**Option One** – using the grade descriptions below, ‘RAG’ rate the description that is the best fit for your school. Start with the descriptors for ‘Good

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| --- | --- | --- | --- |
| Outstanding | Good | Requires improvement | Inadequate |
| Leaders and governors ensure that the school curriculum for religious education is a faithful expression of the Religious Education Curriculum Directory. Religious education programmes and/or other resources are used imaginatively and creatively to enhance the delivery of the Directory. | Leaders and governors ensure that the school curriculum for religious education is a faithful expression of the Religious Education Curriculum Directory. The religious education programmes and/or resources used are selected for their ability to deliver the curriculum aims set out in the Directory. | The curriculum for religious education shows signs of the learning required by the Religious Education Curriculum Directory but this does not appear to be the result of careful planning or depth of understanding. Fidelity to the Directory does not appear to have been a consideration in the choice of religious education programmes and/or resources used in the school. | The curriculum for religious education does not reflect the aims and purposes laid out in the Religious Education Curriculum Directory |
| Leaders and governors ensure that religious education has at least full parity with other core curriculum subjects, which will include professional development, resourcing, timetabling, staffing and accommodation. They ensure a parity of demand with other core subjects in relation to whole-school policies, such as homework, marking and reporting to parents. | Leaders and governors ensure that religious education is comparable to other core curriculum subjects, in terms of professional development, resourcing, timetabling, staffing and accommodation. They ensure whole-school policies, such as those on homework, marking and reporting to parents are equitably applied to all core subjects. | Leaders and governors are not ensuring religious education is comparable with other core curriculum subjects, in terms of professional development, resourcing, timetabling, staffing or accommodation. Whole-school policies, such as those on homework, marking and reporting to parents are inconsistently applied. | Leaders and governors are failing to ensure that religious education is treated comparably to other core curriculum subjects, such that there are significant disparities between religious education and other core curriculum subjects. There are significant disparities in the way whole-school policies, such as those on homework, marking and reporting to parents are applied. |
| Leaders and governors are committed to securing regular, high quality professional development in religious education for all practitioners in relation to both subject knowledge and pedagogical development. | Leaders and governors ensure that professional development opportunities are available for practitioners in relation to both subject knowledge and pedagogical development | Leaders and governors have not given sufficient priority to professional development in religious education such that opportunities are infrequent or are not available to all. • The subject leader for religious education does not effectively plan improvements to teaching and learning in religious education. | Leaders and governors have neglected the professional development of the subject leader and teachers of religious education. |
| The subject leader for religious education has an inspiring vision of outstanding teaching and learning and a high level of expertise in securing this vision. These are used effectively to improve teaching and learning in religious education, resulting in teaching that is likely to be outstanding and at least consistently good. The quality of subject leadership is recognised beyond the school and the subject leader willingly shares this expertise to the benefit of other diocesan schools | The subject leader for religious education has a clear vision for teaching and learning and a good level of expertise in securing this vision. These are used effectively to improve teaching and learning in religious education, resulting in teaching that is likely to be at least consistently good. | • The subject leader for religious education does not effectively plan improvements to teaching and learning in religious education. | The subject leader for religious education lacks a vision for the subject and does not plan improvements to teaching and learning in religious education. |
| Leaders carefully plan an appropriately sequential curriculum which ensures that subject content is introduced systematically in an increasingly demanding way, as learners progress through the planned curriculum. | Leaders plan the curriculum to provide sufficient opportunities for learners to progress sequentially through the subject content. | The curriculum has features that indicate it may secure progression, but this does not appear to have been the consequence of thoughtful planning. | The curriculum does not reflect a coherent understanding of what progression looks like in religious education. |
| Leaders ensure that religious education is imaginatively and thoughtfully planned to meet the needs of different groups of pupils and each key stage and phase is creatively structured to build on and enhance prior learning. | Leaders ensure that religious education is effectively planned to meet the needs of different groups of pupils and to secure coherence across different key stages and phases. | Leaders are not ensuring that religious education is planned to meet the needs of different groups of pupils and coherence across different key stages and phases requires improvement. | Leaders are not ensuring that religious education is planned to meet the needs of different groups of pupils and coherence across different key stages and phases requires improvement |
| Excellent links are forged with other appropriate agencies and the wider community to provide a wide range of enrichment activities to promote pupils’ learning and engagement with religious education. | Leaders ensure that pupils are provided with engaging enrichment activities that enhance pupil learning in religious education. | There are only limited opportunities for pupils to engage in enrichment activities, or those that are provided appear to contribute modestly to pupil learning and engagement. | There are only limited opportunities for pupils to engage in enrichment activities, or those that are provided appear to contribute modestly to pupil learning and engagement. |
| Leaders’ and governors’ self-evaluation of religious education demonstrates forensic monitoring, searching analysis and self-challenge. This results in strategic action and welltargeted planning which leads to outstanding outcomes. | Leaders’ and governors’ self-evaluation of religious education is informed by thorough monitoring, analysis and self-challenge. This results in strategic action taken by the school which lead to good outcomes. | Leaders’ and governors’ self-evaluation of religious education is insufficiently informed by monitoring and analysis and is shallow in its self-challenge. | Leaders’ and governors’ self-evaluation of religious education is insufficiently informed by monitoring and analysis and is shallow in its self-challenge. |

**Option Two** – Complete the ‘Audit Tool’ below

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|  | Fully | Partially | Not evidenced |
| Leaders and governors ensure that the school curriculum for religious education is a faithful expression of the Religious Education Curriculum Directory. The religious education programmes and/or resources used are selected for their ability to deliver the curriculum aims set out in the Directory. |  |  |  |
| Leaders and governors ensure that religious education is comparable to other core curriculum subjects, in terms of professional development, resourcing, timetabling, staffing and accommodation. They ensure whole-school policies, such as those on homework, marking and reporting to parents are equitably applied to all core subjects. |  |  |  |
| Leaders and governors ensure that professional development opportunities are available for practitioners in relation to both subject knowledge and pedagogical development |  |  |  |
| The subject leader for religious education has a clear vision for teaching and learning and a good level of expertise in securing this vision. These are used effectively to improve teaching and learning in religious education, resulting in teaching that is likely to be at least consistently good. |  |  |  |
| Leaders plan the curriculum to provide sufficient opportunities for learners to progress sequentially through the subject content. |  |  |  |
| Leaders ensure that religious education is effectively planned to meet the needs of different groups of pupils and to secure coherence across different key stages and phases. |  |  |  |
| Leaders ensure that pupils are provided with engaging enrichment activities that enhance pupil learning in religious education. |  |  |  |
| Leaders’ and governors’ self-evaluation of religious education is informed by thorough monitoring, analysis and self-challenge. This results in strategic action taken by the school which lead to good outcomes. |  |  |  |
| **ACTION POINTS** |  |  |  |