

 The Statutory Inspection of Church in Wales Schools under Section 50 of the 2005 Education Act

**A Framework for Inspection of Church in Wales schools**

 Version 3

 June 2019

**1. Introduction**

This document sets out the expectations of the Church in Wales for the conduct statutory school inspections under Section 50 of the Education Act 2005. It incorporates changes in structure and emphasis that reflect current educational practice in schools and broader developments in school inspections.

In the Education Act 2005 (Section 50 in Wales) the governing body or foundation governors of Church in Wales schools are responsible in law for the appointment of a person to undertake the inspection of denominational education and collective worship in schools, which have a religious character.

The responsibility for the appointment of a Section 50 inspector rests with the governing body or foundation governors who are required to choose the inspector **after consultation with their respective Diocesan Board of Education (Section 50(2))** or Diocesan Director of Education

The Statutory Inspection of Church in Wales schools may be held following (normally within eight school weeks) the Estyn inspection or may be concurrent with the Estyn Section 28 inspection. Estyn makes available to the Church in Wales the names and dates of the relevant church school to be inspected by diocese, at the same time peer inspectors are informed. Estyn takes appropriate steps to ensure that such notifications are made on a confidential and secure basis, in line with its policy on information assurance.

Estyn has no statutory remit in respect of Section 50 inspections. The Church in Wales has an understanding with Estyn on the operational conduct of inspections and the advanced notice of scheduled inspections to Dioceses of the Church in Wales. This framework sets out the expectations for the conduct of the Statutory Inspection of Church in Wales Schools under Section 50 of the Education Act 2005. It is designed to be used as the basis for the external moderation of a school’s Section 50 referenced self-evaluation process.

The Church in Wales’ Framework for the Statutory Inspection of its schools under Section 50 of the Education Act 2005 was introduced, after approval by the Bench of Bishops. The framework is approved for use by all Church in Wales Dioceses and should be used for the inspection of all Church in Wales schools.

The purposes and procedures for Section 50 inspection are set out in this Framework and in the accompanying Evaluation Schedule.

The documents provide a process for evaluating the extent to which church schools aredistinctively and recognisably Christian institutions*.* This can be summarised as follows:

1. Distinctiveness must include a wholehearted commitment to putting faith and spiritual development at the heart of the curriculum.
2. The Christian ethos must permeate the whole educational experience.
3. The importance of clearly ascribed Christian values and their outworking in the life of schools is widely accepted but may need embedding.
4. High quality religious education and collective worship should continue to make major contributions to the church school’s Christian ethos.
5. Pupils should be enabled to engage seriously with and develop an understanding of the person and teachings of Jesus Christ.
6. Every child should be enabled to flourish in their potential as a child of God, as a sign and expression of the Kingdom. This is at the heart of the Church’s distinctive mission.

The framework sets out the four elements of the Section 50 inspection process:

**The main features of the Section 50 inspection**

This section identifies the principal objective of the inspection, which is to evaluate the distinctiveness and effectiveness of the school as a church school. Four key questions are set out which address the impact that a church school has on all the learners. This section also covers the purposes, principles, and code of practice for. the Statutory Inspection of Church in Wales schools

**The Inspection**

The focus of the inspection for a church school is identified. The recommended practice for carrying out the inspection and verifying the school’s self-evaluation processes is established. This section explains the importance of flexible and differentiated approaches to inspection in the context of self-evaluation. This context now includes evaluation of school performance data to evaluate a school’s achievement. The key purpose of any church school is to maximise the learning potential of every pupil within the love of God. Ground rules for inspection are set out and sources of evidence are identified.

**Judgements and Reporting**

This section is a guide to making effective evaluations and sound judgements in response to each of the key questions. These have remained the same in this framework, although the evaluation statements, supplementary guidance and explanations given in the grade descriptors have been altered to reflect the changing climate in church schools in relation to school improvement.

**The Section 50 Inspection Process**

The process covers the contractual procedures for the governing body of the school and the actions to be taken by the school, the diocese and the inspector.

**2. Gwella**

Gwella is the Church in Wales body which oversees the Section 50 inspection of Church in Wales schools. Its officers are:

 **Mrs Elizabeth Thomas –** Director of Education for the Church in Wales. Key liaison link with Estyn and Welsh Government.

Mrs Lisa Macrow– Gwella administrator.

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**Introduction**

In the Education Act 2005 (Section 50) the governing body or foundation governors of schools which have a religious character are held responsible in law for the appointment of a person to undertake the inspection of denominational education and collective worship. The governing body or foundation governors are, however, required to choose the inspector *after consultation* with their respective Diocesan Board of Education/Diocesan Director of Education (section 50(2)).

**The main features of Section 50 inspection**

**1. The purposes of Section 50 inspection are:**

* **to provide an evaluation of the distinctiveness and effectiveness of the church school for the governing body, the school, the parents, the diocese, the Provincial Education Office and the wider public**
* **to meet the requirements of Section 50 of the Education Act 2005 for schools which have a religious character**
* **to verify the judgements formed as a result of the school’s self-evaluation processes**
* **to make a significant contribution to improvement in Church schools.**

 Section 50 inspection focuses on the *effect* that the Christian character of the church school has on the *learner*. Schools will become effective by means of a variety of strategies, approaches and styles, which reflect their local context or church tradition. Inspectors should carefully diagnose how the impact that each church school has on the learner is achieved and how the learner’s personal and educational needs are being met. They will not apply a preconceived template of what a distinctive or effective church school should be like.

**2. The key principles for a Section 50 inspection are:**

* **to focus on learners**
* **to relate sensitively to the self-evaluation processes and context of the school**
* **to apply the highest possible standards of inspection practice**
* **to focus on the evaluation of distinctiveness and effectiveness**
* **to stimulate and evaluate improvement and affirm success.**

# 3. The relationship with the Estyn inspection

 Section 50 inspection reports will provide a different but complementary perspective on church schools in relation to Estyn and HMI findings.

# 4. Code of practice for Section 50 inspection

 Section 50 inspectors will always maintain the highest standards of professional practice. They will always seek to secure the full co-operation of everyone involved in the process, inspire confidence in the fairness and accuracy of judgements and make a valuable contribution to improvement. A full version of the Code of Practice for Section 50 Inspectors can be found in the Appendices at the end of this document.

**Inspectors are expected**:

* to carry out their work with integrity, treating all those they meet with courtesy and sensitivity
* to be aware of the relationships the school has with its local community, church/es and diocese
* to do all they can to minimise the pressure on those involved with the inspection in the school, giving priority to their best interests and well-being
* to respect the confidentiality of information about individuals and the work they do
* to maintain purposeful and formative dialogue with all those being inspected, and communicate judgements clearly and frankly
* to evaluate objectively, be impartial and have no previous connection with the school which could compromise their objectivity
* to report honestly and fairly, ensuring that judgements are accurate, reliable and based on secure and sufficient evidence.
* All inspectors must ensure they follow best practice for safeguarding children and are familiar with any updates from the Provincial Education Office, the Diocese or Welsh Government.
* Inspectors must:
* a) ensure that their DBS check and insurance cover is current
* b) understand the procedures for raising a safeguarding concern both within the school and through the Diocese
* c) not take any photographs of children during the inspections
* d) follow the school’s safeguarding policies

**5. The principal objective of self-evaluation and inspection**

**The principal objective of the inspection is to evaluate the distinctiveness and effectiveness of the school as a church school so to ensure that learners’ academic, personal and spiritual needs are being met.**

A church school’s self-evaluation processes verified by inspection, will seek to judge how well the school’s distinctive Christian character and values ensure the development and achievement of the *whole* child or young person.

Towards this objective, inspectors should seek answers to four key questions.

* **How well does the school, through its distinctive Christian character, meet the needs of all learners?**
* **What is the impact of collective worship on the school community?**
* **How effective is the Religious Education?** *(Only in VA schools -see section 6 below)*
* **How effective are the leadership and management of the school as a church school?**

The order of the key questions is not hierarchical. Togetherthey provide a basis for evaluation that meets the principal objective.

**The inspection will address each key question, using these evaluation statements as a guide.**

**How well does the school, through its distinctive Christian character, meet the needs of all learners?**

**Rationale:**

Pupils should be achieving their full potential in our church schools. Maximising learning is paramount. Learners have academic, personal and spiritual needs, all of which should be addressed in a loving environment where distinctively Christian values and teaching are encountered.

Inspectors must evaluate:

* how well the Christian character contributes to the academic achievement, personal development and wellbeing of all learners, regardless of their ability or background
* how effectively the Christian character supports the spiritual, moral, social and cultural (SMSC) development of all learners whether they are Christian, of other faiths, or of none
	+ how effectively the distinctively Christian character shapes the relationships between all members of the school community
	+ how well the Christian character promotes an understanding of contemporary Wales and respect for diverse communities
	+ the contribution of religious education to the Christian character of the school. Inspectors are asked to record their judgement on the report form for this aspect.

**What is the impact of collective worship on the school community?**

**Rationale:**

At the heart of the Christian faith is its lived-out expression in worship. In daily worship pupils and members of the school community will observe, encounter and be impacted by the living faith of Christians. The Church in Wales expression of that faith will reflect the parish or local church traditions and those of the world-wide Anglican communion. For each pupil and member of the community spiritual development will be fostered, together with positive attitudes towards the search for a faith to live by.

Inspectors must evaluate:

* the extent to which collective worship is distinctively Christian and central to the life of the school community
* how well collective worship enables the participants to develop an understanding of Jesus Christ and the Christian understanding of God as Father, Son and Holy Spirit
* how well collective worship sets the distinctive values of the school in their Christian context
* how well the community, learners and adults, values and engages with collective worship
* the extent to which collective worship is relevant to, and makes a difference to the lives of all members of the school community
* how well collective worship develops personal spirituality within the school community through a range of experiences
* how effectively the school community is involved in the planning, leadership and evaluation of collective worship
* the extent to which opportunities for prayer contribute to the spiritual development of the school community

**How effective is the religious education?**

 **Rationale**

At the heart of religious education (RE) are key beliefs which impact on the way of life of faithful people. For Christians, Jesus Christ, as the resurrected Son of God, is the example to follow. His teachings, from which derive Christian values and principles, are the root of the aims and expectations a church school lives by.

Inspectors must evaluate:

* the achievement of learners in RE
* the quality of teaching and learning in RE
* the effectiveness of the curriculum in RE and especially the teaching of Christianity and learning activities that reflect the cultural, linguistic and ethnic diversity of Wales and the school’s local context.
* The effectiveness of the leadership and management of RE

**How effective are the leadership and management of the school as a church school?**

**Rationale**

The living faith and clarity of vision of the school leaders are paramount in setting the example of policy and practice in the church school. Rooting the school in the Christian narrative enables a working environment where spirituality is central to the well-being of individuals and the community.

Inspectors must evaluate:

* the extent to which leaders articulate an explicit Christian vision that has impact on standards of achievement, the distinctively Christian character of the school and the well-being of the whole school community
* if the arrangements for RE and collective worship meet statutory requirements
* the extent to which school leaders secure the impact of this vision through evaluation processes and strategic planning
* how well leaders prepare for future leadership across church schools
* the effectiveness of partnerships with the church, the diocese and the wider community, including the parents and carers, including school to school working.

##### The Inspection

##### 6. The focus for Section 50 self-evaluation processes and inspection

The key questions address the **four** main areas of focus for self-evaluation and inspection in voluntary aided church schools and, normally, **three** in voluntary controlled schools.

* **Distinctive Christian character**
* **Collective worship**
* **Religious education** *(when inspected\*)*
* **Leadership and management**

Each area of focus identifies the areas of **evidence** upon which self-evaluation and inspection judgements are made.

\***Whilst the effectiveness of religious education is inspected by statute in voluntary aided schools, it is expected that the broader *impact* of religious education on the *character* of all church schools will be evaluated through the school’s self-evaluation processes and verified through Section 50 inspection in key question 1.**

**7. School Self-Evaluation processes -** *is the church school a reflective organisation?*

Inspectors will need as complete a picture as possible of how the school **sees itself** before inspection. This will usually be summarized in the school improvement plan and supporting evaluation documentation. This will assist the inspector to formulate hypotheses and plan specific areas of focus for the inspection. The school’s supporting documentation should indicate how well the school develops the *whole child or young person* by means of its Christian character, principles and values. In the case of RE in voluntary aided schools, inspectors will also evaluate the school’s judgement on standards and trends in attainment and achievement. O

Evidence on which the school’s judgements are based, may be drawn from a number of sources. These will include:

* feedback from learners, staff, parents, governors and others
* evaluation of collective worship and learning activities
* evaluation of learners’ work and achievement
* evaluation of statistical data and school performance information.

**8. Differentiation of inspection activity.**

The starting point for a Section 50 inspection is the school improvement plan and supporting evidence. This provides an account of the school’s improvement priorities. Inspectors should also take account of self-evaluation material specifically related to the school’s Christian character and the evaluation statements for the Section 50 Inspection framework.

As the inspector’s time in school is at a premium, an inspection strategy is required in which an early analysis of the school’s self-evaluation and improvement planning processes and performance will determine the focus, pattern and nature of inspection activities. The preparation of a Pre-Inspection Commentary (PIC) is essential to the planning and efficient conduct of the inspection.

Where the inspector perceives that the process of self-evaluation and improvement planning, in relation to the Christian character of the school as it meets the needs of learners, is secure the inspection will focus on verification of the findings. If it is clearly ineffective, the inspector will be required to secure sufficient evidence to make judgements and to assist the school in developing effective self-evaluation processes. In the case of developing self-evaluation processes, the quality of the evidence may be varied and/or lack depth. In this case a range of differentiated approaches will be appropriate.

Inspection is predicated on school improvement planning, self-evaluation processes and performance outcomes and is most effective when conducted with the active co-operation of the school. This means that evaluation and evidence can be reviewed *with* the school’s governors, teachers, leaders, learners, parents and other key stakeholders. The verification of some of the school’s findings on its effectiveness and impact will rest to a significant extent on the views of learners. Inspection will verify those findings and make an accurate judgement on the impact of the Church school on its learners.

Questions should be carefully formulated to form the basis of discussions with the key people involved in the church school; including learners, teachers, RE coordinators/subject leaders, school leaders, foundation governors, parishioners, clergy, chaplains and parents. All will have a valuable story to tell.

Policies plans and assertions, whether communicated orally or in writing, are not in themselves indicators of effectiveness. Inspectors will need to determine whether key events, such as acts of worship, are a regular and embedded feature of the school’s life and whether there is evidence of a genuine pattern of regular evaluation of their impact on the ethos of the school.

Church schools make up a highly diverse ‘family’ of institutions across nursery, primary and secondary phases. The Section 50 Framework seeks to evaluate the *impact* that these church schools have on all their learners’ academic and personal achievement. This is not achieved by description of the quality or style of provision alone.

The inspector will report progress on the issues identified in the previous Focus for Development under the appropriate key question/s.

**9. Evaluation of the school improvement plan and self-evaluation findings**

Inspectors should satisfy themselves that school improvement priorities are based on secure evidence and accurate evaluation processes by:

**Verifying school improvement targets and standards of achievement**

Inspectors will come to a view on the accuracy of school targets and the achievement of learners in collaboration with the school leadership and the evidence from data analysis and ESTYN/HMI reporting. The needs of all learners are considered in this judgement.

**Listening to learners.** Reflection on the views and experiences of the recipients of a church school education will be the most effective way of judging the distinctiveness and effectiveness of the school. Inspectors should take account of the views of learners expressed through school councils and pupil voice evidence.

Inspectors are encouraged to be familiar with ***Listening to Learners,*** available from Estyn:[www.estyn.gov.uk/publications/Listening\_to\_Learners\_July 2004.pdf](http://www.estyn.gov.uk/publications/Listening_to_Learners_July%202004.pdf)

**Discussion with staff, governors, clergy, parents and others,** to verify the self-evaluation findings on the Christian distinctiveness of the school as it impacts on learners.

**Observation of lessons and acts of worship**, in whole or in part. Where possible this should be undertaken in conjunction with members of the school leadership team.

**Evidence trails,** which pick up on examples of evidence supporting self-evaluation to diagnose what action, policy or habit, gave rise to it.

**Dialogue with the school leadership** during the inspection day(s) will ensure that leaders are aware of the picture which is emerging; this will enable school leaders to supply additional evidence where appropriate and prepares them for the final summary feedback.

 The Section 50 inspection involves arriving at a number of qualitative judgements which can be supported by quantitative information. This is a challenge that can only be met by a combination of appropriate experience and high-quality inspection skills. This type of judgement will be best secured by the triangulation of different types and sources of evidence and the use of professional judgement.

**10. Some ground rules for inspection:**

* take all relevant evidence into account when making judgements
* ensure that evidence is sufficient before arriving at a conclusive judgement
* probe deeper where there is concern or uncertainty about evidence
* provide evidence for judgements on all the Key Questions
* check the school’s assertions or policies against evidence of their impact.

**Judgements and Reporting**

**11. Making judgements**

**In making and reporting judgements inspectors should provide answers to the key questions.**

These answers will underpin the evaluation of the overall distinctiveness and effectiveness of a church school in meeting the needs of learners and meeting the statutory requirements for Section 50 inspection. The evidence to meet them will be drawn from the areas of focus as summarised in the school’s self-evaluation process. The report will contain **one** overarching summary judgement on how distinctive and effective the school is as a church school. This will be based on the ratings given on the **Section 50 Judgement Record (GJR)** (see appendices).

This should be a carefully balanced evaluation of all the evidence available from across the inspection. Each contribution needs to be weighed according to its importance; an overall judgement should not be arrived at by a simple aggregation of ratings. Inspectors should record whether the school meets the statutory requirements for collective worship and RE (where inspected under Section 50).

The main judgements will be rated on the scale 1-4. The summary judgement will be in written form but reflect the overall ratings given for the main judgements. This will facilitate the generation of the overall judgement on the church school. The reports will provide valuable information from all schools inspected **so that best practice and trends for improvement can be identified**

Inspectors should use the Section 50 inspection grade descriptors available in the Evaluation Schedule which accompanies this framework.

|  |  |
| --- | --- |
| **1** | Excellent |
| **2** | **Good**  |
| **3** | **Adequate**  |
| **4** | **Unsatisfactory** |

For example:

|  |  |
| --- | --- |
| Judgement | **1-4** |
| How well does the school, through its distinctive Christian character, meet the needs of all learners? | 1 |
| **What is the impact of collective worship on the school community?** | 2 |
| **How effective is the religious education?** | 3 |
| **How effective are the leadership and management of the school as a church school?** | 2 |

A record will also be made of adherence to the statutory requirements for collective worship and RE (when inspected):

|  |  |
| --- | --- |
| **The school meets the statutory requirement for collective acts of worship** | **Y** |
| **The school meets the statutory requirement for religious education**  | **Y** |

It is essential to the Section 50 inspection process that inspectors underpin their inspection with a reliable evidence base in which they record their evaluation and related evidence. Forms which may be used to record evidence can be found in the appendices at the end of this document.

#### **12. Writing the report**

The audience for Section 50 inspection reports includes parents, school governors, parishioners and church members, and the wider public, as well as headteachers and other education professionals. Therefore, this framework for inspection and its inspection training programmes are designed to assist inspectors to produce accessible, succinct and evaluative reports.

Each key question will require a judgement followed by a *succinct* evaluation and at least *one* example of underpinning evidence. The evaluation statements are likely to be a rich source of such examples, but the report should not attempt to answer each one in turn but draw on them as required to justify judgements.

THE FINAL INSPECTION REPORT SHOULD BE IN A4 FORMAT IN 11PT ARIEL FONT AND FOLLOW THE PROFORMA IN THE APPENDIX (P26-27).

One copy of the completed Section 50 inspection report (after being quality assured by a Section 50 appointed critical reader) is sent to the school for distribution, and another copy, along with the GJR, should be sent electronically to the Diocesan Director of Education of the diocese where the school is located and a third sent to the Gwella Administrator at the Provincial Education Office. At present, schools are responsible for the payment of inspectors, which they can reclaim from Welsh Government.

#### **13. The Summary Judgement**

###### How distinctive and effective is the school as a Church in Wales school?

The main report will open with a **statement** that sets out the inspector’s overall judgement on the school’s distinctiveness and effectiveness using the Section 50 inspection grading. In reaching this judgement, the inspector must consider the impact of the school’s Christian character on meeting the needs of learners as priority and consider the evidence provided under each key question.

14. Reporting on the admissions policy of the school

Where any *significant* concerns arise in relation to a school’s admissions policy they should be addressed under the evaluation statement: ‘*the effectiveness of partnerships with the church and the local community, the diocese, the wider community including the parents and carers*’ as an element of the key question on leadership and management. Inspectors should **not** make any judgement on admissions arrangements which are already in accordance with the legal framework under which the school is governed.

**THE SECTION 50 INSPECTION PROCESS**

16. Contractual procedures for s Section 50 inspection under the Education Act 2005.

It is the responsibility of the governing body of all voluntary and foundation schools to ensure that a denominational inspection is carried out whenever an Estyn inspection takes place. The law states that in voluntary aided schools the whole governing body selects the inspector, while in controlled and foundation schools it is the responsibility of the foundation governors alone.

In each case the choice must be made after consultation with the Diocesan Board of Education/Diocesan Director of Education (Section 50(2)). It is expected that the inspector is chosen from the Provincial Education Office approved list of Section 50 inspectors and has current Section 50 inspector accreditation. In practice, the Diocesan Director of Education will usually have identified a suitable inspector in advance which enables the Section 50 inspection to take place concurrently with or as soon as possible after, the Estyn inspection.

Inspectors appointed to conduct Section 50 inspections must have had no contact with the school which might compromise their objectivity. This includes completing the previous Section 50 inspection or having worked as a consultant for the school.

A model contract can be found in the appendices at the end of this document.

In some instances, the governors may wish the inspector to widen the scope of the inspection or to spend more time in the school than would normally be the case. If that happens, and an increase is agreed in the inspector’s fee, then the inspector will claim the normal grant available through the school and any additional fee should be paid to the inspector by the governing body.

For each inspection the inspector will be paid according to the Welsh Government’s Section 50 grant rate in force at the time.

Schools should refer to their diocese for further guidance on the timetable of the inspection process.

 **Section 50 Inspection Updates**

The Section 50 framework for inspection of Church in Wales schools will be updated in the light of inspection experience and any changes to statutory regulations that may occur from time to time. Regular *Section 50 Inspection Updates* will identify any official changes that inspectors will be required, by the Church in Wales, to make to Section 50 inspection procedures.

 Section 50 Inspection

APPENDICES

# EglwysChurchLogo

# Model contract for the Statutory Inspection of Church in Wales Schools under Section 50 of the 2005 Education Act

I, ……………………………………………………… (name of inspector)

agree to:

1. conduct a Statutory Inspection of ………………………………. …………………… (school) under Section 50 of the Education Act 2005

between ……………………………… and ……………….. (dates) in accordance with procedures set out in *The Section 50 Inspection of Church in Wales Schools Framework 2019;*

1. to adhere to the Code of Conduct set out in *The Section 50 Inspection of Church in Wales Schools Framework 2019;*
2. to notify the governing body and obtain their approval of the name of any colleague who will be involved in the inspection process;
3. to provide an Inspection Report to the governing body within thirty working days of the commencement of the inspection;
4. to perform such other duties as the conduct of an inspection carried out in accordance with *Section 50 Inspection of Church in Wales Schools Framework 2019*may require.
5. Claim the statutory fee applicable from Welsh Government upon delivery of the report to the governing body.

**The governing body of the above school agrees:**

1. to permit the Inspector to have access to the school and to appropriate staff, learners, members of the governing body and other stakeholders;
2. to provide the Inspector with a copy of the current School Improvement Plan and other documentation as required;
3. to publish the Section 50 report on the school’s website alongside its Estyn report
4. to permit the publication of the report on the Church in Wales website.
5. To make the appropriate payment to the inspector, according to Welsh Government and Church in Wales rates.

Signed ……………………………………….. Date ………………………………

(Inspector)

Signed ……………………………………….. Date ………………………………

(Chair of Governing Body)

****

 Section 50 Inspection of Church in Wales Schools

**Pre-Inspection Commentary (PIC)**

|  |  |
| --- | --- |
| **School:**  |  |
| **Date of inspection:**  |  |
| **Inspector:**  |  |

**Introduction**

The *Pre-Inspection Commentary (PIC)* is a summary of the inspector’s pre-inspection evaluation, drawing on the evidence available at that time, and provided for discussion with the school. It identifies the main focus for the inspection and the particular issues that will be explored during the inspection before coming to conclusions about the four key questions in the Section 50 framework for inspection. It will form the basis for discussion with the school’s senior leaders during the inspection.

*Key Question 1* **How well does the school, through its distinctive Christian character, meet the needs of all learners?**

***Summary analysis***

***Hypothesis***

***Issues to explore during the inspection***

*Key Question 2* **What is the impact of collective worship on the school community?**

***Summary analysis***

***Hypothesis***

***Issues to explore during the inspection***

*Key Question 3* **How effective is religious education?**

***Summary analysis***

***Hypothesis***

***Issues to explore during the inspection***

*Key Question 4* **How effective are the leadership and management of the school as a church school?**

***Summary analysis***

***Hypothesis***

***Issues to explore during the inspection***

**Main focus for the inspection**

|  |
| --- |
|  |



 Section 50 Inspector’s Monitoring Sheet

The **Inspector’s Monitoring Sheet** is designed as a working document to assist the inspection process. Included are the Key Questions and the supplementary questions, which relate to the Section 50 Evaluation Schedule. It may be used as a notebook for inspections and for training purposes.

*How distinctive and effective is the school as a Church in Wales School?*

**How well does the school, through its distinctive Christian character, meet the needs of all learners?**

1. How well the Christian character contributes to the academic achievement, personal development and well-being of all learners, regardless of their ability or background.
2. How effectively the Christian character supports the spiritual, moral, social and cultural development of all learners whether they are Christian, of other faiths or of none.
3. How effectively the distinctively Christian character shapes the relationships between all members of the school community.
4. How well the Christian character promotes the Christian heritage of Wales, as well as an understanding of and respect for diverse communities.
5. The contribution of RE to the Christian character of the school.  **Grade**

 **Overall Grade**

*Comment:*

**What is the impact of collective worship on the school community?**

1. The extent to which collective worship is distinctively Christian and central to the life of the school community.
2. How well collective worship enables all participants to develop an understanding of Jesus Christ and of the Christian understanding of God as Father, Son and Holy Spirit.
3. How well collective worship sets the distinctive values of the school in their Christian context.
4. How well the school community, learners and adults, values and engages with collective worship.
5. The extent to which collective worship is relevant to, and makes a difference to the lives of all members of the school community.
6. How well collective worship develops personal spirituality within the school community through a range of experiences.
7. How effectively the school community is involved in the planning, leadership and evaluation of collective worship.
8. The extent to which opportunities for prayer contribute to the spiritual development of members of the school community.
9. The extent to which worship highlights the Christian heritage of Wales

 **Overall Grade**

###### Comment:

**How effective is Religious Education?**

1. The achievement of learners in RE.
2. The quality of teaching and learning in RE
3. The effectiveness of the curriculum in RE and especially the teaching of Christianity
4. The effectiveness of the leadership and management of RE.

 Overall Grade

##### *Comment:*

**How effective are the leadership and management of the school as a church school?**

# The extent to which leaders articulate an explicit Christian vision that has an impact on

* 1. Standards of achievement
	2. The distinctively Christian character of the school
	3. The well-being of the whole school community

## If arrangements for RE and collective worship meet statutory requirements.

1. The extent to which school leaders secure the impact of this vision through evaluation and strategic planning.

###### How well leaders prepare for future leadership across church schools.

## The effectiveness of partnerships with the local church, diocese, other Christian denominations, and the wider international and local community, including parents and carers.

###  Overall Grade

 *Comment*

 Section 50 Inspector’s Evidence Form

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Inspector’s PSNIN |  | Inspection date: |  | Form no: |  |
| School name |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Inspection activity | Pupil grouping | Teacher’s status (RE)  | Accreditation | Other adults present |
| Worship |  | Mixed ability |  | QTS |  | GCSE full |  | Support teacher |  |
| RE lesson |  | Set |  | NQT |  | GCSE short |  | TA |  |
| Work analysis |  | Whole year |  | Unqualified |  | GCE AS |  | Clergy |  |
| Discussion |  | Key Stage |  | TA |  | GCE A2 |  | Other |  |
| Other |  | Other |  | Other |  | None |  | SLT |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| RE and CW: Year group(s) |  | RE lesson: number present |  | Collective worship: no present |  |

|  |  |
| --- | --- |
| Focus for the activity (from PIC) | Context of the activity (e.g. lesson aims and objectives; participants) |
| Evaluation, with evidence |
| Summary  |
| *If there is sufficient evidence, use these boxes to give indicative grades for the four key questions.* |
| How well does the school, through its distinctive Christian character, meet the needs of all learners? |  | What is the impact of collective worship on the school community? |  | How effective is religious education? |  | How effective are the leadership and management of the school, as a church school? |  |  |
|  |  |  |  |
|  |  |  |  |

##### EglwysChurchLogo

#####  Section 50 Inspection of Church in Wales Schools Report Proforma

|  |
| --- |
| **[Full name of school]** [Address] [Address] [Address][Post code]**Diocese:** Local authority: Dates of inspection: Date of last inspection: School’s unique reference number: Headteacher: Inspector’s name and number:  |
| School context[All boxes from here onward should be in Ariel 11pt text and left justified. Delete all material noted by [ ] and replace by text. Expand the boxes as required. All judgements must be given as one of excellent/good/adequate/unsatisfactory.][The context section should contain only the most significant information, as indicated in the writing guidance. It should be no longer than 70 words.] |
| **The distinctiveness and effectiveness of [name of school] as a Church in Wales school are [judgement]**[Brief commentary, up to 70 words, explaining the most significant reasons behind the judgement. This is ***not*** a summary of the other sections and should have a whole-school focus.] |
| Established strengths |
| Focus for development |
| **The school, through its distinctive Christian character, is [judgement] at meeting the needs of all learners****The contribution of Religious Education to the Christian Character of the school is [judgement]**[Text to explain and illustrate the judgement] |
| **The impact of collective worship on the school community is [judgement]**[Text to explain and illustrate the judgement] |
| The effectiveness of the religious education is [judgement][Text to explain and illustrate the judgement, where denominational RE is reported][This key question is only answered in Voluntary Aided schools (or in any other Anglican school with a religious character which provides denominational religious education for some or all its pupils). In Voluntary Controlled, the impact of non-denominational RE should be covered as part of the evaluation of Key Questions 1 and 4, and this box and heading should be deleted from the table.] |
| **The effectiveness of the leadership and management of the school as a church school is [judgement]**[Text to explain and illustrate the judgement] |
| **The school meets the statutory requirement for collective acts of worship** | **Y/N** |
| **The school meets the statutory requirement for religious education (where inspected)** | **Y/N** |

##### EglwysChurchLogo

 Section 50 Inspection Judgement Recording Form (GJR)

*This form is to be returned (with a copy of the inspection report) to the Diocesan Director of Education and the Gwella Administrator (lisamacrow@churchinwales.org.uk)*

Name of school: School Number:

Address of School: Date of inspection:

Inspector’s Number:

Type of Church school:

Number of pupils:

Phase of education:

Has Diocesan Quality Assurance been obtained for this report?

Name of Critical Reader:

**Rating 1-4**

|  |  |
| --- | --- |
| How distinctive and effective is the school as a Church school? |  |

|  |  |
| --- | --- |
| **How well does the school, through its distinctive Christian character, meet the needs of all learners?****How well does religious education contribute to the Christian character of the school ?** |  |
| What is the impact of collective worship on the school community? |  |
| How effective is the religious education? |  |
| How effective are the leadership and management of the school, as a church school? |  |
| The school meets the statutory requirement for collective acts of worship | **Y/N** |
| The school meets the statutory requirement for religious education \* | **Y/N** |

*\* Voluntary Aided Schools (delete as appropriate)*

**Church in Wales Schools A QUESTIONNAIRE FOR PARENTS Section 50 Inspection**

Dear Parent or Guardian,

As Ysgol X is a Church school, part of the inspection process is carried out by an inspector on behalf of the Church in Wales. I would therefore be most grateful if you could complete the following form and return it to the school by **…….**

With my thanks,

*………………………………. (Section 50 Inspector)*

**YSGOL X: A Church in Wales Voluntary Aided/Controlled Primary School**

1. Are you aware that this is a Church school? 🞎 Yes 🞎 No

2. Do you believe that the school is a place which is

 built upon clear Christian values? 🞎 Yes 🞎 No

3. This is a Church School, that is a school with a Christian character.

 Was this fact important when you were choosing a school for

 your child / children? 🞎 Yes 🞎 No

*\* For questions 4-11 please circle the number you feel to be the most appropriate.*

 **Strongly Agree Neither Disagree Strongly**

 **Agree Disagree**

4. The school has a distinctive Christian character 1 2 3 4 5

5. The school’s distinctive Christian character 1 2 3 4 5

 makes a significant contribution to pupils’ education.

6. Pupils find collective worship a valuable 1 2 3 4 5

 experience.

7. The school has effective links with the 1 2 3 4 5

 local church and other faith communities.

8. The school keeps parents well informed about 1 2 3 4 5

 the work pupils do in Religious Education

9 The school encourages pupils to care for themselves.1 2 3 4 5

10. The school encourages pupils to care for

 God’s Creation (the environment) 1 2 3 4 5

10. The school encourages pupils to consider people

 in other countries, to understand their views and

 how they can assist them when help is needed. 1 2 3 4 5

11. The school plays an active part in the local community1 2 3 4 5

12. Any other comments.

*Arolwg o dan Adran 50 o Ddeddf Addysg 2005 - Report under Section 50 of the Education Act 2005*

**Holiadur Rhieni - *Parents’ Questionnaire***

*Arolwg o dan Adran 50 o Ddeddf Addysg 2005 - Report under Section 50 of the Education Act 2005*

 **Yr oedd …. ymateb - *There were …. responses***

|  |  |  |  |
| --- | --- | --- | --- |
|  | **YDWYF** | **NAC YDWYF** |  |
| A ydych chi’n ymwybodol mai Ysgol Eglwys yw hon? |  |  | *Are you aware that this is a Church school?* |
| A ydych o’r farn fod yr ysgol yn sefydliad syddwedi ei adeiladu ar sylfaen Gristnogol glir? |  |  | *Do you believe that the school is a place which is built upon clear Christian values?* |
| Ysgol Eglwys, sef ysgol gyda chymeriad Cristnogol, yw hon. A oedd y ffaith yma yn bwysig wrth i chi dewis ysgol i’ch plentyn / plant? |  |  | *This is a Church School, that is a school with a Christian character. Was this fact important when you were choosing a school for your child / children?* |
|  | **Cytuno’n llwyr** | **Cytuno** | **Y naill na’r****llall** | **Anghytuno** | **Anghytuno’n****llwyr** |  |
| Mae cymeriad Cristnogol nodedig yn perthyn i’r ysgol |  |  |  |  |  | *The school has a distinctive Christian character* |
| Mae cymeriad Cristnogol nodedig yn gwneud cyfraniad awyddocaol i addysg y disgyblion. |  |  |  |  |  | *The school’s distinctive Christian character makes a significant contribution to pupils’ education.* |
| Ym marn y disgyblion, mae’r addoli ar y cyd yn brofiad gwerthfawr |  |  |  |  |  | *Pupils find collective worship a valuable experience* |
| Mae gan yr ysgol gysylltiadau effeithiol â’r eglwys leol a chymunedau ffydd eraill. |  |  |  |  |  | *The school has effective links with the local church and other faith communities.* |
| Mae’r ysgol yn hysbysu’r rhieni yn dda am y gwaith a wna’r disgyblon mewn Addysg Grefyddol |  |  |  |  |  | *The school keeps parents well informed about the work pupils do in Religious Education* |
| Mae’r ysgol yn hybu’r disgyblion i ofalu am Greadigaeth Duw (yr amgylchfed), yn ogystal â’n nhw eu hunain. |  |  |  |  |  | *The school encourages pupils to care for God’s Creation (the environment), as well as for themselves.* |
| Mae’r ysgol yn hybu’r disgyblion i ystyried pobl mewn gwledydd eraill, a sut fedran nhw eu cynorthwyo pan bo angen. |  |  |  |  |  | *The school encourages pupils to consider people in other countries, and how they can help assist them, when help is required.* |
| Mae gan yr ysgol gysylltiadau effeithiol â’r gymuned leol. |  |  |  |  |  | *The school ensures links are made with the local community.* |
|  | ***Strongly******Agree*** | ***Agree*** | ***Neither*** | ***Disagree*** | ***Strongly******Disagree*** |  |

**Appendix 9 Welsh Government Department for Education and Skills FORM DRE 1**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Revised September 2013)

APPLICATION FOR GRANT FOR THE INSPECTION OF DENOMINATIONAL RELIGIOUS EDUCATION (DRE) CARRIED OUT UNDER SECTION 50 OF THE 2005 EDUCATION ACT

**All shaded sections on this form should be completed and the form signed by the school governors** to claim grant in respect of the inspection of denominational religious education which has been carried out under section 50 of the School Inspections Act 2005. The completed form should be sent with proof of actual expenditure together with a copy of the denominational Inspection report to The Welsh Government Department for Education and Skills, Schools Performance Division, Cathays Park, Cardiff. CF10 3NQ

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Academic Yea |  | Copy of report attached Tick Box |  |  |  | Proof of expenditure Attached (invoice) Tick Box |  |  |

**PART A: SCHOOL DETAILSPART B: PERIOD OF INSPECTION**

|  |
| --- |
| Local Education Authority ................................................................[unless self-governing (grant-maintained) school)Name of School .............................................................................Welsh Government Department for Education and Skills School Number ......................./................................Address of School .....................................................................................…………………………………………………………………………..………………………………………………………………………………….. Tel. No ……………………………………………………….. |

**PART B: PERIOD OF INSPECTION**

|  |
| --- |
| Dates of main inspection arranged by Estyn: from ................................... to ...........................Dates of denominational inspection from ................................... to ...........................Arranged by governorsGovernors should note that grant will not be paid if the denominational inspection has not taken place within the same academic year as the main inspection arranged by Estyn. In cases where same-year inspection has not been possible the governors should give reasons. |

**PART C: AMOUNT OF GRANT BEING CLAIMED**

|  |
| --- |
| For schools (Voluntary Aided, special agreement schools and GM schools which were formerly voluntary) which provide denominational RE and a denominational daily act of collective worship, a grant is payable, (to cover the actual costs incurred) up to a maximum of £450 (exclusive of VAT) in respect of a primary school and £900 (exclusive of VAT) for a secondary school. Even if such schools use an Agreed Syllabus, but are not required to by their Trust Deed, the provision is to be Inspected under section 50. In Voluntary Controlled schools, which are required by law to teach RE in accordance with an Agreed Syllabus, except where parents opt for denominational provision, and which provide a denominational act of worship, a grant of up to £350 is payable exclusive of VAT.The total amount of grant being claimed is ................................ plus £ ............................. in respect of VAT\*.\* VAT will only be reimbursed when this is payable by the school. |

**PART D: CERTIFICATION**

|  |
| --- |
| On behalf of the Governors, I certify that to the best of my knowledge the entries on this form are correct and that the expenditure in respect of which this claim has been incurred by the Governors.Signature of Governor ……………………………… Name (in Block Capitals) ……………………………… Date …………………………... |

**IT WOULD BE HELPFUL IF THE CLAIM COULD BE SUBMITTED WITHIN THE FINANCIAL YEAR DURING WHICH THE INSPECTION OF DENOMINATIONAL RELIGIOUS EDUCATION TOOK PLACE.**