

# Religious education survey visits

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## **Generic grade descriptors and supplementary subject-specific guidance for inspectors on making judgements during visits to schools**

Inspectors visit 150 schools each year to inform Ofsted's subject surveys in English, mathematics and science. Survey visits for other subjects are less frequent but continue to take place from time to time.

Where applicable, subject feedback letters, which are sent following survey visits, normally contain separate judgements on:

- the overall effectiveness of the subject
- the achievement of pupils in the subject
- the quality of teaching in the subject
- the quality of the subject curriculum
- the quality of leadership in, and management of, the subject.

In reaching these judgements, inspectors draw on the criteria and grade descriptors from the September 2013 *School inspection handbook* as they can be applied to individual subjects. Key elements of these descriptors are set out in the guidance below. Alongside them are supplementary, subject-specific descriptors to provide additional guidance for schools and inspectors. This includes guidance on the quality of the curriculum in the subject.

This supplementary guidance is not for use on section 5 whole-school inspections.

## Grade descriptors – the overall effectiveness of religious education (RE) provided in the school

*Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.*

### Outstanding (1)

- RE teaching is outstanding. Achievement is at least good or improving rapidly across a wide range of aspects of the subject.
- The curriculum is rich, relevant and engaging, with a strong programme of enrichment activities which bring the world of religion and belief alive for pupils. At Key Stage 4 strong and effective provision is made to provide pupils with the opportunity to accredit their achievement in RE.
- RE makes an outstanding contribution to the development of pupils' literacy and oracy skills.
- Subject leadership is exceptional and promotes a culture of high expectations and reflective practice.
- Pupils develop a sense of passion and commitment to RE, linking their study of religion and belief to their own lives.
- RE makes an outstanding contribution to pupils' spiritual, moral, social and cultural development.

### Good (2)

- Pupils benefit from RE teaching that is at least good. This promotes very positive attitudes to learning and ensures that achievement in the subject is at least good.
- The RE curriculum is broad and balanced, with a good programme of enrichment activities to extend pupils' interest in the subject. At Key Stage 4 pupils have good opportunities to accredit their achievement in RE.
- Pupils develop a wide range of investigating and evaluative skills which stimulate their interest in, and engagement with, the world of religion and belief.
- The subject makes a good contribution to the promotion of pupils' literacy and oracy skills.
- Pupils recognise the value of the subject and can see its relevance in their own lives.
- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

### Requires improvement (3)

- RE in the school requires improvement because one or more of the key judgements for achievement; the quality of teaching; the curriculum; and the quality of leadership and management of RE requires improvement.

### Inadequate (4)

RE in the school is likely to be inadequate if any of the following are judged to be inadequate:

- the achievement of pupils in RE
- the behaviour and safety of pupils in RE
- the quality of teaching in RE
- the quality of curriculum including a failure to meet statutory requirements
- the leadership and management of RE

and in addition:

- there are important weaknesses in the promotion of pupils' spiritual, moral, social and cultural development resulting in a poor climate for learning in RE, where pupils or groups of pupils are unable to flourish.

## Grade descriptors – achievement of pupils in religious education

*Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.*

Generic <sup>1</sup>	Supplementary subject-specific guidance
<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ From each different starting point,<sup>2</sup> the proportions of pupils making expected progress<sup>3</sup> and the proportions exceeding expected progress in English and in mathematics are high compared with national figures. For pupils for whom the Pupil Premium provides support, the proportions are similar to, or above, those for other pupils in the school or are rapidly approaching them.</li> <li>■ Pupils make rapid and sustained progress throughout year groups across many subjects, including English and mathematics, and learn exceptionally well.</li> <li>■ The achievement of pupils for whom the Pupil Premium provides support at least matches that of other pupils in the school or has risen rapidly, including in English and mathematics.</li> <li>■ Pupils read widely, and often across all subjects to a high standard.</li> <li>■ Pupils develop and apply a wide range of skills to great effect in reading, writing, communication and mathematics. They are exceptionally well prepared for the next stage in their education, training or employment.</li> <li>■ Pupils, including those in the sixth form and those in the Early Years Foundation Stage, acquire knowledge quickly and develop their understanding rapidly in a wide range of different subjects across the curriculum.</li> <li>■ The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, those for whom the Pupil Premium provides support, and the most able is consistently good or better.</li> <li>■ The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this. In exceptional circumstances, an outstanding grade can be awarded where standards of attainment of any group of pupils are below those of all pupils nationally, but the</li> </ul>	<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ Pupils have an outstanding level of religious literacy.</li> <li>■ The development of their ability to engage with a range of ultimate questions about the meaning and significance of existence is excellent.</li> <li>■ The development of their ability to ask significant questions about, and show an impressive understanding of, issues related to the nature, truth and value of religion is impressive.</li> <li>■ They develop a strong understanding of how the beliefs, values, practices and ways of life within any religion cohere.</li> <li>■ Pupils show exceptional independence; they can think for themselves and take the initiative in, for example, asking questions, carrying out their own investigations, evaluating ideas and working constructively with others.</li> <li>■ They show significant levels of originality, imagination or creativity in their responses to their learning in RE.</li> <li>■ Pupils show impressive achievement in linking their study of religion and belief to their exploration of more personal reflections on issues of meaning and purpose.</li> <li>■ Their progress is outstanding across a wide range of religions, beliefs and investigations.</li> </ul>

<sup>1</sup> The descriptors are set out in full in the *School inspection handbook*.

<sup>2</sup> Starting points at Key Stage 1 include Levels W (and P levels), 1, 2c, 2b, 2a and 3; starting points at Key Stage 2 include Levels W (and P levels), 1, 2, 3, 4 and 5.

<sup>3</sup> Expected progress is defined by the government as two National Curriculum levels of progress between Key Stages 1 and 2 and three National Curriculum levels of progress between Key Stages 2 and 4. From 2013, expected progress data between Key Stages 1 and 2 in English will be provided separately for reading and writing, but no longer aggregated for English. Expected progress for pupils attaining below Level 1 of the National Curriculum at the end of Key Stages 1 or 2 is explained in *Subsidiary guidance*.

<b>Generic<sup>1</sup></b>	<b>Supplementary subject-specific guidance</b>
<p>gap is closing rapidly, as shown by trends in a range of attainment indicators. This may include attainment in reading.</p>	
<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ From each different starting point, the proportions of pupils making expected progress, and the proportions exceeding expected progress, in English and in mathematics are close to or above national figures. For pupils for whom the Pupil Premium provides support, the proportions are similar to, or above, those for other pupils in the school or are improving.</li> <li>■ Progress across year groups in a wide range of subjects, including English and mathematics, is consistently strong and evidence in pupils' work indicates that they achieve well.</li> <li>■ The achievement of pupils for whom the Pupil Premium provides support at least matches that of other pupils in the school or is rising, including in English and mathematics.</li> <li>■ Pupils read widely and often.</li> <li>■ Pupils acquire knowledge and develop understanding quickly and securely in a wide range of subjects. They develop and apply a wide range of skills, in reading, writing, communication and mathematics. This ensures that they are well prepared for the next stage in their education, training or employment.</li> <li>■ The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, those for whom the Pupil Premium provides support and the most able, is generally good.</li> <li>■ Where attainment, including attainment in reading in primary schools, is low overall, it is improving at a faster rate than nationally, over a sustained period.</li> </ul>	<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Pupils have a good level of religious literacy.</li> <li>■ The development of their ability to discuss and respond to a range of ultimate questions about the meaning and significance of existence is good.</li> <li>■ The development of their ability to ask significant questions about, and show an impressive understanding of, issues related to the nature, truth and value of religion is also good.</li> <li>■ They are developing a good grasp of how the beliefs, values, practices and ways of life within any religion cohere.</li> <li>■ Pupils show independence; they can think for themselves and take some initiative in, for example, asking questions, carrying out investigations and working with others.</li> <li>■ They show some originality, imagination or creativity in their responses to their learning in RE.</li> <li>■ Pupils understand how their study of religion and belief has relevance for their own lives.</li> <li>■ Their progress is good across a wide range of religions, beliefs and investigations.</li> </ul>
<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Pupils' achievement requires improvement as it is not good.</li> </ul>	<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Pupils have a range of knowledge and understanding of religion and belief but this is relatively superficial.</li> <li>■ Pupils engage in the study of religion and belief but their skills of enquiry are limited and they are often too dependent on the teacher to make progress.</li> <li>■ Their ability to talk about questions that arise from their study of RE is limited.</li> <li>■ While pupils can make basic connections between the study of religion and belief and their personal lives, their level of thinking is limited.</li> <li>■ Pupils show some, albeit limited, interest in RE.</li> </ul>
<p><b>Inadequate (4)</b></p>	<p><b>Inadequate (4)</b></p>

<b>Generic<sup>1</sup></b>	<b>Supplementary subject-specific guidance</b>
<p>Achievement is likely to be inadequate if <b>any</b> of the following apply.</p> <ul style="list-style-type: none"> <li>■ From their different starting points, the proportions of pupils making expected progress, and the proportions exceeding expected progress, in English or in mathematics are consistently below national figures and show little or no improvement.</li> <li>■ For pupils for whom the Pupil Premium provides support, the proportions making and exceeding expected progress from the different starting points in English or in mathematics are consistently well below those of other pupils and show little or no improvement.</li> <li>■ Pupils' learning and progress in any key subject<sup>4</sup> or key stage, including the sixth form or the Early Years Foundation Stage, indicate they are underachieving.</li> <li>■ Groups of pupils, particularly disabled pupils and/or those who have special educational needs and/or those for whom the Pupil Premium provides support, and/or the most able, are underachieving.</li> <li>■ Pupils' communication skills (including reading and/or writing) or proficiency in mathematics are not sufficiently strong for them to succeed in the next stage of education, training or employment.</li> <li>■ Attainment is consistently below floor standards<sup>5</sup> or is in decline and shows little, fragile or inconsistent improvement.</li> <li>■ There are wide gaps in the attainment and/or the learning and progress of different groups.</li> </ul>	<ul style="list-style-type: none"> <li>■ Pupils do not have an appropriate range of knowledge and understanding of RE</li> <li>■ Pupils rarely show the ability to work independently or take the initiative in RE. They rarely apply any higher- level skills as appropriate to their age and ability.</li> <li>■ They rarely demonstrate creativity or originality in their RE work. They often lack interest and enthusiasm for RE.</li> <li>■ Pupils cannot link their study of religion and belief to their exploration of more personal reflections on their own lives.</li> <li>■ Progress is made only across a narrow range of religions, beliefs and investigations.</li> </ul>

<sup>4</sup> 'Key' subjects in primary schools are English and mathematics. In secondary schools they are English, mathematics, science and any specialist school subjects and/or GCSE subjects with very high levels of entry.

<sup>5</sup> Floor standards refer to the expected levels of performance set by the government in relation to standards of attainment at Key Stages 2 and 4 and the proportion of pupils exceeding the threshold for the number of National Curriculum levels of progress made in English and mathematics between Key Stages 1 and 2 or between Key Stages 2 and 4. Current figures are given in *Subsidiary guidance*.

## Grade descriptors<sup>6</sup> – quality of teaching in religious education

*Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.*

Generic	Supplementary subject-specific guidance
<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, those for whom the Pupil Premium provides support and the most able, are making rapid and sustained progress.</li> <li>■ All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.</li> <li>■ Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.</li> <li>■ The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.</li> <li>■ Teachers and other adults authoritatively impart knowledge to ensure students are engaged in learning, and generate high levels of commitment to learning across the school.</li> <li>■ Consistently high-quality marking and constructive feedback from teachers ensure that pupils make rapid gains.</li> <li>■ Teachers use well-judged and often imaginative teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum.</li> </ul>	<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ Teachers communicate high expectations, enthusiasm and passion about RE to pupils.</li> <li>■ Teachers ensure pupils have a clear grasp of the purpose and direction of their learning and how it is extending their subject understanding.</li> <li>■ Teachers have a high level of confidence and expertise both in terms of their specialist knowledge and their understanding of effective learning in RE.</li> <li>■ Pupils secure outstanding progress due to carefully planned, imaginative lessons.</li> <li>■ Excellent use is made of a very wide range of engaging and imaginative resources and teaching strategies to stimulate pupils' active participation in their learning and secure outstanding progress across all aspects of RE.</li> <li>■ Questioning and activities challenge pupils to explore beyond the surface and engage with the deeper meaning and significance of religion and belief</li> <li>■ Pupils become critical enquirers into the world of religion and belief as a result of teachers encouraging pupils to ask their own questions about issues arising from their study.</li> <li>■ Pupils forge strong links between their study of religion and belief and their exploration of more personal reflections on issues of meaning and purpose, because teachers consistently plan and deliver RE very effectively.</li> <li>■ Teachers ensure that pupils are actively involved in a clear process of enquiry which secures a progressive, structured development of their understanding of RE.</li> <li>■ Assessment and marking engage pupils in a dialogue about their progress and how to extend their understanding and skills. Planning is skilfully adjusted to take account of the outcomes of assessment in order to meet the diverse needs of all the pupils.</li> </ul>
<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Teaching in most subjects, including English and mathematics, is usually good, with examples of</li> </ul>	<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Teachers have a clear understanding of the value of RE which they communicate effectively to</li> </ul>

<sup>6</sup> These grade descriptors describe the quality of teaching in the subject as a whole, taking account of evidence over time. While they include some characteristics of individual lessons, they are not designed to be used to judge individual lessons.

<b>Generic</b>	<b>Supplementary subject-specific guidance</b>
<p>some outstanding teaching. As a result, most pupils and groups of pupils on roll in the school, including disabled pupils, those who have special educational needs, those for whom the Pupil Premium provides support and the most able, make good progress and achieve well over time.</p> <ul style="list-style-type: none"> <li>■ Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.</li> <li>■ Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.</li> <li>■ Reading, writing, communication and mathematics are taught effectively.</li> <li>■ Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.</li> <li>■ Teachers assess pupils' learning and progress regularly and accurately at all key stages, including in the Early Years Foundation Stage. They ensure that pupils know how well they have done and what they need to do to improve.</li> <li>■ Effective teaching strategies, including setting appropriate homework, and appropriately targeted support and intervention are matched well to most pupils' individual needs, including those most and least able, so that pupils learn well in lessons.</li> </ul>	<p>pupils.</p> <ul style="list-style-type: none"> <li>■ They have a confident level of specialist expertise which they use well in planning and teaching RE.</li> <li>■ Pupils secure good progress due to well-planned, interesting lessons.</li> <li>■ Teachers ensure pupils have a clear understanding of the purpose of their learning.</li> <li>■ As a result, they use an appropriate range of resources and teaching strategies to promote good learning across all aspects of RE.</li> <li>■ Pupils are able to forge links between their study of religion and belief and their exploration of more personal reflections on issues of meaning and purpose, due to teachers usually planning and delivering RE effectively.</li> <li>■ Questioning is used well to prompt pupils to think below the surface of religion and belief.</li> <li>■ Teachers ensure that pupils are usually involved in a process of learning which incorporates the skills of enquiry and reflection.</li> <li>■ Assessment and marking provide pupils with a clear understanding of their progress in RE and how to improve. Planning is adjusted to take account of the outcomes of assessment.</li> </ul>
<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Teaching requires improvement as it is not good.</li> </ul>	<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Teachers understand how to maintain pupils' interest in RE but do not sustain this in all the lessons.</li> <li>■ Teachers explain the purpose of the lesson but do not always relate this to the wider context of the pupils' learning in RE.</li> <li>■ Teachers use their subject expertise to plan well-organised lessons and manage tasks effectively but do not always ensure all pupils are challenged by the activities.</li> <li>■ Questioning is used to check pupils' understanding and progress but does not always challenge or extend their thinking.</li> <li>■ Pupils' subject understanding is limited because teachers tend to focus attention on managing tasks.</li> <li>■ While tasks are well managed there is insufficient opportunity for pupils to take responsibility for their learning, asking their own questions and coming to their own conclusions.</li> <li>■ Teachers provide opportunities for orderly discussion of issues but do not always ensure</li> </ul>

Generic	Supplementary subject-specific guidance
	<p>pupils develop the skills of effective, reasoned argument.</p> <ul style="list-style-type: none"> <li>■ Work is marked routinely, providing some feedback, but this is not focused sufficiently on helping pupils understand how to improve.</li> </ul>
<p><b>Inadequate (4)</b></p> <p>Teaching is likely to be inadequate where <b>any</b> of the following apply:</p> <ul style="list-style-type: none"> <li>■ As a result of weak teaching over time, pupils or particular groups of pupils, including disabled pupils, those who have special educational needs, those for whom the Pupil Premium provides support and the most able, are making inadequate progress.</li> <li>■ Pupils cannot communicate, read, write or apply mathematics as well as they should.</li> <li>■ Teachers do not have sufficiently high expectations and teaching over time fails to engage or interest particular groups of pupils, including disabled pupils and those who have special educational needs.</li> <li>■ Learning activities are not sufficiently well matched to the needs of pupils.</li> </ul>	<p><b>Inadequate (4)</b></p> <ul style="list-style-type: none"> <li>■ Pupils are bored in lessons, disengage and fail to appreciate the value of RE, due to teaching that fails to engage pupils.</li> <li>■ Resources or teaching strategies fail to promote effective subject learning, because teachers' subject expertise is limited and, as a result, they do not provide the resources or teaching strategies to promote effective subject learning.</li> <li>■ Teachers do not plan and deliver RE to enable pupils to identify any connections between their study of religion and belief and their exploration of more personal reflections on issues of meaning and purpose.</li> <li>■ Teachers do not ensure that lessons are structured around the development of skills of enquiry and reflection.</li> <li>■ Assessment is very limited and ineffective and does not enable pupils to make progress.</li> </ul>



## Grade descriptors – quality of the curriculum in religious education

*Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.*

### Outstanding (1)

- The imaginative and stimulating RE curriculum is skilfully designed to match the full range of pupils' needs.
- The curriculum is built around the progressive development of pupils' knowledge, understanding and skills of RE.
- Excellent links are forged, through first-hand experience and/or through the use of ICT, to provide pupils with exciting and challenging opportunities to engage with the reality and diversity of religion and belief in the modern world.
- The overall curriculum for RE secures a highly effective balance and breadth of study in relation to the agreed syllabus or equivalent expectations.
- The curriculum has a clear rationale based on developing pupils' skills of enquiry into the world of religion and belief.
- Secondary schools provide a diversity of RE programmes, including opportunities to accredit pupils' learning across all ability groups.
- Highly effective links are forged with other areas of the curriculum, for example English, science, the other humanities and the arts, to enable pupils too see connections between RE and their wider learning.
- All aspects of pupils' spiritual, moral, social and cultural development in the context of RE are at least good, and most are outstanding.

### Good (2)

- The overall curriculum secures a good balance and breadth of study in relation to the agreed syllabus or equivalent expectations and is well informed by current initiatives in RE.
- The curriculum is designed to match the range of pupils' needs and ensure that pupils build effectively on the previous learning.
- Good links are forged, through first-hand experience and/or through the use of ICT, to provide pupils with opportunities to engage with the reality and diversity of religion and belief in the modern world.
- The curriculum is built around enquiry into key questions and ideas, providing a good context for pupils' acquisition of subject knowledge.
- Secondary schools provide good opportunities to accredit pupils' learning in RE.
- Good links are forged with other areas of the curriculum, for example English, science, the other humanities and the arts, to enable pupils too see connections between RE and their wider learning.
- All aspects of pupils' spiritual, moral, social and cultural development in the context of RE are at least good.

### Requires improvement (3)

- The overall curriculum for RE secures a reasonable balance and breadth of study in relation to the agreed syllabus or equivalent expectations.
- Coverage of content tends to overemphasise acquisition of knowledge rather than development of deeper levels of understanding.
- Links between the study of religion and the pupils' reflection on their own experiences are sometimes tenuous and lack depth.
- Limited links are forged, through first-hand experience and/or through the use of ICT, restricting the opportunities for pupils to engage with the reality and diversity of religion.
- Schemes of work are in place but links between topics are unclear and do not always build pupils' understanding or skills effectively
- Few links are forged with other areas of the curriculum and, as a result, pupils do not make many connections between RE and their wider learning.
- Secondary schools make some provision to accredit pupils' learning.

- Pupils' spiritual, moral, social and cultural development in the context of RE is limited.

**Inadequate (4)**

- The curriculum does not ensure all pupils receive their statutory entitlement to RE and does not secure continuity in their learning.
- There is little by way of enrichment activity in the subject.
- The overall curriculum for RE does not provide a reasonable balance and breadth of study in relation to the agreed syllabus or equivalent expectations.
- In secondary schools, little provision is made to accredit pupils' learning.
- Some aspects of pupils' spiritual, moral, social and cultural development in the context of RE are inadequate.

## Grade descriptors – quality of leadership in, and management of, religious education

*Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.*

Generic	Supplementary subject-specific guidance
<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time.</li> <li>■ All leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school's performance, and of staff and pupils' skills and attributes.</li> <li>■ Governors, or those with a similar responsibility, stringently hold senior leaders to account for all aspects of the school's performance.</li> <li>■ There are excellent policies underpinning practice that ensures that pupils have high levels of literacy, or pupils are making excellent progress in literacy.</li> <li>■ Leaders focus relentlessly on improving teaching and learning, and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by searching performance management that encourages, challenges and supports teachers' improvement. As a result, teaching is outstanding, or at least consistently good and improving.</li> <li>■ The school's curriculum promotes and sustains a thirst for knowledge and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical well-being, and their spiritual, moral, social and cultural development.</li> <li>■ The school's actions have secured improvement in achievement for those supported by the Pupil Premium, which is rising rapidly, including in English and mathematics.</li> <li>■ The school has highly successful strategies for engaging with parents to the benefit of pupils, including those who find working with the school difficult.</li> <li>■ The school's arrangements for safeguarding</li> </ul>	<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ Leadership is informed by a high level of RE expertise and vision. There is a strong track record of improvement and innovation.</li> <li>■ Subject reviews, self-evaluation and improvement planning are well informed by current best practice in RE and in education generally.</li> <li>■ Subject leadership inspires confidence and whole-hearted commitment from pupils and colleagues.</li> <li>■ Resources including ICT are of high quality and are used effectively to enrich pupils' learning in RE.</li> <li>■ There are effective strategies to delegate subject responsibilities where appropriate, and to share good practice and secure high-quality professional development in the subject.</li> <li>■ RE has a very high profile in the life of the school and is actively involved in initiatives within the school.</li> <li>■ Provision meets the statutory requirements of the locally agreed syllabus or equivalent in full (including in the sixth form, where appropriate).</li> </ul>

<b>Generic</b>	<b>Supplementary subject-specific guidance</b>
<p>pupils meet statutory requirements.</p> <ul style="list-style-type: none"> <li>■ Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.</li> <li>■ Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the Pupil Premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils.</li> </ul>	
<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Key leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition.</li> <li>■ Teaching is good and/or improving strongly as a result of accurate monitoring, effective performance management and professional development, which are closely matched to the needs of the school and staff.</li> <li>■ Self-evaluation is thorough and accurate, and the school's actions are carefully planned, concerted and effective.</li> <li>■ The well-thought-out policies ensure that pupils make at least good progress in literacy.</li> <li>■ Governors, or those in a similar position, systematically challenge senior leaders. As a result, the quality of teaching and pupils' achievement have improved, or previous good performance in these areas has been consolidated.</li> <li>■ The school's curriculum encourages a thirst for knowledge and a love of learning. It covers a range of subjects and provides opportunities for academic, technical and sporting excellence, and contributes well to pupils' academic achievement, their physical well-being and their spiritual, moral, social and cultural development. It promotes positive behaviour and a good understanding of safety matters.</li> <li>■ The school's actions have secured improvement in achievement for those supported by the Pupil Premium, which is rising, including in English and mathematics.</li> <li>■ The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils.</li> <li>■ The school's arrangements for safeguarding pupils meet statutory requirements.</li> <li>■ Governors ensure the efficient management of financial resources. This leads to the effective deployment of staff and resources.</li> </ul>	<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Leadership is well-informed by current developments in RE.</li> <li>■ Subject reviews, self-evaluation and improvement planning are clearly focused on raising standards and improving the provision for RE.</li> <li>■ There is a shared common purpose amongst those involved in teaching RE, with good opportunities to share practice and access subject training.</li> <li>■ The subject benefits from good resources and these are used well to promote learning.</li> <li>■ RE reflects wider whole-school priorities and has a prominent profile in the school.</li> <li>■ Provision meets the requirements of the locally agreed syllabus or equivalent (including some sixth form provision where appropriate).</li> </ul>

Generic	Supplementary subject-specific guidance
<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Leadership and/or management require improvement because they are not good but are demonstrating the capacity to secure improvement in the school.</li> </ul>	<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Leadership is aware of current developments in RE and incorporates these with some success within classroom practice.</li> <li>■ Provision for RE is monitored and reviewed regularly and the strengths and priorities for improvement are identified.</li> <li>■ Strategies for improvement may not be sufficiently focused on raising standards and improving provision and, as a result, the capacity for improvement is limited.</li> <li>■ Resources are adequate but are not always sufficiently stimulating or effective.</li> <li>■ There is some sharing of good practice, with modest access to subject-specific professional development. However there may be some inconsistency of practice across the school.</li> <li>■ Provision meets the requirements of the locally agreed syllabus or equivalent in full (although there may be limited sixth form provision).</li> </ul>
<p><b>Inadequate (4)</b></p> <p>Leadership and management are likely to be inadequate if <b>any</b> of the following apply.</p> <ul style="list-style-type: none"> <li>■ Capacity for securing further improvement is limited because current leaders and managers have been ineffective in securing essential improvements.</li> <li>■ Improvements which have been made are unlikely to be sustainable, too slow or are dependent on external support.</li> <li>■ Self-evaluation lacks rigour and is inaccurate in its conclusions so that leadership and management do not have a realistic view of outcomes or provision.</li> <li>■ Leadership is not doing enough to ensure good teaching for all groups of pupils, including disabled pupils and those who have special educational needs.</li> <li>■ Leaders and managers are not taking sufficiently effective steps towards securing good behaviour from all pupils and a consistent approach to the management of challenging behaviour.</li> <li>■ The curriculum fails to meet the needs of pupils or particular groups of pupils, or pupils are entered for public examinations inappropriately early, and pupils' achievement, physical well-being and enjoyment of learning are significantly impaired.</li> <li>■ The progress in English or in mathematics of pupils for whom the Pupil Premium provides support is falling further behind the progress of</li> </ul>	<p><b>Inadequate (4)</b></p> <ul style="list-style-type: none"> <li>■ Leadership is not well informed about current initiatives in RE.</li> <li>■ Key statutory requirements for RE are not met.</li> <li>■ Self-evaluation is weak and not informed by good practice in the subject.</li> <li>■ Opportunities for professional development in the subject are limited and, as a result, some staff lack the confidence and expertise to deliver it effectively.</li> <li>■ Resources for the subject are poor.</li> <li>■ The subject has a low profile in the life of the school.</li> <li>■ RE makes very limited or no significant contribution to wider whole-school priorities.</li> </ul>

<b>Generic</b>	<b>Supplementary subject-specific guidance</b>
<p>the other pupils with similar prior attainment in the school.</p> <ul style="list-style-type: none"> <li>■ Poor literacy is not being tackled urgently and this is impeding pupils' progress.</li> <li>■ Governors are not sufficiently diligent in holding the school to account for pupils' achievement, the quality of teaching and the effective and efficient deployment of resources.</li> <li>■ The school's strategies for engaging with parents are weak and parents express little confidence in the school.</li> <li>■ The school's arrangements for safeguarding pupils do not meet statutory requirements and give serious cause for concern, or insufficient action has been taken to remedy weaknesses following a serious incident.</li> </ul>	