

Strand 7: The effectiveness of religious education

Focus questions

- How effective the school is in ensuring pupils flourish through the provision of high quality religious education reflecting the Church of England Statement of Entitlement.
- How effective the school is in ensuring that religious education expresses the school's Christian vision.

Grade descriptors

The school leader of RE has put in place systems that enable teachers to know what and how well pupils learn in RE. These, in turn, enable the creation of effective and ambitious curriculum plans. Good practice is shared within the school and with other schools through involvement with local, national and regional groups. The school leader for RE has regular opportunities to share new ideas and pedagogy so ensuring that all staff teaching RE do so with confidence and to a high standard.

VA Box: As a result of the rich and engaging RE curriculum, which reflects and takes account of up-to-date thinking and developments in the subject, teaching and learning is consistently graded good through regular school monitoring (verified at inspection). As a result, pupils respond keenly, learning and progressing well. This includes pupils with SEND and the most able. As a priority, the school is enabling its vulnerable pupils, including those with learning difficulties, to flourish in their RE learning.

Points to note:

There are changes to the questions for schools:

- Are there rigorous and effective systems that enable teachers to know what and how well pupils are learning in RE?
- For the VA box: How well do pupils progress in RE as a result of a rich and engaging curriculum?

Note the change from reference to the data and consideration of local expectations and national averages to the measurement of progress in learning..

The quality of teaching and learning and pupil progress as a result of the curriculum is to be included in the VA box.

Teaching and learning must be explored on inspection, through scrutiny, learning walks and discussions with staff and pupils. The grade descriptor continues the emphasis upon those pupils with SEND and the vulnerable.

Strand 7: The effectiveness of religious education

Possible LOE

Possible questions to pursue LOE in the context of the school:

LOE The effectiveness of curriculum planning in RE in enabling pupils to flourish

- How is the curriculum content coherent, sequential and does it build on prior learning of knowledge, skills and concepts?
- How does the curriculum in RE secure appropriate challenge across the breadth of the curriculum content including a range of faiths?
- How is progress tracked in learning, knowledge and skills through the curriculum?
- How is the curriculum balanced in that it meets the requirement of at least 50% Christianity but also takes due account of different faiths and worldviews?
- How does the curriculum planning draw on theology (beliefs), philosophy (big questions) and human sciences (impact of faith on life)?
- How is curriculum planning in terms of time allocation and staffing effective?
- How are pupils able to follow an accredited course at KS4?

LOE The effectiveness of the school in ensuring that religious education expresses the school's Christian vision

- How is the vision expressed/used/lived out in RE lessons?
- What impact does the vision have on RE teaching and learning?
- How well does the school monitor and evaluate the influence of the Christian vision on RE?
- How well do the outcomes from the self-evaluation of RE feed into planning to further develop the school's Christian vision?

Suggested activities to pursue LOE

Consideration of policies, **development plans, timetabling, staffing and other documentation**

Discuss with leaders (include governors):

- how far they understand the Statement of Entitlement and follow it.
- how well they monitor teaching and work of the RE department.
- how far they monitor if schemes of work/the curriculum enable pupils to make progress in RE

Discuss with pupils:

- how they see the importance of RE.
- how they learn, enjoy the lessons and gain sequential knowledge from them.
- how has it enabled them to flourish – discussion of their views on the word 'flourish'.

Discuss with curriculum lead for RE:

- how work is sequenced to ensure progression and progress.
- how they know if/how pupils are making progress.
- development work in the department - outcomes; the impact of the vision on the department.
- staff training, resourcing, status of subject eg exam entry.

Discussion with staff who teach RE:

- their work and how they are guided, developed and monitored.

In learning walks and scrutiny of work

- look for progress in learning.