

Ofsted Inspection of Primary Schools under the new Education Inspection Framework – Autumn Term 2019.

What are the implications for RE?

Overall effectiveness	What does the school do well and what does it need to do better? Section REFERENCES TO RE	What does the school need to do to improve? Section REFERENCES TO RE OR THAT APPLY TO RE	
Good	Pupils in Year 5 spoke thoughtfully about how the mix of pupils with different ethnic backgrounds in the school enriches their religious education.		1–2 October 2019 Not a Deep Dive
Good	The organisation of the curriculum allows pupils to build on what they have learnt before. Pupils are able to make links across the subjects. For example, pupils talk with confidence about history and how this links to the learning in religious education and geography		17-18 September Not a Deep Dive
RI	For the other subjects in the curriculum, teachers have broad plans for what pupils must learn. However, there is not always enough detail in these plans to support pupils' learning. For example, in history, pupils in Years 3 and 4 learn about explorers at the time of Francis Drake. However, what is taught in Year 2 does not prepare pupils well to study that. The way in which a series of lessons is planned in geography, religious education, music and art does not help pupils to build on what they already know and can do.	The plans for most of the foundation subjects need to be more detailed so that they can be delivered in ways that build pupils' secure long-term understanding. <i>Note: Issues to planning apply to RE but only 'foundation subjects' are mentioned.</i>	24–25 September 2019 Not a Deep Dive
RI	The older pupils who spoke to us could not remember having any religious education. They could not remember the different faiths or religious beliefs that people may hold. While pupils show respect to each other, the curriculum is not helping pupils learn to respect people		25–26 September 2019

	who are different from them, including those from other cultures. This is limiting pupils' personal development.		Not a Deep Dive
Good	Pupils' work shows that in subjects such as geography, music and religious education (RE) they are not always given enough opportunities to practise what they have learned before they move on to the next topic. As a result, pupils' knowledge in these subjects is not as strong.	Although curriculum planning builds on previous learning, the quality is not consistent. Planning in geography, music and RE does not always provide enough opportunities for pupils to apply their learning to secure knowledge. Leaders need to make sure that all subject plans provide the opportunity for pupils to apply and deepen their knowledge.	25–26 September 2019 Not a Deep Dive
RI	Sometimes, important content is left out, such as in geography where older pupils have not learned about human and physical features on maps. Similarly, in history or religious education, teaching does not help pupils to remember important knowledge. This does not help them to be successful. Nor does it ensure that the most able pupils are challenged sufficiently.	Pupils engage with many interesting curricular activities but, outside of PE and sport, these are not sufficiently planned to promote all aspects of pupils' personal development. In particular, leaders should develop meaningful opportunities to support pupils' spiritual and cultural development.	11–12 September 2019 Not a Deep Dive
Good		Leaders have developed teachers' understanding well about how long- and medium-term curriculum plans support pupils' learning. Leaders have supplemented existing plans effectively in nearly all subjects. More work is still to do in computing, music and religious education. Leaders should ensure that the last remaining areas of the curriculum to be enhanced are planned and implemented as well as the rest.	17–18 September 2019 Not a Deep Dive
Good	The *** Trust provides ongoing training from subject specialists. Teachers have good subject knowledge. They use this to help pupils make links and build on what they know. This is improving pupils' understanding. For example, the religious education (RE) leader was clear about what she wanted pupils to learn last year. Pupils recalled learning that Shabbat is the Jewish day of rest. They then linked this to recent learning about creation and God taking the seventh day as a day of rest. Subject		12–13 September 2019 (RE Deep Dive)

	leaders receive specific training. They are starting to help other teachers to fine tune what they teach, so pupils achieve the best they can.		
RI	<p>Across the subjects, planning is not effective enough. Leaders have not thought through the main things they want pupils to know and remember. They have not planned learning in a logical order. Consequently, pupils do not build on what they already know. This limits their progress.</p> <p>Additional Info: Inspectors considered, in depth, the curriculum areas of reading, mathematics, religious education and art. These ‘deep dive’ activities included discussions with leaders about how they plan the curriculum to ensure that pupils systematically learn and remember more; the guidance they give to teachers; and how they ensure that teachers gain strong subject knowledge.</p>		<p>17–18 September 2019</p> <p>RE Deep Dive</p>
Good	In all subjects, leaders have made sure that there is a sequence of work designed to build on what pupils already know. However, although pupils enjoy religious education (RE), at times they struggle to remember what they have learned from previous lessons.	Although the RE curriculum is well developed, its impact on what pupils know and can remember is limited by the way it has been delivered. Some pupils struggle to recall things they have learned because they have not been taught RE well enough in the past. Leaders should make sure that the planned curriculum is taught in a way that enables pupils to build on prior learning.	<p>24–25 September 2019</p> <p>Deep Dive RE</p>
Good	<p>In science, RE and music, teachers follow a clear sequence of lessons. These build pupils’ knowledge and their skills. Teachers introduce and explain new ideas well. They check on pupils’ work and their answers, and they spot any mistakes.</p> <p>Through subjects such as RE, music, history and science, pupils reflect on other cultures and countries in the world. They learn about how to respect other religions and</p>	Their writing is hampered by only having a few opportunities to write at length. This is particularly the case in other subjects, including history, science, geography and RE.	<p>17–18 September 2019</p> <p>RE Deep Dive</p>

	<p>people who are different to themselves. They learn about different families</p> <p>Other Information: Pupils are keen to learn in each subject. Science, reading, religious education (RE) and music are all strong subjects.</p>		
RI	<p>Pupils have a good understanding of the school's core values. They show respect and tolerance for others but are unsure about the beliefs of different religious groups.</p>	<p>Pupils have a good understanding of the school's own values but lack understanding about some British values. Pupils have some knowledge about Muslims and Christians but lack knowledge about the beliefs of other religious groups such as Hindus, Jews, Sikhs and Buddhists.</p>	<p>11–12 September 2019</p> <p>Not a Deep Dive</p>
Good	<p>Pupils make links between other cultures and British values, for example in religious education. They understand the need to show respect and tolerance towards others. The school has not taken pupils to different places of worship or studied different religious festivals in depth.</p>	<p>Some subjects are not as well planned and developed as others. Subject leaders should ensure consistency in planning across a full range of subjects. v Assessment is effective in the core subjects. Formative and summative assessment of the foundation subjects is not yet in place. Leaders need to implement a consistent approach to assessments across the foundation subjects.</p>	<p>18–19 September 2019</p> <p>RE Deep Dive</p>
Good	<p>Outside of lessons, pupils develop their spiritual, moral, social and cultural understanding in a range of ways. For example, pupils visit art galleries and celebrate religious festivals. The 'forest school' encourages pupils to keep going when things are difficult.</p>		<p>11–12 September 2019</p> <p>Not a Deep Dive</p>