

# SIAMS 2023 Framework Training for registered inspectors

## Day 3



THE CHURCH  
OF ENGLAND  
EDUCATION OFFICE

# Overview

- RE Statement of Entitlement – a refresher
- RE and the context of the school
- Unpicking the RE Inspection Questions
- Practising inspection skills
- Judgements around RE
- Further reading

# RE Statement of Entitlement

If in doubt,  
always go back to  
the Statement of  
Entitlement

Always have a  
printed copy of  
the Statement of  
Entitlement with  
you on an  
inspection.

# RE Statement of Entitlement: Overview



Enabling  
pupils to  
flourish

Dignity  
&  
Respect

Trust  
Deed

Christianity  
as a living &  
diverse  
faith

Christian  
Vision

Life in  
Modern  
Britain -  
Inclusive



# RE Statement of Entitlement: Provision, Profile & Priority

## Challenging

- Sequential, to ensure significant progress and high attainment
- Given a high-profile in the curriculum
- Develops skills of enquiry, analysis, interpretation, evaluation & reflection

## Accurate

- Christianity teaching drawn from biblical sources
- High-quality resources, which may include Understanding Christianity
- Understanding of core concepts within religious and non-religious worldviews

## Multi-disciplinary

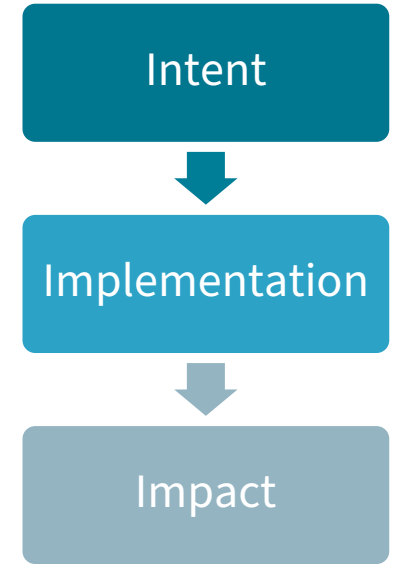
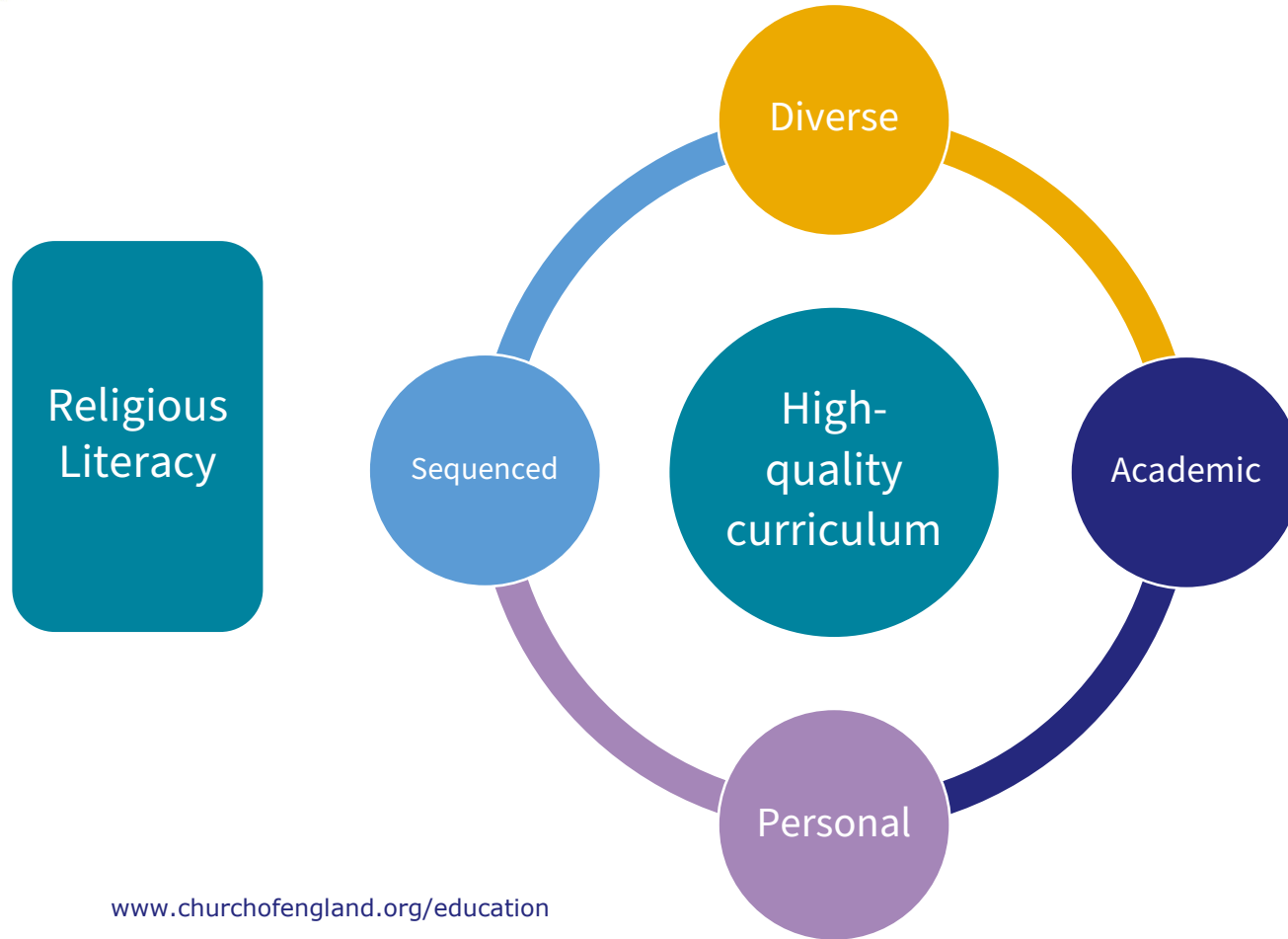
- Beyond sociological study of religious phenomena and introduce relevant disciplines:
  - Theological
  - Philosophical
  - Human & social sciences

Must provide opportunities for meaningful dialogue



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# RE Statement of Entitlement: Curriculum



# RE Statement of Entitlement: Curriculum Balance



At least 50% Christianity

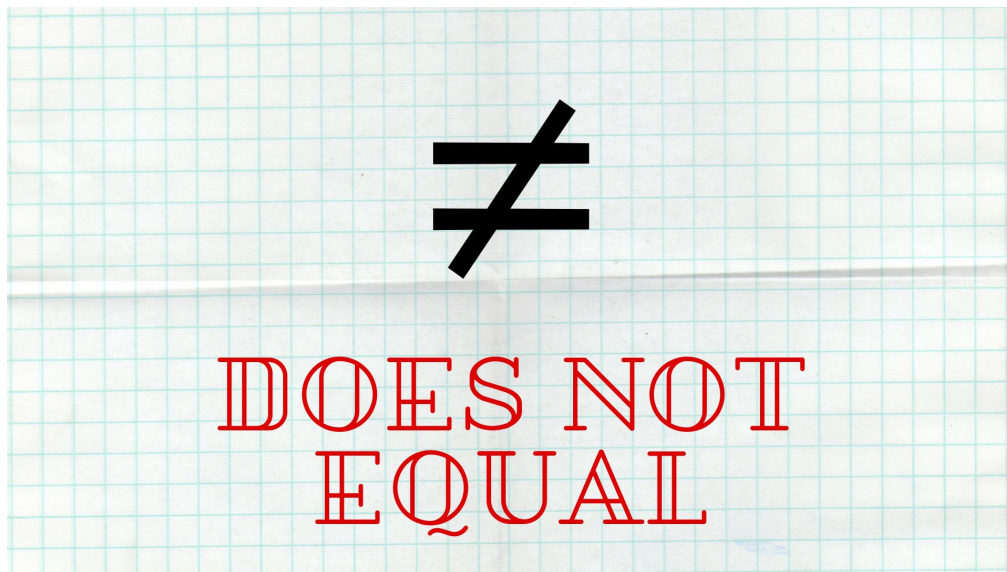
More than 5% of  
timetable

ALL students offered a  
qualification at KS4

Core RE entitlement for  
ALL students at KS5



# RE Statement of Entitlement: Curriculum Balance





## RE Statement of Entitlement: Subject Knowledge



‘Pupils in Church schools are entitled to be taught by teachers who have a secure subject knowledge and are confident in helping them navigate and challenge cultural and religious stereotypes, prejudice and extremism.’

# RE Statement of Entitlement: Support to ensure 'effective' and 'excellent' RE – Roles & Responsibilities

- **LEADING:** 'A named member of staff responsible for religious education and where that person is the headteacher someone who shadows the role.'
- **EVALUATING:** 'Their senior management team and their governing body, especially foundation governors or academy equivalents.'
- **ADVISING** 'Their local Diocesan Board of Education, including a school's adviser with an appropriate religious education background.'
- **GUIDING:** 'The Church of England Education Office.'
- **SUPPORTING:** 'Local clergy and other ministers and Christian communities.'



## Breakout Rooms – Groups of 3 – 10 minutes

- How has the Statement of Entitlement informed and shaped your inspections?
- How might you use the Statement of Entitlement to shape your questions when discussing Religious Education with the Trust?

# Statement of Entitlement activity review

# Context of the School

## Context of the School 1: Who are we?

- a) Is the school a Church of England, Methodist or joint denomination school?
- b) Is the school voluntary controlled or formally voluntary controlled; voluntary aided or former voluntary aided; or does it have another designation?
- c) If a former voluntary controlled school does it, as an academy, provide denominational religious education?
- d) What phase is the school – first/infant, junior, primary, middle, secondary, high, all-through? What is the number of pupils on roll.
- e) Is the school an academy or a maintained school? Is the school part of a federation?

## Context of the School 1: Who are we?

- f) How is the school and trust leadership structured and organised? If part of a trust, what authority is delegated locally?
- g) What characterises the school's pupil profile, and the community within which it is situated and/or that it serves? For example, how ethnically, culturally, and socially diverse is the community? And, what are the educational needs of pupils?
- h) What church and DBE/MAST partnerships does the school have?
- i) Does the school have any other links and partnerships?



## Context of the School 2: What are we doing here?

- h) How is religious education structured and organised? Why have these decisions been made?
- i) What is the relationship between the school/trust and the DBE and/or MAST? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?

# Building a picture of RE in the school

Before the initial call to the school:

- Website: School organisation, RE policy, curriculum organisation, profile of RE, previous SIAMS report, OFSTED report.

During the initial call to the school:

- Leadership and governance structure
- Key partners and collaborations
- Contextual information
- Information about RE that is not outlined in policy or on website

## Context activity – Groups of 4 – 15 Minutes

Using document: 1 School Context for RE

This is the publicly available information for the school you will be inspecting. As a group read through and start to establish the context to RE in this school.

What further information will you need during the initial call to the school?

Are any lines of enquiry starting to emerge from this evidence?

# Context activity review



IQ6

# Is the religious education curriculum effective

(with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education)?

## IQ 6 Is the religious education curriculum effective (with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education)?

- a) How do school and trust leaders ensure that the provision, profile, and priority of religious education in all key stages reflect its place on the curriculum of a Church School?
- b) How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?
- c) How do school and trust leaders ensure that religious education is well-resourced, and that continuing professional development for staff has an impact on the effectiveness of the curriculum?



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How do school **and trust leaders** ensure that the provision, profile, and priority of religious education in all key stages reflect its place on the curriculum of a Church School?

- What do we mean when describing RE as a 'core subject'?
- How does this affect its place on the timetable?
- What does exam entry look like at 16 and 18, if applicable?
- What does core RE entitlement look like in KS5?

## IQ 6 Is the religious education curriculum effective (with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education)?

How do school **and trust leaders** ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?

- What is the quality of the curriculum?
- Is the curriculum balanced?
  - Range of faiths studies
  - Balance of disciplines: theology, philosophy, human sciences
- An appreciation of Christianity as a global, world faith – not a eurocentric approach to Christianity.

## IQ 6 Is the religious education curriculum effective (with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education)?

How do school **and trust leaders** ensure that religious education is well-resourced, and that continuing professional development for staff has an impact on the effectiveness of the curriculum?

- How is RE led and resourced? Who teaches the subject? In a secondary school how are the specialist teachers deployed?
- How does the subject lead keep up-to-date with national developments?
- How do they ensure that this knowledge and expertise is shared with all those who teach the subject?

## IQ 6 Is the religious education curriculum effective (with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education)?

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## Lines of Enquiry activity – Groups of 4 – 15 minutes

Using Documents:

2a RE Curriculum

2b RE Provision in the Sixth Form

Following from the call this information has been made available to you from the conversation, SEF summary and website.

In your groups discuss:

- 1) What RE lines of enquiry may be emerging.
- 2) What inspection activities you might plan.

# Lines of enquiry activity feedback



## RE inspection activities

Meetings with leaders (including governors and trust)

Meetings with pupils

- Get them to bring their RE books with them

Meetings with curriculum lead for RE

- Talk about the books with the RE leader

Meetings with staff who teach RE

Learning walks and scrutiny of work

- Establish what you want to see

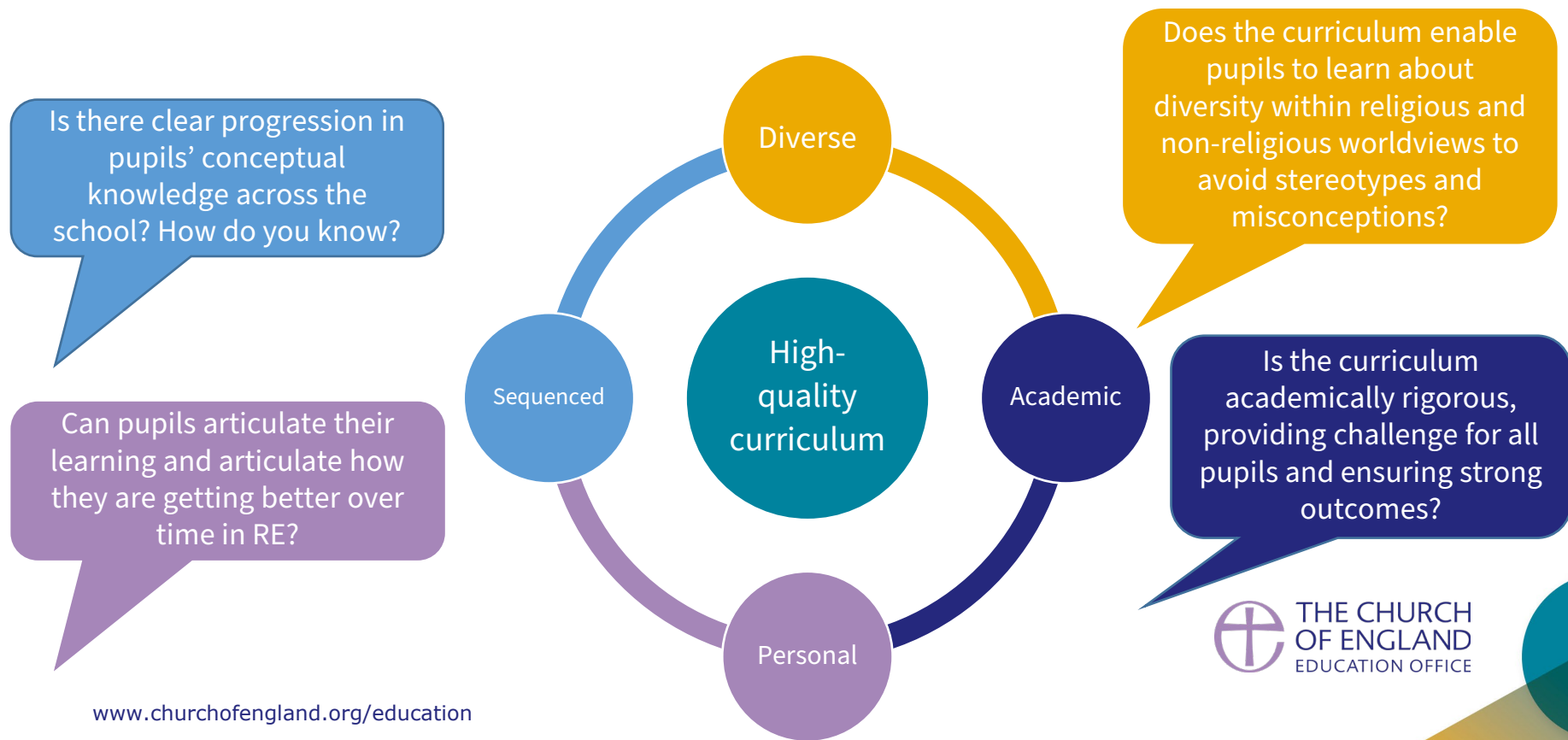
## Breakout – Groups of 4 – 10 minutes

Discuss inspection activities for RE – is there anything you would add?

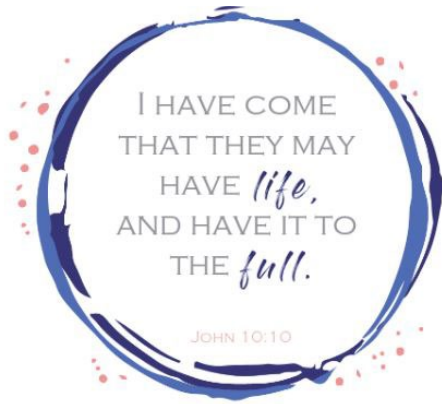
What kinds of questions will you ask when meeting different groups:

- Leaders
- Students
- Subject leader
- Staff who teach RE

# When evaluating the curriculum, what are you looking for?



# RE Statement of Entitlement: Overview



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## IQ7

What is the quality of religious education in voluntary aided and former voluntary aided schools, and in former voluntary controlled schools in which denominational religious education is taught?

## IQ 7 What is the quality of religious education in voluntary aided and former voluntary aided schools, and in former voluntary controlled schools in which denominational religious education is taught?

IQ 7 only forms part of the inspection of voluntary aided and former voluntary aided schools, and of academies that were formally voluntary controlled schools in which the trust board has decided that denominational religious education is taught.

Inspection of maintained voluntary controlled schools, and the vast majority of former voluntary controlled schools, will not address this inspection question.

**IQ 7** What is the quality of religious education in voluntary aided and former voluntary aided schools, and in former voluntary controlled schools in which denominational religious education is taught?

- a) What is the quality of teaching
- b) How well do pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum?
- c) How does assessment inform teaching and learning?

# When evaluating outcomes, what are you looking for?

4

## Attainment, progress, or achievement?

- Attainment: this is the standard of academic attainment, typically shown by test and examination results
- Progress: this is the extent to which pupils have progressed in their learning from their starting points and capabilities
- Achievement: this takes into account the standards of attainment reached by pupils and the progress they have made to reach those standards

Thinking back to the Statement of Entitlement, what other outcomes might you *also* be looking for which are specific to RE?



**When evaluating the quality of teaching, what are you looking for?**



**Challenging**

**Multi-disciplinary**

**Accurate**

**How Do You Know**

## Quality of RE activity – groups of 4 – 15 minutes

### Using Documents:

- 3a Monitoring of RE
- 3b KS3 Student learning
- 3c KS4 Student learning
- 3d KS5 Student learning

In your groups discuss:

- 1) What is the emerging picture of RE in this school.
- 2) What further information might you need / questions might you ask to make a secure evaluation of the quality of RE?

# Quality of RE activity feedback

# Judgement J1

Through its vision and practice, the school is living up to its foundation as a Church school and is enabling pupils and adults to flourish.

- RE will contribute to this judgement.
- There may be an Area for Development for RE

## Judgement J2

The school's vision and practice are not enabling it to fully live up to its foundation as a Church school. This is for the following reason/s.

## Judgement J2

- School and trust leaders have not ensured that the provision, profile, and priority of religious education result in an effective curriculum.
- This might be, for example:
  - RE is not well-resourced & this has a negative impact on quality
  - RE provision has not been planned effectively for all students to access their entitlement of core learning

## Judgement J2

- In a (former) voluntary aided school, or in a former voluntary controlled school in which denominational religious education is taught, school and trust leaders have not ensured that the quality of teaching is good, and that pupils make at least expected progress.
- This might be, for example:
  - Teaching does not enable pupils to make good progress.
  - Assessment in RE is not used effectively and, as a result, pupils are not making expected progress
  - Subject expertise is not shared effectively with all teachers of RE and, as a result, the quality of teaching is not good.

# Further reading and learning

[Ofsted Research review series: religious education \(May 2021\)](#)

Long promised Ofsted review into RE Curriculums (Overdue)

Culham St Gabriel's Short Courses (Free) <https://courses.cstg.org.uk>  
Religion and Worldviews (Introduction and Digging Deeper)  
Curriculum (Introduction and Digging Deeper)

RE Hubs: An important development in the RE community.