

A CONVERSATION ABOUT OFSTED

June 2022

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PLAN FOR THIS SESSION

- Introduction**
- Ofsted Inspection 101**
- RE and provision**
- RE and Curriculum**
- Collective Worship**
- What can SACREs Do?**
- Questions**



WHO AM I?

Taught in 3 High Schools in 3 LAs (Head of RE/PSHE/Year)
Since 2006 Edge Hill University
Senior Lecturer in Religious Education
Programme Lead Secondary Undergraduate QTS
(English, Maths and RE)
Research policy/practice related to RE, Collective Worship
and Education

NASACRE Executive Assistant
Trustee of the Inter Faith Network for the UK
Trustee of the RE Council of England and Wales
Member of the Liverpool Diocesan Board of Education



EDUCATION INSPECTION FRAMEWORK

Was introduced in September 2019 and makes graded judgements about:-

- quality of education
- behaviour and attitudes
- personal development
- leadership and management

intent – implementation – impact

EDUCATION INSPECTION FRAMEWORK

- **quality of education**

What does the school want children to learn, how is it taught and what do children achieve?

- **behaviour and attitudes**

Can children learn in the school environment?

- **personal development**

Beyond the curriculum and wider aspects

- **leadership and management**

How school leaders support teachers and safeguarding

intent – implementation - impact

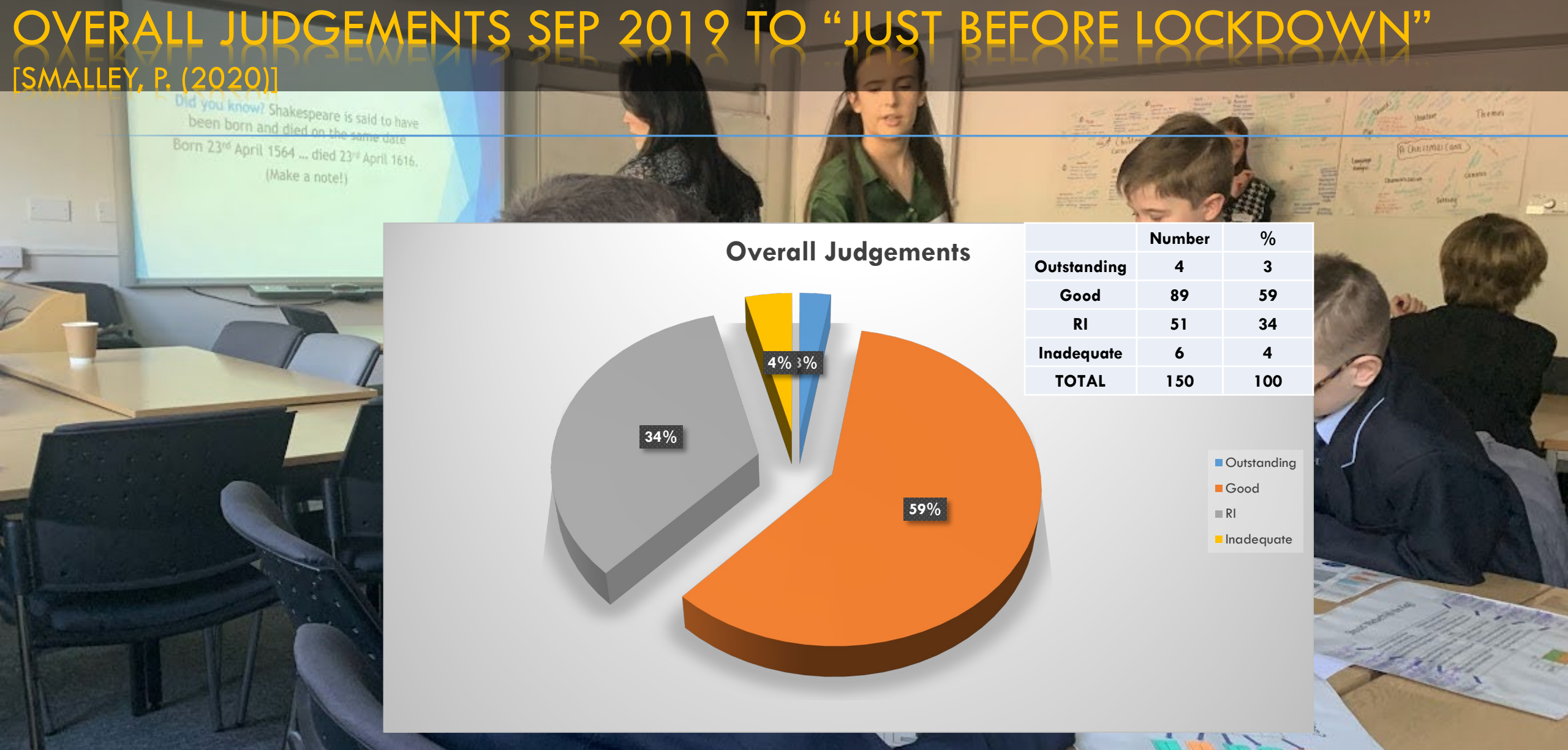
THE GRADING SCALE USED FOR INSPECTION JUDGEMENTS

Ofsted use a four-point grading scale in all inspections to make the principal judgements:

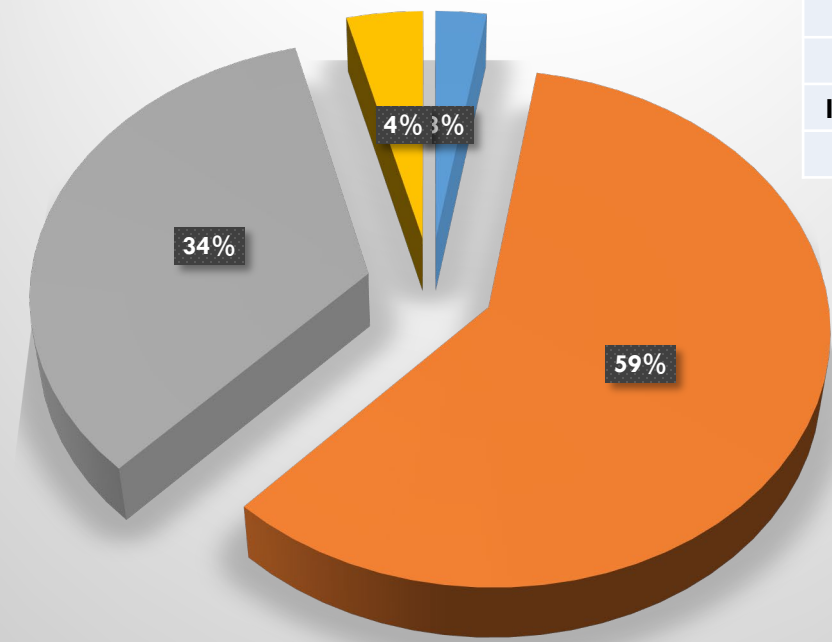
- grade 1 – outstanding
- grade 2 – good
- grade 3 – requires improvement
- grade 4 – inadequate.

OVERALL JUDGEMENTS SEP 2019 TO "JUST BEFORE LOCKDOWN"

[SMALLEY, P. (2020)]



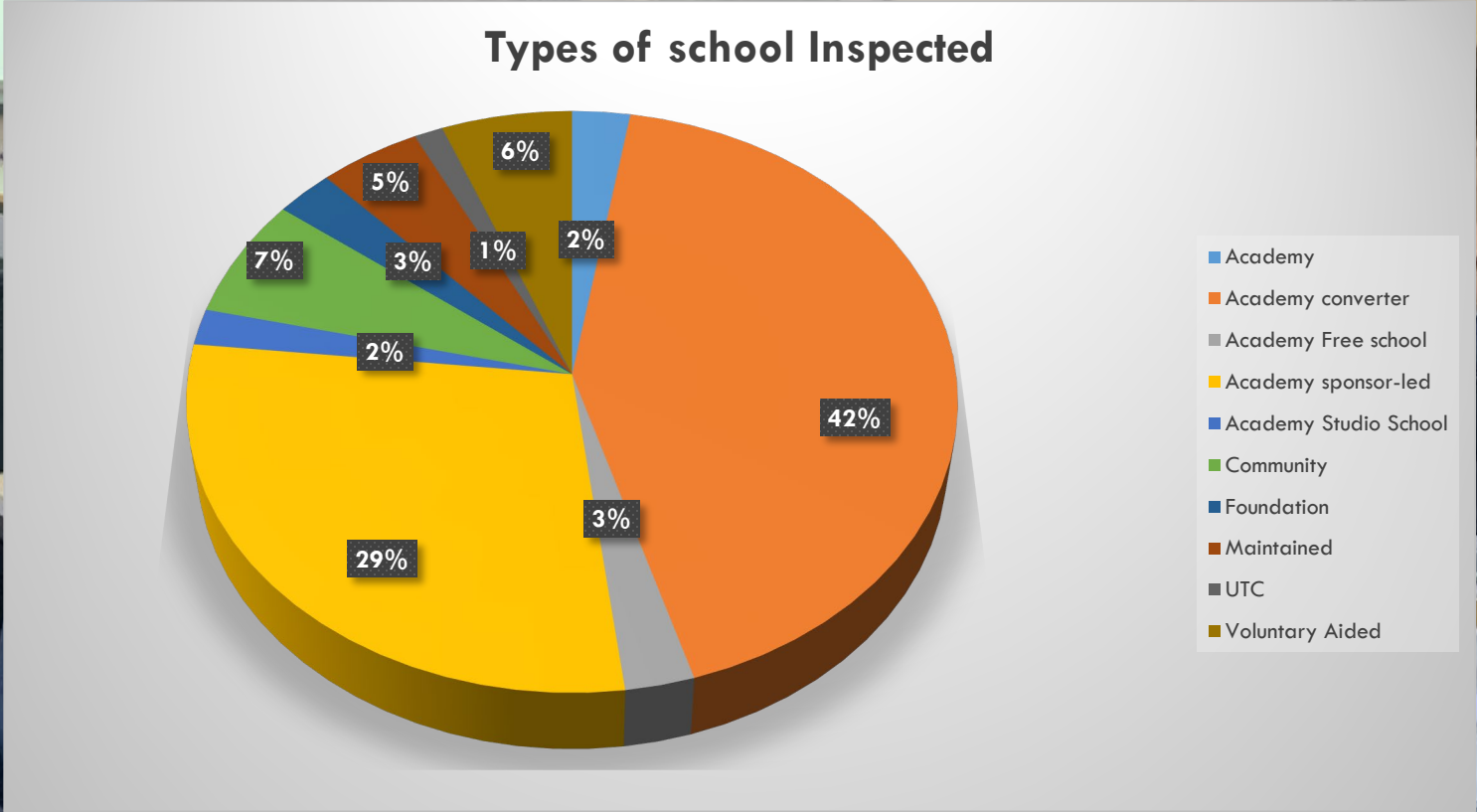
Overall Judgements



	Number	%
Outstanding	4	3
Good	89	59
RI	51	34
Inadequate	6	4
TOTAL	150	100

- Outstanding
- Good
- RI
- Inadequate

TYPES OF SCHOOL INSPECTED [SMALLEY, P. (2020)]



Who inspects different sorts of RE?

LA Maintained (Community) schools,
Foundation schools, Voluntary Controlled (VC)
schools,

- Must provide RE in line with the Agreed Syllabus.
- RE is inspected by Ofsted.

Voluntary Aided (VA) schools
and ex-VA school Academies,
(in accordance with their Funding Agreement)

- Provides denominational RE.
- RE is inspected by the church* (Section 48, SIAMS)

* Technically a body appointed by the governing body

Academy (without a religious character) and ex-foundation school Academies, ex-VC school Academies
(in accordance with their Funding Agreement)

- Must Provide RE according to funding agreement.
- May follow AS, another AS or write their own syllabus
- RE is inspected by Ofsted.

RE AND THE QUALITY OF EDUCATION JUDGEMENT WITHIN THE EIF

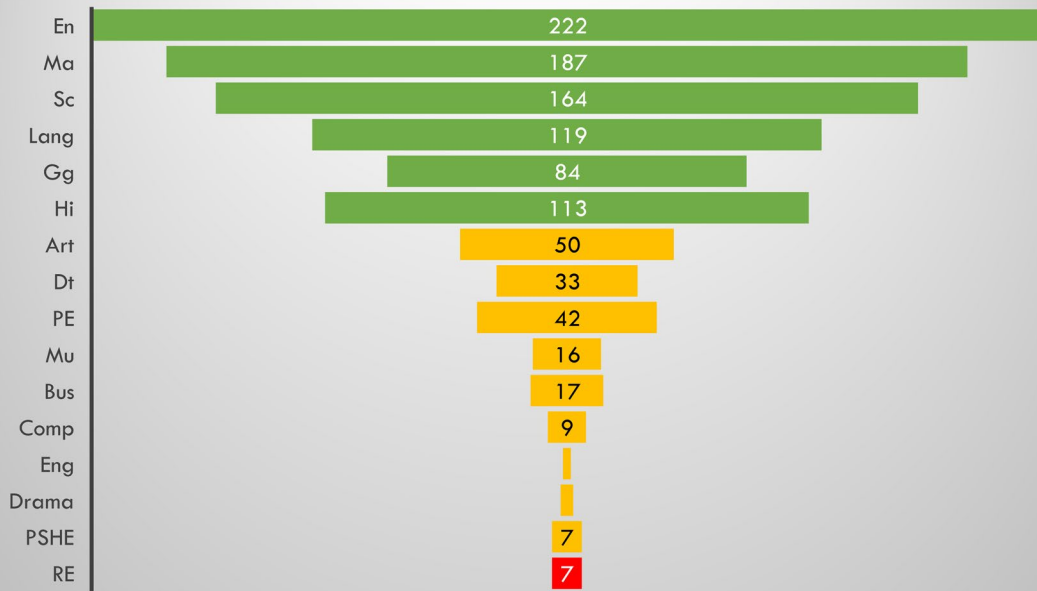
quality of education
personal development
behaviour and attitudes
leadership and management



*“a curriculum that is ambitious
and designed to give learners
the knowledge they need to
succeed in life.”*

RE AND THE QUALITY OF EDUCATION JUDGEMENT WITHIN THE EIF

Deep Dive Subjects in Secondary Inspections
published October 2019- Feb 2020



not inspections of the subject
deeply dived into, but as
exemplars of the systemic
features of the school
curriculum

RE AND THE QUALITY OF EDUCATION JUDGEMENT WITHIN THE EIF

In key stage 3, pupils have too few opportunities to learn about some subjects, such as geography, history, and religious education (RE), in detail. Also, the range of

Inspection report:
11–12 September 2019

2



subjects offered by the school at key stage 3 is narrow. For example, pupils in Years 7 and 8 do not currently get the chance to study technology. The curriculum at key stage 3 does not stay as broad as possible for as long as possible. It is not as ambitious as the national curriculum.

In key stage 4, pupils can choose to study from a wide range of subjects. However, older pupils do not have enough opportunity to study RE. Few pupils choose to continue to study a modern foreign language. Leaders have put plans in place to improve pupils' enjoyment of this subject so that more pupils choose this as an option.



not inspections of the subject
deeply dived into, but as
exemplars of the systemic
features of the school
curriculum

RE PROVISION



THE DUTY TO TEACH RE TO ALL PUPILS, IN ALL YEARS, IN ALL SCHOOLS

Letter from DfE - all pupils, in all years, in all schools.

The DfE would expect that all schools provide pupils with a curriculum that is high quality and promotes progression through the key stages, including in RE. The non-statutory guidance for RE (2010) also states that head teachers should ensure that *'the subject is well led and effectively managed, and that standards and achievement in RE, and the quality of the provision, are subject to regular and effective self-evaluation.'*¹

THE DUTY TO TEACH RE TO ALL PUPILS, IN ALL YEARS, IN ALL SCHOOLS

Ofsted Handbook- all pupils, in all years, in all schools.

The New Ofsted School Inspection Handbook (May 2019)

The new Inspection Handbook is quite clear about the expectations with regard to RE. Paragraph 172 states:

172. All pupils in maintained schools are expected to study the basic curriculum, which includes national curriculum⁶⁶, religious education and age-appropriate relationship and sex education⁶⁷. Academies are expected to offer all pupils a broad curriculum⁶⁸ that should be similar in breadth and ambition. ²

This is further clarified by footnote 68:

⁶⁸ The Education Act 2002 for state-funded schools and section 1A of the Academies Act 2010 for academies. State-funded schools are also required to: teach basic curriculum; promote the spiritual, moral, social, cultural, mental and physical development of pupils at the school and of society; and prepare pupils at the school for the opportunities, responsibilities and experiences of later life. Maintained schools must teach the national curriculum. Academies must include English, mathematics, science and religious education in their curriculum. ²

Ofsted Research Review series: RE (2021): “Most locally agreed syllabuses are constructed on the assumption that the amount of curriculum time given to RE is at or above 5%” but in many schools this threshold is not met. It states bluntly: “If schools do not teach pupils any RE, this is illegal.”

COMPLIANCE

Ofsted do not judge compliance – they monitor quality.

RE CURRICULUM



The Quality of Education



- The curriculum is the progression model
- The curriculum sets out the journey of what it means to 'get better' at RE.
- The curriculum builds expertise (both receptive and productive)
- Progress as 'know more, remember more, do more'



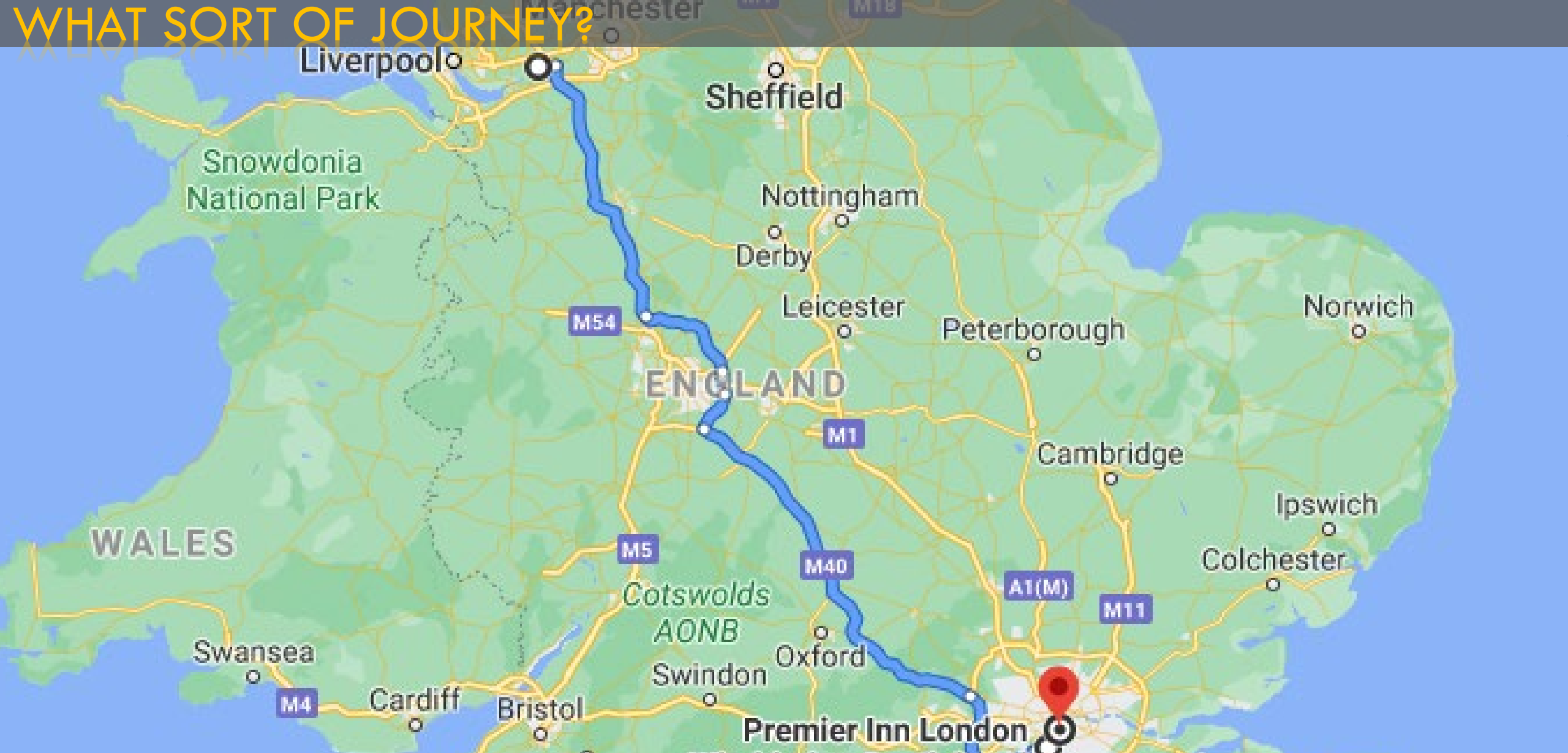
WHAT SORT OF JOURNEY?



Image from https://amazingjourneys.net/trip/mediterranean-cruise/attachment/cel_10fritadriatc_may26_cs_eumap_tag_eps



WHAT SORT OF JOURNEY?



THE KNOWLEDGE METAPHORS



RE and 'categories of knowledge'



- 'Substantive' content and concepts



- 'Ways of knowing'



- 'Personal knowledge'

Sources of evidence specific to curriculum intent

177. Inspectors will draw evidence about leaders' curriculum intent principally from discussion with senior and subject leaders. Inspectors will explore:

- whether leaders are following the national curriculum and basic curriculum or, in academies, a curriculum of similar breadth and ambition
- how carefully leaders have thought about what end points the curriculum is building towards, what pupils will be able to know and do at those end points, and how leaders have planned the curriculum accordingly. This includes considering how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills
- how leaders have sequenced the curriculum to enable pupils to build their knowledge and skills towards the agreed end points



- how leaders have ensured that the subject curriculum contains content that has been identified as most useful, and ensured that this content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills
- how the curriculum has been designed and taught so that pupils read at an age-appropriate level.



OFSTED 2019:43-4

OFSTED REPORTS....

The school's curriculum contributes strongly to pupils' wider personal development. Pupils learn about other cultures and beliefs in religious education (RE) and

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2

Which is Good.... Which is Inadequate?

Ofsted

personal, social and health (PSH) education. Pupils know the similarities and differences between the major faiths. They know why it is important to respect the views of others. Collective worship helps pupils to think about how they should treat others. Pupils are proud that last year they raised over £6,000 for charities that they chose to support.

- The school's curriculum does not provide enough opportunities for pupils to learn about different faiths, customs and cultures. The school must address this so that pupils have a broader knowledge and appreciation of different customs, cultures and world religions.

OFSTED REPORTS....

What does the school need to do to improve?

The school does not provide a good quality of education in all subjects. The curriculum for mathematics is precise and sequential. This is not the case in other subjects. Leaders must identify the most important knowledge that pupils should learn in each subject, and by when. Teachers must use this to plan well-sequenced lessons that build pupils' knowledge over time.

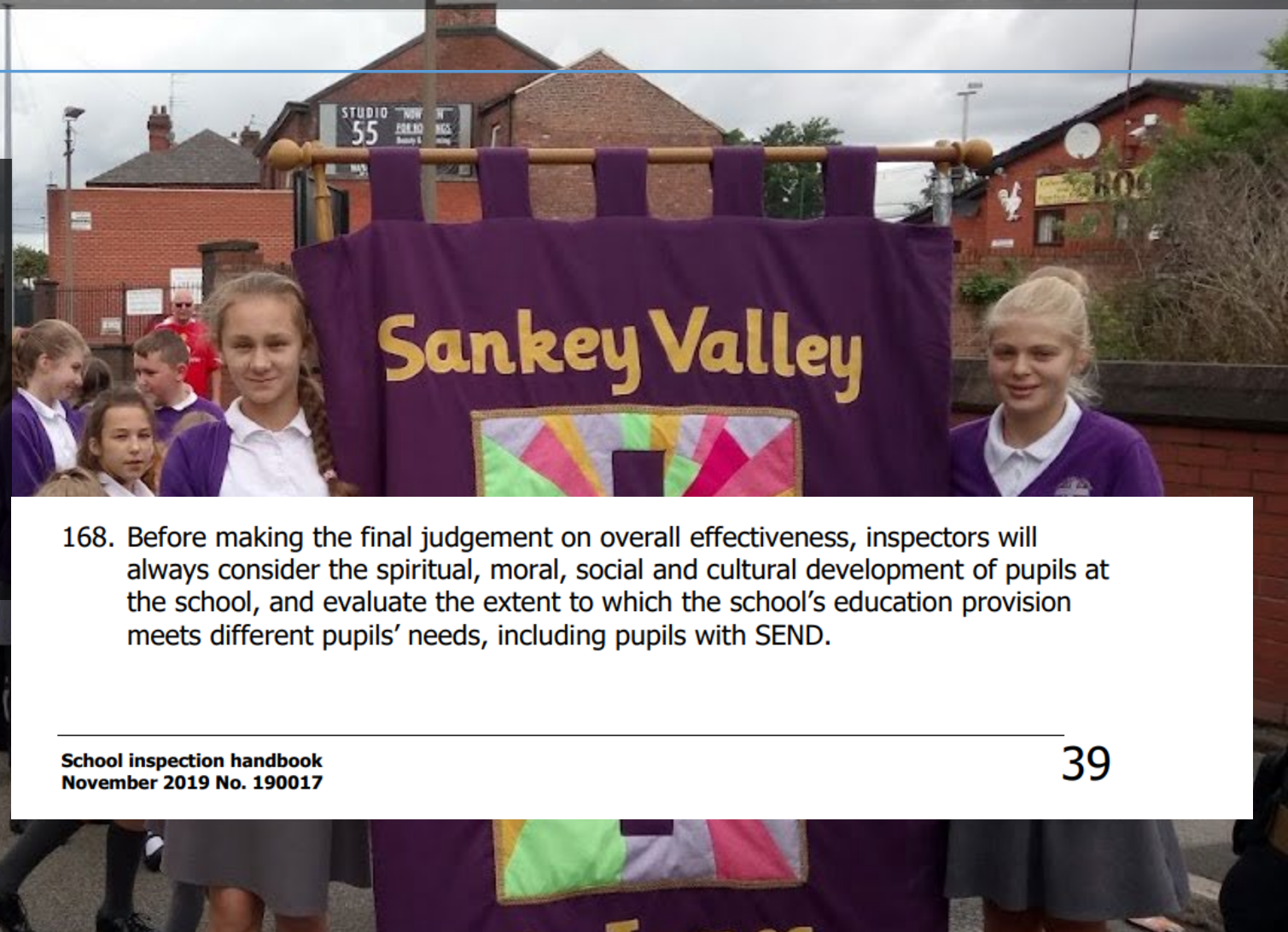
Overall effectiveness: Requires improvement

COLLECTIVE WORSHIP



COLLECTIVE WORSHIP AND OFSTED JUDGEMENTS WITHIN THE EIF

quality of education
personal development
behaviour and attitudes
leadership and management



168. Before making the final judgement on overall effectiveness, inspectors will always consider the spiritual, moral, social and cultural development of pupils at the school, and evaluate the extent to which the school's education provision meets different pupils' needs, including pupils with SEND.

School inspection handbook
November 2019 No. 190017

39

Sources of evidence specific to personal development

226. Inspectors will use a range of evidence to evaluate personal development, including:

- the range, quality and take-up of extra-curricular activities offered by the school⁸⁵
- how curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and relationship and sex education, contribute to pupils' personal development
- how well leaders promote British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature
- how well leaders develop pupils' character through the education that they provide
- where appropriate, the quality of debate and discussions that pupils have
- pupils' understanding of the protected characteristics⁸⁶ and how equality and diversity are promoted
- the quality of careers information, education, advice and guidance, and how well it benefits pupils in choosing and deciding on their next steps.

SPIRITUALITY

Acts of Collective Worship provide opportunities to develop pupils' spirituality.

220. Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values



- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

(Ofsted November 2019:59-60)

The school's curriculum contributes strongly to pupils' wider personal development. Pupils learn about other cultures and beliefs in religious education (RE) and

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personal, social and health (PSH) education. Pupils know the similarities and differences between the major faiths. They know why it is important to respect the views of others. Collective worship helps pupils to think about how they should treat others. Pupils are proud that last year they raised over £6,000 for charities that they chose to support.



Spiritual, moral, social and cultural education is given a high priority in the school. It is threaded through different lessons, tutor periods and assemblies and helps pupils to take a responsible interest in the world around them. Behaviour in lessons and around the school is usually calm and orderly.

SACRE'S ROLE



This primary school, where RE was one of the subjects chosen for a deep dive focus, was adjudged outstanding

What does the school do well and what does it need to do better?

Leaders have thought carefully about what pupils should learn in each subject during their time at school. They have sequenced knowledge and skills well so that pupils build on what they already know. This is important because it helps pupils to have a secure understanding of their learning. The school provides an excellent quality of education for its pupils.

Religious Education

At [redacted] we follow the Southwark SACRE (Standing Advisory Councils for RE) RE Curriculum. All children have one RE lesson per week.

Each year group explores one “Big Question” about religion throughout the year. Each term children explore their question in the context of one of the world’s major religions, as well as looking at it from the tradition of secularism. Over the course of year, children will learn about Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism.

- Year 1 – What does it mean to belong?
- Year 2 – Can stories change people?
- Year 3 – How are symbols and sayings important in religion?
- Year 4 – What is special to me and the people in my community?
- Year 5 – How do beliefs influence actions?
- Year 6 – How important are similarities and differences between and within religions?

[redacted] is part of a wonderfully diverse community. We recognise that religion and belief, for many people, forms a crucial part of their culture and identity. Our core values at [redacted]; Academic Excellence, Creativity and Social Intelligence are at the heart of how we teach RE. We ensure that children are taught key knowledge, in a creative way, to ensure that they are equipped to talk about RE in a sensitive and respectful way.

We believe that RE contributes to spiritual, moral, social and cultural development (SMSC) of all children, and that this makes a significant contribution to helping “pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain,” through practising the skills of tolerance and mutual respect as seen in Fundamental British Values. RE provides us with opportunities to develop pupils learning and understanding of people they will meet, work and live alongside.

Each unit is supported by a Knowledge Organiser which details the key facts, vocabulary and skills for each unit. This is sent home in advance of the unit, allowing children to make a head start on their learning.

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Breadth of learning experiences across the key stage

8.8 Each of the RE units for this key stage develops a theme, which draws from a range of religious material.

In year 1 the big question is 'What does it mean to belong?'

In year 2 it is 'Can stories change people?'

In year 1, the pupils investigate the relationship between religion and belonging, and in year 2 the relationship between religious stories and action. The units in the support materials also encourage pupils to relate what they are learning to their own and others' experiences.

8.9 The support materials provide the following information about each of the RE units:

- the title of the unit (in the form of a question);
- a brief description of what should be covered;
- a sequence of questions which provide a structure for the unit.

Support material has been written for each core unit. Specific to each unit is an assessment task matched to appropriate steps for progress

8.10 Schools, while following the requirements of the agreed syllabus, should apply their professional judgement in adapting or developing the units of work. They may choose, for example:

- to teach a unit across a key stage, when their classes consist of Year 1 and 2 pupils;
- to tailor content and activities to draw upon the family backgrounds of their pupils, but without losing a unit's character.

FROM THE AGREED SYLLABUS

WHAT CAN SACRES DO?

Look at the Agreed Syllabus. Is it ambitious? Is it sequenced logically? Does it draw upon/ use different types of knowledge (substantive, disciplinary, personal)

Do all schools know what the expectations are for RE? Are they meeting (or exceeding) them? Is it clear from the school website?

Do schools use Collective Worship to develop SMSC/ personal development? Has SACRE produced guidance to help?

Can you offer to help prepare schools – by being a ‘friendly inquisitor’?

Section 1

Purpose and Aims of Religious Education

Studying religious and non-religious worldviews is essential if pupils are to be well prepared for life in our increasingly diverse society. They need to acquire the necessary knowledge and skills to make sense of the complex world in which they live so that they can 'respect religious and cultural differences and contribute to a cohesive and compassionate society'. (RE Review 2013) A study of Religious Education enables pupils to take their place within a diverse multi-religious and multi-secular society.

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. Pupils learn to weigh up the value of wisdom from different sources, to develop and express insights in response, and to agree or disagree respectfully.

Pupils learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences so that they can hold balanced and well-informed conversations about religions and worldviews whilst respecting the views of others.

Religious education does not seek to urge religious beliefs on pupils by promoting one religion over another. Instead 'it affords pupils both the opportunity to see the religion and non-religion in the world, and the opportunity to make sense of their own place in that world.' (Ofsted Research Review Series: Religious Education, May 2021).

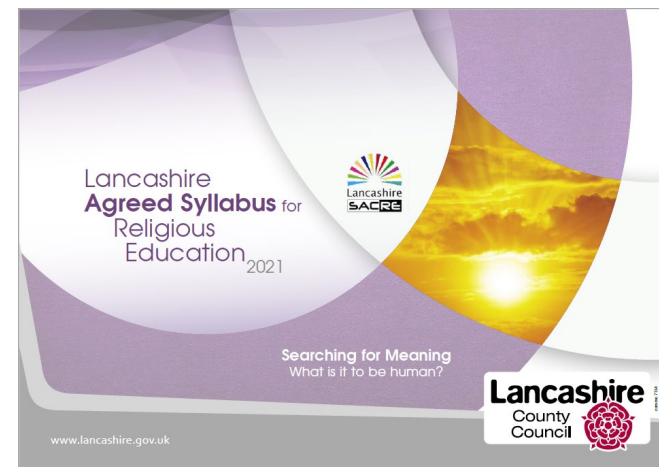
The curriculum for Religious Education and Worldviews aims to ensure that all pupils:

- 1. Know about and understand a range of religions and worldviews, so that they can:**
 - Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
 - Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews; and
 - Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- 2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**
 - Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
 - Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; and
 - Appreciate and appraise varied dimensions of religion or a worldview.

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; and
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

(‘A Curriculum Framework for Religious Education in England’ Religious Education Council October 2013)



The purpose of religious education

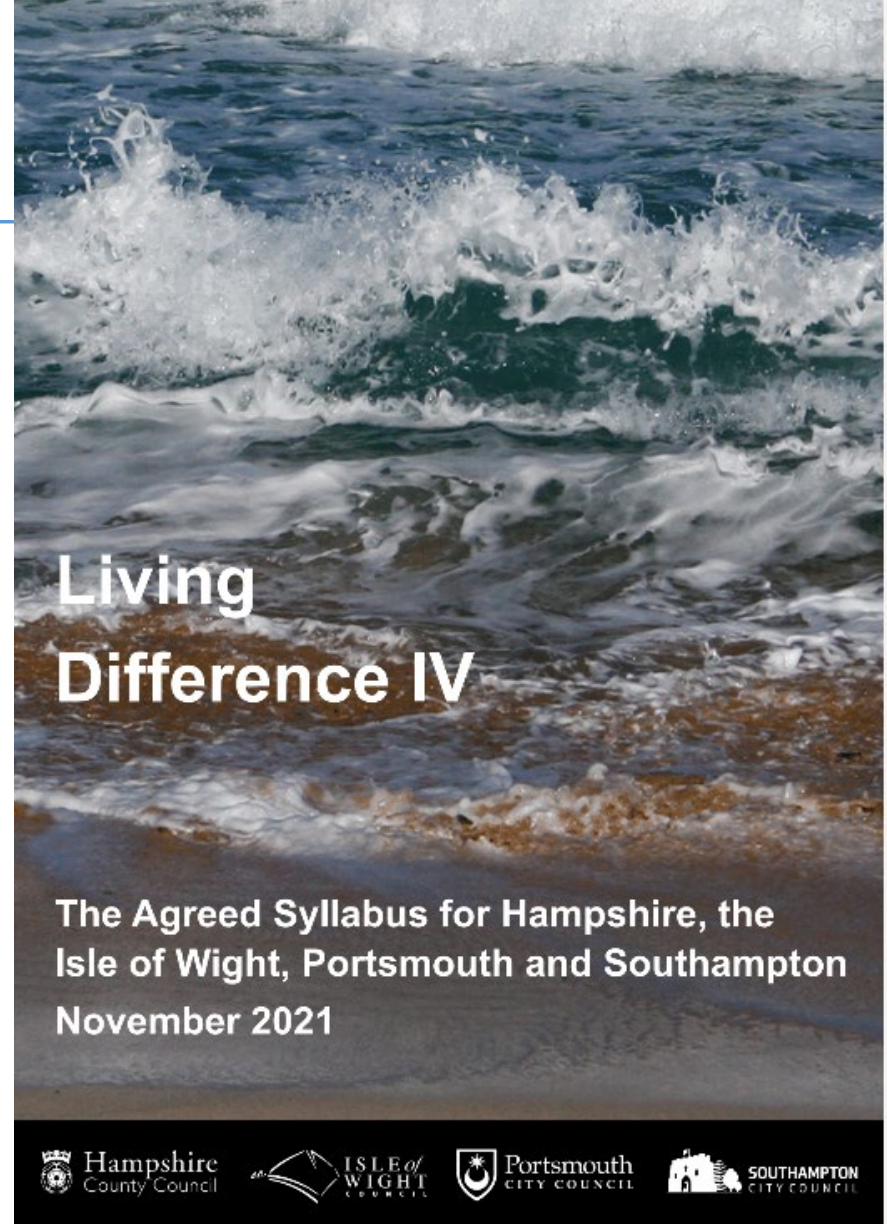
Living Difference IV seeks to introduce children and young people to what a religious way of looking at, and existing in, the world may offer in leading one's life, individually and collectively ([see *Living Difference IV and religion*](#)).

It recognises and acknowledges that the question as to what it means to lead one's life with such an orientation can be answered in a number of qualitatively different ways. These include the idea that to live a religious life means to subscribe to certain propositional beliefs (religion as truth); the idea that to live a religious life means to adhere to certain practices (religion as practice); and the idea that to live a religious life is characterised by a particular way of being in and with the world, with a particular kind of awareness of, and faith in, the world and in other human beings (religion as existence).

Religious education in Hampshire, the Isle of Wight, Portsmouth and Southampton intends to play an educational part in the lives of children and young people as they come to speak, think and act in the world ([see *Living Difference IV and education*](#)).

This entails teachers bringing children and young people first to attend to their own experience and that of others, to engage intellectually with material that is new and to discern with others what is valuable with regard to living a religious life or one informed by a non-religious or other perspective.

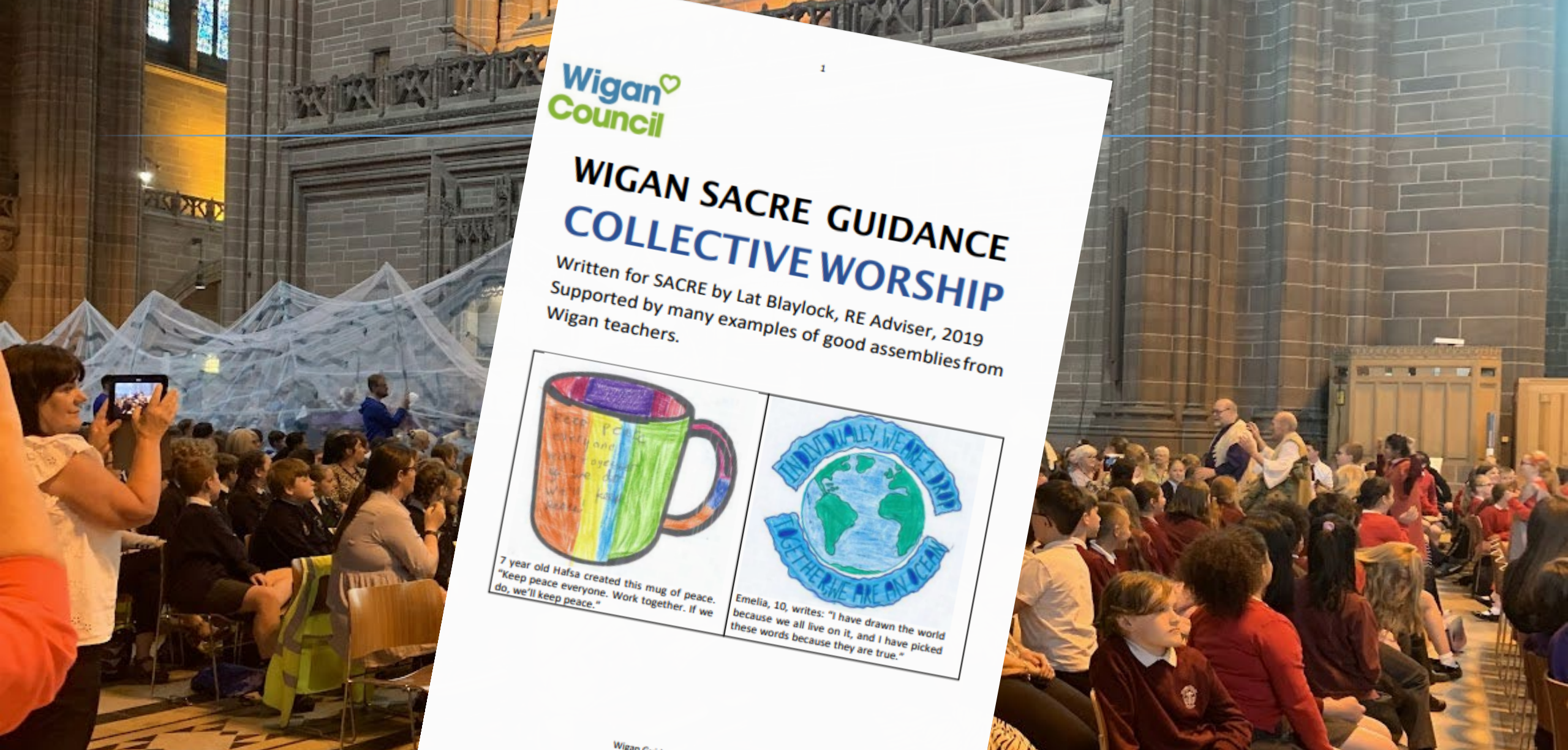
This approach to religious education in Hampshire, the Isle of Wight, Portsmouth and Southampton schools is consistent with the United Nations Convention on the Rights of the Child (UNCRC), particularly Articles 8, 12, 13, 14, 29 and 30, and supports the work of RRE.



Living Difference IV

The Agreed Syllabus for Hampshire, the
Isle of Wight, Portsmouth and Southampton
November 2021





WIGAN SACRE GUIDANCE COLLECTIVE WORSHIP

Written for SACRE by Lat Blaylock, RE Adviser, 2019
Supported by many examples of good assemblies from
Wigan teachers.



7 year old Hafsa created this mug of peace.
"Keep peace everyone. Work together. If we
do, we'll keep peace."



Emelia, 10, writes: "I have drawn the world
because we all live on it, and I have picked
these words because they are true."

WHAT MIGHT A FRIENDLY INQUISITOR ASK?

How does the curriculum enable pupils to 'get better' about RE?

Which religions do you study? When? Why then?

How do pupils learn about the different ways of knowing about religion/
religions/worldviews?

Which bits of the curriculum are 'hard'? How do you build up to that? How do you support those who struggle?

How do you decide which bits of the curriculum to assess? How does that show that pupils have 'got better' at RE?

Do you use quizzes to check and revise key vocabulary? How else do you assess formatively?

How do the teachers of RE develop their subject expertise?

Do you get enough curriculum time to deliver RE? are there any other constraints/barriers to RE being the best it could be?

QUESTIONS AND DISCUSSION



Paul Smalley

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