

Preparing for Ofsted: A toolkit for schools



These are areas that may be explored in an Ofsted inspection. You can also use this to evaluate your own school's provision and identify areas for future development

	Key area and questions	Further notes and questions	RAG	Notes/Action Points
Intent	Curriculum Intent <ul style="list-style-type: none"> What is your Curriculum Intent for RE? What is your rationale for RE? 	<i>Do you know the journey of the subject/department?</i>		
	Curriculum design <ul style="list-style-type: none"> What is your justification for each topic you study? What is your intent for each topic? What are the key features of learning in each topic and why? 	<i>Ofsted doesn't want the lesson plans, but more about why you are doing what you are doing; are the students aware of why you are doing it and doing it that way?</i>		
	Transition <ul style="list-style-type: none"> Are you aware of what your students know and understand when they come to you? What sort of transition activities/baseline testing do you have? 	<i>Do you know what your partner primary/secondary schools do in terms of RE? How do you establish a baseline?</i>		

Implementation	Planning <ul style="list-style-type: none"> • What is your long-term plan? Why are you teaching this? How is it delivered? • Is your medium-term planning dovetailed with long term objectives? How do you implement this planning? What is your rationale for sequencing the lessons? • What are the intended learning outcomes in lesson plans and how do you intend to get there? 	<i>Inspectors will expect to see the medium term plan in action with clear links between long term plans and medium term/lesson delivery.</i>		
	Progression and Recall <ul style="list-style-type: none"> • How does your planning indicate progression from a year group to another? • How do you show evidence of progression and how do you respond? • How well do pupils recall and develop their learning? Can you give an example of a complex idea in your subject and how it is taught and committed to long term memory? 	<i>Inspectors may explore a theme (eg the nature of God) and see how this is recalled and developed in a lesson, in subsequent lessons and over a longer period across years. Can you show instances where recall is built into the lesson plan/from exercise books? They could ask pupils what they did in Year x/ in your last lesson? They may ask why pupils are doing activities to ascertain if they understand the purpose of their learning.</i>		
	Differentiation <ul style="list-style-type: none"> • How is the lesson differentiated for SEND students? Is there robust challenge? • How is inclusion evident in all your teaching? 	<i>Is teaching 'to the top'? What scaffolding is available? Are lessons accessible for students with SEND?</i>		
	Teaching <ul style="list-style-type: none"> • Where is teaching weaker? What is being done to improve this? • What provision is in place for non-specialists to achieve the same quality? 	<i>Before observing a lesson, you may be asked, 'what am I going to see when I go into lessons? The inspector may take books and triangulate with their conversation, with you, checking what is planned with what the pupils say about their learning. They may also match up, page by page, what is in the plan with what is in the book.</i>		

Impact	Skills <ul style="list-style-type: none"> • What skills are you imparting in RE and how do they help the students in the workplace? 	<i>Explore how understanding of diversity and values are developed. How are skills of analysis, interpretation, expressing opinion, making an argument. Nurtured for pupils?</i>		
	Monitoring <ul style="list-style-type: none"> • How is learning monitored? How is it recalled? • Does the learning in the books or in discussion with pupils match the MTP/LTP? 	<i>Inspectors can look at a sample of books in a work scrutiny. How is work assessed and progression evidenced? What sort of feedback is given? Does feedback lead to further learning? Are pupils given the opportunity to respond to the feedback? Is it a learning opportunity?</i>		
	Assessment <ul style="list-style-type: none"> • How is assessment structured, both formative and summative? • How does this inform future learning? • Are pupils aware of their learning, progress and future steps? 			
	Exemplary 'best in your field' ideas <ul style="list-style-type: none"> • Who are the thinkers and current research topics to challenge students further? • How is learning for staff extended and how does this impact on learning? 			

Questions for Students	Do you enjoy RE?	
	What happens if you are struggling with a question?	
	What might I see in your books?	
	How do you know when you have done well?	
	What is the purpose of studying RE, why is it important?	
	What have you learned about people who have different beliefs from you?	

Questions for Teachers	Why were you teaching this lesson today?	
	Why this, why now?	
	What do you do with pupils who are struggling?	
	What professional development have you received in this subject? What has the impact been?	
	How do you assess and more importantly how do you use the results of assessment?	