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<u><b>RE</b></u>	

<i>RE</i>				
<i>Overall Judgement</i>				
<b>Judgement</b>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">Inadequate</td> <td style="width: 25%; text-align: center;">Requires Improvement</td> <td style="width: 25%; text-align: center;">good </td> <td style="width: 25%; text-align: center;">outstanding</td> </tr> </table>	Inadequate	Requires Improvement	good 	outstanding
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<h2>Headlines</h2>	
<u>5 Key Strengths</u>	<u>3 Areas for Development</u>
<ul style="list-style-type: none"> <li> Long term plan will help ensure progression</li> <li> Evidence of good discussion and in depth thinking as a result of key questions.</li> <li> Children are respectful of all religions, cultures and traditions.</li> <li> Children listen to and value the thoughts and beliefs of their peers.</li> <li> Staff willingness to embrace new RE Syllabus.</li> </ul>	<ul style="list-style-type: none"> <li> Introduce and deliver new RE Syllabus and Scheme of Work.</li> <li> Update RE Knowledge maps to include new Key question topics and support new RE Syllabus.</li> <li> Resources and display to enhance new RE syllabus and inspire learning opportunities.</li> </ul>
<b>What is needed to move to outstanding</b> Or The key reasons behind an outstanding judgement	<ul style="list-style-type: none"> <li> Embed new Syllabus, sharing relevant resources to enhance the RE Curriculum.</li> <li> Evidence needs to showcase the high quality teaching and learning that takes place in RE across school.</li> <li> Prior knowledge assessment against key question to begin each topic.</li> <li> Accurate assessment of topic/ key learning questions.</li> <li> Ensure the sequencing of key questions and progression across all elements of RE is taught consistently across year groups.</li> <li> Children are able to retrieve RE knowledge.</li> <li> Display showing key question being studied.</li> </ul>

## Quality of Education

Highlighted judgements taken from the document entitled The School Inspection Handbook 2019 by OfSTED

### Outstanding (1)

- The school meets **all** the criteria for a good quality of education **securely** and **consistently**.
- The quality of education provided is **exceptional**.

In addition, the following apply.

- The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils' work across the curriculum is consistently of a high quality.
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

### Good (2) Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

### Implementation

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.

Reading is prioritised to allow pupils to access the full curriculum offer.

- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

### Impact

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
- Pupils' work across the curriculum is of good quality.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

### Requires improvement (3)

- The quality of education provided by the school is not good.

### Inadequate (4)

<p>The quality of education is likely to be inadequate if any one of the following applies.</p> <ul style="list-style-type: none"> <li>■ The school's curriculum has little or no structure or coherence, and leaders have not appropriately considered sequencing. Pupils experience a jumbled, disconnected series of lessons that do not build their knowledge, skills or understanding.</li> <li>■ The pupils' experiences in lessons contribute weakly to their learning of the intended curriculum.</li> <li>■ The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.</li> </ul> <p>Pupils cannot communicate, read, write or apply mathematics sufficiently well for their age and are therefore unable to succeed in the next year or stage of education, or in training or employment. (This does not apply for some pupils with SEND.)</p> <ul style="list-style-type: none"> <li>■ The progress that disadvantaged pupils make is consistently well below that of other pupils nationally and shows little or no improvement.</li> <li>■ Pupils with SEND do not benefit from a good-quality education. Expectations of them are low, and their needs are not accurately identified, assessed or met.</li> <li>■ Pupils have not attained the qualifications appropriate for them to progress to their next stages of education, training or employment.</li> </ul>
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### **Delivery**

What resources to teachers use to aid their planning?	Long term plan, Learning ladders. Planning of key questions taken from the Trafford RE Syllabus and Scheme of Work, includes ideas and recommendations of suggested activities. Online support materials. Individual RE Knowledge maps for each Key question.
How do teachers inform themselves about children's prior learning?	Use long term plan/learning ladders to look at what has previously been studied. Class discussions about initial/starter key question to highlight prior learning. Activity should evidence this.
Do teachers know why they are teaching their topics?	Topics/ key questions as recommended for Year groups as stated in the Trafford RE Syllabus and identified on long term plan.
What process has been used to put together the planning this subject	Planning is taken from the Agreed Trafford Syllabus and Scheme of Work. Suggested activities and learning objectives are provided. There is a Long Term plan. Learning activities and objectives are placed on Ignite maps. Each Key Question has a Knowledge Map to highlight key vocabulary and knowledge to be learned.
How has Kings Road's 'Cultural Capital' been considered	Determination for an Act of Collective Worship under Circular 1/94 Assemblies /acts of collective worship do not have to be mainly or broadly of a Christian nature. School values and British Values are a running theme throughout each assembly during the year.  Reflection of the fact that Parents have the right to withdraw their children from RE on the grounds that they wish to provide their own religious education. Framework act 1998. Consequently RE at Kings Road reflects the fact that religious traditions in Great Britain are in the main Christian, but does take into account the teaching and practices of all other major religions, particularly those in the school community.
What is learnt at the beginning of the children's journey? (Foundation Stage) and why?	In EYFS RE is covered under the section "Understanding the World - People, cultures and communities" They will learn about some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; The children learn about Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. They learn about different festivals that are celebrated in different faiths. Children learn that people are different and have different beliefs and that this is ok
How is the subject coverage progressive throughout the school?	Long term plan/ learning ladders highlight the subject coverage under the strands of Believing, Expressing and Living. The strands begin in EYFS with discovering and children encountering Christianity and other faiths as part of their growing sense of self, their own community and their place within it. KS1 explore the religions of Christians, Muslims and Jews. Due to the makeup of the school community the Sikh festival of Divali and the Chinese New Year are included. KS2 children are taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus, Jewish and non-religious faiths.
What are the strengths of this subject?	Improving evidence showing the teaching and learning of RE. New scheme shows great depth and coverage across many religions. Differentiation of activities. Range of activities. High quality discussion and in-depth thinking are encouraged. Across school it is evident through both the ethos of the school and children's attitudes and behaviour that they have a good understanding of the similarities and differences between themselves and others, and that they have a good respect of these differences.
What are the weaknesses of this subject and what is being done to address these?	Lack of evidence particularly at KS2 showing prior knowledge being assessed, and the assessment of the learning journey for each initial key question. Lack of evidence regarding grading against key questions and assessment at the end of Key stages. A staff meeting is planned in Summer 2022 to address this. Staff are emailed at the end of each term to be reminded to fill in grades. Although key questions have now been sequenced to ensure progression and coverage across the school, this has not yet had time to embed. Displays related to RE are lacking across school. If these were added then celebration of the diversity of culture within Kings road would be more apparent. Lack of physical resources to support the teaching of RE. These need to be built up.

Commented [MP1]:

How is the subject used to develop reading?	New ideas and vocabulary introduced related to different religion and faiths. -artefacts, festivals, food etc Stories across different religions - Children are given the opportunity to listen to these, retell them in their own words, ask and answer questions about these stories. Drama activities are used to retell stories children have heard within RE as well as creating story boards. Comprehension tasks.
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### Progress

How are children that struggle or lack confidence supported?	Children are supported by teachers and TAs where available. They are encouraged to enter into the class discussions; work is differentiated and supported as required. Support through use of resources.
How is this subject assessed and how are next steps identified?	Each term the subject is assessed using the RE impact summary assessments to see if children are working below, at or above expectations. Teachers should also assess and evidence prior subject knowledge at the start of each new topic and at the end of each topic with reference to key questions. This is happening in some year groups, but needs to be it is consistent across all year groups.
What transition arrangements are in place to support teacher to teacher communication?	Teachers communicate through end of year transition meetings discussing all subjects including RE.
How are end of term summative assessments used to aid future progress?	Teachers use all assessments to aid planning, influence teaching and learning and to aid future progress.

### Intervention

What is in place for pupil premium children?	Pupil premium children are encouraged by the teacher to take part in all class discussions, activities are differentiated and support given where required.
What is in place for SEN children?	SEN children are supported by the teacher, TA if available, differentiated work and outcome
What interventions are in place across the school?	Interventions are in place for children with individual need support. Eg coloured overlays, tablets, tilted slopes, pencil grips
Who delivers the intervention?	The children would have the practical interventions available. TA if timetabled for the RE session.
What evidence is there to support knowledge of impact of intervention for potentially vulnerable groups and individuals?	? no RE intervention
How are EAL pupils catered for?	EAL pupils are encouraged to contribute during class discussions. Teachers explain learning using pictures and simple language. Peers/ TA help support the learning and explanation of work where possible. They are supported with their work through differentiation of activities, level of support given by teacher or TA if available and differentiation by outcome.

### Continuous Professional Development

What CPD have leaders been given?	Attending launch of new Trafford RE Syllabus. RE TTSA meetings with other RE leaders across the borough
What CPD is in place for all staff?	CPD is available for all staff.
How are new staff supported?	Senior leadership and colleagues are available for support and advice. Any CPD training done prior to staff member joining is saved onto teacher network for teachers to refer to. RE lead to direct new staff to resources and planning saved on the school shared drive (tdrive).
How is teacher and teacher assistant subject knowledge supported?	Teacher and TA subject knowledge is supported by planning being taken directly from the Trafford RE Syllabus and Scheme of work (Located on the T-drive.) Professional discussions with Year group colleagues. Subject leaders available for support and helping with signposting resources to aid lessons and pupils learning. Staff meetings, Departmental meetings, Year group meetings, informal conversations.

### Workload and Well-being

Do you feel supported by senior leaders?	Yes-All Seniors leaders are available for support and advice when required. Karen Meenagh is the Curriculum coach for RE.
Have you been given the tools to complete the role of subject leader?	RE now has a Curriculum team. We are working well together to introduce and deliver the new Trafford RE Syllabus and Scheme of Work. We have attended the Trafford RE Syllabus Launch. We have been given a day out of class to work together on RE.
How do you support the teachers?	Currently I have been leading RE in KS1. All year 1 and year 2 children follow planned lessons, taken from the Trafford RE Syllabus. I have been responsible for the planning, discussion aids/starters, ensuring that the teachers are secure in their subject knowledge each week, and have the resources they need for their lessons. Lessons outcomes are then discussed with my KS1 colleagues. KS2- Staff usually communicate if there is a need that requires a discussion / meeting. I will signpost teachers towards resources that will help them. I have written example plans for teachers who have struggled with the content of what needs to be taught to support them with ideas. Verity Surrall is now available to support teachers as well.

### **Monitoring**

If a lesson was to be observed what would be seen?	An introduction highlighting prior knowledge and the Key question for the lesson. Any new knowledge, skills and understanding taught. High quality discussion involving deep thinking questioning. An activity to aid and consolidate children's learning. Evidence recorded in RE books. Plenary confirming children learning about the Key question.
If a lesson was to be observed how will that lesson fit in with the overview of the subject?	All lessons should follow the RE Long Term plan and the RE learning ladders. Detailed planning is set out in the Trafford RE syllabus and Scheme of Work, using Key Questions. RE is included on the Ignite maps for each Year group and there are RE knowledge maps for each Key Question. This should therefore ensure continuity and progression across the Key stages and across the school.
What would a teaching assistant be expected to be doing during a lesson?	Supporting children as required either individually, or a specific groups (SEN, LAPS, AAPS or HAPS) as identified by the teacher both during discussion time and during activities. This will depend on the cohort of children.
Will the teacher's questioning encourage learning and enquiry?	The teachers questioning should encourage learning and enquiry so that children's knowledge and understanding of religions and world views is extended both locally, nationally and globally. This is then reinforced through discussion and in depth thinking.
Are the children learning new knowledge/skills? How do you know?	Increase in knowledge about religions and worldviews. Increase in subject specific vocabulary. Children are able to ask increasingly challenging questions about religion, belief, values and human life. Children are able to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. Evidence in books.

### **Any other factors**

New Trafford RE Syllabus has been launched and is to be in place from September 2022. Verity Surall and Michelle Price will be updating all long term plans, Scheme of Work knowledge maps, and assessments, cascading to staff during the Summer Term to ensure we are ready to implement in September.

*Excellence without compromise*