

## Mini-Guide to Preparing for Inspection under the 2009 Framework

Use the following 'mini-guide' to help you with ideas for the 'Action Plan' part of the self-evaluation exercise. Some examples may seem obvious, but they should all provide a useful checklist for action.

It is worth asking how governors and senior leaders might work with you to help make progress in each case. Are there particular courses or forms of INSET that might also help you or our colleagues to improve aspects of RE?

Numbering of items below is related to those in the 2009 Ofsted Self-evaluation Form.

Inspection Focus	Examples of RE Leader's Action
<b>A2. Outcomes – how well are pupils doing in RE, taking account of any variation</b>	
A2.1; A2.2; A2.3 Pupils' attainment, and the quality of their learning and progress, including those with special educational needs	<ul style="list-style-type: none"> <li>• Keep a file of your own and colleagues' records of pupils' attainment and progress in RE</li> <li>• Keep a record of monitoring interviews with a selection of pupils from different classes, noting their responses to questions about their learning in RE</li> <li>• Make clear notes in the RE scheme of learning where differentiated activities have been designed to include all learners</li> </ul>
A2.4 Pupils' achievement and enjoyment of learning	<ul style="list-style-type: none"> <li>• Ensure that the RE scheme of learning contains challenging and engaging activities relevant to pupils' own lives and interests</li> <li>• Ensure that most activities in RE relate to the expectations (levels) of your syllabus</li> <li>• Regularly update displays of pupils' work, including on the school website</li> </ul>
A2.5 The extent to which pupils feel safe in RE	<ul style="list-style-type: none"> <li>• Consult pupils on how classrooms could be made more comfortable for their learning</li> <li>• Make your classroom a resource for building on and stimulating further learning [see <a href="#">Better RE classroom environment ideas &gt;&gt;</a>]</li> </ul>
A2.6 Pupil behaviour in RE lessons	<ul style="list-style-type: none"> <li>• Make respectful listening to each others' views a key feature of pupils' behaviour in lessons and praise them for demonstrating good attitudes to learning</li> </ul>

<p>A2.10 Pupils' development of the skills that will contribute to their future economic well-being</p>	<ul style="list-style-type: none"> <li>• Ensure that schemes of learning are planned to include functional and personal, learning and thinking skills [see <a href="#">QCDA information on KS1&amp;2 here &gt;&gt;</a> and <a href="#">QCDA information for KS3&amp;4 here &gt;&gt;</a>]</li> <li>• Ensure the RE curriculum includes local, regional and national elements: pupils' learning could be displayed in the classroom or school reception area or on the school website</li> </ul>
<p>A2.11 Pupils' spiritual, moral, social and cultural development</p>	<ul style="list-style-type: none"> <li>• Highlight specific activities in the RE scheme of learning where aspects of pupils' spiritual, moral, social and cultural development are addressed</li> <li>• Make a record at an RE or Staff meeting of one or two examples of excellent pupil responses to learning focused on values and commitments</li> <li>• Reinforce these aspects of pupils' knowledge and understanding through question and answer 'starter' activities or plenaries</li> <li>• Provide guidance for colleagues on the importance of avoiding generalising about religions and religious believers</li> </ul>

### **A3. The provision and effectiveness of the curriculum, including RE:**

<p>A3.1 How well the curriculum meets pupils' needs, including, where relevant, through partnerships</p>	<ul style="list-style-type: none"> <li>• Ensure that schemes of learning contain activities, including RE visits, that are accessible for all pupils and that they identify clear routes of progression</li> <li>• Engage pupils in discussions and surveys of the RE curriculum and note any consequent development of new materials, changes to programmes, activities or emphases within the scheme of learning</li> <li>• Keep a note of significant agreements and improvements emerging from CPD, local network or federation meetings</li> <li>• Work with the school SENCO and learning support or teaching assistants in adapting materials and activities for a wide range of learners</li> </ul>
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<p>A3.2 The Quality of Teaching</p>	<ul style="list-style-type: none"> <li>• Support colleagues in developing ideas for inspiring pupils in RE, providing ideas for differentiated activities and clear success criteria</li> <li>• Update your own and colleagues' expertise in RE through take up of continuing professional development (CPD) opportunities</li> <li>• Demonstrate breadth and balance of the RE curriculum by indicating how the major areas of study are covered and revisited across any key stage</li> <li>• Use syllabus guidance on how the RE curriculum builds on prior experience, e.g. through cross-phase 'bridging' units, or through revisiting the 'areas of enquiry / learning' ('key concepts' / 'essential') and ensure these are included in planning documentation [see, e.g., <a href="#">six areas of study or key concepts &gt;&gt;</a>]</li> </ul>
<p>A3.3 The use of assessment to support learning</p>	<ul style="list-style-type: none"> <li>• Make use of the level statements recommended in your RE syllabus [see, e.g., <a href="#">BetterRE's 'Can-do' levels &gt;&gt;</a>] in planning any sequence of learning to ensure that activities are appropriately challenging for different individual and groups of pupils</li> <li>• Help pupils keep a regular track of their progress in relation to your syllabus attainment targets and support them in improving their work</li> <li>• Write reports to parents that relate pupils' learning to the syllabus attainment targets</li> </ul>

<b>A4. The effectiveness of leadership and management:</b>	
<p>A4.1 Embedding ambition and driving improvement</p>	<ul style="list-style-type: none"> <li>• Develop your vision for RE with pupils, teaching colleagues, senior leaders in the school and governors</li> <li>• Ensure there is a regularly reviewed RE action plan that is focused on high but appropriate expectations for pupil achievement [see <a href="#">Better RE leadership &amp; management skills &gt;&gt;</a>]</li> <li>• Work with senior leaders and governors in the school to ensure that syllabus recommendations for curriculum time for RE are in place</li> </ul>
<p>A4.2 Leadership and management of teaching and learning</p>	<ul style="list-style-type: none"> <li>• Ensure that your RE Action Plan relates well to whole school aims and to pupil and parent/carer feedback</li> <li>• Plan an RE programme that is full of 'compelling learning experiences' for pupils [for KS1,2, 3 &amp; 4 see the links in the <a href="#">Teachers Resources section of REonline &gt;&gt;</a> and for KS3, see, e.g., <a href="#">QCDA guidance &gt;&gt;</a> and <a href="#">NATRE case studies &gt;&gt;</a>]</li> <li>• Ask 'what are our pupils like?' and 'what do our pupils need?' when planning or reviewing current schemes of learning</li> <li>• Employ the three questions of curriculum development: (1) what are we trying to achieve? (2) how will we organise the learning? And (3) how will we know how well we have succeeded?</li> <li>• Ensure take up of CPD most likely to have a positive impact on learning in relation to your RE action plan</li> <li>• Make use of ideas on this website for developing RE within a 'creative' curriculum [<a href="#">&gt;&gt;</a>]</li> </ul>

<p>A4.3</p> <p>Effectiveness of the Governing Body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</p>	<ul style="list-style-type: none"> <li>• Encourage the school to designate a 'link governor' who will take a special interest in supporting RE and ensuring that statutory responsibilities are met – including those in relation to RE (and collective worship)</li> <li>• Gain support from governors for development and resourcing of the RE Action Plan (with SMART targets) [see, e.g., <a href="#">Project Smart &gt;&gt;</a>]</li> <li>• Keep a record of governor involvement with RE development</li> </ul>
<p>A4.4; A4.5; A4.6; A4.8</p> <p>Engagement with parents and carers, use of partnerships in promoting learning and well-being, promoting equal opportunity and tackling discrimination; promoting community cohesion</p>	<ul style="list-style-type: none"> <li>• Share specific achievements and opportunities provided in RE with parents/carers through, e.g., a school newsletter</li> <li>• Ensure that the RE programme of study includes opportunities for pupils to investigate an appropriate range of major traditions of religion and belief represented locally, nationally and globally</li> <li>• Support pupils' learning about the varieties of religion and belief with a programme of Learning Outside the Classroom that is built into the broader RE curriculum [for further ideas, see, e.g., the 'LOtC' website on '<a href="#">Sacred Spaces' &gt;&gt;</a>]</li> <li>• Ensure that RE is included in any school evaluation of activities related to community cohesion, e.g. a survey of visitors to RE lessons or of those acting as guides to local places of religious / belief interest.</li> </ul>