

Inspection Framework and RECD Updates





CATHOLIC SCHOOLS INSPECTORATE

THE NATIONAL FRAMEWORK FOR THE INSPECTION OF CATHOLIC SCHOOLS, COLLEGES AND ACADEMIES

Education
Commission
CATHOLIC DIOCESE OF SOUTHWARK



New Inspection Framework

Key changes:

- All future inspections will now be called Catholic School Inspections and will come under the authority of the Catholic Schools Inspectorate.
- All inspectors will undertake mandatory training nationally.
- All reports will use the same CSI template which will be four pages long.
- The 10% of curriculum time dedicated to Religious Education is now a limiting judgement.

New Inspection Framework

Structural changes:

- Inspections will now be over two days and carried out by two inspectors.
- Parents, pupils and staff will be surveyed for their views with standardised electronic questionnaires that will be issued.
- There will now be a national self-evaluation template. This will not be mandatory.
- There is currently a rigorous process taking place to recruit, select and quality assure inspectors
- There are clear criteria in place for those wishing to be considered for the role of inspector.

Archdiocese of Southwark re-start timeline

Time	Activity
June 2021 onwards	Recruitment of new inspectors
July 2021	Publication of all formal documents relating to NF prior to pilot programme
September 2021	Catch up under existing framework of those schools who are out of cycle
September 2021	Training of new inspectors
January 2022	Southwark schools who, by negotiation, are involved in the pilot
January-July 2022	Catch up inspections under existing framework of those postponed due to COVID in 2020
March 2022	Training of additional new inspectors
Summer 2022	Pilot programme evaluation
September 2022	Full launch of the new framework

New Inspection Framework

Things to consider:

- Where is your school in this cycle?
- Make a plan and decide with senior leaders whether you will face a catch up, a pilot inspection or an inspection under the new framework
- Ensure that all involved are familiar with the new evaluation schedule
- Undertake a self-evaluation exercise against the new framework and decide the format this will take.

There is no need to panic:

- Southwark have always remained close to the NBRIA framework
- As is the case now, an accurate self-evaluation, in any form, is key to a successful inspection
- You have time to prepare in a measured way for the new framework
- The Education Commission team will be available through visits and CPD sessions to support
- There will be a series of briefing throughout the new academic year.

Where you fit in the cycle:

Current framework

- From Autumn 2021, the schools that are significantly out of the cycle
- January 2021-July 2022, those schools previously inspected during 2015 and up to July 2016 whose scheduled inspection did not take place during 2020 because of COVID

New Framework

- Schools who elect to be part of the pilot
- Those school who would have anticipated being inspected from September 2021 onwards

RECD Timeline & Update

- The document will now be divided into Primary and Secondary
- The document still refers and reflects the material already in place
- June 2021: A situation update to Bishops
- October 2021: An incomplete document will be presented to Bishops
- January 2022: Completed draft presented
- September 2022: New RECD document to be published
- There will be a 3 or 4 year implementation period

Dei Verbum

1. REVELATION

God's self-revelation and the human response of faith.

Lumen Gentium

2. CHURCH

Communion of life in Christ.

Four Lenses

Sacrosanctum Concilium

3. CELEBRATION

Living the Christian Mystery in Liturgy and prayer.

Gaudium et Spes

4. LIFE

The search for holiness and truth in the modern world.

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Creation & Covenant

- God
- Creation
- Fall
- Covenant
- Baptism

Prophecy & Promise

- Prophecy
- Annunciation
- Nativity
- Mary, the mother of God

Galilee to Jerusalem

- Incarnation
- The reign of God
- Sacrament of the Sick

Six Branches

Desert to Garden

- Salvation
- Grace
- Eucharist
- Celebration

To the ends of the earth

- The Holy Spirit
- The Church
- The Sacraments
- Mary, the model of discipleship
- Confirmation

Life to the full...

- Living well
- Discipleship and vocation
 - Holy Orders
 - Marriage



Creation & Covenant

We are God's handiwork.

Prophecy & Promise
God spoke to our ancestors through the prophets but in these last days he has spoken to us by his Son

Life to the full...
What must I do?

Dei Verbum
1. REVELATION
God's self-revelation and the human response of faith.

Lumen Gentium
2. CHURCH
Communion of life in Christ.

Galilee to Jerusalem
The Word was made flesh and dwelt among us

Desert to Garden
Christ died for our sins and was raised again on the third day

To the ends of the earth
Go, and make disciples

Sacrosanctum Concilium
3. CELEBRATION
Living the Christian Mystery in Liturgy and prayer.

Gaudium et Spes
4. LIFE
The search for holiness and truth in the modern world.

Ways of knowing

AIM:

In this way of knowing, we are aiming to help pupils **reflect personally** and with **integrity** on what they have learned and consider the **implications** for action these may have for their **own lives** and **the world** in which they live.

SKILLS:

In this way of knowing, pupils will be invited to respond personally and with integrity by developing the skills to:

- Reflect on the meaning of what they have learned for their own lives.
- Dialogue with others to understand themselves and others better.
- Imagine how their own lives and the future of the communities to which they belong could be transformed by what they have learned.

PROGRESSION:

The following list gives an indication of the ways in which these skills develop through the use of 'driver words and phrases' that are applied progressively as pupils move through the different age phases of the curriculum content:

- Say what they wonder about.
- Ask questions about the world and their place in it.
- Talk about their own feelings.
- Respond personally to questions that are difficult to answer.
- Make links between their own feelings and beliefs and their behaviour or way of life.
- Compare their own and other people's responses.
- Show understanding of how beliefs and values inform personal decisions and ways of life.
- Explain differences of belief and ways of life with reference to religious commitments.
- Critically reflect on their own beliefs and ways of life in response to dialogue with others.
- Respond with integrity to personal conclusions about questions of meaning.

AIM:

In this way of knowing, we are aiming to help pupils to be able to **understand deeply** the **meaning** of sacred texts, religious beliefs, sacred rites and the lives of individuals and communities who are shaped by these texts, beliefs and rites.

SKILLS:

In this way of knowing, pupils will deepen their understanding by developing the skills to:

- **Remember** and **apply** the meanings of key texts, beliefs and concepts.
- **Provide explanations** by **making links** between religious texts, beliefs and practices.
- **Interpret** and **analyse** the meaning of texts, practices and rituals and their historical and cultural connections.

PROGRESSION:

The following list gives an indication of the ways in which these skills develop through the use of 'driver words and phrases' that are applied progressively as pupils move through the different age phases of the curriculum content:

- Recognise...texts, beliefs, rites, ways of life.
- Name...
- Remember...
- Recall...
- Retell...
- Describe...
- Make links...
- Explain...
- Show understanding...
- Interpret within a historical context...

Act



Respond

Understand



See

Discern

AIM:

In this way of knowing, we are aiming to help pupils to be able to **judge wisely** in response to **different interpretations** of the meaning, significance and implications of texts, beliefs, rites and ways of life so that they can arrive at **justified conclusions** about what is **true and good**.

SKILLS:

In this way of knowing, pupils will increase in wisdom, through dialogue with others, by developing the skills to:

- Test ideas by comparing different interpretations, different ways of celebrating rites and different ways of life.
- Explain differences within and between religions and worldviews.
- Critically evaluate differences to arrive at wise judgements about disputed questions.

PROGRESSION:

The following list gives an indication of the ways in which these skills develop through the use of 'driver words and phrases' that are applied progressively as pupils move through the different age phases of the curriculum content:

- Recognise similarities and differences.
- Point out what is the same and what is different.
- Express a point of view or a preference.
- Listen to contrary viewpoints.
- Support a preference with reasons.
- Explain differences.
- Construct arguments.
- Weigh strengths and weaknesses.
- Arrive at justified conclusions.
- Recognise complexity with reference to different interpretations and historical context.

Judge



Year 7 Creation and Covenant

Areas of Engagement:

Key Questions:

- What do the different creation narratives teach us about God, human beings and the world?
- Why do scientists believe in God?
- How can we respond to the call to care for our common home?

CCC	YC	YCFK	DC
289	44,46,48	1,15,16	
283-284	42		
110-114 300-301 355-370 239		11	
283-284	41-43,45	11,16,42	
289			
285			
344			
299; 339-341; 2415-2418; 2451	57 288	17, 137	256-261
2402; 2415-2418, 2451	448	128	262-269

Hear (sources):

- The two Creation narratives (Genesis 1:1 – 2:4; 2:5-25)
- Relevant extracts from Laudato Si' 66-78
- John Paul II's letter to the Pontifical academy of Sciences

Believe (beliefs and matters of importance):

- That the two Creation accounts give different insights into the nature of God (creator and sustainer, transcendent and immanent), human beings (imago Dei) and the relationship of human beings to each other and the earth.
- Revisit the arguments around the claim that belief in creation is compatible with the scientific account of the beginnings of the universe and the theory of evolution.

- The two different authorial voices in these narratives (Priestly and Yahwist)
- The distinctiveness of these creation narratives when compared with other creation myths.

Celebrate (prayer and liturgy):

- The season of creation
- St Francis's Canticle of the Creatures and the solidarity of all creatures

Live (impact on life and culture):

- Catholic teaching on the goodness and beauty of the created world and the importance of stewardship in the context of Catholic Social Teaching
- The understanding of stewardship as a response to both the cry of the earth and the cry of the poor (LS 49)

Expected Outcomes

By the end of this unit of study, all pupils should be able to:

Understand

- Describe the differences between the two different creation narratives in Genesis 1 and 2
- Describe Catholic teachings about the nature of God as creator and of human beings as made in God's image and likeness
- Make relevant connections between the first creation account and doctrine of the goodness of the created world
- Make relevant connections between both creation accounts and the responsibility human beings have for the stewardship of the earth
- Describe Catholic teachings about stewardship, with reference to Laudato Si' 66-78



Discern

- Use the Genesis accounts to explain the Catholic teaching about the compatibility of the doctrine of creation and the scientific accounts of the origin of the universe and human beings
- Demonstrate an understanding of the fundamentalist rejection of the compatibility thesis
- Present arguments for and against the compatibility of creation and scientific accounts of the origins of human beings and the universe, arriving at judgements supported by an analysis of the strengths and weaknesses of the arguments.



Respond

In response to this unit of study, pupils will be invited to:

- Consider how the season of creation is a faithful Christian response to the demands of stewardship.
- In what ways they could respond to the call to care for our common home by participating in prayer and action associated with the season of creation (see <https://www.cbcew.org.uk/home/our-work/environment/season-of-creation/season-of-creation-background>)
- Reflect on their own response to the Catholic belief that the world is made by God and is good
- Reflect on the canticle of the creatures and reflect on its meaning for them.
- Consider how they could show solidarity with all creatures as a response to the canticle and the call to care for our common home.

Greater Depth

By the end of this unit of study, some pupils should be able to:

- Make relevant connections between the first creation account and the doctrines of God's transcendence and the doctrine of creatio ex nihilo
- Make relevant connections between the second creation account and the doctrine of God's immanence and the doctrine of imago Dei
- Explain the differences in the two creation accounts through reference to the two different authorial voices of the Priestly and Yahwist authors
- Demonstrate some understanding of the ways in which the creation accounts in Genesis were a response to competing ideas about the nature of the world as expressed in other creation myths of the time (see CCC 285)
- Explain what Pope Francis means when he speaks of stewardship as a response to "the cry of the earth and the cry of the poor"
- Explain the demands of stewardship within the context of Catholic Social Teaching.
- Use the Genesis accounts and John Paul II's letter to the Pontifical Academy of Sciences to explain the Catholic teaching about the compatibility of the doctrine of creation and the scientific accounts of the origin of the universe and human beings
- Critically evaluate the competing cosmologies found in the comparable creation myths from the time the Genesis accounts were written

Key Vocabulary:

Expected: creation, sustainer, transcendent, immanent, stewardship

Greater Depth: imago Dei, creatio ex nihilo, priestly, yahwist, ~~elohim~~

Possible links to the wider life of the school/local community:

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