

SELF-EVALUATION IN RELIGIOUS EDUCATION: A TOOLKIT FOR SUBJECT LEADERS

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Foreword

'The authors are grateful to HMI Barbara Wintersgill for her helpful comments in the writing of this self-evaluation toolkit.'

Endorsements

I am delighted to commend this document as a tool for SACREs to use when monitoring the quality and provision of religious education in their schools. It will be enormously helpful and NASACRE will encourage its use.

Jane Brooke

Chair, National Association of SACREs

The growing emphasis on self-evaluation in the inspection and monitoring process has been welcomed by many as being professionally appropriate. The one down-side is the additional responsibility and workload it places on already overstretched subject leaders and advisers. This Toolkit has been designed to provide a firm basis for self-evaluation and so to help strengthen good RE classroom practice. I strongly commend its use.

John Gay

Director, Culham Institute

This Toolkit provides an invaluable tool for teachers themselves to evaluate their school's development of RE and the progress pupils make in it. The document is not only a means of helping to secure continued improvements and higher standards for pupils, but also equips schools for the new era of self evaluation and inspection that we are entering. It has been produced by people with an outstanding track record of supporting teachers in their everyday work.

John Keast

RE Consultant and former manager for RE at QCA

The publication of this toolkit is a good example of how professional organisations can collaborate effectively at a national level. AREIAC's expertise in authoring the document with funding support from the Culham Institute and REonline means all those working in RE – and likely to be involved in the new inspection arrangements – can have free access to the toolkit at the earliest opportunity via the Internet.

Tony Parfitt

The Culham Institute and REonline

This excellent toolkit has the potential to help RE subject leaders become more effective middle managers. With support from senior managers allowing the toolkit to be used well, it will allow subject leaders to reflect on both the delivery of the RE curriculum itself, and on the contribution the subject makes to whole school improvement. The toolkit will remind all involved in the delivery of RE that they already have much of the evidence necessary, but they must follow the instruction to evaluate rather than simply to describe their work if the process is to be successful.

Deborah Weston

Chair, Professional Council for Religious Education

How to use the Toolkit

This document will help all RE professionals to build on the developments of the past few years. It can be used by subject leaders, and by advisers working with them, to help them make a thorough and systematic assessment of RE in their schools and to diagnose next steps for teaching and learning.

The gathering and analysis of evidence, and the record of actions taken to promote further improvement, will demonstrate that RE leaders are contributing to their own continuing professional development in terms of effective subject management.

The document will also help subject leaders to identify to pupils, colleagues, parents and governors the uniquely valuable contribution good RE can make to the educational experience of children and young people.

This Toolkit begins with a self-evaluation form for subject leaders which may look a bit daunting at first. RE subject leaders are advised to complete this section by looking at (i) the relevant example of completed form for a primary or secondary school, and (ii) the ideas from the tables in Section 8.

The large amount of information in the tables is to help subject leaders gather the right sort of evidence, but is not to be treated as a checklist of everything they should have. It is most important that subject leaders *engage* with the evidence that already exists in their school, rather than trying to build up a huge folder of additional material. It is better, for example, to highlight aspects of current schemes of work which illustrate opportunities for spiritual development than to gather a separate bank of examples.

Finally, on behalf of all AREIAC members and myself, I would like to express sincere thanks to Dave Francis, whose idea this was initially and who has been responsible for seeing it through to publication in this useful toolkit format. We would also like to thank Julie Grove for her work in editing the final document.

Sarah Smalley
Chair, Association of RE Inspectors, Advisers and Consultants (AREIAC)

1. Introduction

- 1.1** This document is for the religious education (RE) subject leader in all English schools where a locally agreed syllabus for RE is followed. Its main purpose is to provide guidance on finding out how well pupils are doing in RE. The document focuses on the quality of teaching pupils receive and the opportunities they are given to develop spiritually, morally, socially and culturally. This document is designed to help teachers evaluate their own practice and demonstrate that pupils are challenged in RE in ways that develop their thinking and their character.
- 1.2** The new Ofsted inspection framework emphasises schools' own procedures for self-evaluation¹, so this document focuses on the role that subject leaders play in ensuring that RE adds successfully to a young person's educational experience. The proposals for short-notice, light-touch inspections², mean that there will be much less observation of lessons and more attention on the school's own self-evaluation procedures.
- 1.3** In this new climate of self-evaluation, subject leaders will have a responsibility to provide evidence to senior managers in the school which shows the impact of the subject on pupils' knowledge, skills and understanding. This evidence will contribute to the school's self-evaluation form (SEF).
- 1.4** Although the new inspections will not necessarily focus on particular subjects, some schools may still receive a subject-focused HMI-led survey. This includes RE:

Schools will be required, as now, to self-assess the extent to which they meet all statutory requirements, including the provision of RE and collective worship.

¹ See *A New Relationship with Schools*, 2004, Ofsted, PP/D16/(5585)/0604/22.

² Subject to parliamentary scrutiny and approval.

*The quality of RE provision, as in other subjects of the curriculum, will be assessed through subject-focused surveys.*³

These subject-focused surveys will result in judgements about the achievements and standards being reached by pupils, the quality of subject provision and the quality of leadership and management of the subject.

- 1.5** This document will help schools with the range of possible requirements for self-evaluation. It will help to promote the good things happening in RE and to identify, and demonstrate awareness of, possible weaknesses. It will help draw the attention of senior managers, governors and parents to strengths in teaching and learning in RE. Where there are weaknesses these may be identified for action on the school and subject improvement plans. The self-evaluation process should provide support and extra momentum for RE development.
- 1.6** This document will also enable subject leaders to respond to any requests from the local authority (LA)'s Standing Advisory Council on RE (SACRE) for information on standards in RE.
- 1.7** The tables in Section 7 below provide examples of evidence which may be compiled to demonstrate the effectiveness of RE in the school. Subject leaders may thus develop a portfolio of evidence which could be used to prepare for a presentation about RE provision for parents, governors or SACRE. This portfolio will also provide a useful basis for the subject leader's own professional development.
- 1.8** These materials will provide a measure of reassurance in highlighting strengths already in place; some pointers as to what priorities for development should be; and a little inspiration to reach for overall excellence in RE.

³ *A New Relationship with Schools*, p.16.

2. The Self-Evaluation Form

What is the purpose of this form?

- The purpose of this form is chiefly to support school self-evaluation and is addressed to leaders of RE. *A New Relationship With Schools* (DfES/OFSTED 2004) emphasises the importance of schools becoming effective learning institutions with rigorous self-evaluation. To this end schools will need a range of evaluation tools to enable this to become a reality, where it is not already indeed the case. This form allows subject leaders to record the outcomes from the self-evaluation process. This information could then be circulated to school senior managers, SACREs and Local Authority or Diocesan Advisers.

How to complete the form

- Be evaluative, rather than descriptive, and focus primarily on impact and outcomes for pupils.
- Include references to where the evidence for your self-evaluation can be found, e.g. "excellent boys' results in GCSE RS (report to governors)"; "effective use of NLS in RE both at KS1 and KS2, including extended writing (pupils' books & report to governors)". In most cases this is not about assembling more paper work, but *engaging with existing documents*, such as the locally agreed syllabus, published schemes of work, the school improvement plan, etc.
- For ideas on what to put in each box there are two places to look for help in this Toolkit:
 - i) the examples of completed forms from a primary school and a secondary school, and
 - ii) the lists of 'Evidence for Success in RE' given in Section 8.

- Be very brief (for example, use bullet points or note form) and point to, but do not include, information or data which can be found elsewhere, e.g. "main priority: improve monitoring and evaluation in RE (Subject Improvement Plan [SIP])".
- Please place an X against the grade which most accurately reflects your judgement of overall quality in response to the questions.

It is suggested that the grades used should be the same as those which are required on the OFSTED Self-Evaluation Form (SEF), that is:

Grade 1: Outstanding
Grade 2: Good
Grade 3: Satisfactory
Grade 4: Inadequate

- Refer, where relevant, to specific stages in the school, for example the sixth form in secondary schools or Foundation Stage in first or primary schools.
- The numbered questions correlate to the numbers on the school SEF.

N.B. You will need to download the RTF version of the form to fill in your own replies. This is available online at <http://www.betterre.org.uk/toolkit/> All spaces in the downloaded form will expand. To enter your answers in each box, double-click on the 'xx' and begin typing. Press 'Enter' to start each new bullet point.

DON'T FORGET TO ADD THE NAME OF YOUR SCHOOL IN HEADING 1!

2.1 Blank Form for All Phases (following pages)

RELIGIOUS EDUCATION SELF EVALUATION

1. CHARACTERISTICS OF RELIGIOUS EDUCATION IN [*name of*] SCHOOL, [*name of*] LOCAL AUTHORITY

1a,b. What are the characteristics of religious education in your school?

- attainment on entry/over the first few weeks;
- distinctive aims of RE within the school;
- compliance with statutory requirements in all key stages;
- parents informed in prospectus of their right to withdraw their children from RE.

- xx

1c,d. Please outline any issues that act as aids or barriers to raising performance, for example:

- staffing and training;
- particularly important facts in your recent history, such as change in leadership at all levels.

- xx

1e. What are the main priorities in your subject improvement plan?

- xx

2. THE VIEWS OF PUPILS, PARENTS/CARERS AND OTHER STAKEHOLDERS

2a. How do you gather the views of learners, parents/carers and other stakeholders?

- xx

2b. What do these views tell you about the learners' standards and quality of provision of RE?

- xx

2c. How are collated findings shared with pupils, parents/carers and other stakeholders?

- xx

2d. Can you give examples of action you have taken based on the views gathered and an evaluation of its impact?

- xx

3. HOW WELL DO LEARNERS ACHIEVE IN RELIGIOUS EDUCATION?

3a. What are learners' achievement and standards in their work?

- the **standards** learners reach as indicated by their test and examination **results** (where appropriate), taking account of: any significant variations between groups of learners, subjects, courses and key stages; trends over time; comparisons with other schools; whether learners reach challenging targets;
- the **standards** of learners' **current work** in relation to their targets (noting any significant differences between current work and recent results);
- learners' **progress** relative to their starting points and capabilities, with any significant variations between groups of learners (**making clear whether there are any groups that are underachieving and could be doing better**).

- xx

3b. Where relevant, how well do learners achieve in the sixth form?

- xx

3c. On the basis of your evaluation, what are your key priorities for development?

- xx

3. Grade Please enter X to indicate your judgement

		Outstanding	Good	Satisfactory	Inadequate
Learners' achievement and standards in their work	Overall				
	Sixth form (as appropriate)				

4. PERSONAL DEVELOPMENT AND WELL BEING

How good is Religious Education's contribution to the personal development and well-being of the learners?

4a,b,c. How much do learners enjoy religious education?

- take account of learners' attitudes, behaviour and attendance;
- learners' spiritual, moral, social and cultural development;
- learners' confidence in participating in RE activities.

- xx

4d,e. How well do learners make a positive contribution to the community?

- growing understanding of their rights and responsibilities, and those of others;
- how well learners express their views and contribute to communal activities;
- how well learners develop skills and personal qualities.

- xx

4f. What are your key priorities for development?

- xx

4. Grade Please enter X to indicate your judgement

		Outstanding	Good	Satisfactory	Inadequate
Learners' personal development and well-being in Religious Education	Overall				
	Sixth form (as appropriate)				

5. QUALITY OF PROVISION

5a. How good is the quality of teaching and learning in religious education?

- how well teaching meets the needs of the full range of learners;
- the suitability and rigour of assessment in planning learning and monitoring learners' progress;
- the diagnosis of, and provision for, individual learning needs.

• xx

5b. How well does the curriculum in religious education meet the needs of learners and course requirements?

- how far the curriculum meets the requirements of the Agreed Syllabus;
- how far the curriculum builds on prior attainment and experience;
- how far the curriculum supports and promotes positive attitudes to cultural diversity.

• xx

5c. How well are learners guided and supported?

- arrangements to support pupils with particular needs;
- role of learning support assistants;
- arrangements for learners who are withdrawn from all or part of RE by parents/carers.

• xx

5d. Where relevant: what is the quality of provision in the Foundation Stage or Sixth Form?

- xx

5e. On the basis of your evaluation, what are your key priorities for development?

- xx

5. **Grade** Please enter X to indicate your judgement

		Outstanding	Good	Satisfactory	Inadequate
Quality of teaching and learning in RE	Overall				
	Sixth form (as appropriate)				
Quality of the curriculum in religious education	Overall				
	Sixth form (as appropriate)				
Quality of care, guidance and support in RE	Overall				
	Sixth form (as appropriate)				

6. LEADERSHIP AND MANAGEMENT

Your evaluation of leadership and management should take account of their impact in terms of the outcomes for learners and the quality of provision.

In answering the following questions, please make clear the main evidence on which your evaluation is based.

6a. What is the overall effectiveness and efficiency of leadership and management?

- how effectively leaders and managers at all levels set **clear direction** leading to improvement and promote high quality of provision;
- how effectively performance is **monitored and improved** to meet challenging targets;

- how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential (i.e. **inclusion**);
- the adequacy and suitability of staff, specialist equipment, learning resources and accommodation;
- how effectively and efficiently resources are deployed;
- the extent to which governors discharge their responsibilities.

- xx

6b. On the basis of your evaluation, what are your key priorities for development?

- xx

6. Grade Please enter X to indicate your judgement

		Outstanding	Good	Satisfactory	Inadequate
Effectiveness and efficiency of leadership and management	Overall				
	Sixth form (as appropriate)				

7. OVERALL EFFECTIVENESS AND EFFICIENCY OF RELIGIOUS EDUCATION

To answer the questions below you should draw together your evaluation in the previous sections.

7a. What is the overall effectiveness of the provision for Religious Education and its main strengths and weaknesses?

- xx

7b. What is the effectiveness of any steps taken to promote improvement since the last inspection, and as a result of your self-evaluation?

- xx

7c. What is the capacity to make further improvements in Religious Education?

<ul style="list-style-type: none"> • xx

7d. What steps need to be taken to improve provision in Religious Education further?

<ul style="list-style-type: none"> • xx

7. Grade

		Outstanding	Good	Satisfactory	Inadequate
Overall effectiveness	Overall				
	Sixth form (as appropriate)				
Capacity to make further improvement	Overall				
	Sixth form (as appropriate)				
Improvement since last inspection	Overall				
	Sixth form (as appropriate)				

2.2 RELIGIOUS EDUCATION SELF EVALUATION: EXAMPLE FOR PRIMARY SCHOOLS

1. CHARACTERISTICS OF RELIGIOUS EDUCATION IN anonymous Primary SCHOOL, anonymous LOCAL AUTHORITY

1a,b. What are the characteristics of religious education in your school?

- attainment on entry/over the first few weeks;
- distinctive aims of RE within the school;
- compliance with statutory requirements in all key stages;
- parents informed in prospectus of their right to withdraw their children from RE.

- handbook indicates aims and objectives for RE are in line with the locally agreed syllabus (RE Handbook);
- all statutory requirements met in Foundation Stage, KS1 and KS2, with at least 1 hour per week (RE Handbook);
- school prospectus contains information about withdrawal and invitation to speak to HT about RE (prospectus).

1c,d. Please outline any issues that act as aids or barriers to raising performance, for example:

- staffing and training;
- particularly important facts in your recent history, such as change in leadership at all levels.

- RE timetabled into whole staff meeting cycle (staff handbook);
- RE Subject Leader attends regular LEA training (INSET Evaluations);
- recent ½ day meeting between SL and RE Adviser on developing subject self-evaluation (see note of meeting);
- 2 NQTs started this year in Yr 3 and 5; they had little RE in their training. Received support from SL. (notes of termly meetings).

1e. What are the main priorities in your subject improvement plan?

- development of subject self-evaluation – especially focused discussions with children;
- revision of KS1 PoS to take account of new SACRE Handbook publication;
- developing use of interactive whiteboards in RE.

2. THE VIEWS OF PUPILS, PARENTS/CARERS AND OTHER STAKEHOLDERS

2a. How do you gather the views of learners, parents/carers and other stakeholders?

- a variety of self-assessment activities are carried out in some but not all year groups (see examples);
- within half-termly strands there are opportunities for children to choose how to present their work (see SoW);
- parents are invited to significant RE events/trips etc (sample letters);
- RE displays on open evenings;
- letters from parents responded to by Headteacher following discussion with Subject Leader (filed letters);
- learning support assistants' views gathered informally and at staff meetings (see minutes);
- subject Leader in process of developing child and parent/carers questionnaire to gather views on RE.

2b. What do these views tell you about the learners' standards and quality of provision of RE?

- self-assessment activities show that most children enjoy RE, especially finding out about other children's beliefs and practices, also many value the opportunity to ask difficult questions!
- small minority of parents unhappy about Year 3 visit to the mosque, (for irrational reasons);
- most LSAs commented that RE allowed children to think at a deeper level than in other subject areas.

2c. How are collated findings shared with pupils, parents/carers and other stakeholders?

- comment marking, reports and target setting offer feedback to pupils (exercise books and sample reports);
- RE section in termly school newsletter (newsletter);
- whole staff meetings.

2d. Can you give examples of action you have taken based on the views gathered and an evaluation of its impact?

- reinforced the reasons for doing RE in Newsletter as a response to some concerns and prejudice about Islam and trip to mosque. Nearly all children participated.

3. HOW WELL DO LEARNERS ACHIEVE IN RELIGIOUS EDUCATION?

3a. What are learners' achievement and standards in their work?

- the **standards** learners reach as indicated by their test and examination **results** (where appropriate), taking account of: any significant variations between groups of learners, subjects, courses and key stages; trends over time; comparisons with other schools; whether learners reach challenging targets;
- the **standards** of learners' **current work** in relation to their targets (noting any significant differences between current work and recent results);
- learners' **progress** relative to their starting points and capabilities, with any significant variations between groups of learners (**making clear whether there are any groups that are underachieving and could be doing better**).

- teacher assessments at the end of Year 2 and Year 6 show that achievement is in line with the expectations of the Agreed Syllabus. Last year 80% achieved L4 or above by end of Y6. Some concern that most able not reaching higher levels: (comparable with English results);
- no significant differences between the attainment of girls and boys.

3b. Where relevant, how well do learners achieve in the sixth form?

- n/a

3c. On the basis of your evaluation, what are your key priorities for development?

- extend the self-assessment activities across all year groups;
- develop challenging activities, questions etc for most able children.

3. Grade Please enter X to indicate your judgement

		Outstanding	Good	Satisfactory	Inadequate
Learners' achievement and standards in their work	Overall			X	
	Sixth form (as appropriate)				

4. PERSONAL DEVELOPMENT AND WELL BEING

How good is Religious Education's contribution to the personal development and well-being of the learners?

4a,b,c. How much do learners enjoy religious education?

- take account of learners' attitudes, behaviour and attendance;
- learners' spiritual, moral, social and cultural development;
- learners' confidence in participating in RE activities.

- children's work shows very good attitude to RE (exercise books, class displays);
- the visits and visitors are particularly enjoyed, as are the encounters with artefacts.: very good contribution to SMSCD;
- LSAs help to record discussions; these show that most children participate (class record book).

4d,e. How well do learners make a positive contribution to the community?

- growing understanding of their rights and responsibilities, and those of others;
- how well learners express their views and contribute to communal activities;
- how well learners develop skills and personal qualities.

- rights and responsibilities occurs in many of the strands, eg God's Promise FS2, God is Great (includes 10 Commandments) Yr2, Homelessness at Christmas and the Salvation Army Yr4, Human Rights Yr5;
- activities for Harvest Festival allow involvement with the local community;
- several faith visitors have written to the HT commenting on the mature attitude of the children (Letters on file).

4f. What are your key priorities for development?

- explicit links to be made in the SoW to demonstrate opportunities for SMSC development.

4. Grade Please enter X to indicate your judgement

		Outstanding	Good	Satisfactory	Inadequate
Learners' personal development and well-being in Religious Education	Overall		X		
	Sixth form (as appropriate)				

5. QUALITY OF PROVISION

5a. How good is the quality of teaching and learning in religious education?

- how well teaching meets the needs of the full range of learners;
- the suitability and rigour of assessment in planning learning and monitoring learners' progress;
- the diagnosis of, and provision for, individual learning needs.

- evidence from work scrutiny shows that in most year groups a range of activities occur to meet learners' needs, although needs to be further developed in Yr 5 and 6. (notes from scrutiny);
- class teachers use termly assessments well to monitor progress and adapt planning as necessary (see example of teachers' planning and record sheets);
- good use is made of IEPs and learning support assistants to provide suitable provision for all children, (example of LSAs' planning).

5b. How well does the curriculum in religious education meet the needs of learners and course requirements?

- how far the curriculum meets the requirements of the Agreed Syllabus;
- how far the curriculum builds on prior attainment and experience;
- how far the curriculum supports and promotes positive attitudes to cultural diversity.

- curriculum fully meets the requirements of the Agreed Syllabus in Foundation Stage, KS1 and 2 (scheme of work);
- using the SACRE Handbooks ensures that there is very good progression in learning throughout the school;
- all major world religions are encountered during the SoW and examples from worldwide Christianity (SoW).

5c. How well are learners guided and supported?

- arrangements to support pupils with particular needs;
- role of learning support assistants;
- arrangements for learners who are withdrawn from all or part of RE by parents/carers.

- good use of LSAs; class teachers involve them in the planning of RE lessons (LSA planning);
- no pupils currently withdrawn from RE. Should this occur parents would be requested to provide appropriate materials to support their child's knowledge and understanding of religion.

5d. Where relevant: what is the quality of provision in the Foundation Stage

- very good use is made of SACRE Foundation Stage Handbook to provide RE learning experiences, mapped against the themes used in the FS1 and FS2 planning and contribute to ELGs. (see FS planning);
- good teaching occurs using religious artefacts/stories to allow children to engage with the religious material which generates much curiosity and allows children to respond from their own experiences (see lesson observation by HT).

5e. On the basis of your evaluation, what are your key priorities for development?

- further develop differentiated tasks in Years 5 and 6 to support less able and challenge more able

5. Grade Please enter X to indicate your judgement

		Outstanding	Good	Satisfactory	Inadequate
Quality of teaching and learning in RE	Overall		X		
	Sixth form (as appropriate)				
Quality of the curriculum in religious education	Overall		X		
	Sixth form (as appropriate)				
Quality of care, guidance and support in RE	Overall		X		
	Sixth form (as appropriate)				

6. LEADERSHIP AND MANAGEMENT

Your evaluation of leadership and management should take account of their impact in terms of the outcomes for learners and the quality of provision.

In answering the following questions, please make clear the main evidence on which your evaluation is based.

6a. What is the overall effectiveness and efficiency of leadership and management?

- how effectively leaders and managers at all levels set **clear direction** leading to improvement and promote high quality of provision;
- how effectively performance is **monitored and improved** to meet challenging targets;
- how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential (i.e. **inclusion**);
- the adequacy and suitability of staff, specialist equipment, learning resources and accommodation;
- how effectively and efficiently resources are deployed;
- the extent to which governors discharge their responsibilities.

- headteacher supports RE through inclusion on whole staff meeting cycle, generous budget allocation, makes good use of religious material in assemblies, and promotes visits and visitors;
- subject Leader in post for 5 years, has effectively introduced new SoW using SACRE's models, committed to own development through attending LEA courses and recently begun MA in RE;
- monitoring occurs according to school evaluation cycle; this has involved work scrutiny across the school and teachers' plans. Subject Leader has not yet seen lessons taught although HT and DHT have. (Self-evaluation file);
- equality of opportunity is directly promoted and discrimination tackled;
- subject Leader responsible for maintaining resources; these are kept centrally and are catalogued and boxed for each unit of work;
- the 2 NQTs in the school have received support from the SL;
- greater use is being made of the interactive whiteboards; the ICT suite is used well with Yr 5 work on Human Rights;
- governors received presentation from SL last year (presentation slides in RE Handbook).

6b. On the basis of your evaluation, what are your key priorities for development?

- further developing opportunities for monitoring, particularly for SL to do joint observation with either HT or LEA Adviser;
- develop further ways of gathering children's views.

6. Grade Please enter X to indicate your judgement

		Outstanding	Good	Satisfactory	Inadequate
Effectiveness and efficiency of leadership and management	Overall		X		
	Sixth form (as appropriate)				

7. OVERALL EFFECTIVENESS AND EFFICIENCY OF RELIGIOUS EDUCATION

To answer the questions below you should draw together your evaluation in the previous sections.

7a. What is the overall effectiveness of the provision for Religious Education and its main strengths and weaknesses?

Strengths:

- sufficient curriculum time for RE;
- very good provision in the Foundation Stage;
- good leadership and management ensuring RE has high profile in school;
- individual learning needs met, good use of LSAs;
- RE is seen to be exciting and interesting by staff and children, relevant to the diverse community;
- teaching is well supported with SACRE Handbooks, appropriate artefacts and resources;
- regular planned assessments give good opportunities to monitor progress and adjust planning;
- wide range of visits and use of visitors to support and enrich the curriculum.

Weaknesses:

- appropriate level of challenge needed in Yr 5 and 6 for most able children;
- monitoring and self-evaluation to be developed further by engaging with children's voice; SL to observe teaching.

7b. What is the effectiveness of any steps taken to promote improvement since the last inspection, and as a result of your self-evaluation?

- very good use has been made of the SACRE Handbooks to improve the planning and delivery of RE;
- teachers make better use of artefacts and resources because of the way they are managed by SL;
- assessments now in place in all year groups.

7c. What is the capacity to make further improvements in Religious Education?

- SL undertaking MA in RE;
- RE will remain on the cycle of staff meetings to allow regular updates;
- RE development plan integrated into SIP.

7d. What steps need to be taken to improve provision in Religious Education further?

- evaluate KS1 scheme in light of new SACRE publication;
- resource interactive whiteboard activities, possibly to use e-learning credits;
- ensure that staff who are moving year groups are confident with the scheme;
- further develop self-assessment procedures.

7. Grade

		Outstanding	Good	Satisfactory	Inadequate
Overall effectiveness	Overall		X		
	Sixth form (as appropriate)				
Capacity to make further improvement	Overall		X		
	Sixth form (as appropriate)				
Improvement since last inspection	Overall		X		
	Sixth form (as appropriate)				

2.3 RELIGIOUS EDUCATION SELF EVALUATION: EXAMPLE FOR SECONDARY SCHOOLS

1. CHARACTERISTICS OF RELIGIOUS EDUCATION IN anonymous COMMUNITY SECONDARY SCHOOL, anonymous LOCAL AUTHORITY

1a,b. What are the characteristics of religious education in your school?

- attainment on entry/over the first few weeks;
- distinctive aims of RE within the school;
- compliance with statutory requirements in all key stages;
- parents informed in prospectus of their right to withdraw their children from RE.

- from September 2005, attainment will be measured through baseline assessment exercise undertaken within first 2 weeks of Year 7 (see sample). Current estimate, based on early assignments is that, on entry, c.40% of Y7 pupils are working at level 3, and c.50% at level 4 (see class mark-books);
- handbook indicates aims and objectives for RE in line with the locally agreed syllabus (see RE handbook);
- all statutory requirements are met: 1 hr per week for RE in Ys7,8,9; 3 hrs per fortnight in Y10; 1 hr per week in Y11 (see RE handbook);
- prospectus contains information about withdrawal and invitation to speak to HT or Head of RE about programmes of study.

1c,d. Please outline any issues that act as aids or barriers to raising performance, for example:

- staffing and training;
- particularly important facts in your recent history, such as change in leadership at all levels.

Aids to raising performance:

- regular department meetings and informal team-building focuses on raising achievement for individual pupils and groups of pupils (see department minutes);
- recent meeting with adviser for RE (see note of meeting);
- full-time member of staff now added to RE team, increasing continuity or experience for pupils (see staffing in RE handbook);
- members of RE department attend regular training, eg on RE for teachers with other specialisms (see courses attended/planned);
- member of RE team is also gifted and talented co-ordinator for the school – ideas are fed into the RE programmes of study (see example).

Barriers to raising performance:

- some accommodation is next to canteen, so can be noisy before lunchtime.

1e. What are the main priorities in your subject improvement plan?

- revision of KS3 programmes of study to make more engaging for all pupils;
- staff development with RE adviser – focus on assessment at KS3 and using ICT in RE;
- ensuring maximum performance from all GCSE candidates, with some focus on C/D borderline candidates;
- specialist rooms needed for RE.

2. THE VIEWS OF PUPILS, PARENTS/CARERS AND OTHER STAKEHOLDERS

2a. How do you gather the views of learners, parents/carers and other stakeholders?

- pupil self-assessment exercises are conducted 3 times per year (see samples);
- pupils have choices within units of study and have opportunities to choose favoured learning styles for some activities, eg work on initiation ceremonies can be done through drama, oral presentation, artistic representation, PowerPoint presentation etc (see schemes of work);
- pupils provide their views through 'question and answer' sessions in most lessons (see schemes of work);
- programmes of study are displayed on parents' evenings and opportunities are taken to publicise the work of the department (see leaflet being prepared for parents, with space for parents'/carers' comments);
- letters from parents are responded to, following departmental discussion and reference to senior managers where necessary (see filed letters and copies to senior managers);
- learning support assistants' views are gathered from representation at faculty meetings (see minutes);
- consideration being given to the production of pupil and parent/carer questionnaire to gather views on RE and to promote work of the department.

2b. What do these views tell you about the learners' standards and quality of provision of RE?

- self-assessment exercises, choices and question and answer sessions show that pupils are generally happy with quality of RE being provided, but some would like more opportunity to use ICT and others would like more stilling activities;
- self-assessment, etc, shows developing standard of attainment, as pupils progress through the programmes of study, eg, high level of agreement between pupils' and teachers' assessment of work over time;
- little information about standards so far gleaned from parents' feedback or that from LSAs.

2c. How are collated findings shared with pupils, parents/carers and other stakeholders?

- comment marking, reports and target-setting offer feedback to pupils (see exercise books and sample report);
- displays of pupils' self-assessments are to be provided 2005-06;
- findings to be shared through leaflet to parents, made available on parents' evenings;
- findings shared with colleagues through faculty/year team meetings.

2d. Can you give examples of action you have taken based on the views gathered and an evaluation of its impact?

- learning support assistants' views have been taken into account, eg in ensuring enlarged text books for some pupils – pupils report improvement in ease of reading the materials being studied;
- GCSE short course now includes 'Religion and the Media' in response to pupil interest – pupil self-assessment indicates this is a popular unit; results for the unit above average compared to all units;
- pupils' requests for more ICT in RE being built into new scheme of work.

3. HOW WELL DO LEARNERS ACHIEVE IN RELIGIOUS EDUCATION?

3a. What are learners' achievement and standards in their work?

- the **standards** learners reach as indicated by their test and examination **results** (where appropriate), taking account of: any significant variations between groups of learners, subjects, courses and key stages; trends over time; comparisons with other schools; whether learners reach challenging targets;
- the **standards** of learners' **current work** in relation to their targets (noting any significant differences between current work and recent results);
- learners' **progress** relative to their starting points and capabilities, with any significant variations between groups of learners (**making clear whether there are any groups that are underachieving and could be doing better**).

- much improved GCSE short course results for 2004: 268 candidates; 56.3% achieved A*-C grades; compares with 49.1% in previous year. LA average for 2004 was 49.6% and the national average 52.9%;
- there was no significant difference between the attainment of boys and girls;
- KS3 standards and achievement in relation to capabilities not available until assessment strategy fully in place.

3b. Where relevant how well do learners achieve in the sixth form?

- n/a.

3c. On the basis of your evaluation, what are your key priorities for development?

- to establish three levelled assessment assignments per year in KS3;
- to establish three pupil self-assessment activities per year in KS3 and 4 for all classes.

3. Grade Please enter X to indicate your judgement

		Outstanding	Good	Satisfactory	Inadequate
Learners' achievement and standards in their work	Overall		X		
	Sixth form (as appropriate)				

4. PERSONAL DEVELOPMENT AND WELL BEING

How good is Religious Education's contribution to the personal development and well-being of the learners?

4a,b,c. How much do learners enjoy religious education?

- take account of learners' attitudes, behaviour and attendance;
- learners' spiritual, moral, social and cultural development;
- learners' confidence in participating in RE activities.

- the majority enjoy RE, as indicated in high levels of participation in lesson activities, numbers now choosing to do full course GCSE (25-30), high attendance rates as indicated by Bromcom registration, examples of excellent work going beyond the set tasks (see classroom displays and exercise books);
- pupils enjoy many opportunities for spiritual, moral, social and cultural development, eg, study of issues that take them beyond immediate self-interest, study of different cultures and religions, etc. (see highlighted aspects of scheme of work);
- pupils develop and demonstrate empathy for views of others through, eg, Y9 role-play on William Paley. Others demonstrate responsibility through participation in a charities project – this year to raise awareness of the needs of victims of the Tsunami in Indonesia / Thailand (see classroom display);
- records of participation in class discussion indicate a small minority of pupils not participating fully (see mark-books).

4d,e. How well do learners make a positive contribution to the community?

- growing understanding of their rights and responsibilities, and those of others;
- how well learners express their views and contribute to communal activities;
- how well learners develop skills and personal qualities.

- pupils grow in understanding of their rights and responsibilities through the unit on 'Keeping the Rules' for KS3, through GCSE short course units on 'Marriage and the Family', 'Social Harmony' and 'Religion and the Media', and through participation in debates and discussions (see scheme of work);
- pupils show respect for alternative views in those debates and discussions (see notes on classroom observations and / or notes of discussions with selected pupils).

4f. What are your key priorities for development?

- to ensure consistent approaches to spiritual, moral, social and cultural development through agreement with colleagues and highlighted indications of opportunities in the scheme of work;
- to expand opportunities for pupils to meet representatives of different faiths and cultures through visitors to RE lessons.

4. Grade Please enter X to indicate your judgement

		Outstanding	Good	Satisfactory	Inadequate
Learners' personal development and well-being in Religious Education	Overall		X		
	Sixth form (as appropriate)				

5. QUALITY OF PROVISION

5a. How good is the quality of teaching and learning in religious education?

- how well teaching meets the needs of the full range of learners;
- the suitability and rigour of assessment in planning learning and monitoring learners' progress;
- the diagnosis of, and provision for, individual learning needs.

- informal arrangements are in place to meet the range of need;
- the current scheme of work and assessment scheme indicates that a more formal approach to differentiation is required to ensure consistency of provision;

- ensure consistency of provision;
- IEPs are taken into account, eg, class dialogue is amended to take account of needs of an autistic pupil (see notes of discussion with pupil).

5b. How well does the curriculum in religious education meet the needs of learners and course requirements?

- how far the curriculum meets the requirements of the Agreed Syllabus;
- how far the curriculum builds on prior attainment and experience;
- how far the curriculum supports and promotes positive attitudes to cultural diversity.

- curriculum fully meets AS requirements (see programmes of study and scheme of work);
- curriculum builds on prior attainment through following areas of enquiry recommended in the AS;
- curriculum builds on pupils' experience from KS2 to KS 4 by following AS programme (see areas of enquiry in RE overview);
- full range of religions are covered and linked to current issues (see programmes of study overview);
- positive attitudes promoted through linking of different faiths with issues of interest to pupils.

5c. How well are learners guided and supported?

- arrangements to support pupils with particular needs;
- role of learning support assistants;
- arrangements for learners who are withdrawn from all or part of RE by parents/carers.

- enlarged texts provided for those who need them, classroom dialogue takes account of pupil autism, challenging activities produced for gifted pupils;
- LSAs not widely used currently;
- no pupils are currently withdrawn from RE. Should any such requests be received, it is hoped that parents / carers would be happy to meet the HT and / or the Head of RE to discuss any particular concerns. Where a child is withdrawn from RE, parents will be requested to provide appropriate materials to support their child's knowledge and understanding of religion to be used in place of the RE lessons being missed.

5d. Where relevant: what is the quality of provision in the Foundation Stage or Sixth Form?

- n/a.

5e. On the basis of your evaluation, what are your key priorities for development?

- to build in RE visits into the enrichment week options;
- to invite representatives of different faith communities to contribute to RE lessons.

5. Grade Please enter X to indicate your judgement

		Outstanding	Good	Satisfactory	Inadequate
Quality of teaching and learning in RE	Overall		X		
	Sixth form (as appropriate)				
Quality of the curriculum in religious education	Overall		X		
	Sixth form (as appropriate)				
Quality of care, guidance and support in RE	Overall			X	
	Sixth form (as appropriate)				

6. LEADERSHIP AND MANAGEMENT

Your evaluation of leadership and management should take account of their impact in terms of the outcomes for learners and the quality of provision.

In answering the following questions, please make clear the main evidence on which your evaluation is based.

6a. What is the overall effectiveness and efficiency of leadership and management?

- how effectively leaders and managers at all levels set **clear direction** leading to improvement and promote high quality of provision;
- how effectively performance is **monitored and improved** to meet challenging targets;
- how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential (i.e. **inclusion**);
- the adequacy and suitability of staff, specialist equipment, learning resources and accommodation;
- how effectively and efficiently resources are deployed;
- the extent to which governors discharge their responsibilities.

- there is an effective setting of clear direction for RE as demonstrated in improvements in provision for RE over the last 5 years (see new arrangements for curriculum time for RE, new schemes of work, positive responses from pupils in opting for full course GCSE);
- there is a positive view of RE amongst pupils, colleagues and parents / carers, as evidenced in general satisfaction with courses on offer for all pupils (see self-assessment and parents' / carers' comments);
- monitoring of the effectiveness of RE requires development: not all classes or groups of pupils are currently monitored either through observation of lessons or discussions with a cross-section of pupils and scrutiny of their work;
- equality of opportunity is directly promoted and discrimination tackled with the scheme of work for RE;
- there have been additions to the staffing of RE in recent years, including the appointment of a new Head of Department;
- there is good access to ICT facilities and learning resources are kept together and made available to all staff as appropriate;
- there is a need for dedicated RE rooms rather than the converted dining areas currently in use;
- there is an effective link with the governing body through a link governor who attends some departmental meetings (see minutes).

6b. On the basis of your evaluation, what are your key priorities for development?

- monitoring of the quality of teaching and learning in RE in relation to levels / standards;
- further response to pupils' views and requests following self-assessment activities and possible questionnaire – to be discussed with colleagues and senior managers.

6. Grade Please enter X to indicate your judgement

		Outstanding	Good	Satisfactory	Inadequate
Effectiveness and efficiency of leadership and management	Overall		X		
	Sixth form (as appropriate)				

7. OVERALL EFFECTIVENESS AND EFFICIENCY OF RELIGIOUS EDUCATION

To answer the questions below you should draw together your evaluation in the previous sections.

7a. What is the overall effectiveness of the provision for Religious Education and its main strengths and weaknesses?

Strengths:

- sufficient curriculum time for RE;
- good levels of staff expertise and enthusiasm;
- pupil responses to RE are generally very positive;
- up-to-date resources;
- relevant teaching balances two attainment targets;
- teaching is responsive to changing times and needs;
- creative approaches within a flexible but challenging curriculum – indicated in programmes of study and pupils' work.

Weaknesses:

- RE classrooms are converted dining areas and not ideal for some aspects of RE, eg, reflective / stilling exercises;
- specialist RE teachers not always used for RE – expertise sometimes spread across the curriculum;
- assessment and monitoring procedures not yet formalised and consistent across the year groups, though plans are in place.

7b. What is the effectiveness of any steps taken to promote improvement since the last inspection, and as a result of your self-evaluation?

- new Head of Department and whole team (temporary Head of RE at last inspection);
- GCSE short course RS for all pupils introduced – meeting criticisms of previous report;
- resources updated, including 50% use of ICT (shared with Business Studies) and digital projector available in three teaching rooms;
- newly revised agreed syllabus and corresponding schemes of work.

7c. What is the capacity to make further improvements in Religious Education?

- staff willing to undertake professional development – see minutes of department meetings;
- professional development plan indicates areas of interest;
- RE plans are integrated with school development/improvement plan.

7d. What steps need to be taken to improve provision in Religious Education further?

- dedicated RE rooms;
- curriculum time maintained;
- formal assessment procedures in place;
- self-assessment procedures in place;
- further multi-religious / multi-cultural opportunities provided.

7. Grade

		Outstanding	Good	Satisfactory	Inadequate
Overall effectiveness	Overall		X		
	Sixth form (as appropriate)				
Capacity to make further improvement	Overall		X		
	Sixth form (as appropriate)				
Improvement since last inspection	Overall	X			
	Sixth form (as appropriate)				

3. Some General Principles of Self-Evaluation and Inspection

- 3.1** One of the basic purposes of self-evaluation is to inform schools about what they are doing well and what they need to do to improve.
- 3.2** Under the new inspection framework, inspectors will make judgements about the overall effectiveness of the school and will report upon:
- achievements and standards;
 - personal development and well-being, including the extent of pupils' spiritual, moral, social and cultural development;
 - the quality of provision, including the effectiveness of teaching and learning, the curriculum, and care, guidance and support;
 - the effectiveness of leadership and management.
- 3.3** Inspectors' judgements in these areas will be graded on a four point scale:
- | | |
|----------|--------------|
| Grade 1: | Outstanding |
| Grade 2: | Good |
| Grade 3: | Satisfactory |
| Grade 4: | Inadequate |
- 3.4** Inspectors will also make judgements about the extent to which the school meets the full range of pupils' needs and will refer to the five aims for improving children's well-being listed in Section 10 of the Children Act, 2004 ('Every Child Matters'), relating to:
- physical and mental health and emotional well-being;
 - protection from harm and neglect;
 - education, training and recreation;
 - the contribution made by [pupils] to society;
 - social and economic well-being.

- 3.5** Self-evaluation makes an important contribution to inspection. It provides the school and inspectors with a means of ensuring that the inspection covers matters of potential significance to the school. It is important that RE is not left out of the picture of the school's whole provision, since it makes a vital contribution to pupils' whole educational experience, and particularly to their spiritual, moral, social and cultural development. When subject leaders are asked to complete a SEF for their subject, they may be asked to grade aspects of provision using the same 4-point scale in 2.3 above.

4. Information Provided by the School for Inspection

4.1 The **school profile** provides key information to inspectors about the school, its progress and its priorities.⁴ The profile should contain information about RE as well as other subjects and aspects of the school's provision:

Documentation	RE information to be provided
The Performance and Assessment (PANDA) report	Examination results and statistical comparisons, e.g. relative performance of pupils taking RS at GCSE compared with their performance in other subjects.
The self-evaluation form (SEF) Part A: self-evaluation	May feature RE if there are particular strengths or weaknesses identified by the school. Note any staff specialism in RE. Role of subject leader in managing RE, particularly any separate budget.
SEF Part B – Factual information: consultation about the inspection and basic information about the school and its provision	Reply to question about type of inspection required, ie whether a denominational (Section 48) inspection is required for RE and/or collective worship (see note below, p7).

SEF Part C: information about compliance with statutory requirements	Reply to question about pupils' withdrawal by parents from RE and/or collective worship and details of the alternative provision made for these children. Reply to question about compliance with the requirement to teach RE to all registered pupils and provide a daily act of collective worship.
The previous inspection report(s)	Including the report on RE.
The current improvement or management plan	May feature RE if there are issues to be addressed, e.g. provision of sufficient curriculum time to meet the recommendations of the agreed syllabus.
The prospectus or school brochure	Including statement about the right of parents to withdraw their child from all or part of RE and/or collective worship.
The most recent LA monitoring report	May feature RE if there are issues to be addressed, e.g. provision of adequate accommodation, development in relation to national strategies – literacy, ICT, Key Stage 3 etc.

⁴ *A New Relationship with Schools*, p.12.

The school's timetable	Including information about setting/streaming/mixed ability classes.
A plan of the school	Indicating classroom locations.

NB Schools following a denominational RE syllabus (usually voluntary aided schools with a religious character, see 5.1 below), will be asked to provide copies of previous Section 23 reports and any other self-evaluation material provided by the respective faith community.

4.2 Although the *locally agreed syllabus* is not part of the documentation that must be provided by the school in advance of the inspection, a copy should still be made available at the start of the inspection should the team wish to consult it.

4.3 From their initial study of this documentation, inspectors will form some hypotheses about what the school offers. In terms of religious education, inspectors may select aspects of provision for particular investigation. Such aspects could include:

- standards being achieved by particular groups of pupils, e.g.: boys, minority religious groups, able or low-attaining pupils (inclusion);
- how pupils' attitudes, values and other personal qualities are being developed, including how RE contributes to pupils' spiritual, moral, social and cultural development (SMSCD);
- the impact of teaching and assessment on learning;
- how well the curriculum is meeting pupils' needs.

4.4 It is important to be positive but realistic; the self-evaluation document should be based on evidence. It should indicate strengths and weaknesses and what needs to be done to bring about improvement.

4.5 During and at the conclusion of the inspection, inspectors will be asked to contribute their findings to corporate team judgements about the strengths and weaknesses of the school.

5. Definitions of Success

5.1 The following guidance for inspectors of schools indicates a judgement of 'outstanding' or 'good' performance for *some* of the aspects being reviewed either for inspection or self-evaluation. These are based on *Using the Evaluation Schedule: guidance for inspectors of schools*, HMI 2504, Ofsted, July 2005.

5.2 Some of the factors listed are beyond the immediate control of the subject leader, and it may be necessary to clarify the extent of responsibilities in relation to the subject. It is still worth asking how well RE is contributing to these aspirations for pupils, even where the reality falls well short! The guidance given in the following pages of this document (see Section 7 below) should help to demonstrate those aspects of RE which are strengths and those which require attention.

5.3 Evaluating achievement and standards (based upon how well learners make progress)

Outstanding: Progress is at least good in all or nearly all respects and is exemplary in significant elements, as reflected in contextual value added measures.

Good: Learners meet challenging targets and, in relation to their capability and starting points, they achieve high standards. Most groups of learners, including those with learning difficulties and disabilities, make at least good progress and some may make very good progress, as reflected in contextual value added measures. Learners are gaining knowledge, skills and understanding at a good rate across all key stages. Most subjects and courses perform well, and some better than this, with nothing that is unsatisfactory.

5.4 Evaluating personal development and well-being

Outstanding: Learners' personal development and well-being are at least good in all or nearly all respects and are exemplary in significant elements.

Good: Learners' overall spiritual, moral, social and cultural development is good, and no element of it is unsatisfactory. Very young children are learning to understand their feelings. They enjoy school a good deal, as demonstrated by their considerate behaviour, positive attitudes and regular attendance. They feel safe, are safety conscious without being fearful, and they adopt healthy lifestyles. They develop a commitment to racial equality. They make good overall progress in developing the personal qualities that will enable them to contribute effectively to the community and eventually to transfer to working roles.

5.5 Evaluating the quality of teaching

Outstanding Teaching is at least good in all or nearly all respects and is exemplary in significant elements. As a result, learners thrive and make exceptionally good progress.

Good: Learners make good progress and show good attitudes to their work, as a result of effective teaching. The teachers' good subject knowledge lends confidence to their teaching styles, which engage learners and encourage them to work well independently. Any unsatisfactory behaviour is managed effectively. The level of challenge stretches without inhibiting. Based upon thorough and accurate assessment that informs learners how to improve, work is closely tailored to the full range of learners' needs, so that all can succeed. Learners are guided to assess their work themselves. Teaching assistants and other classroom helpers, and resources, are well deployed to support learning. Those with additional learning needs have work well matched to their needs based upon a good diagnosis of them. Good relationships support parents/carers in helping learners to succeed.

5.6 Evaluating the quality of the curriculum and other activities

Outstanding: The curriculum and other activities are at least good in all or nearly all respects and are exemplary in significant elements.

Good: The great majority of learners are well served by the curriculum and no group is ill-matched to what is provided. Statutory requirements are met and the curriculum is responsive to local needs. There is good provision for literacy, numeracy and ICT. Learners have many opportunities to contribute to and take on responsibilities in the community. The curriculum provides opportunities for all learners, including those with learning difficulties and disabilities, to progress and develop well. Progression routes are clear and well established. Learners are well prepared for their future economic well-being, and in secondary schools there is a strong work related dimension. Education for safety and health is good, as are the opportunities for enrichment, which are varied, have a high take up and are much enjoyed.

5.7 Evaluating the care, guidance and support for learners

Outstanding: The care, guidance and support for learners are at least good in all or nearly all respects and are exemplary in significant elements.

Good: Good quality care for learners is seen in the high level of commitment of staff and their competence in promoting their health and safety. Arrangements for the safeguarding of pupils are robust and regularly reviewed, and risk assessments are carefully attended to. In this safe and supportive environment, learners reach challenging targets. They are well informed

about their future options. Any learners at risk are identified early and effective arrangements put in place to keep them engaged. The school works well with parents and other agencies to ensure that learners make good progress. All learners, including those most at risk, are well supported.

5.8 Evaluating leadership and management

Outstanding: Leadership and management (including governance) are at least good in all or nearly all respects and are exemplary in significant elements, as shown by their impact on the performance of the school.

Good: The leadership of the school is successfully focused on raising standards and promoting the personal development and well-being of learners. It has created a common sense of purpose among staff. Through its effective self-evaluation, which takes into account the views of all major stakeholders, managers have a good understanding of the school's strengths and weaknesses and have a good track record of making improvements, including dealing with any issues from the last inspection. The inclusion of all learners is central to its vision and it is effective in pursuing this and dismantling barriers to engagement. The school runs smoothly on a day-to-day basis. Resources are well used, including any extended services, to improve learners' outcomes and to secure good value for money. Vetting procedures for all adults who work with learners are robust. Good links exist with parents and outside agencies to support its work. The impact is seen in the good progress made by most learners on most fronts, in their sense of security and well-being, and in its deservedly good reputation locally. The leadership and management provide the school with a good capacity to improve.

6. Types of Inspection, Survey and Monitoring

6.1 Section 5 and Section 48 Inspections

- 6.1.1** It is important to be clear about which sort of schools receive which sort of inspection, particularly if yours is a school with a religious character. This is the current situation: community and voluntary controlled (VC) schools are to be inspected under Section 5 of the Education Act 2005.
- 6.1.2** In general, only schools that have a religious character and teach denominational RE are inspected separately, under Section 48 of the Act. Such schools are required to arrange a Section 48 inspection with an appropriately qualified inspector. The exception to this rule occurs where a voluntary controlled school has opted for a denominational RE syllabus following the wishes of parents. For the most part, however, the RE inspected under Section 48 is in voluntary aided (VA) schools. In many Church of England dioceses, VA schools follow a modified version of the locally agreed syllabus.
- 6.1.3** The National Society's Framework for inspection and self-evaluation of Church of England schools, states that 'whilst the quality of religious education is inspected by statute in voluntary aided schools, it is expected that the broader *impact* of RE on the *character* of any Church of England school will be evaluated in the [school self-evaluation] SSE and verified through [Statutory Inspection of Anglican Schools] SIAS' (page 8).⁵

⁵ For further information about the inspection of Anglican Voluntary Aided and Voluntary Controlled schools, see the website of the National Society for Promoting Religious Education: <http://www.natsoc.org.uk/schools/inspection/2005/>.

6.2 Her Majesty's Inspectors (HMI) Surveys of RE

- 6.2.1** HMI subject surveys will focus on the overall effectiveness of the subject and its strengths and weaknesses related to meeting the needs of **all** pupils.
- 6.2.2** It is envisaged that there will be 30 Primary and 30 Secondary schools chosen each year for survey of RE in England.
- 6.2.3** Standards will be judged against the expectations of the locally agreed syllabus for religious education. Where an agreed syllabus contains no specific guidance on levels of attainment, HMIs may refer to the Non-Statutory National Framework for RE (NSNFRE) attainment statements in making judgements about pupils' achievement.
- 6.2.4** In advance of the subject surveys, HMIs will analyse information in the PANDA, the subject SEF and previous inspection reports, and note possible strengths and weaknesses which will be tested against the evidence gathered during the survey.

6.2.5 In subject surveys, HMIs will make judgements in relation to the following areas and questions:

- **achievement and standards:**
 - how well do pupils achieve?
 - how good is the overall personal development and well-being of pupils?
- **quality of provision:**
 - how effective are teaching, learning and assessment?
 - how well do the curriculum, programmes and activities meet the needs and interests of pupils?
 - how well are pupils guided and supported?
- **leadership and management:**
 - how effective are leadership and management in raising achievement and supporting all pupils?
 - how well do managers know the strengths and weaknesses in the subject?

6.2.6 Alongside the subject survey, HMIs may also focus on a particular theme, such as the impact of continuing professional development on raising standards, or the achievement of boys.

6.3 SACRE monitoring requests

6.3.1 SACREs have a legal duty to report to the local authority on RE. As part of their monitoring role, SACREs might request information from schools about the standards, quality and provision for RE. Subject leaders might like to use this document to help them prepare for responding to such requests.

7. Self-evaluation of RE

7.1 The following tables (Section 7) provide guidance on how best to gather clear information about the RE provision in the school. In order to make the completion of the subject SEF provided by Ofsted more practical, the tables focus on each of the main sources of evidence, as this is the way that most schools will go about collecting relevant information:

- documentation related to RE, e.g. analysis of information and data, handbook, policy, list of resources;
- observation of lessons;
- discussion with pupils;
- examination of pupils' work;
- previous reviews and reports on RE conducted by senior managers, advisers and/or inspectors.

7.2 Each source of evidence in the following tables is then divided into sections reflecting the subject SEF:

1. the main characteristics of provision for RE in the school;
2. the views of pupils, parents/carers and other stakeholders;
3. achievement and standards;
4. personal development and well-being including the impact on citizenship ;
5. the quality of provision including (a) the effectiveness of teaching and learning, (b) the curriculum and (c) care, guidance and support;
6. The effectiveness and efficiency of leadership and management;
7. overall effectiveness and efficiency.

7.3 The left-hand column of each table contains lists of relevant questions that are referred to in the subject SEF or might be asked by a senior manager, inspector, or SACRE adviser. The right-hand column contains possible types of evidence which might be gathered by the subject leader to demonstrate the effectiveness of RE in relation to those questions.

7.4 In general terms, the RE self-evaluation should focus on pupil achievement and be concerned with such questions as:

- How much progress do pupils make from one stage to the next, taking account of value-added data?
- How well do pupils progress in relation to the local agreed syllabus for RE?
- Are there differences between standards in RE and other subjects or areas of the curriculum?
- What is the achievement of pupils of different capabilities especially those who are gifted and talented or those with special educational needs?
- What is the relative achievement of boys and girls, different groups and individuals, those from different ethnic or religious backgrounds, and those whose home language is not English?

7.5 It is important to be able actually to demonstrate what pupils know, understand and can do. This will be supported by a portfolio of evidence based on the suggestions in the following tables. A checklist of key items is to be found on the final page of this document.

8. Evidence for success in RE

8.1 Documentation

It is good practice to maintain a folder of basic information about religious education in the school to set out the working ethos of the department or school and as a point of reference for colleagues. Information kept in this folder should be as brief and pertinent as possible. Key policies will largely result from consultations with colleagues, senior managers and governors.

In RE, they will take full account of the locally agreed syllabus and any local authority (LA) guidance drawn up by the local Standing Advisory Council on Religious Education (SACRE). Much of the folder's contents could be included in the RE section of the school's website.

Please note that the examples of evidence provided in the right hand columns are only examples – schools are advised to engage with the procedures and documentation they have already, NOT to build up a huge folder of additional materials.

Documentation	
Focus of self-evaluation	Possible evidence
<p>1. Characteristics of provision for RE in the school:</p> <ul style="list-style-type: none"> • What are the distinctive aims of RE within the school? • What is the attainment of pupils on entry to the school? • What links are there with different groups in the community? • Are there any particular aids or barriers to raising performance in the school context? • What are the particular strengths and weaknesses of RE in the school? • What are the priorities for the development of RE? 	<p><i>A folder of brief policy statements, plans and exemplars could include:</i></p> <ul style="list-style-type: none"> • a statement of aims and objectives of RE within the school; • an RE development plan with priorities derived from analysis of prior self-evaluation; • analysis of any base line assessments or attainment data of pupils entering the school; • a note of visits made in RE, of visitors to RE lessons and of meetings with particular faith groups or representatives.

Focus of self-evaluation	Possible evidence
<p>2. The views of pupils, parents/carers and other stakeholders:</p> <ul style="list-style-type: none"> • How are pupils' views taken into account in the provision of RE? • How are parents' views taken into account in the provision of RE? • Are there others, eg learning support assistants, whose views are relevant to the provision of RE? • What is the quality of RE provision according to these views? • How are collated views of RE shared with parents/carers and other stakeholders? • Are examples of action taken based on these views available? • Has any evaluation of the effectiveness of such action taken place? 	<p><i>A folder of brief policy statements, plans and exemplars could include:</i></p> <ul style="list-style-type: none"> • examples of questionnaires used to gather views from pupils, parents and others; • examples of communication about RE to parents/carers, reports etc; • examples showing how views are incorporated into provision of RE.

Focus of self-evaluation	Possible evidence
<p>3. Achievements and standards:</p> <ul style="list-style-type: none"> • Are examples of moderated exemplars of pupils' work at different levels available? • Are the results of any tests or examinations (performance data) analysed and used in planning? • Are there any notes on significant variations between different groups of pupils, eg boys/girls, different year groups, different classes, etc? • How are standards of work and progress for each pupil recorded? • What are the priorities for development in relation to achievement and standards? 	<p><i>A folder of brief policy statements, plans and exemplars could include:</i></p> <ul style="list-style-type: none"> • lists of assessment 'levels' if required by the agreed syllabus or in relation to those in the non-statutory national framework for RE; • lists of any 'simplified' or 'pupil-speak' levels used in the classroom; • examples of pupils' work at different levels; • recent assessment and examination results, with an analysis of trends over time and of the achievement of different groups within the school: girls and boys, ethnic and religious minority groups; pupils with special educational needs; • a note of any action to be taken in response to the assessment analysis.

Focus of self-evaluation	Possible evidence
<p>4. Personal development and well-being, including the impact on citizenship:</p> <ul style="list-style-type: none"> • Do pupils enjoy RE? • Is there evidence of attention to pupils' attitudes, behaviour and attendance? • Does the subject contribute actively to pupils' spiritual, moral, social and cultural development? • How does RE contribute to pupils' understanding of a healthy lifestyle? • Do pupils feel safe in RE from bullying and racism and able to talk to staff and others if they feel at risk? • Are there opportunities in RE for pupils to make a positive contribution to the community, eg in understanding their rights and responsibilities and those of others? • How does RE help to develop the skills and personal qualities that will enable them to achieve future economic well-being? • Are there RE trips and visits which contribute to the aims of the agreed syllabus? • Are there visits from members of different faith communities which contribute to the aims of the agreed syllabus? • Are these accessible to all pupils? • What are the priorities for development? 	<p><i>A folder of brief policy statements, plans and exemplars could include:</i></p> <ul style="list-style-type: none"> • pupils' responses to self-evaluation activities, including reflections on their own attitudes to different topics covered in RE; • a record or mark sheet indicating attendance and merit / behaviour records of individual pupils; • highlighted sections of the scheme of work where specific activities are designed to provide opportunities for pupils' spiritual, moral, social and cultural development; • highlighted sections of the scheme of work where specific activities are related to citizenship and personal, social, and health education issues; • a development / improvement plan for RE with clear, costed objectives.

Focus of self-evaluation	Possible evidence
<p>5. The quality of provision including:</p> <p>(a) the effectiveness of teaching and learning:</p> <ul style="list-style-type: none"> • Is there an indication of sufficient expertise within staffing to ensure high quality? • Is a sufficiently detailed scheme of work in place to guide teaching and learning? • What monitoring of teaching and learning has taken place recently? • Are there sufficient, relevant and up-to-date resources available? <p>(b) the curriculum and other activities:</p> <ul style="list-style-type: none"> • Are all pupils receiving their statutory entitlement to RE? • Is there an indication of sufficient curriculum time for RE? • Is there a long-term plan consistent with the appropriate syllabus? • Is there additional planning ensuring continuity and progression in pupils' learning? • How does RE contribute to pupils' literacy and ICT skills? • Do pupils have opportunities in RE to meet representatives of different faiths and cultures? 	<p><i>A folder of brief policy statements, plans and exemplars could include:</i></p> <p>(a)</p> <ul style="list-style-type: none"> • a list of colleagues teaching RE in each key stage, with an indication of RE expertise, experience and relevant INSET undertaken; • medium term schemes of work, giving details of attainment targets covered, resources to be used, objectives for learning, assessment activities and expected outcomes; • notes on monitoring procedures, e.g. trawl of pupils' books or interviews with a selection of pupils, measured against a checklist of agreed criteria, such as: Is pupils' learning following the scheme of work? Is pupils' work being marked regularly and is marking consistent with the department or school assessment policy? Are pupils being set constructive targets for improvement? • an audit of resources: books, videos, artefacts, CD-ROMs, audio-tapes, recommended websites, list of speakers used. <p>(b)</p> <ul style="list-style-type: none"> • a policy statement with brief notes on: rationale for the subject; curriculum time for the subject; aims and objectives (usually as indicated by your agreed syllabus); principles for teaching and learning; relevance to pupils; cross-curricular skills and themes (including literacy, ICT and personal, social and health education and citizenship); continuity and progression; assessment, recording and reporting arrangements; resources and planning; the role of the head of department / subject leader and arrangements for reviewing the policy; • a one page per key stage overview of the programmes of study, with main content, religions studied and links to the agreed syllabus; • organisational notes on visits, with links to the scheme of work, risk-analysis and insurance arrangements; • a list of contact details for a range of speakers; • guidance for visits and visitors, e.g. as published by the Professional Council for Religious Education (PCfRE).

Focus of self-evaluation	Possible evidence
<p>(c) care, guidance and support:</p> <ul style="list-style-type: none"> • Are arrangements in place to support pupils with particular needs? • Do learning support assistants contribute effectively to pupils' learning in RE? • Does the prospectus contain information about arrangements for parents wishing to withdraw their children from RE? • Is the school's approach to RE described in the school's prospectus? • Do senior managers make arrangements adequately to supervise any pupils withdrawn from RE? • Do any teachers exercise their right to withdraw from teaching RE? If so, what arrangements are made for provision of RE for pupils who would have been in that teacher's class? 	<p>(c)</p> <ul style="list-style-type: none"> • a note of arrangements for the teaching of any pupils in special circumstances, e.g. those who are still on the school's register but are being taught otherwise than at school; • copies of materials adapted by learning support assistants for individual pupils with learning difficulties; • a list of strategies for pupils with different needs and a sample of advice provided for learning support assistants and work produced by supported pupils; • any special support given to 'gifted' pupils in RE; • a note of any particular support given to pupils with learning difficulties or to pupils from different ethnic groups; • pages from the school prospectus relating to RE, including a statement on how RE contributes to anti-racist and inter-cultural development; • a note of approximate numbers of pupils withdrawn from RE; • a note on arrangements for pupils withdrawn from RE by the parents on grounds of conscience, including any additional or alternative RE being undertaken; • a note of arrangements for the teaching of RE to pupils whose teacher has with-drawn from teaching RE on grounds of conscience.

Focus of self-evaluation	Possible evidence
<p>6. The effectiveness and efficiency of leadership and management:</p> <ul style="list-style-type: none"> • Is there an indication of consultation with other members of staff on RE matters? • Is there a development or improvement plan for RE with clear, costed objectives / targets? • Is there a budget statement for RE? • Does the subject contribute actively to the school's inclusion agenda? • Are arrangements in place for supply teachers covering RE lessons? 	<p><i>A folder of brief policy statements, plans and exemplars could include:</i></p> <ul style="list-style-type: none"> • notes on any meetings with colleagues, including learning support assistants discussing RE development; • a development / improvement plan for RE which focuses on raising standards; • a budget statement showing a record of spending for the RE department and plans for the coming year; • a policy statement on RE, inclusion and support for pupils with additional and special educational needs, including for very able pupils (see also prospectus statement above); • a policy statement on arrangements for supply teachers, indicating procedures for leaving lesson plans, and the location of resources and support.

Focus of self-evaluation	Possible evidence
<p>7. Overall effectiveness and efficiency:</p> <ul style="list-style-type: none"> • What is the overall effectiveness of the provision, including any additional activities / visits etc provided for RE, and its main strengths and weaknesses? • What is the effectiveness of any steps taken to promote improvement since the last inspection, and as a result of self-evaluation? • Has the impact of any action taken since the last inspection been monitored and evaluated? • What is the capacity to make further improvement? • What steps need to be taken to improve the provision further? 	<p><i>A folder of brief policy statements, plans and exemplars could include:</i></p> <ul style="list-style-type: none"> • a development / improvement plan for RE as above, based on a realistic assessment of the state of RE in the school; • examples of pupils' work, demonstrating achievement at or beyond expectations; • a 'before and after' summary of the impact of action taken since the last inspection, e.g. the introduction of a new assessment scheme, the introduction of a new exam specification, the use of a new text book, the use of new ICT facilities such as an interactive whiteboard, new marking procedures, new staffing arrangements, etc.

8.2 Observation of lessons

Ofsted provides inspectors with guidance on the inspection of subjects, *Inspecting Subjects 3-11: guidance for inspectors*, July 1998 and *Inspecting Religious Education 11-16, with guidance on self-evaluation*, 2001. The table below takes this guidance into account and provides the subject leader with 'things to look for' in a good RE lesson.

Not every lesson will contain all the ideas featured, of course, but the table does provide some practical suggestions for fulfilling Ofsted's criteria for outstanding educational provision (see 4.3 to 4.9 above).

Observation of lessons

Focus of self-evaluation	Possible evidence
<p>1. Characteristics of provision for RE in the school:</p> <ul style="list-style-type: none"> • What is the attainment of pupils in observed lessons? • How are the aims of RE reflected in lessons? • How do pupils find out about different groups in the community? • Are there any particular aids or barriers to raising performance in observed lessons? • What are the particular strengths and weaknesses of the teaching observed? 	<p><i>Teachers could provide opportunities for all pupils to:</i></p> <ul style="list-style-type: none"> • show what they know, understand and can do in RE at different stages of their RE experience; • engage in a wide range of learning experiences, including those which help pupils learn from as well as about religion; • engage with local, national and global religious communities; • consider fundamental life questions; • reflect on their own progress in RE, eg through self-assessment exercises; • develop resilience and perseverance in tackling problem solving activities.

Focus of self-evaluation	Possible evidence
<p>2. The views of pupils, parents/carers and other stakeholders:</p> <ul style="list-style-type: none"> • How are pupils' views taken into account in the RE lessons? • Are there others, eg learning support assistants, who contribute significantly to RE lessons? • Are examples of action taken based on such contributions observed? • Does evaluation of the effectiveness of such action take place? 	<p><i>Teachers could provide opportunities for all pupils to:</i></p> <ul style="list-style-type: none"> • contribute to lessons through questioning and discussion; • take the initiative in managing their own learning by choosing the most appropriate learning strategy for themselves; • raise and respond to questions from the religious material studied; • benefit from suggestions made by learning support assistants; • comment on and evaluate aspects of the curriculum.

Focus of self-evaluation	Possible evidence
<p>3. Achievements and standards:</p> <ul style="list-style-type: none"> • Do pupils at 7, 11, 14 and 16 meet or exceed the expected standards of the agreed syllabus? • Do high, average and low attaining pupils, including those with special educational needs, progress as well or better than expected? • Are the standards achieved in RE by minority groups of pupils comparable with others in the school? • Do pupils make gains in knowledge, understanding and skill in the time available? 	<p><i>Teachers could provide opportunities for all pupils to:</i></p> <ul style="list-style-type: none"> • demonstrate their knowledge and understanding of religions being studied; • consider life's fundamental questions and how religious teaching can relate to them; • communicate their ideas and feelings concerning the values and beliefs being studied; • relate the lesson topic to their own lives and interests; • build on prior learning; • engage in challenging activities appropriate to their ability; • use religious terminology in their response to set tasks; • exercise their imagination and be creative; • respond respectfully and thoughtfully to different religious and non-religious beliefs and practices; • take the initiative in managing their own learning and develop their capacity for sustained study.

Focus of self-evaluation	Possible evidence
<p>4. Personal development and well-being, including the impact on citizenship:</p> <ul style="list-style-type: none"> • Do pupils enjoy RE? • Is there evidence of attention to pupils' attitudes, behaviour and attendance? • Does the subject contribute actively to pupils' spiritual, moral, social and cultural development? • How does RE contribute to pupils' understanding of a healthy lifestyle? • Do pupils feel safe in RE from bullying and racism and able to talk to staff and others if they feel at risk? • Are there opportunities in RE for pupils to make a positive contribution to the community, eg in understanding their rights and responsibilities and those of others? • How does RE help to develop the skills and personal qualities that will enable them to achieve future economic well-being? • Are there RE trips and visits which contribute to the aims of the agreed syllabus? • Are there visits from members of different faith communities which contribute to the aims of the agreed syllabus? • Are these accessible to all pupils? 	<p><i>Teachers could provide opportunities for all pupils to:</i></p> <ul style="list-style-type: none"> • demonstrate involvement in the lessons; • reflect on big questions of life; • consider views of a variety of religious and non-religious groups and individuals; • show initiative; • work independently and in groups; • contribute to discussions in an atmosphere of tolerance and respect; • consider how best individuals and groups might act positively to address the issues being studied; • learn how skills gained in RE can contribute to their own and others' well-being; • ask questions and listen to answers given from a variety of perspectives.

Focus of self-evaluation	Possible evidence
<p>5. The quality of provision including: (a) the effectiveness of teaching and learning:</p> <ul style="list-style-type: none"> • Does the teacher have sufficient expertise and enthusiasm for the subject? • Do the teaching methods and strategies include sufficient direct teaching about religions based on the experiences and interests of pupils? • Is there sufficient discussion of, and reflection on, religious issues? • Are resources used effectively in promoting and reinforcing learning? • Is effective learning taking place, both in terms of RE objectives and key skills? • Are all pupils engaged in the learning activities? • Where available, is a learning support assistant used effectively? • Is homework appropriate? 	<p><i>Teachers could:</i></p> <p>(a)</p> <ul style="list-style-type: none"> • use a 'starter' activity which interests and engages pupils in the learning to come; • share lesson objectives with pupils and check their understanding; • make use of 'first hand' religious material where possible, including religious scriptures, artefacts and artistic works and recorded interviews with religious believers; • employ a variety of teaching methods, managing pupils' behaviour by involving them in their learning; • take account of different levels of ability within the class by setting differentiated tasks; • show that they have high expectations of pupils by challenging them to engage with activities at a progressively higher level; • demonstrate their knowledge and understanding of RE by setting the lesson topic in a wider context; • demonstrate their own enthusiasm for the topic by explaining briefly why it is important or what it means to them; • use open-ended questioning, allowing time for answers and probing for depth of thinking; • encourage pupils to ask their own questions; • encourage pupils to develop their RE skills, e.g. empathy, interpretation of religious material, reflection, expression of their own ideas using evidence and example, working co-operatively; • encourage pupils to develop attitudes appropriate to RE, e.g. respect, curiosity, fairness; • make effective use of learning support assistants by focusing attention on specific RE learning objectives; • use a plenary activity or a homework task to consolidate learning or challenge pupils to make further progress.

Focus of self-evaluation	Possible evidence
<p style="text-align: center;">(b) the curriculum and other activities:</p> <ul style="list-style-type: none"> • Does the teacher’s planning reflect the agreed syllabus requirements? • How does the lesson fit within the overall scheme of work? • Is there learning taking place which refers to planning for or following up visits by representatives of religious communities or visits to places of religious significance? 	<p><i>Teachers could:</i></p> <p>(b)</p> <ul style="list-style-type: none"> • provide a brief lesson plan indicating its place in the scheme of work, aims of the lesson as related to the agreed syllabus, an outline of the lesson activities and resources used, one or two expected outcomes, arrangements for any pupils with particular needs; • invite pupils’ questions about forthcoming visitors to the classroom or visits to places of religious significance, or ask questions about previous encounters.
<p style="text-align: center;">(c) care, guidance and support:</p> <ul style="list-style-type: none"> • Does the lesson support the learning for all pupils in the class? • Is there a variety of resources being used, including ICT, and accessible to all pupils? • Does the classroom provide a suitable learning environment for RE? • Do any of the following have an impact on pupils’ achievement: <ul style="list-style-type: none"> – class size; – seating arrangements; – learning environment; – location of resources? 	<p><i>Teachers could:</i></p> <p>(c)</p> <ul style="list-style-type: none"> • make use of a variety of resources, ensuring that all pupils, including those with special needs, are able to access the materials; • include use of ICT, visits and visitors in the programme of study and refer to these in the development of pupils’ learning in lessons; • ensure that the learning environment is as helpful to pupils as possible, making use of display space for pupils’ work, posters and key words and concepts in RE; • make best use of available accommodation and resources to manage the class and encourage individual and group learning.

Focus of self-evaluation	Possible evidence
<p>6. The effectiveness and efficiency of leadership and management:</p> <ul style="list-style-type: none"> • Does the lesson reflect school or departmental policies or procedures regarding expected standards of behaviour and commitment to learning? 	<p><i>Teachers could:</i></p> <ul style="list-style-type: none"> • provide a safe and secure environment for pupils to offer their views without fear of ridicule; • work to create a positive view of RE in the school.

Focus of self-evaluation	Possible evidence
<p>7. Overall effectiveness and efficiency:</p> <ul style="list-style-type: none"> • Has the quality of teaching and learning noted in the previous inspection been sustained or improved upon? • What steps need to be taken to improve the provision further? 	<p><i>Teachers could:</i></p> <ul style="list-style-type: none"> • put into practice any appropriate teaching and learning developments made since the last inspection; • make use of any new guidance from SACRE if appropriate to the lesson(s) being observed.

8.3 Discussion with pupils

Subject leaders will want to hold discussions with pupils in order to gain information about the **quality of provision**, their **involvement in decisions that affect their learning** in RE, **achievements and standards**, the quality of **teaching and learning**, the attention given to their **personal development and well-being**, and the quality of **leadership and management**. They will also gather evidence on **other factors** which may impact on achievement.

The following sample questions provide the subject leader with a basis for discussions with a range of pupils in different classes, though they will need to be adapted appropriately for different ages of pupils. It will be important to be aware of the most recent work being undertaken by each class before talking to pupils.

Discussion with pupils

Focus of self-evaluation	Possible evidence
<p>1. Characteristics of provision for RE in the school:</p> <ul style="list-style-type: none"> • How well are you doing in RE? • What is good about RE? • What contacts have you made in RE with different groups in the community? • Are there any things which make learning difficult in RE? • What things help your learning in RE? 	<p><i>Check whether a range of pupils, including those with special educational needs (SEN) and those from ethnic minorities, know and understand:</i></p> <ul style="list-style-type: none"> • how well they are doing in RE compared to when they entered the school; • why they are doing RE; • the purpose of visitors and visits in RE; • what sort of help they can ask for if they don't understand something in RE lessons.

Focus of self-evaluation	Possible evidence
<p>2. The views of pupils, parents/carers and other stakeholders:</p> <ul style="list-style-type: none"> • Do you feel that your ideas and views are listened to by your teacher? Can you give an example? • How are your parents' / carers' views taken in RE? 	<p><i>Check whether a range of pupils, including those with special educational needs (SEN) and those from ethnic minorities, know and understand:</i></p> <ul style="list-style-type: none"> • that their views matter and can make a difference, for example in responding to a request for more reflection time or use of ICT in RE; • that their parents' / carers' views are taken into account when plans for the RE curriculum are made; • that they have opportunities in RE to engage in personal research; • that teachers and learning support assistants are there to help them learn.

Focus of self-evaluation	Possible evidence
<p>3. Achievements and standards:</p> <ul style="list-style-type: none"> • What can you tell me about your recent work? • Have you been surprised by anything you learnt? • What does that [aspect of work] mean? • How is this [building / artefact / etc] used by believers? • What questions do you discuss / talk about in RE? • Do you think these questions are interesting / important? • Do you think that work in RE is more or less challenging than work you do in other subjects? • What is your own view about...? • What would Hindus / Jews / Christians say? Do they all agree? What are the differences? 	<p><i>Check whether a range of pupils, including those with special educational needs (SEN) and those from ethnic minorities, know and understand:</i></p> <ul style="list-style-type: none"> • basic facts and terminology relating to the religious material being studied; • how to interpret religious material; • how to present their own views in relation to the examples being studied; • that they are being challenged to achieve as well as they can, in relation to the expectations (levels) of the appropriate syllabus. • that generalising about religions is usually unhelpful because believers often have different views about the issues being discussed, even within the same religion; • the value of any special projects undertaken in RE.

Focus of self-evaluation	Possible evidence
<p>4. Personal development and well-being, including the impact on citizenship:</p> <ul style="list-style-type: none"> • Do you enjoy RE? Is it interesting? • What happens if you miss an RE lesson? • What happens if someone misbehaves in RE? • Do you feel you get noticed if you do well or are helpful in RE lessons? • Do you get the chance to reflect on life's big questions in RE? • Do you have opportunities to meet people from different religions or cultures in RE? • Do you feel safe in RE from bullying and racism? • Do you feel able to talk to staff and others if you feel at risk? • Have any pupils in your class contributed to RE lessons from their own faith perspectives? • Where would you find the nearest Hindu / Buddhist etc community? • Are there opportunities in RE for you to make a positive contribution to the community, eg in considering the best ways of helping people in need? • Do you think you are learning useful skills for life in RE? 	<p><i>Check whether a range of pupils, including those with special educational needs (SEN) and those from ethnic minorities, know and understand:</i></p> <ul style="list-style-type: none"> • the relation of their recent work with their own interests and concerns; • the opportunities they have in RE to develop and contribute their own ideas; • that their teachers and learning support assistants are ready and able to help them in all aspects of their learning in RE; • the whereabouts of some local religious communities and places of worship.

Focus of self-evaluation	Possible evidence
<p>5. The quality of provision including:</p> <p>(a) the effectiveness of teaching and learning:</p> <ul style="list-style-type: none"> • How do you know how well you are doing in RE? • Did you get a report in RE? What did it say? • Can you give some examples of work you have done on your own and some you have done with others? • Do you get the chance to do your own research, e.g. from recommended websites? • Do you know what your teacher's marking grades or comments mean? • Do you get homework in RE? How much? <p>(b) the curriculum and other activities:</p> <ul style="list-style-type: none"> • Do you have any choices in what you do in RE or does everyone do the same? • How much RE do you get in an average week? • Does RE help much with speaking, listening, reading and writing? • Do you get opportunities in RE to develop your ICT skills? • Have you ever made any visits in RE or had any visitors? What can you tell me about them? In what ways are they similar to other visits / visitors? <p>(c) care, guidance and support:</p> <ul style="list-style-type: none"> • How do your teachers help you to do well in RE? • What happens if you don't understand something? • Do you get any help from learning support assistants in RE? • Do you think your teachers enjoy teaching RE? • Have you ever had any of your RE work displayed or put on the school website? 	<p><i>Check whether a range of pupils, including those with special educational needs (SEN) and those from ethnic minorities, know and understand:</i></p> <p>(a)</p> <ul style="list-style-type: none"> • that they are expected to show initiative in developing their learning; • that they have opportunities to work independently as well as with others in RE and that both methods help them to learn; • that their insights are recognised and valued; • how they are doing in RE (what 'level' they are working at) and what they must do to improve, e.g. in being able to explain and act upon teachers' comments on their work, in reports and in their exercise books; • how much homework they may be expected to do in RE and what homework is for. <p>(b)</p> <ul style="list-style-type: none"> • the choices they have been given in RE; • their entitlement to RE; • how RE helps with literacy and ICT skills; • how ICT can help them make progress in their understanding of RE material; • the significant features of any visits they have made; • the key messages of any visitors to RE lessons. <p>(c)</p> <ul style="list-style-type: none"> • the opportunities they have to do work which helps them as individuals and as members of society; • that their teachers and learning support assistants are ready and able to help them in all aspects of their learning in RE; • that their work in RE is valued; • that they are responsible for their own efforts in RE.

Focus of self-evaluation	Possible evidence
<p>6. The effectiveness and efficiency of leadership and management:</p> <ul style="list-style-type: none"> • Do you have RE every week? If not, how often / when do you have RE? • Is RE an important subject (a) to you and (b) in the school? • Who is in charge of the RE department? • What happens if someone misbehaves or doesn't do their work or isn't doing as well as they ought in RE? • What happens if your regular teacher is away? • Do you feel that all pupils are given equal chances to do well in RE? 	<p><i>Check whether a range of pupils, including those with special educational needs (SEN) and those from ethnic minorities, know and understand:</i></p> <ul style="list-style-type: none"> • how much RE they receive over a year; • why RE is an important subject in their education; • who is in charge of the RE Department and how they can contact them for support or guidance; • what standards of behaviour are expected of them, including when their regular teacher is being covered by another colleague; • the system of rewards, encouragements and punishments that apply in various circumstances; • that every pupil matters and all have their views taken seriously.

Focus of self-evaluation	Possible evidence
<p>7. Overall effectiveness and efficiency:</p> <ul style="list-style-type: none"> • Which bits of RE have been the best? Why? • What didn't you enjoy/find interesting? Was it still worthwhile? • Do you think RE has got more or less interesting during your time in the school? 	<p><i>Teachers could:</i></p> <ul style="list-style-type: none"> • begin new sections of work with a key question to stimulate interest; • remind pupils at suitable intervals of the purposes of RE and of its relevance and importance in their education.

8.4 Examination of pupils' work

Subject leaders can collect and evaluate evidence on pupils' **standards and achievement** by analysing their written and other work. As well as exercise books, attention could be given

to pupils' work appearing in classroom and other displays, material on a school website and collection of work placed in libraries or other areas of the school.

Examination of pupils' work

Focus of self-evaluation	Possible evidence
<p>1. Characteristics of provision for RE in the school:</p> <ul style="list-style-type: none"> • Are the distinctive aims of RE apparent in pupils' work? • Does pupils' work refer to links with different groups in the community? • Does pupils' work indicate that there are any particular aids or barriers to raising performance? • What particular strengths and weaknesses of RE in the school are revealed in pupils' work? 	<p><i>Exemplars of pupils' work could include:</i></p> <ul style="list-style-type: none"> • a range of activities which show pupils engaging with ultimate questions; • work showing the engagement with visitors or visits made in RE; • target setting comments by the teacher and pupil to show how the piece of work could be improved.
<p>2. The views of pupils, parents/carers and other stakeholders:</p> <ul style="list-style-type: none"> • Do pupils show enthusiasm for RE in their work? • How are pupils' own choices reflected in their work? • How are pupils' successes communicated to parents / carers? 	<p><i>Exemplars of pupils' work could include:</i></p> <ul style="list-style-type: none"> • very good work, going beyond the set task; • a range of different responses to set tasks containing a choice of themes or activities; • work marked with merits and other constructive comments.

Focus of self-evaluation	Possible evidence
<p>3. Achievements and standards:</p> <ul style="list-style-type: none"> • Do pupils learn from teachers' comments how well they are doing and what they must do next to make further progress? • Do pupils follow up on teachers' remarks? • Are examples of moderated exemplars of pupils' work at different levels available? • Are the results of any tests or examinations (performance data) analysed and used in planning? • Are there any notes on significant variations between different groups of pupils, eg boys/girls, different year groups, different classes, etc? • How does pupils' work compare with that in other similar schools? 	<p><i>Exemplars of pupils' work could include:</i></p> <ul style="list-style-type: none"> • work where pupils have responded to requests to complete work and follow up comments; • comments in relation to level statements which provide pupils with clear targets for progress; • work where pupils have clearly taken a pride in their work; • work moderated by the subject leader and colleagues; • responses to test pieces; • work from different groups of pupils.

Focus of self-evaluation	Possible evidence
<p>4. Personal development and well-being, including the impact on citizenship:</p> <ul style="list-style-type: none"> • Is there evidence of pupils' work being valued in ways other than in comments in books? • Do pupils have extra-curricular opportunities to develop their RE work? • Is there evidence of attention to pupils' attitudes, behaviour and attendance? • Does work demonstrate pupils' spiritual, moral, social and cultural development? • Does work contribute to pupils' understanding of a healthy lifestyle? • Does work demonstrate attention to such issues as bullying and racism? • Does work refer to groups within the local community, eg based on visits to places of worship? • Does work contribute to pupils' understanding of local, national and global citizenship? • How does RE help to develop the skills and personal qualities that will enable them to achieve future economic well-being? 	<p><i>Exemplars of pupils' work could include:</i></p> <ul style="list-style-type: none"> • quality of displays of pupils' work in RE in the classroom and / or around the school; • artistic responses to reflective activities; • a selection of pupils' PowerPoint presentations on the school website, related to religious views on moral and social issues or to recent visits; • a written, photographic, video or audio-tape record of pupils' involvement in, e.g. RE role plays, 'hot-seat' activities, discussions / debates, visits to places of worship; • results of internet research on religious leaders or communities.

Focus of self-evaluation	Possible evidence
<p>5. The quality of provision including:</p> <p>(a) the effectiveness of teaching and learning:</p> <ul style="list-style-type: none"> • Does the set work look interesting and challenging at the right level? • Is there evidence of higher expectations as pupils progress through the school? • Are teachers' comments clearly written and related to the RE objectives? • Are pupils involved in assessing their own and their peers' work? • Are any groups of pupils doing particular well or underachieving? • Is homework set and completed regularly? <p>(b) the curriculum and other activities:</p> <ul style="list-style-type: none"> • Does the work support the development of RE skills? • Does the work support the development of other key skills including literacy and ICT? • Is there additional planning ensuring continuity and progression in pupils' learning? • Does the work include reflection on meetings with representatives of different faiths and cultures? <p>(c) care, guidance and support:</p> <ul style="list-style-type: none"> • Are arrangements in place to support pupils with particular needs? • Do learning support assistants contribute effectively to pupils' learning in RE? 	<p><i>Exemplars of pupils' work could include:</i></p> <p>(a)</p> <ul style="list-style-type: none"> • work which links religious material with pupils' own questions, interests and concerns, including interests of, e.g. 'gifted' pupils, boys / girls, minority religious groups; • thought-provoking responses to set questions; • a variety of different styles of presentation; • higher standards of work as pupils progress through the school; • RE-focused comment-marking, e.g. commending achievement and setting targets in terms of level statements; • a record of self- and peer-assessment activities in relation, e.g. to 'pupil-speak' level statements; • a range of responses to differentiated activities, including homework tasks which consolidate learning or challenge them to make further progress. <p>(b)</p> <ul style="list-style-type: none"> • responses using RE, literacy and ICT skills; • coverage of the different aspects of the appropriate syllabus; • work focused on progressive levels that it is balanced across the attainment targets of the agreed syllabus; • follow-up work to visits from or to faith representatives. • set tasks appropriate to their interests. <p>(c)</p> <ul style="list-style-type: none"> • work by pupils with special educational needs, including that where support has been provided.

Focus of self-evaluation	Possible evidence
<p>6. The effectiveness and efficiency of leadership and management:</p> <ul style="list-style-type: none"> • How are standards of work and progress for each pupil recorded? • Are marking policies being adhered to? • Are set tasks in different classes coherent and consistent? • What progress is being made by different year groups and by sets of parallel groups? • Are there any differences in the progress being made by different groups of pupils (higher attainers, minority groups etc)? • Are there opportunities for pupils to develop spiritually, morally, socially and culturally? • What are the priorities for development in relation to achievement and standards? 	<p><i>The subject leader could ensure that:</i></p> <ul style="list-style-type: none"> • there is a record of any team or staff meetings for moderating standards across the school; • marking is in line with school or department policy; • set tasks focus on development of RE skills and attitudes as recommended in the agreed syllabus; • assessed tasks are differentiated and progressively challenging as pupils progress through the school; • work is sampled by gender, or by other groups within the school to see if there is any significant differential in achievement; • work is set to take account of different individual or group interests; • the scheme of work includes tasks designed to promote pupils' spiritual, moral, social and cultural development; • there is a clear, costed development / improvement plan for RE which focuses on achievement and standards.

Focus of self-evaluation	Possible evidence
<p>7. Overall effectiveness and efficiency:</p> <ul style="list-style-type: none"> • What is the overall effectiveness of the provision, including any additional activities / visits etc provided for RE, and its main strengths and weaknesses? • What is the effectiveness of any steps taken to promote improvement since the last inspection, and as a result of self-evaluation? • Has the impact of any action taken since the last inspection been monitored and evaluated? 	<p><i>The subject leader could ensure that colleagues:</i></p> <ul style="list-style-type: none"> • include a range of activities in their RE lessons which promote high standards of achievement appropriate for all the pupils in their class; • put into practice any appropriate teaching and learning developments agreed by the school since the last inspection; • make use of any new guidance from SACRE in the setting and marking of work; • evaluate the impact of any action taken to improve teaching and learning in RE.

8.5 Summary of Judgements

Subject leaders should collate information from the tables above and from previous reviews and reports on RE in order to form their own judgements about current **achievements and standards** in RE, the **quality of provision**, and their own **leadership and management** of the subject.

The following questions and evidence sources listed below are based on the Ofsted record of inspection for subject and themed surveys.

The tables are intended to support subject leaders in the development of an RE improvement plan. Subject leaders might like to employ the Ofsted scale to grade themselves for each section of the self-evaluation as follows:

- Grade 1: Outstanding
- Grade 2: Good
- Grade 3: Satisfactory
- Grade 4: Unsatisfactory

Summary of Judgements

Achievement and Standards	Grade	Evidence for Judgement
<p>Key Question How well do pupils achieve?</p>		<ul style="list-style-type: none"> • statistical data on performance of pupils in relation to agreed syllabus or national standards, and to GCSE results if taken; • statistical data on performance of pupils in relation to other subjects and school targets; • analysis of data in terms of movement in standards, differences between components of the subject and by key stage; • analysis of data in terms of progress and value-added measures; • notes on any differences in performance, attitude, behaviour etc. of different groups, eg, gender, ethnic, social & ability, including vulnerable groups; • notes on standards and progress in samples of work compared with the data.

Personal Development and Well-Being	Grade	Evidence for Judgement
<p>Key Question How good is the overall personal development and well-being of pupils?</p>		<ul style="list-style-type: none"> • records of attendance; • notes from lesson observations, discussions with pupils and examination of work samples on pupils’ attitudes, behaviour and participation; • notes from lesson observations, discussions with pupils and examination of work samples on pupils’ spiritual, moral, social and cultural development. • an agreed definition and approach to spiritual, moral, social and cultural development, e.g. notes in scheme of work on activities that provide appropriate opportunities for pupils’ spiritual, moral, social and cultural development; • copy of guidance to staff on conducting reflective activities, e.g. ‘guided reflection’; • policies, notes and correspondence concerning any pupils who do not receive their full RE entitlement, either through parental withdrawal, long-term exclusion or curriculum arrangements.

Summary of Judgements

Quality of Provision (1) teaching and learning	Grade	Evidence for Judgement
<p>Key Question How effective are teaching and learning?</p>		<ul style="list-style-type: none"> • a note of teachers' subject expertise and confidence; • examples of planning from different teachers; • lists of available resources, including ICT resources and examples of how they are used; • notes from lesson observations, discussions with pupils and examination of work samples on teachers' strategies for teaching and class management; • notes from lesson observations on pupils' responses and interaction, discussions with a selection of pupils from different classes, and notes on samples of pupils' work; • sample lesson plans written with teachers who are not RE specialists in mind.

Summary of Judgements

Quality of Provision (2) assessment	Grade	Evidence for Judgement
<p>Key Question How effective are assessment procedures?</p>		<ul style="list-style-type: none"> • examples of planning which show differentiated opportunities for assessment, e.g. tasks for very able learners who need greater challenge; • records of pupils' progress in relation to agreed syllabus or national framework levels. This could be in a mark book, making reference to 'levels' being achieved, e.g. a selection of pupils' work near the start of a key stage programme and the same pupils' work later in the programme; • examples of pupils' work in relation to those levels; • notes on pupils' responses to teacher feedback; • examples of pupils' self- and peer-assessments; • examples of appropriate assessment for different groups of pupils.

Summary of Judgements

Quality of Provision (3) curriculum and other activities	Grade	Evidence for Judgement
<p>Key Question How well do the curriculum, programmes and activities meet the needs and interests of pupils?</p>		<ul style="list-style-type: none"> • an overview of the RE programmes, indicating time for RE, main themes for study and coverage of religions at each key stage; • a long-term plan showing progression for different groups across key stages; • examples of differentiated planning to meet needs of different groups of pupils; • notes on procedures undertaken for visits to places of religious significance and guidance for visitors to RE lessons, indicating their place in the whole programme of study; • sample planning sheets which promote pupils' literacy skills, such as a lesson featuring speaking and listening and ICT skills, or a lesson where pupils use ICT to present information about an aspect of religious worship; • classroom displays of key words in RE, correctly spelt, and of pupils' digitally presented work.

Quality of Provision (4) care, guidance and support	Grade	Evidence for Judgement
<p>Key Question How well are pupils guided and supported?</p>		<ul style="list-style-type: none"> • a statement which stresses the importance of relationships: colleagues show respect for pupils, e.g. in talking and listening and in diligent preparation; • a note of any additional support offered to individual or groups of pupils; • notes on achievement of different groups, with positive expectations of the progress of all groups of pupils; • notes on RE targets that have been set in pupils' individual education plans; • homework policy or guidelines, plus examples; • notes of out of classroom learning and enrichment such as visits to places of worship.

Summary of Judgements

Leadership and Management (1) raising achievement	Grade	Evidence for Judgement
<p>Key Question How effective are leadership and management in raising achievement and supporting all pupils?</p>		<ul style="list-style-type: none"> • a policy or mission statement or job description which encompasses high aspirations for all pupils; • course aims and objectives which contain a clear focus on pupils' achievements; • a development plan which reflects and promotes appropriate ambitions and goals, listing what needs to be done, when, how and by whom; • high quality schemes of work demonstrating coverage of statutory requirements and specifications for qualifications; • examples of colleagues' work or commitment to RE, e.g. in taking on additional responsibilities; • correspondence or records of contact with parents, or records of the department's work with different groups of pupils, e.g. boys, pupils from minority groups, pupils with special educational needs, very able pupils, etc; • notes on the creation of an effective team, and the responsibilities undertaken, including notes on equality of opportunity and who takes over when the Head of Department or Subject Leader is away. • notes on any specific project or training recently undertaken and the impact it had on standards and quality in RE.

Leadership and Management (2) self-evaluation	Grade	Evidence for Judgement
<p>Key Question How well do managers know the strengths and weaknesses in the subject?</p>		<ul style="list-style-type: none"> • notes on the management and review of assessment, monitoring, evaluation and performance management and the professional development of staff in relation to teaching RE; • a record of responses to this self-evaluation exercise and the action taken or planned as a result.

9. Checklist of materials

The following list contains key documents and evidence you might have ready for senior managers or inspectors to demonstrate current provision for RE.

<ul style="list-style-type: none"> • Policy statement for RE, making reference to the appropriate syllabus for RE; 	✓
<ul style="list-style-type: none"> • Specific approaches in RE to general school policies and practice, e.g. on RE for pupils with special or additional educational needs or for 'gifted' pupils in RE; 	
<ul style="list-style-type: none"> • Descriptions of roles and responsibilities for RE; 	
<ul style="list-style-type: none"> • Outline programme of study; 	
<ul style="list-style-type: none"> • Schemes of work, highlighted to show opportunities for spiritual, moral, social and cultural development; 	
<ul style="list-style-type: none"> • Sample lesson plans; 	
<ul style="list-style-type: none"> • Samples of pupils' work at different levels; 	
<ul style="list-style-type: none"> • Samples of pupils' work demonstrating key skills, e.g. in literacy or ICT; 	
<ul style="list-style-type: none"> • Samples of marked work, demonstrating diagnostic comments and target setting; 	
<ul style="list-style-type: none"> • A record of visits and visitors, with letters to parents and risk-assessment ; 	
<ul style="list-style-type: none"> • Notes on any monitoring of colleagues' work in RE; 	
<ul style="list-style-type: none"> • Results of assessments and examinations, with analysis and evaluation; 	
<ul style="list-style-type: none"> • RE development/improvement plan; 	
<ul style="list-style-type: none"> • RE budget statement; 	
<ul style="list-style-type: none"> • List of resources; 	
<ul style="list-style-type: none"> • Notes on RE meetings and staff development, with resulting agreements and targets; 	
<ul style="list-style-type: none"> • A record of own training undertaken in relation to RE; 	
<ul style="list-style-type: none"> • Correspondence with governors, parents, visitors, community groups. 	

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Dave Francis
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