

# Religious education

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## **Generic grade descriptors and supplementary subject-specific guidance for inspectors on making judgements during visits to schools**

Inspectors visit 150 schools each year to inform Ofsted's subject surveys in English, mathematics and science. Survey visits for other subjects are less frequent but continue to take place from time to time.

Where applicable, subject feedback letters, which are sent following survey visits, normally contain separate judgements on:

- the overall effectiveness of the subject
- the achievement of pupils in the subject
- the quality of teaching in the subject
- the quality of the subject curriculum
- the quality of leadership in, and management of, the subject.

In reaching these judgements, inspectors draw on the criteria and grade descriptors from the September 2012 school inspection handbook as they can be applied to individual subjects. Key elements of these descriptors are set out in the guidance below. Alongside them are supplementary, subject-specific descriptors to provide additional guidance for schools and inspectors. This includes guidance on the quality of the curriculum in the subject.

This supplementary guidance is not for use on Section 5 whole-school inspections.

## Grade descriptors – the overall effectiveness of religious education provided in the school

*Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.*

### Outstanding (1)

- Religious education (RE) teaching is outstanding and, together with a rich, interesting and relevant RE curriculum, contributes to outstanding learning and achievement. Exceptionally, achievement in RE may be good and rapidly improving.
- Pupils, and particular groups of pupils, have excellent educational experiences in RE and these ensure that they are very well-equipped for the next stage of their education, training and employment.
- Pupils' high levels of literacy, appropriate to their age, contribute to outstanding learning and achievement.
- Practice in RE consistently reflects the highest expectations of staff and the highest aspirations for pupils, including disabled pupils and those with special educational needs.
- Pupils develop a sense of passion and commitment to RE, linking their study of religion and belief to their own lives. As a result, RE makes an outstanding contribution to pupils' spiritual, moral, social and cultural development.

### Good (2)

- Pupils benefit from RE teaching that is at least good and some that is outstanding. This promotes positive attitudes to learning and ensures that pupils' achievement in RE is at least good.
- Pupils and particular groups of pupils have effective educational experiences in RE that ensure that they are well prepared for the next stage in their education, training or employment.
- Pupils' progress is not held back by an inability to read accurately and fluently.
- The school takes effective action as a result of accurate monitoring and evaluation that enables most pupils, including disabled pupils and those with special educational needs, to reach their potential in RE.
- Pupils develop a wide range of investigating and evaluative skills which stimulate their interest in, and engagement with, the world of religion and belief. As a result, the subject makes a good contribution to their spiritual, moral, social and cultural development.

### Requires improvement (3)

- RE in the school requires improvement because one or more of the key judgements for achievement: the quality of teaching; the curriculum; the quality of leadership and management of RE, requires improvement.

### Inadequate (4)

RE in the school is likely to be inadequate if any of the following are judged to be inadequate:

- the achievement of pupils in RE
- the quality of teaching in RE
- the quality of the curriculum including a failure to meet statutory requirements
- the leadership and management of RE

and in addition:

- there are important weaknesses in the promotion of pupils' spiritual, moral, social and cultural development, resulting in a poor climate for learning in RE where pupils or groups of pupils are unable to flourish.

## Grade descriptors – achievement of pupils in religious education

*Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.*

Generic <sup>1</sup>	Supplementary subject-specific guidance
<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ Taking account of their different starting points, the proportions of pupils making and exceeding expected progress are high compared with national figures.<sup>2</sup></li> <li>■ Pupils make rapid and sustained progress throughout year groups and learn exceptionally well. They are exceptionally well prepared for the next stage in their education, training or employment.</li> <li>■ Pupils, including those in the sixth form and those in the Early Years Foundation Stage, acquire knowledge quickly and develop their understanding rapidly.</li> <li>■ The learning, quality of work and progress of groups of pupils, particularly disabled pupils, those with special educational needs, and those for whom the Pupil Premium provides support, show that they achieve exceptionally well.</li> <li>■ The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this. In exceptional circumstances, an outstanding grade can be awarded where standards of attainment of any group of pupils are below those of all pupils nationally, but the gap is closing rapidly, as shown by trends in a range of attainment indicators.</li> </ul>	<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ Pupils have an outstanding level of religious literacy.</li> <li>■ They engage extremely well with a range of ultimate questions about the meaning and significance of existence.</li> <li>■ Pupils are able to ask significant and highly reflective questions about religion, and demonstrate excellent understanding of issues related to the nature, truth and value of religion.</li> <li>■ They develop a strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.</li> <li>■ Pupils show exceptional independence; they can think for themselves and take the initiative in, for example, asking questions, carrying out their own investigations, evaluating ideas and working constructively with others.</li> <li>■ They show significant levels of originality, imagination or creativity in their responses to their learning in RE.</li> <li>■ Pupils are able to link their study of religion and belief to their personal reflections on meaning and purpose extremely well.</li> <li>■ They make excellent progress in building knowledge and understanding across a wide range of religions, beliefs and investigations.</li> </ul>
<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Taking account of their different starting points, the proportions of pupils making and exceeding expected progress compare favourably with national figures. Where the proportion making expected progress overall is lower than that found nationally, it is improving over a sustained period.</li> <li>■ Progress across year groups is consistently strong and evidence in pupils' work indicates that they achieve well.</li> <li>■ Pupils read widely and often.</li> <li>■ Pupils acquire knowledge and develop understanding quickly and securely. They develop and apply a wide range of skills in</li> </ul>	<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Pupils have a good level of religious literacy.</li> <li>■ They engage well with a range of ultimate questions about the meaning and significance of existence.</li> <li>■ Pupils ask significant questions about religion and demonstrate good understanding of issues related to the nature, truth and value of religion.</li> <li>■ They are developing a good grasp of how the beliefs, values, practices and ways of life within any religion cohere.</li> <li>■ Pupils show independence; they can think for themselves and take some initiative in, for</li> </ul>

<sup>1</sup> The descriptors are set out in full in the *School inspection handbook*.

<sup>2</sup> Expected progress is defined by the government as two National Curriculum levels of progress between Key Stages 1 and 2 and three National Curriculum levels of progress between Key Stages 2 and 4.

Progress from age-related expectations at the beginning of Nursery, to age-related expectations at the beginning of Reception, on to the end of Reception where they can be compared with the Early Years Foundation Stage Profile national figures is likely to represent expected progress during the Early Years Foundation Stage.

Expected progress for pupils attaining below Level 1 of the National Curriculum at the end of Key Stages 1 or 2 is explained in subsidiary guidance.

<b>Generic<sup>1</sup></b>	<b>Supplementary subject-specific guidance</b>
<p>reading, writing, communication and mathematics. This ensures that they are well prepared for the next stage in their education, training or employment.</p> <ul style="list-style-type: none"> <li>■ The learning and progress of groups of pupils, particularly disabled pupils, those with special educational needs, and those for whom the Pupil Premium provides support, are good.</li> <li>■ Where attainment, including attainment in reading in primary schools, is low overall, it is improving at a faster rate than nationally, over a sustained period.</li> </ul>	<p>example, asking questions, carrying out investigations and working with others.</p> <ul style="list-style-type: none"> <li>■ They show some originality, imagination or creativity in their responses to their learning in RE.</li> <li>■ Pupils understand how their study of religion and belief has relevance for their own lives.</li> <li>■ Their progress is good across a wide range of religions, beliefs and investigations.</li> </ul>
<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Pupils' achievement requires improvement as it is not good.</li> </ul>	<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Pupils have a range of knowledge and understanding of religion and belief but their knowledge and understanding is not consistent across all aspects of the subject.</li> <li>■ Pupils engage in the study of religion and belief but are often too dependent on the teacher to make good progress.</li> <li>■ Pupils are able to discuss questions that arise from the study of RE but discussions are not always rooted in secure knowledge and understanding of religion.</li> <li>■ Pupils can make basic connections between the study of religion and belief and their personal lives.</li> <li>■ Pupils show some interest in RE.</li> </ul>
<p><b>Inadequate (4)</b></p> <p>Achievement is likely to be inadequate if any of the following apply.</p> <ul style="list-style-type: none"> <li>■ Pupils overall, or particular groups of pupils, are consistently making less than expected progress given their starting points.</li> <li>■ Pupils' learning and progress in any key stage, including the sixth form or EYFS, indicate that they are underachieving.</li> <li>■ Disabled pupils, those with special educational needs and those for whom the Pupil Premium provides support, are underachieving.</li> <li>■ Pupils' communication skills (including reading and/or writing) or proficiency in mathematics are not sufficiently strong for them to succeed in the next stage of education, training or employment.</li> <li>■ Attainment is consistently below floor standards or is in decline and shows little, fragile or inconsistent improvement.<sup>3</sup></li> <li>■ There are wide gaps in the attainment and/or the learning and progress of different groups.</li> </ul>	<p><b>Inadequate (4)</b></p> <ul style="list-style-type: none"> <li>■ Pupils do not have an appropriate range of knowledge and understanding of RE.</li> <li>■ Pupils rarely show the ability to work independently or take the initiative in RE.</li> <li>■ They rarely apply any higher level skills as appropriate to their age and ability.</li> <li>■ They rarely demonstrate creativity or originality in their RE work. They often lack interest and enthusiasm for RE.</li> <li>■ Pupils cannot link their study of religion and belief to their exploration of more personal reflections on their own lives.</li> <li>■ Progress is made only across a narrow range of religions, beliefs and investigations.</li> </ul>

<sup>3</sup> Floor standards refer to the expected levels of performance set by the government in relation to standards of attainment at Key Stages 2 and 4 and the proportion of pupils exceeding the threshold for the number of National Curriculum levels of progress made in English and mathematics between Key Stages 1 and 2 or between Key Stages 2 and 4.

## Grade descriptors<sup>4</sup> – quality of teaching in religious education

*Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.*

Generic	Supplementary subject-specific guidance
<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ Much of the teaching in all key stages is outstanding and never less than consistently good. As a result, almost all pupils, including disabled pupils, those with special educational needs and those for whom the Pupil Premium provides support, are making rapid and sustained progress.</li> <li>■ All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.</li> <li>■ Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.</li> <li>■ The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.</li> <li>■ Teachers and other adults generate high levels of engagement and commitment to learning.</li> <li>■ Consistently high-quality marking and constructive feedback from teachers ensure that pupils make rapid gains.</li> <li>■ Teachers use well-judged and often inspirational teaching strategies, including setting appropriate homework, which together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well.</li> </ul>	<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ Teachers communicate high expectations, enthusiasm and passion about RE to pupils.</li> <li>■ Teachers ensure that pupils have a clear grasp of the purpose and direction of their learning and how it is extending their subject understanding.</li> <li>■ Teaching benefits from teachers' strong subject expertise both in terms of specialist knowledge and an understanding of effective learning in RE.</li> <li>■ Excellent use is made of a very wide range of engaging and imaginative resources and teaching strategies to stimulate pupils' active participation in their learning. This secures pupils' outstanding progress across all aspects of RE.</li> <li>■ Questioning and activities challenge pupils to explore beyond the surface and engage with the deeper meaning and significance of religion and belief.</li> <li>■ Teachers encourage pupils to ask their own questions about issues arising from their study, becoming critical enquirers into the world of religion and belief.</li> <li>■ Teachers consistently plan and deliver RE very effectively to enable pupils to forge strong links between their study of religion and belief and their personal reflections on issues of meaning and purpose.</li> <li>■ Teaching develops pupils' skills of enquiry and reasoned argument effectively.</li> <li>■ Assessment and marking engage pupils in dialogue about their progress with the result that pupils know how to extend their understanding and skills. Planning is skilfully adjusted to meet the pupils' diverse needs.</li> </ul>
<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Teaching is usually good, with examples of some outstanding teaching. As a result, most pupils and groups of pupils, including disabled pupils, those with special educational needs, and those for whom the Pupil Premium provides support, make good progress and achieve well over time.</li> </ul>	<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Teaching ensures pupils value RE.</li> <li>■ Teaching benefits from specialist expertise which benefits all groups of pupils.</li> <li>■ Teachers ensure pupils have a clear understanding of the purpose of their learning.</li> </ul>

<sup>4</sup> These grade descriptors describe the quality of teaching in the subject as a whole, taking account of evidence over time. While they include some characteristics of individual lessons, they are not designed to be used to judge individual lessons.

<b>Generic</b>	<b>Supplementary subject-specific guidance</b>
<ul style="list-style-type: none"> <li>■ Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills.</li> <li>■ Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.</li> <li>■ Reading, writing, communication and mathematics are taught effectively.</li> <li>■ Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.</li> <li>■ Teachers assess pupils' learning and progress regularly and accurately. They ensure that pupils know how well they have done and what they need to do to improve.</li> <li>■ Effective teaching strategies, including setting appropriate homework, and appropriately targeted support and intervention are matched well to most pupils' individual needs, including those most and least able, so that pupils learn well in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>■ Teachers use an appropriate range of resources and teaching strategies to promote good learning across all aspects of RE.</li> <li>■ Teachers plan and deliver RE to enable pupils to forge links between their study of religion and belief and their personal reflections on issues of meaning and purpose.</li> <li>■ Questioning is used well to prompt pupils to think below the surface of religion and belief.</li> <li>■ Teaching ensures that pupils develop their skills of enquiry, reasoned argument and reflection.</li> <li>■ Assessment and marking ensure pupils know how well they are doing and how to improve.</li> </ul>
<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Teaching requires improvement as it is not good.</li> </ul>	<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Teaching ensures pupils are generally interested in RE.</li> <li>■ Lessons are generally purposeful but teaching does not always ensure pupils understand how their learning fits into the bigger picture.</li> <li>■ Teachers explain the purpose of the lesson but do not always relate this to the wider context of the pupils' learning in RE.</li> <li>■ Lessons are generally well organised but not all groups of pupils are challenged well enough.</li> <li>■ Questioning is used to check pupils' understanding and progress.</li> <li>■ Insufficient opportunities are provided for pupils to take responsibility for their learning, ask their own questions and reach their own conclusions.</li> <li>■ Teaching incorporates opportunities for discussion but does not always ensure pupils develop the skills of effective reasoned argument.</li> <li>■ Marking is up-to-date but does not have enough impact in securing good progress.</li> </ul>

<b>Generic</b>	<b>Supplementary subject-specific guidance</b>
<p><b>Inadequate (4)</b></p> <ul style="list-style-type: none"> <li>■ Teaching is likely to be inadequate where any of the following apply.</li> <li>■ As a result of weak teaching over time, pupils or particular groups of pupils, including disabled pupils and those with special educational needs, and those for whom the Pupil Premium provides support, are making inadequate progress.</li> <li>■ Teachers do not have sufficiently high expectations and teaching over time fails to engage or interest particular groups of pupils, including disabled pupils and those with special educational needs.</li> <li>■ Learning activities are not sufficiently well matched to the needs of pupils.</li> </ul>	<p><b>Inadequate (4)</b></p> <ul style="list-style-type: none"> <li>■ Teaching does not secure pupils' interest in RE.</li> <li>■ RE teaching makes poor use of resources to secure effective learning.</li> <li>■ Teaching does not ensure pupils can identify connections between their study of religion and belief and their exploration of personal reflections on issues of meaning and purpose.</li> <li>■ Teaching leads to superficial learning which does not promote the development of skills of enquiry and reflection.</li> <li>■ Assessment has little impact on pupils' progress.</li> </ul>

## Grade descriptors – quality of the curriculum in religious education

*Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.*

### Outstanding (1)

- The imaginative and stimulating RE curriculum is skilfully designed to match the full range of pupils' needs.
- The curriculum is built around the development of pupils' knowledge, understanding and skills of RE. Planning for progression is strong.
- Excellent links are forged, through first-hand experience and/or through the use of ICT, to provide pupils with exciting and challenging opportunities to engage with the reality and diversity of religion and belief in the modern world.
- The overall curriculum for RE secures a highly effective balance and breadth of study in relation to the agreed syllabus or equivalent expectations.
- The curriculum develops pupils' skills of enquiry into the world of religion and belief extremely well.
- Secondary schools provide a diversity of RE programmes including opportunities to accredit pupils' learning across all ability groups.
- Highly effective links are forged with other areas of the curriculum, for example English, science, the other humanities and the arts, to enable pupils to see connections between RE and their wider learning.
- Rigorous planning ensures that RE makes an outstanding contribution to pupils' spiritual, moral, social and cultural development.

### Good (2)

- The overall curriculum secures a good balance and breadth of study in relation to the agreed syllabus or equivalent expectations and is well informed by current initiatives in RE.
- The curriculum matches the range of pupils' needs and ensures they build effectively on previous learning.
- Good links are forged, through first-hand experience and/or through the use of ICT, to provide pupils with opportunities to engage with the reality and diversity of religion and belief in the modern world.
- The curriculum is built around enquiry into key questions and ideas which provide a good context for pupils' acquisition of subject knowledge.
- Secondary schools provide good opportunities to accredit pupils' learning in RE.
- Good links are forged with other areas of the curriculum, for example English, science, the other humanities and the arts, to enable pupils to see connections between RE and their wider learning.
- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

### Requires improvement (3)

- The overall curriculum for RE secures a reasonable balance and breadth of study in relation to the agreed syllabus or equivalent expectations.
- Coverage of content tends to overemphasise acquisition of knowledge rather than development of deeper levels of understanding.
- Links between the study of religion and the pupils' reflection on their own experiences are sometimes tenuous and lack depth.
- Limited links are forged, through first-hand experience and/or through the use of ICT, restricting the opportunities for pupils to engage with the reality and diversity of religion.
- Schemes of work are in place but links between topics are unclear and do not always build pupils' understanding or skills effectively.
- Links with other curriculum areas are underdeveloped with the result that pupils make only limited connections between RE and their wider learning.
- Secondary schools make some provision to accredit pupils' learning.
- Pupils' spiritual, moral, social and cultural development in the context of RE is limited.



**Inadequate (4)**

- The curriculum does not ensure all pupils receive their statutory entitlement to RE and does not secure continuity in their learning.
- There is little by way of enrichment activity in the subject.
- The overall curriculum for RE does not provide a reasonable balance and breadth of study in relation to the agreed syllabus or equivalent expectations.
- In secondary schools, no provision is made to accredit pupils' learning.
- Some aspects of pupils' spiritual, moral, social and cultural development in the context of RE are inadequate.

## Grade descriptors – quality of leadership in, and management of, religious education

*Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.*

Generic	Supplementary subject-specific guidance
<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ The pursuit of excellence is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time.</li> <li>■ All leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school's performance, and of staff and pupils' skills and attributes.</li> <li>■ There are excellent policies which ensure that pupils have high levels of literacy, or pupils are making excellent progress in literacy.</li> <li>■ Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by highly robust performance management which encourages, challenges and supports teachers' improvement. As a result, teaching is outstanding, or at least consistently good and improving.</li> <li>■ The school's curriculum provides highly positive experiences and rich opportunities for high-quality learning. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement and their spiritual, moral, social and cultural development.</li> <li>■ Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.</li> <li>■ Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the Pupil Premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils.</li> </ul>	<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ Leadership is informed by a high level of RE expertise and vision. There is a strong track record of improvement and innovation.</li> <li>■ Subject reviews, self-evaluation and improvement planning are well-informed by current best practice in RE and contribute to pupils' outstanding, or good and rapidly improving, learning and achievement in RE.</li> <li>■ Subject leadership inspires confidence and whole-hearted commitment from pupils and colleagues.</li> <li>■ Resources, including ICT, are of high quality and are used effectively to enrich pupils' learning in RE.</li> <li>■ There are effective strategies to delegate subject responsibilities where appropriate and to share good practice and secure high-quality professional development in the subject.</li> <li>■ The subject makes an excellent contribution to whole-school priorities, including consistent application of literacy and numeracy policies.</li> <li>■ Provision meets the statutory requirements of the locally agreed syllabus or equivalent in full (including in the sixth form where appropriate).</li> </ul>

<b>Generic</b>	<b>Supplementary subject-specific guidance</b>
<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Key leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition.</li> <li>■ Teaching is good and/or improving strongly as a result of accurate monitoring, effective performance management and professional development, which are closely matched to the needs of the school and staff.</li> <li>■ Self-evaluation is robust and the school's actions are carefully planned, concerted and effective.</li> <li>■ The well-thought-out policies ensure that pupils make at least good progress in literacy.</li> <li>■ The quality of teaching and pupils' achievement have improved, or previous good performance in these areas has been consolidated.</li> <li>■ The school's curriculum provides well-organised and effective opportunities for learning for all groups of pupils, including disabled pupils and those with special educational needs. It promotes positive behaviour and a good understanding of safety matters and provides a broad range of experiences that contribute well to pupils' achievement and to their spiritual, moral, social and cultural development.</li> <li>■ Governors ensure the efficient management of financial resources. This leads to the effective deployment of staff and resources.</li> </ul>	<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Leadership is well-informed by current developments in RE.</li> <li>■ Subject reviews, self-evaluation and improvement planning are good and contribute to pupils' good achievement in RE.</li> <li>■ There is a shared common purpose among those involved in teaching RE with good opportunities to share practice and access subject training.</li> <li>■ The subject benefits from good resources and these are used well to promote learning.</li> <li>■ The subject makes a good contribution to whole-school priorities, including literacy and numeracy policies.</li> <li>■ Provision meets the requirements of the locally agreed syllabus or equivalent (including some sixth-form provision where appropriate).</li> </ul>
<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Leadership and/or management require improvement because they are not good but are demonstrating the capacity to secure improvement in the school.</li> </ul>	<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Leadership is aware of current developments in RE and incorporates these with some success within classroom practice.</li> <li>■ Provision for RE is monitored and reviewed regularly and the strengths and priorities for improvement are identified, however the impact on raising standards and improving the provision is limited.</li> <li>■ Strategies for improvement may not be sufficiently focused on raising standards and improving provision and, as a result, the capacity for improvement is limited.</li> <li>■ Resources are adequate but are not always sufficiently stimulating or effective.</li> <li>■ There is some sharing of good practice, with modest access to subject-specific professional development. However there may be some inconsistency of practice across the school.</li> <li>■ Provision meets the requirements of the locally agreed syllabus or equivalent in full (although there may be limited sixth-form provision).</li> <li>■ The subject contributes to whole-school priorities, including literacy and numeracy policies.</li> </ul>

Generic	Supplementary subject-specific guidance
<p><b>Inadequate (4)</b></p> <p>Leadership and management are likely to be inadequate if any of the following apply.</p> <ul style="list-style-type: none"> <li>■ Capacity for securing further improvement is limited because current leaders and managers have been ineffective in securing essential improvements.</li> <li>■ Improvements which have been made are fragile, too slow or are dependent on external support.</li> <li>■ Self-evaluation lacks rigour and is inaccurate in its conclusions so that leadership and management do not have a realistic view of outcomes or provision.</li> <li>■ Leaders and managers are not taking sufficiently effective steps towards securing good teaching for all groups of pupils, including disabled pupils and those with special educational needs.</li> <li>■ Leaders and managers are not taking sufficiently effective steps towards securing good behaviour from all pupils and a consistent approach to the management of challenging behaviour.</li> <li>■ The curriculum fails to meet the needs of pupils or particular groups of pupils, or pupils are entered for public examinations inappropriately early, and pupils' achievement and enjoyment of learning are significantly impaired.</li> <li>■ A lack of attention to literacy is impeding pupils' progress.</li> <li>■ Governors are not sufficiently robust in holding the school to account for pupils' achievement, the quality of teaching and the effective and efficient deployment of resources.</li> </ul>	<p><b>Inadequate (4)</b></p> <ul style="list-style-type: none"> <li>■ Leadership is not well informed about current initiatives in RE.</li> <li>■ Key statutory requirements for RE are not met.</li> <li>■ Self-evaluation is weak, not informed by good practice in the subject and has little impact on raising standards and improving the provision.</li> <li>■ Opportunities for professional development in the subject are limited and, as a result, some staff lack the confidence and expertise to deliver it effectively.</li> <li>■ Resources for the subject are poor.</li> <li>■ The subject has a low profile in the life of the school.</li> <li>■ RE makes a minimal contribution to whole-school priorities, including literacy and numeracy policies.</li> </ul>