take it.

(2) Where an action plan has been prepared by a governing body, they must, before the end of the prescribed period, send copies of it to the person who appoints the school’s foundation governors, to the local education authority and to such other persons (if any), in such circumstances, as may be prescribed.

(3) The governing body must—

(a) make any action plan prepared by them available for inspection by members of the public, at such times and at such a place as may be reasonable,

(b) provide a copy of the plan, free of charge or in prescribed cases on payment of such fee as they think fit (not exceeding the cost of supply) to any person who asks for one, and

(c) take such steps as are reasonably practicable to secure that every parent of a registered pupil at the school—

(i) for whom the school provides denominational education, or

(ii) who takes part in acts of collective worship the content of which falls to be inspected under section 50,

as the case may be, receives a copy of the plan as soon as is reasonably practicable.

(4) Where the governing body of a school have prepared an action plan, they must include in their governors' report under section 30 of the Education Act 2002 (c. 32) a statement of the extent to which the proposals set out in the plan have been carried into effect.

(5) Sub-paragraph (4) applies only in relation to the most recent action plan for the school in question.

2006 No. 1714 (W.176)

EDUCATION, WALES

The Education (School Inspection) (Wales) Regulations 2006

Made

27 June 2006

Coming into force

1 September 2006

In exercise of the powers conferred by sections 25(3)(b), 28(1) and (8), 36(2), 38(4), 39(2), (3), (5) and (7)(b), 40(3), 41(4), 42(2)(a), (3)(c), (4) and (5), 50(2), (4) and (8), 52(5)(b), 120(2) and 124(1) and (3) of, and paragraph 6 of Schedule 4 and paragraphs 2(1), (2) and (4) and 3(1), (2) and (3) of Schedule 6 to, the Education Act 2005[1], the National Assembly for Wales hereby makes the following Regulations:

PART 3

Inspections of Denominational Education

Interpretation: Part 3

13. In this Part of these Regulations—

"action plan" ("*cynllun gweithredu*") means the written statement referred to in paragraph 3(1) of Schedule 6;

"collective worship" ("*addoli ar y cyd*") means collective worship required by section 70 of the School Standards and Framework Act 1998;

"denominational education" ("*addysg enwadol*"), in relation to a school, means any religious education which—

(a) is required by section 101(1)(a) of the Education Act 2002[11] to be included in the school's basic curriculum, but

(b) is not required by any enactment to be given in accordance with an agreed syllabus;

"inspection" ("*arolygiad*") means an inspection of a school under section 50; and

"inspector" ("*arolygydd*") means the person conducting the inspection.

Intervals for inspection

14. —(1) Where the governing body of a voluntary or foundation school are required by section 50(1) to secure that denominational education given to any pupils and the content of the school's collective worship are inspected they must secure that the inspection takes place at intervals of six years.

(2) Intervals run from—

(a) the date on which the last such inspection at the school (under the 1996 Act or 2005 Act) was completed; or

(b) in the case of a school at which such an inspection has not previously taken place (under either Act), the date on which pupils were first admitted to the school.

Choice of inspector

15. For the purposes of section 50(2)(a) and (b), there is prescribed, as a person who the foundation governors or governing body (as the case may be) of a Church in Wales school, Church of England school or Roman Catholic school must consult before choosing a person to conduct an inspection, the appropriate diocesan authority.

Reports and Action Plans

16. —(1) In this regulation, references to paragraphs and sub-paragraphs (without more) are to paragraphs and sub-paragraphs of Schedule 6.

(2) For the purposes of paragraph 2(1), there is prescribed, as the period within which an inspection must be carried out, the period of two weeks from the date on which the inspection began.

(3) For the purposes of paragraph 2(2), there is prescribed, as the period within which the inspector must prepare a report in writing of the inspection and a summary of the report, the period of 35 working days from the date on which the inspection was completed.

(4) For the purposes of paragraph 3(1), there is prescribed, as the period within which the

governing body must prepare an action plan, the period of forty five working days from the date on which the inspector reported to them.

(5) For the purposes of paragraph 3(2), there is prescribed, as the period within which the governing body must send copies of the action plan to the persons referred to in that sub-paragraph, five working days from the date on which they completed the preparation of the action plan.

(6) For the purposes of that sub-paragraph, there are prescribed, as persons to whom copies of the action plan must be sent in the circumstances mentioned in paragraph (7) of this regulation (in addition to the persons mentioned in sub-paragraph 3(2)), all persons who are either persons employed as teachers at the school or persons (other than pupils) who, although not so employed, participate in the school's collective worship ("relevant persons").

(7) The circumstances are that the relevant persons have requested copies of the action plan.

Fees for provision of the report and summary and of the action plan

17. —(1) Subject to paragraph (2), a governing body may require payment of a fee (not exceeding the cost of supply) where they provide—

(a) under paragraph 2(4)(b) of Schedule 6—

(i) a copy of a report to any person who asks for one and whose home or principal office is located outside a radius of 4.828032 kilometres (three miles) of the school; or

(ii) a copy of a summary to any person to whom they have previously provided a copy of that summary; or

(b) under paragraph 3(3)(b) of Schedule 6, a copy of an action plan to any person—

(i) who is not otherwise entitled to receive a copy of that action plan and whose home or principal office is located outside a radius of 4.828032 kilometres (three miles) of the school; or

(ii) to whom they have previously provided a copy of that action plan.

(2) A governing body may not require payment of a fee under paragraph (1)(a) if the document containing the copy of the report or summary, as the case may be, forms part of or is otherwise bound with a document containing a copy of the report or summary referred to in regulation 9 of these Regulations and a fee has been paid under regulation 12 of these Regulations.

Appendix 7

RELIGIOUS EDUCATION IN CATHOLIC SCHOOLS/COLLEGES

BISHOPS' CONFERENCE LOW WEEK STATEMENT 2000

A STATEMENT FROM THE CATHOLIC BISHOPS' CONFERENCE OF ENGLAND AND WALES (MAY 2000)

Growing in Faith:

1. The Gospel of Jesus Christ invites all who follow its teaching to the fullness of life. Discipleship in the Gospel is life-long, a journey of faith coming to complete fulfilment only in the presence of God in heaven. The entire life of the disciple is marked by learning and growth. Life-long growth in faith is to be a characteristic of Catholic life. An understanding of the educative task of the Church must start from this perspective and increasingly opportunities for life-long learning need to be developed for every member of the Church.

2. The first educators in the faith are parents. It is they, above all others, who establish in their children the first sensitivity and responsiveness to the presence of God, to the practice of prayer and to the patterns of life in the community of faith, the parish. By their example in the home and in their participation in the Mass and other sacraments, the foundations of life-long faith and discipleship in their children are laid down.

The Catholic School/college:

3. This partnership between home and parish is enhanced by the role of the Catholic school/college in which the educational mission of the Church finds a particular and important expression (Cf General Directory for Catechesis n 259). This educational mission entails the ongoing development of the entire potential of every person. It seeks to promote the well-being and freedom of every person, made in the image and likeness of God and finding fulfilment in God alone. This is the vision, which shapes the daily life of a Catholic school/college as a community in which faith is expressed and shared through every aspect of its activity. Through the pattern of daily prayer, through the celebration of the sacraments of the Church, through works of charity, through a striving for justice in all it does, a Catholic school/college seeks to be a catechetical community in which the content and the life of faith is shared (Cf GDC nos. 218 & 259). We recognise that in a Catholic school/college the witness of its life is, for some, a first announcing of the Gospel, or even preparation for that announcement. In these ways, the meaning of life, as understood in the Catholic faith, is explored and experienced by all those taking part in the life of the school/college, whether they are baptised Catholics or not, practising their faith in their own parish or not. This vision of the Catholic school/college lies at the heart of the firm expectation that Catholic parents send their children to Catholic

schools/colleges, if at all possible. The partnership between home, parish and school/college is the best setting for the formation of maturing Catholic young people.

Religious Education:

4. In the life of faith of the Catholic school/college, religious education plays a central and vital part. At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in religious education. Therefore religious education is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studied in catholic religious education inspire and draw together every aspect of the life of a catholic school/college. We are committed to classroom RE, then, because all pupils/students have the right to receive an overall education which will enable them, in the light of the faith of the Church, to engage with the deepest questions of life and find reasons for the hope which is within them (1 Peter 3.15). Religious education is, then, the core subject in a Catholic school/college.

5. In 1996, we published the *Religious Education Curriculum Directory for Catholic Schools/colleges*. This stated clearly the overall aims of classroom RE and its more precise objectives. They can be summarised as stating that religious education in a Catholic school/college is the comprehensive and systematic study of the mystery of God, of 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; in a manner which encourages investigation and reflection by the pupils/students, develops the appropriate skills and attitudes and promotes free, informed and full response to God's call in everyday life. In the words of the Curriculum Directory, the outcome of Catholic religious education 'is religiously literate young people who have the knowledge, understanding and skills -appropriate to their age and capacity- to think spiritually, ethically and theologically, and who are aware of the demands of religious commitment in everyday life'. (p. 10)

6. In January 2000, we were able to host a Symposium on 'Expectations of Classroom Religious Education in Catholic Schools/colleges' to which we invited many diocesan RE advisors, RE teachers and representatives of Catholic Colleges and Institutions. This enabled us to look together at some of the issues surrounding RE today and, in particular, the needs of our Catholic schools/colleges. We are grateful to all who took part in this Symposium, and to all who contributed to the consultation which preceded it.

Expectations of Classroom Religious Education:

7. The Symposium emphasised the importance of the definitions of aims and objectives of classroom RE given in the Curriculum Directory. It also asked for greater clarity about the precise role of classroom RE, in the context of our understanding of the catechetical task of the whole school/college. In this context, we are clear that the specific contribution to the life of the Catholic school/college of classroom RE is primarily educational for its

primary purpose is to draw pupils/students into a systematic study of the teaching of the Church, the saving mystery of Christ which the Church proclaims. Excellence in religious education, then, will be characterised by a clarity of succinct religious learning objectives and of key content, by appropriate methodologies, rigour, richness of resources, achievement of identified outcomes and accurate methods of assessment. Classroom RE will be a challenging educational engagement between the pupil/student, the teacher and the authentic subject material.

8. RE teaching in a Catholic school/college will be enlightened by the faith of the school/college community and by the faith of the RE teacher. Its educational focus will be formed and enhanced by the vitality of faith. For some in the classroom, religious education may well be received as catechesis, deepening and enhancing their personal faith; for some it will be evangelisation, the first time they will have been presented, personally, with the truths of living faith. Nevertheless its primary purpose is the step by step study of the mystery of Christ, the teaching of the Church and its application in daily life. The criteria by which it is to be judged are educational.

9. When classroom RE displays these educational characteristics, then its specific contribution to the life of the Catholic school/college, which as a whole is a catechetical community, becomes apparent. Then the complementarity of the various roles which contribute to the life of the school/college is also clarified: the role of the leadership of the school/college as a catechetical community, the role of the chaplaincy of the school/college and the partnership in the religious life of the pupils/students between the school/college, the parishes and the families. All these have a part to play in the handing on of faith and its expression and exploration in daily life.

10. If this kind of classroom RE is to be achieved, then it is to be taught, developed and resourced with the same commitment as any other subject. We are aware that sometimes classroom RE suffers from low expectations and lack of challenge. Tasks given to pupils/students need to be clearly focused and sufficiently demanding. The objective of religious education is to include analysis and reflection, critical appreciation of sources and examples, and a real sense of progression through the different stages of education. As such it requires the unequivocal support of the management of every Catholic school/college. It also requires 10% of the length of the taught week for each Key Stage of education. This is what we reaffirm and expect.

The Role of the Teacher:

11. The success of classroom RE in our schools/colleges will also depend, as does every subject, on the quality and dedication of the teachers. We are aware of the need to do all we can, as a Church, to recruit, educate and support good teachers of religious education. We believe that the clarity of expectations, which can underpin RE, will serve to enhance the attractiveness of the subject to potential teachers. We also recognise the need for RE teachers to have particular opportunities to continue their own life-long formation in faith as well

as for professional development. We need to make the best possible use of those diocesan resources given to the support of RE teachers. We acknowledge the limitation of these resources, especially in the number of RE Advisors in our Secondary schools/colleges, and we will look at ways in which their number and effectiveness can be enhanced. We are also grateful to all those who have been developing effective resources for Catholic RE, and wish to encourage a lively exchange of good practice, not least by use of Internet sites and other modern means. Good teachers also always require the support of parents and the wider Church community. Learning in the faith is not completed when school/college years are finished. A responsibility remains on every Catholic to continue their growth in faith throughout life.

12. The importance of the teacher of RE cannot be exaggerated. We are most grateful to all those teachers who, week in and week out, have contributed to the religious education of pupils/students in our school/colleges. We recognise the difficulties that are faced in this task, especially in a society like ours, which does not encourage the natural religiosity of the individual, nor offer popular support for faithful adherence to the practice of faith. We salute the generosity of our teachers who have brought not only a love of their faith to their teaching but also a deep concern for the well-being of every pupil/student. We offer them every encouragement and support as they strive to develop their professional expertise in this vital subject. We also salute and thank the senior management teams and governors of our schools/colleges for their work in fostering our schools/colleges as communities of faith. We encourage them to give every possible support and importance to the RE departments and coordinators. A Catholic school/college, which promotes the best possible teaching of religious education, is fulfilling its true purpose.

Conclusion:

13. Teaching is a noble calling and profession. It can be a source of great satisfaction and we ask all Catholics to pray for our teachers and for vocations to the teaching life. 'Teaching has an extraordinary moral depth and is one of our most excellent and creative activities. For the teacher does not write on inanimate material, but on the very spirits of human beings.' (The Catholic School on the Threshold of the Third Millennium: 1998: n.19)

Appendix 8
Parent Questionnaires

The Archdiocese of Cardiff

Section 50 Inspection: Parents' questionnaire

Dear parent/carer,

As the diocesan inspector of your child(ren)'s school I am seeking your views on the religious education and Catholic life of the school.

Please complete the questionnaire below as fully as possible. It will be treated in the strictest confidence.

Yours sincerely,

The Diocesan Inspector of Religious Education

Please indicate the year group of your child/(ren) and tick the box that best shows what you believe.

Year Group of Child(ren)	Agree	Disagree	I feel unable to comment
I am happy with the values and attitudes that the school fosters.			
I am made to feel welcome in school.			
The school seeks the views of parents/carers and takes account of their suggestions and concerns.			
The school gives me a clear understanding of what is taught in religious education.			
The school enables my child(ren) to achieve a good standard of work in religious education.			
The school keeps me well-informed about my child(ren)'s progress in religious education.			
I am happy with the help and guidance available to my child(ren).			
The school gives me a clear understanding of what is taught in personal, social and health education, and, where appropriate, sex and relationships education.			
The school enables my child(ren) to develop spiritually through prayer and worship.			

Why did you choose this school for your child(ren)?

What is distinctive about the school?

If you have any further comments you would like to make about the school, please do so on the reverse of this questionnaire, but please do not refer to any member of staff by name. Thank you for completing the questionnaire.

Please return it to the school in a sealed envelope marked, 'Diocesan inspector: parents' questionnaire'.

Archesgobaeth Caerdydd
(Welsh)
Arolwg Adran 50: Holiadur rhieni

Annwyl Riant / Gofalwr,

Fel arolygydd esgobaethol eich plentyn / plant rwyf yn ceisio eich barn am addysg grefyddol a bywyd Catholig yr ysgol.

A wnewch chi gwblhau'r holiadur isod mor llawn ag sy'n bosibl, os gwelwch chi'n dda. Caiff ei drin yn hollol gyfrinachol.

Yn gywir,

Arolygydd Addysg Grefyddol yr Esgobaeth.

A wnewch chi nodi grŵp blwyddyn eich plentyn / plant a rhoi tic yn y blwch sy'n dangos orau eich cred.

Grŵp Blwyddyn y Plentyn	Cytuno	Anghytuno	Teimlaf na allaf wneud sylw
Rwyf yn hapus gyda'r gwerthoedd ac agweddau y mae'r ysgol yn eu meithrin.			
Rwyf yn teimlo bod croeso i mi yn yr ysgol.			
Mae'r ysgol yn gwahodd barn rhieni / gofalwyr ac yn rhoi ystyriaeth i'w hawgrymiadau a'u pryderon.			
Mae'r ysgol yn cyfleu dealltwriaeth glir i mi o'r hyn a ddysgir mewn addysg grefyddol.			
Mae'r ysgol yn galluogi fy mhlentyn / mhlant i gyrraedd safon dda o waith mewn addysg grefyddol.			
Mae'r ysgol yn fy hysbysu'n gyson ynghylch cynnydd fy mhlentyn / mhlant mewn addysg grefyddol.			
Rwyf yn fodlon ar y cymorth a'r cyfarwyddyd a roddir i 'mhlentyn / 'mhlant.			
Mae'r ysgol yn cyfleu dealltwriaeth glir i mi o'r hyn a ddysgir mewn addysg bersonol, iechydol a chymdeithasol,			
Mae'r ysgol yn galluogi fy mhlentyn / mhlant i ddatblygu yn ysbrydol trwy weddi ac addoliad.			

Pam gwnaethoch ddewis yr ysgol hon i'ch plentyn / plant?

Beth sy'n arbennig am yr ysgol?

Os oes gennych sylwadau pellach yr hoffech eu gwneud am yr ysgol, gwnewch hynny ar gefn yr holiadur hwn, os gwelwch chi'n dda, ond da chi, peidiwch â chyfeirio at unrhyw aelod o staff wrth ei enw / henw.

Diolch yn fawr i chi am gwblhau'r holiadur.

A wnewch ei ddychwelyd i'r ysgol mewn amlen dan sêl â'r geiriau arni 'Arolygydd yr Archesgobaeth: holiadur rhieni.'

Ang Arkdyosis ng Cardiff
(Tagalog)

Ika -50 bahagi ng pagsusuri: Katanungan para sa mga magula

Magulang o tagapag – alaga,
Bilang tagapag- suri ng paaralan ng inyong mga anak, hinihingi ko ang inyong pananaw ukol sa edukasyong pang Relehiyon at buhay sa ilalim ng paaralang Katoliko.
Kompletohin ang mga katanungan sa pahina na ito. Ito ay tatratuhin sa pinaka-mahigpit na konpidetial.
Maraming Salamat,
Tagapagsuri Diosesan ng Relihiyong Pang-edukasyon

Paki-lagay kung anong grado sa eskuwelahan ng inyong (mga) anak at lagyan ng tsek() ang kahon na palagay ninyo ang karapatdapat.

Grado ng anak sa paaralan	Sang-ayon	Hindi sang-ayon	Hindi ako sigurado
Masaya ako sa kahalagahan at pananaw na ibinibigay ng Paaralan.			
Masaya ako sa pagtanggap ng paaralan sa akin at sa aking (mga) anak.			
Hinihingi ng paaralan ang pananaw ng magula/tagapag-alaga at tinatangap ang mga mungkahi at alala ng magulan. Bibigyan ako ng paaralan ng malinaw na pangunawa kung ano ang itinuturo sa Relihiyong Pang edukasyon.			
Tinutulungan ng paaralan ang aking anak upang maabot niya (nila) ang mataas na marka sa Relihiyong pang Edukasyon.			
Ipina-aalam sa akin ng paaralan ang pagsulong ng aking (mga) anak tungkol sa Relihiyong pang Edukasyon.			
Masaya ako sa tulong at direksyon na ibinibigay sa aking (mga) anak ng paaralan.			
Binibigyan ako ng paaralan ng malinaw na pang- unawa ukol sa personal, sosyal at kalusugan pang edukasyon, at tamang kasarin (sex) at relasyong pang edukasyon.			
Tinutulungan ng paaralan ang aking (mga) anak na magkaroon maka-Dios na pagiisip sa tulong ng pagdadasal at pag-pupuri.			

Bakit ninyo pinili ang paaralan na ito? (isulat sa Ingles)

Ano ang ikinagusto ninyo sa Paaralan? (isulat sa Ingles)

Kung may iba pa kayong katanungan, o impormasyon na idadagdag ukol sa paaralan, gamitin ang likod ng pahina ngunit huwag itukoy sa pangalan ng magagawa ng paaralan.

Maraming salamat sa pag kompleto ng papeles na ito.

Ibalik sa paralan sa loob ng nakasarang sobra na may nakasulat na “ Diocesan inspector parents”.

Arquidiocese de Cardiff
(Portuguese)

Secção 50 Inspeção: Questionário aos encarregados de educação.

Estimado Encarregado de educação,

Na qualidade de inspector diocesano da escola da sua criança (as) venho procurar conhecer a sua opinião acerca da educação religiosa e vida Católica da escola.

Por favor complete o seguinte questionário o mais completo possível. Este será tratado em estrita confidencialidade.

Com os melhores cumprimentos,

O inspector diocesano de Educação Religiosa

Por favor indique o grupo ano da sua criança (as) e seleccione a opção que melhor demonstra aquilo em que acredita.

Grupo ano da criança	Concordo	Discordo	Nao posso comentar
Estou satisfeito (a) com os valores e atitudes que a escola adopta.			
Sinto-me bem-vindo(a) na escola			
A escola procura conhecer as opiniões dos encarregados de educação e tem em conta as suas sugestões e preocupações.			
A escola dá-me perfeito conhecimento sobre o que e' ensinado em educação religiosa.			
A escola permite a minha criança (as) atingir um bom nivel de trabalho em educacao religiosa			
As escolas mantêm-me bem informado (a) sobre o progresso da minha criança (as) em educação religiosa.			
Estou contente com a ajuda e aconselhamento disponível a minha criança (as)			
A Escola dá-me perfeito conhecimento sobre o que e' ensinado em educação pessoal, social e saúde, e quando apropriado, educação sexual e relacionamento humano.			
A escola permite o desenvolvimento espiritual da minha criança (as) através da oração e devoção religiosa.			

Encarregados de educação puderam desejar comentar as seguintes questões.

Por favor note que devido a confidencialidade, não nos e' possível providenciar a tradução para Inglês. Quais queres comentários deveram portanto ser escritos em Inglês.

Porque escolheu esta escola para a sua criança (as)?

O que destinge esta escola das outras?

Se tiver qualquer comentário adicional que deseje fazer acerca da escola, por favor faça-o no verso deste questionário em Inglês, mas por favor não se refira a nenhum funcionário pelo nome.

Obrigado por completar este questionário.

Por favor devolva a escola em envelope fechado, dirigido a "Diocesan inspector: parents questionnaire".

Kardifo arkivyskupija
(Lithuanian)

Sekcija 50: Tėvų apklausa

Mieli tėveliai,

Būdamas Jūsų vaikų mokyklos vyskupijos inspektoriumi, aš norėčiau sužinoti Jūsų nuomonę apie religinį auklėjimą ir Katalikišką gyvenimą mokykloje.

Prašome šią apklausą užpildyti kuo tiksliau. Atsakymų konfidencialumas bus užtikrintas.

Nuoširdžiai Jūsų,

TE vyskupijos inspektorius

Prašome pažymėti vieną iš Jums tinkamiausių atsakymų.

	Sutinku	Nesutinku	Neturiu nuomonės
Aš patenkinta(-as) požiūriu ir vertybėmis, kurių yra auklėjama mokykloje.			
Mokykloje mane priima maloniai.			
Mokykla gerbia tėvų nuomonę o taip pat laukia jų patarimų.			
Aš suprantu kaip mokykloje yra mokoma religinių dalykų.			
Mokyklos programa leidžia mano vaikams pasiekti atitinkamą lygį tikybiniame auklėjime.			
Aš esu visiškai informuota(-as) apie mano vaikų tobulėjimą religiniame auklėjime.			
Aš esu patenkinta(-as) pagalba ir vadovavimu, kurie yra suteikiami mano vaikams.			
Aš suprantu kaip mokykloje yra dėstomas asmeninis, socialinis ir sveikatos auklėjimas ir kur reikalinga savitarpio santykių auklėjimas.			
Mokykla per maldą mano vaikams leidžia vystytis dvasiškai.			
Prašome atkreipti dėmesį, kad dėl konfidencialumo priežasčių, negalėsime išversti jūsų komentarų į anglų kalbą, todėl prašome rašyti angliškai.			
Kodėl jūs pasirinkote šią mokyklą?			
Ar ši mokykla skiriasi nuo kitų mokyklų?			

Jeigu jūs turite kitų komentarų apie mokyklą, prašome užrašyti juos apklausos lapo kitoje pusėje angliu kalba.

Dėkojame už užpildytą apklausą.

Prašome grąžinti šį dokumentą uždarytame voke su užrašu: 'Diocesan inspector: parents questionnaire'.

Appendix 9
The Post-Inspection Questionnaire

The Post-Inspection Questionnaire

School: _____

Address: _____

Date of inspection: _____

Name of inspector: _____

Guidance on the purpose and use of this questionnaire.

The purpose of this questionnaire is to enable the Archdiocese of Cardiff Religious Education Service to collect information about the quality of its inspection work. The results are analysed and the outcomes used to inform our training and development work.

Thank you for taking time to fill in this questionnaire. Please send it to:

Mrs Anne Manghan BA M Ed
Director of Religious Education (schools)
Pastoral Resources Centre,
910 Newport Road,
Rumney,
Cardiff.
CF3 4LL

The Post-Inspection Questionnaire

Please tick the appropriate box

Conduct and planning of the inspection.

	Agree	Disagree
1. The Inspection Framework and other guidance helped us prepare for the inspection.		
3. Any requests the inspector made for additional information during the inspection were reasonable.		
5. The inspector established good relationships with all those involved in the inspection.		
6. The inspector behaved according to the Code of Conduct set out in the Inspection Framework.		
7. There were enough opportunities for all those involved in the inspection to make their views known to the inspector.		
8. The inspector gave appropriate and useful feedback during and at the end of the inspection.		

Comments:

Findings and judgements of the inspection.

	Agree	Disagree
1. The inspector looked at enough evidence to make valid judgements.		
2. The inspector's findings provide a fair and accurate picture of our work.		

Comments:

The contribution of the inspection and report to the development of your school.

	Agree	Disagree
1. The oral feedback clearly identified good features and areas for development.		
3. The report is clear and easy to read.		

Comments:

Signed: _____ Position: _____

Appendix 10

Welsh Assembly Government Grant for the Inspection of Denominational Education

For the claim forms please go to:

<http://cymru.gov.uk/topics/educationandskills/publications/guidance/denominational-schools-grant;jsessionid=VJcyKhLRHdw20hd4k6VwbyTWNkNMSgk7jI29HQx0M15KrhF4WDXm!-1895006922?lang=en&ts=1>

Acknowledgements

Mrs Anne Manghan, Archdiocesan Director of RE

The Archdiocesan Inspection Team

Mrs Margaret White

Mr Roy Jefferies

Mrs Karen Ash

Mr Michael Flynn

Miss Catherine Power

Mr Tim Britton

Mrs Sheelagh McCool

Mrs Patricia Landers

Rev Dr Philip Manghan

With thanks to ESTYN, NBRIA and the Diocesan Directors of Wrexham and Menevia