

Section 48 Handbook

S48 Inspection Framework and Evaluation Schedule For Muslim Schools

Framework for inspecting Muslim schools in England under Section 48 of the Education Act 2005 (as amended) from **September 2015**.

This handbook provides instructions and guidance for inspectors conducting inspections under Section 48 of the Education Act 2005 (as amended). It sets out what inspectors must do and what schools can expect, and provides guidance for inspectors on making their judgements.

Association of Muslim Schools UK

Introduction

This handbook sets out the main activities undertaken by inspectors conducting inspections of schools in England under Section 48 of the Education Act 2005 (as amended) from September 2012. It also sets out the judgements that inspectors will make and on which they will report.

The schools subject to section 5 and Section 48 inspections are:

- Voluntary aided Muslim schools.
- Voluntary aided Muslim community schools.
- Maintained Muslim schools.
- Academies¹, including sponsor-led academies, academy converter schools, academy special schools, free schools, special free schools and alternative provision free schools with an Islamic ethos.

The inspection of Muslim schools in England under Section 48 of the Education Act 2005 (as amended) from **September 2015 will normally be conducted over one and a half days**.

The inspector(s) will give due regard to the provider's self evaluation/self-assessment. To facilitate this, schools are strongly encouraged to update their self-evaluation form at appropriate intervals.

The handbook has two parts.

- **Part 1 – How schools will be inspected:** this contains instructions and guidance for inspectors on the preparation for and conduct of inspections.
- **Part 2 – The evaluation schedule:** this contains guidance for inspectors on judging the quality of Muslim education provided by the schools they inspect, and provides an indication of the main types of evidence they collect and analyse.

¹ Please note it is the funding agreement between the Academy and the Department for Education which decides whether or not an Academy is subject to the equivalent of a Section 48 inspection.

Part 1: How schools will be inspected

Before the inspection

Inspection Notification, Inspectors' Planning and Preparation

Inspection cycle

- 5 years for schools awarded Outstanding or Good.
- 3 years for schools judged Requires Improvement.
- Where there are significant issues, AMS UK will consult with the Department for Education regarding inspection cycles.

The lead inspector must prepare for the inspection by gaining a broad overview of the school's recent performance and how this may have changed since the last Section 5 and Section 48 inspections.

Inspectors must use all available evidence to develop an initial picture of the school's academic performance in religious education (RE (Islamic studies)). Planning for the inspection should be informed by analysis of:

- The self-evaluation form (SEF) if available
- The previous inspection report(s)
- The findings of any recent Ofsted surveys or monitoring
- Responses from parents/carers in the S48 Parent Questionnaires
- Issues raised about, or the findings from, the investigation of any complaints about the school's religious education provision
- Information available on the school's website, which may include a prospectus and other information for parents.

The lead inspector should prepare and distribute brief joining instructions for the inspection team. These should include:

- Essential information about the school and the timings for the inspection
- An analysis of the pre-inspection information, including important areas to be followed up
- An outline of inspection activity for the day. For example, planned lesson observations and any meetings with pupils or staff; this will be finalised once on site.

Lead inspectors should deploy their inspection team members as they see fit. All members of the inspection team must contribute to the evaluation of each of the six RE key judgements and come to a collective view about the quality of the education provided by the school.

The lead inspector should plan sufficient time for holding meetings and providing feedback to the school, to ensure that the inspection is concluded on time.

The views of parents of registered pupils

The principal source of information that inspectors will use to access the views of parents, is the AMS UK S48 Parent Questionnaires distributed and collected by the school. Inspectors will also take account of the results of any past surveys carried out by the school or commissioned by the school. Schools should encourage parents to complete the questionnaires and return no later than on the morning of the inspection day. Confidentiality is essential.

Notification and introduction

The AMS UK office will notify the head teacher by email, five working days in advance and will follow this up with a phone call to the school to confirm notification has been received.

The AMS UK office will then contact the lead inspector to confirm the Section 48 inspection. The lead inspector will contact the school within 48 hours to make arrangements for the inspection.

If the head teacher is unavailable, the lead inspector should ask to speak to the most senior member of school leadership team available.

The purpose of the lead inspector's notification call is to:

- Inform the school of the Section 48 inspection
- Make the school aware of its statutory duty to inform parents of the inspection
- Make arrangements for the inspection; this includes an invitation to the head teacher to participate in joint observations and main inspection team meeting
- Make arrangements for discussions with key staff
- Make arrangements for a meeting with the chair of governors or a representative of the body responsible for governance
- Invite the school to share a summary of its self-evaluation of RE provision as soon as possible
- Make it clear that the inspection only begins once inspectors attend the school
- Request that relevant documents from the school are made available as soon as possible before or at the start of the inspection
- Provide an opportunity for the school to raise any initial questions.

The telephone call is an important opportunity to initiate a professional relationship between the lead inspector and the head teacher. It should be short and focused on practical issues. Inspectors should not use this as an opportunity to probe or investigate the school's self-evaluation or any other matters.

Inspectors should also request that the following information is made available:

- The current school improvement plan for RE
- School timetable information, staff list and times for the school day in relation to RE
- Any information about pre-planned interruptions to normal school routines during the inspection
- All logs that record exclusions, pupils taken off roll, incidents of significant misbehaviour, racist incidents and incidents of bullying, including homophobic bullying
- Details about the school's use of alternative provision
- Up-to-date attendance information
- Records of the monitoring of the quality of RE
- Information about the school's performance management arrangements for RE, including the most recent performance management outcomes for RE provision
- Documented evidence of the work of governors and their impact on RE
- Reports of any external evaluation of the school.

The school is responsible for providing evidence for assessment made in the self-evaluation form for the six key areas that judgement has to be made:

- Overall effectiveness and efficiency of the provision of Religious Education in the school
- The achievement and progress over time of pupils in their Religious Education at the school
- The quality of teaching, learning and assessment in delivering the Religious Education curriculum of the school and standards of behaviour
- The quality of leadership, management and governance of Religious Education in the school
- The quality of the Religious Education curriculum
- The quality of provision for the spiritual, moral, social and cultural development of pupils, including meeting the statutory requirement for a daily act of collective worship (Salah)

Schools must endeavour to have the evidence available to the team by the start of the inspection.

Requests for deferral

If a school wishes to request for a deferral of its inspection, they must notify AMS UK immediately and before they are contacted by the lead inspector. AMS UK will decide whether this should be granted in accordance with S48 policies on the deferral of inspections. The deferral policy makes clear that the absence of the head teacher is not normally a reason for deferring an inspection

Informing parents of the inspection

When AMS UK as the Inspection Services Provider sends confirmation of the inspection to the school by email, this will include a letter that gives formal notification of the inspection for parents. The school must take such steps as are reasonably practicable:

- To notify all parents of registered pupils and invite them to give their views about the school to the lead inspector by means of the AMS UK Parents Questionnaire which it will distribute to them
- Explaining to parents how to communicate with, or request a meeting with the AMS UK inspection team
- To ask parents to complete AMS UK S48 Parents View questionnaires and return them to school in a sealed envelope.

Code of conduct for inspectors

Inspectors must:

- Evaluate the work of the school objectively and impartially
- Report honestly and fairly, ensuring that judgements reflect, reliably and accurately, what the school does
- Treat all those they meet with courtesy and sensitivity
- Act in the best interests of pupils and staff as a priority
- Maintain purposeful dialogue with staff and communicate judgements without fear or favour
- Respect the confidentiality of information
- Bear in mind at all times that they are the AMS UK representatives
- Compile a well-organised, robust evidence base, to be kept for 3 months which can be checked by the AMS UK.

During the inspection

The start of the on-site inspection

Inspectors must show their AMS UK identity badges on arrival and ensure that the head teacher has been informed of their arrival. Inspectors should ensure that inspection activity starts promptly.

The lead inspector should meet briefly with the head teacher, the head of RE and senior leadership team at the beginning of the inspection to:

- Introduce team inspectors, if there is more than one inspector
- Make arrangements for a longer meeting at a convenient time with the head teacher to discuss the school's self-evaluation and other relevant matters
- Confirm arrangements for meetings with representatives of those responsible for the governance of the school and with key staff
- Confirm arrangements for providing feedback after lesson observations
- Request information about staff absence and other practical issues
- Ensure that the head teacher and head of RE are aware that AMS UK evidence from lesson observations, whether joint or otherwise, should not be used as evidence in capability/disciplinary proceedings or for the purposes of performance management
- Arrange, where there is more than one inspector a short team meeting to clarify the areas to be explored, inspection activities and individual roles and responsibilities.

Gathering and recording evidence

- Inspectors must spend as much time as possible in classes, observing lessons, talking to pupils about their work, gauging their understanding and their engagement in learning, and obtaining their perceptions of the school.
- Inspectors must record their evidence clearly and legibly on EFs, ensuring that all relevant sections of the form are completed for all evidence-gathering activities. This includes records of analyses of data and the evidence that underpins key judgements. EFs should also be used to summarise the main points of discussion when feeding back to leaders and governors
- EFs may be scrutinised for the purposes of retrieval and quality assurance monitoring and in the event of a complaint. It is important that inspectors record accurately the time spent gathering the evidence on the EF's. Inspectors should highlight or identify any information that was provided 'in confidence'.

Compliance with the requirements to actively promote British values and the Equalities Act 2010

- Inspectors must fully scrutinise each school's compliance with the requirement to promote fundamental British values. Inspectors must collate evidence around how well schools prepare pupils positively for life in modern Britain and promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.
- Also, and similarly, inspectors must fully scrutinise each school's compliance with the requirement to promote all forms of equality and foster greater understanding of and respect for

people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientation (and other groups with protected characteristics) through their words, actions and influence within the school and more widely in the community. Again, appropriate evidence must be collated by inspectors in these regards.

Lesson observations

- The key objective of lesson observations is to evaluate the quality of teaching and its contribution to learning, particularly in the core RE subjects. Inspectors will not look for a preferred methodology but must identify ways in which teaching and learning can be improved.

Through lesson observations and subsequent discussions with senior staff and teachers, inspectors should ensure that:

- They are able to judge the accuracy of teachers' and leaders' evaluation of teaching and learning
- They are able to gather evidence about how well individual pupils and particular groups of pupils are learning and making progress
- Evidence is collected so that detailed and specific recommendations can be made about any improvements needed to teaching and learning.

Inspectors will not expect teachers to prepare lesson plans for the inspection. However, they will expect to see well-planned lessons and should focus on the overall quality of the school's curriculum planning for RE.

There are many different strategies for planning observations. Lead inspectors should not be constrained by a single approach, but should use their professional judgement to plan an appropriate 'lesson observation strategy'. For example, inspectors may engage in:

- Short visits to a number of lessons, spending a few minutes in each
- Short observations of small group teaching, for example of Tajweed
- Lesson observations of more than 25 minutes.
- Longer observations - for example, inspectors may wish to:
 - conduct longer observations, during which they look at, and talk to pupils about, their work
 - capture evidence of best practice, or to identify factors that contribute to weaker teaching and gather detailed evidence to underpin recommendations for improvement of a school day or part of a school day – inspectors may identify a class or classes that contain one or more pupils from the specific groups identified in the pre-inspection analysis. In this way, the experience, progress and learning of these pupils can be judged within the context of other pupils' experience.
- Tracking a class or specific group of pupils to assess their experience
- Joint observations carried out with the head teacher, head of RE and/or senior staff may be part of lesson observation within any of these approaches. Not all teachers will necessarily be observed. This will be the case in most secondary schools' inspections.

The lead inspector should share the 'lesson observation strategy' with the inspection team and ensure that the school clearly understands the rationale for this. Lesson observations should cover a range of subjects, key stages and ability groups.

When inspectors carry out lesson observations, they should grade, where possible, key judgements such as achievement and teaching, indicating in particular the quality of pupils' learning. Judgements made through shorter observations will relate to the part of the lesson observed. For short observations, inspectors might not award grades, but should use the evidence they have gathered to inform the overall evaluation of teaching.

Participation of the head teacher or senior staff in joint lesson observations

The lead inspector should invite the head teacher, head of RE or a senior member of staff to take part in joint lesson observations. After a joint observation, the inspector and head teacher, head of RE or member of senior staff must discuss their views about the quality of teaching and learning they have observed. If the head teacher, head of RE or senior member of staff offers a written record, the inspector should consider this. Any significant differences in the analysis of the lesson and the judgements should be explored. The joint observation and subsequent discussion will allow the inspector to engage in a professional dialogue with the head teacher, head of RE or senior member of staff. It will also enable the inspector to:

- Assess the accuracy and quality of the school's monitoring and evaluation of teaching
- Collect evidence in order to make specific recommendations about further improvements to teaching and learning
- Discuss the effectiveness of the school's performance management arrangements and professional development programme for teaching staff
- Help the head teacher to understand the judgements inspectors are making on the quality of teaching and how it might be improved.

The lead inspector should be mindful not to 'overload' the head teacher, head of RE and/or senior staff member. The number of joint observations will be at the discretion of the lead inspector.

In most cases, the senior member of staff involved in the joint observation will give feedback. The inspector should observe the feedback, as this may provide evidence about the robustness of discussions about practice and the effectiveness of the school's arrangements for professional development and performance management.

The inspector should complete an EF on the lesson observed and the feedback. Any notes taken by the head teacher, head of RE or member of senior staff should remain in the school; they are not included within the evidence base for the inspection.

Feedback and discussion with teachers and other staff

With the exception of dual observations where feedback is given by the head teacher, head of RE or senior member of staff, inspectors must offer feedback, when requested, to teachers. If the observation has been for 25 minutes or more the feedback will take place at a time when the inspector and teacher/member of staff can discuss specific points that have been noted during the observation. If the observation is for less time than this, the feedback will not be extensive.

Feedback should address the main strengths and weaknesses identified during the observation, focusing on pupils' learning and the teacher's contribution.

Inspectors might also discuss:

- The context and content of the whole lesson
- How the lesson fits into a sequence or programme of lessons
- Associated teaching and learning activities used by the teacher
- How professional development has improved the quality of teaching
- The extent to which leaders' monitoring of teaching has identified needs and provided targeted pedagogical guidance and support for teachers
- The nature and impact of performance management.

Inspecting the teaching of Islamic studies including *salah* (collective worship)

Where relevant, AMS UK inspectors will consider the impact of teaching of RE, collective worship and its outcomes across the range of the school's provision. They will use the evidence they gather to inform the overall evaluation of pupils' achievement in both practice and understanding the Islamic values, the quality of teaching, and the impact of leadership and management on raising standards. When making the key judgements, inspectors will pay particular attention to the teaching of Qur'anic literacy (*tajweed*), *nasheeds* and supplications.

The use of data on inspection

Inspectors should use a range of data to judge a school's performance, including that found in Dashboard, and examination or key stage results where available. No single measure or indicator determines judgements. The data, including that provided by the school, should be used to:

- Check the accuracy of the school's assessment of pupils' progress and attainment levels, particularly where there are no externally marked test/examination results
- Check the robustness and accuracy of the school's self-evaluation, particularly on achievement, teaching, and behaviour and safety.

Other observations

AMS UK inspectors should ensure that they observe whole-school prayer and class or other assemblies' sessions so as to ascertain whether the school is complying fully with the statutory requirement for a daily act of worship.

They should also ensure that they observe pupils in a range of situations outside normal lessons to evaluate aspects of behaviour and safety and other relevant aspects of inspection judgements, especially at the start and finish of the school day, during assemblies and collective worship, during lunchtime and break/play times and during tutor periods as well as when moving between lessons.

Meetings with pupils, parents, staff, governors and other stakeholders

It is important to note that every opportunity must be taken to talk to pupils during the school day, for example in formal meetings, and informally before and after school, at lunchtime and during breaks/play times. Inspectors might also wish to talk to pupils in lessons, being careful not to disrupt the flow of teaching and any activities taking place.

Inspectors must ensure that they talk to pupils who have a range of needs, including disabled pupils and those with special educational needs, and pupils who are receiving support.

As well as meeting pupils, inspectors are highly likely to conduct meetings with:

- Parents (these may be informal at the start and end of the day)
- RE staff
- Governors or representatives of the governing body with responsibilities for the provision of RE
- Members of the school's local board, committee or governing body with RE where schools are combined in managed groups or federations
- Other stakeholders.

These meetings must take place without the presence of the head teacher or senior staff. In drawing on evidence from meetings with pupils, parents, staff, governors and other stakeholders, every endeavour must be made not to identify individuals. There may, however, be circumstances in which it is not possible to guarantee the anonymity of the interviewee. Inspectors have a duty to pass on disclosures which raise child protection or safeguarding issues and/or where there are concerns about serious misconduct or criminal activity.

Obtaining the views of parents and other stakeholders

Inspectors must obtain the views of parents of pupils registered at the school. The AMS UK Parent Questionnaire is the primary means of obtaining their views. However, inspectors should take account of results of any surveys carried out by the school, or commissioned by the school, in addition to results from Parent Questionnaires. Inspectors must not come to any final conclusions on the basis of the Parent Questionnaire data alone.

Inspectors will review the evidence from the Parent Questionnaires, and any other evidence from parents. Where individual parents raise serious issues during the inspection, these should be followed up with the school whilst maintaining appropriate confidentiality.

Inspectors must also have regard to the views of pupils and staff when making their judgements. Data from surveys of parents, pupils or staff should be corroborated with other evidence.

Inspectors may wish to speak to key partners in RE provision who work with the school. They should make every effort to make contact with/telephone those institutions where pupils are taught off-site to help assess the school's quality assurance arrangements. They must evaluate the robustness with which the school monitors the attendance, behaviour, learning and progress of pupils that receive alternative provision.

Performance management and professional development

Inspectors should consider how effectively senior leaders use performance management and the school's self-evaluation to focus on the professional development needs of RE teachers. This should include:

- Analysis of the impact of professional development on teaching, and on specific teachers
- Scrutiny of information on the performance management of teaching staff and its relationship with those responsible for the governance of the school
- Information about the performance management of the head of RE and other RE teaching staff
- Discussions with the head teacher, head of RE, governors, senior and middle leaders, and other staff
- Scrutiny of the school's records of lesson observations
- Evidence of improvements in teaching over time and improvement in systems for tracking, monitoring and analysing the impact of teaching on progress
- Scrutiny of the school's records on and evaluation of professional development
- Evaluation of the support and professional development opportunities provided for newly qualified teachers and non-qualified teachers who are at different stages of their careers
- Analysis of information from staff questionnaires, where available.

How the head teacher is involved in the inspection

The lead inspector should meet the head teacher or head of RE to:

- Provide an update on emerging issues, including the identification of any inadequate teaching, and enable further evidence to be provided
- Allow the head teacher or head of RE to raise concerns, including those related to the conduct of the inspection or of individual inspectors
- Alert the head teacher and head of RE to any serious concerns.

The outcomes of all meetings with the head teacher and head of RE should be recorded on an EF. The lead inspector should ensure that the executive head teacher, where such arrangements exist, is invited to make a contribution to the inspection.

Team meetings held during the inspection

The inspection team should meet briefly at different points during the course of the inspection. In particular, the team should:

- Meet briefly at lunchtime
- Record the outcomes of all team meetings on EFs.

If, by the end of day, there is evidence that the school may be judged as 'inadequate', the lead inspector should alert the head teacher to this possibility. It must be emphasised that final judgements are not made until the final team meeting at the end of the day.

Reaching final judgements

The team should also ensure that time is set aside to complete any feedback to staff, and to prepare for the final team meeting and the final feedback. There also should be sufficient time planned for the team to meet, to consider the evidence available, and make final judgements. Final judgement grades should be recorded and key points for feedback should be identified as the meeting progresses.

Providing feedback to the school

Following the end of the inspection there must be a brief feedback meeting including the head teacher, where possible. Attendees at this feedback meeting may include at least one representative from the governing body/those responsible for governance. There should be a maximum of four attendees from the school in the feedback. If it is appropriate, representatives from the local authority or the designated responsible body may also be invited by the head teacher.

The lead inspector should explain to those present that the purpose of the feedback session is to share the main findings of the inspection and how the school can improve further. Those present may seek clarification about the judgements, but discussion should not be lengthy. Any feedback or comments should be in the form of professional and objective language and should not include informal remarks that may be personally damaging to the reputation of a member of staff or to the professionalism of the inspectors. An EF should be completed by an inspector summarising the key points raised at the feedback.

In the event that the head teacher has declined or has been unable to take up the opportunities to engage with the inspection team, the lead inspector should prepare a more extended formal feedback meeting. In such circumstances, the lead inspector should inform the head teacher of the main findings in advance of the extended formal feedback meeting.

Before leaving, the lead inspector must ensure that the school is clear:

- About the grades awarded for each main judgement
- That the grades may be subject to change as a result of moderation and should, therefore, be treated as confidential until the school receives a copy of the final inspection report
- That the main findings of the inspection and the main points provided orally in the feedback will be referred to in the text of the report
- About the recommendations for improvement
- About the procedures leading to the publication of the report including quality assurance
- That the school is invited to complete the post-inspection survey
- About (where relevant) the implications of the school being placed in a category of concern
- Where a school is judged as 'Inadequate', whether newly qualified teachers should be appointed.

Where there are significant concerns

All schools whose overall effectiveness is judged to be 'Inadequate' will have particular arrangements in place as agreed with the Department for Education.

Procedures for judging a school as 'Inadequate'

If, by the end of the of the inspection, the AMS UK inspector thinks it is possible that the school's overall effectiveness in its RE provision is 'inadequate', s/he must contact the S48 Principal Inspector to talk through the evidence and emerging judgement.

The lead inspector should be prepared to explain briefly the reasons and underpinning evidence:

- For the judgement that, in relation to its stated aims, the school is failing to give its pupils an acceptable standard of RE
- The persons responsible for leading, managing or governing the school are demonstrating the capacity to secure the necessary improvement in the school.

After the inspection

Arrangements for publication of the report

Following the school's inspection, AMS UK will forward the report to the school for a factual accuracy check shortly after the end of the inspection. Upon receipt of the draft report for factual accuracy check, the school has until the end of the following working day to respond. The lead inspector will respond to the school's comments about factual accuracy.

Schools will normally receive an electronic version of the final report within 15 working days of the end of the inspection.

Once a school has received its final report it is required to take such steps as are reasonably practicable to secure that every registered parent of a registered pupil at the school receives a copy of the report within five working days. The report will also be published on the AMS UK website within 15 working days of the completion of the inspection.

How are inspections quality-assured?

Responsibility for assuring the quality of the inspection and the subsequent report lies with AMS UK. The lead inspector is expected to set clear expectations for the team and ensure that those expectations are met. The lead inspector must ensure that all judgements are supported by evidence and that the way in which the inspection is conducted meets the expected standard.

Some inspections will be subject to quality assurance by S48 Principal Inspectors. When an external quality assurance visit is scheduled, the lead inspector should explain clearly the purpose and likely format of the visit during the initial telephone conversation with the head teacher.

What happens if a school has a concern or complaint during the inspection?

If a school raises a concern or complaint during the course of an inspection, the lead inspector should seek to resolve it. It is often easier to resolve issues on the spot and this helps to avoid formal complaints later. If the school would like to take it further, the chair or the head teacher should write to the chair of AMS UK who will acknowledge the complaint in five working days and after investigation respond to the school in writing in 10 working days. If the school is still not happy, it has the right to launch an appeal and ask the admin officer for a formal complaints document.

If the chair of AMS UK deems appropriate, s/he may refer the complaint to an independent person for investigation and adjudication. In such a case, the independent person's adjudication is final.

Part 2: The evaluation schedule – how schools will be judged

The evaluation schedule sets out the sources of evidence and grade descriptors that guide inspectors in judging the quality of education provided by the schools they inspect. The schedule is not exhaustive and does not replace the professional judgement of inspectors. It is interpreted within the context of each school.

The evaluation schedule must be used in conjunction with the guidance set out in Part 1 of this document: **How schools will be inspected**. Inspectors must interpret grade descriptors in relation to pupils' age, stage and phase of education.

Judging the quality of a school

Inspectors must judge **the quality of RE (Islamic studies) provided in the school**. This is the overarching judgement.

In order to make a judgement about the quality of RE provided in the school, inspectors **must** first make **six** key (main) judgements. These are:

- Overall effectiveness and efficiency of the provision of Religious Education in the school
- The achievement and progress over time of pupils in their RE at the school
- The quality of teaching, learning and assessment in delivering the Religious Education curriculum of the school and standards of behaviour
- The quality of leadership, management and governance of RE in the school
- The quality of the Religious Education curriculum
- The quality of provision for the spiritual, moral, social and cultural development of pupils, including meeting the statutory requirement for a daily act of collective worship (Salah)

In addition, inspectors must also consider:

- The extent to which the RE provided by the school meets the needs of the range of pupils at the school, and in particular the needs of pupils who have a disability for the purposes of the Equality Act 2010
- Pupils who have special educational needs.

Where the school has a sixth form, inspectors should evaluate and report on the overall effectiveness of the RE curriculum provided.

In judging the quality of RE provided by the school, inspectors will decide whether the school is 'outstanding' (grade 1), 'good' (grade 2), 'requires improvement' (grade 3) or 'inadequate' (grade 4).

Inspection is primarily about evaluating how well individual pupils benefit from their school. It is important to test the school's response to individual needs by observing how well it helps all pupils to make progress and fulfil their potential. Depending on the type of school it may be relevant to pay particular attention to the achievement of:

- Disabled pupils, and those who have special educational needs
- Those with protected characteristics, as defined by the Equality Act 2010

- Boys
- Girls
- The highest and lowest attainers
- Disadvantaged pupils
- Pupils for whom the pupil premium provides support including:
 - looked after children
 - pupils known to be eligible for free school meals
 - children of service families
- Those receiving alternative provision.

In making their judgements, inspectors draw on the available evidence, use their professional knowledge and consider the guidance in this document and, in particular, the grade descriptors for each judgement.

The overall effectiveness and efficiency of the provision of Religious Education in the school

When reporting on the quality of Islamic education, inspectors must evaluate evidence for each of the six key judgements and judge the extent to which the school meets the needs of the range of pupils on the school's roll. They must take into account the destination of pupils when they leave school and consider how well they have been prepared for their next steps.

Inspectors must also consider the impact of teaching on pupils' learning and the robustness of leadership in improving the quality of their RE or in maintaining already high standards. In addition, inspectors must evaluate the provision for spiritual, moral, social and cultural development and the quality of collective worship.

Grade descriptor – The overall effectiveness and efficiency of the provision 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 that relies on the professional judgement of the inspection team.

Outstanding (1)

- Teaching is outstanding and, together with a rich and relevant RE curriculum, contributes to outstanding learning and achievement. Exceptionally, achievement may be good and rapidly improving.
- Pupils, and particular groups of pupils, have excellent educational experiences at school and these ensure that they are very well equipped for the next stage of their education, training or employment.
- There is excellent practice which ensures that all pupils have high levels of literacy in Islamic education appropriate to their age.
- The school’s practice consistently reflects the highest expectations of staff and the highest aspirations for pupils, including disabled pupils and those with special educational needs.
- Best practice is spread effectively in a drive for continuous improvement.
- Other principal aspects of the school’s work, including the quality of collective worship (*salat*), are good or outstanding.
- The school’s thoughtful and wide-ranging promotion of pupils’ spiritual, moral, social and cultural development enables them to thrive in a supportive, highly cohesive learning community.

Good (2)

- Pupils benefit from teaching that is at least good and some that is outstanding. This promotes very positive attitudes to RE learning and ensures that pupils’ achievement in their Islamic education is at least good.
- Pupils and particular groups of pupils have highly positive Islamic educational experiences at school 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 Qur’anic text and *duaas* (supplications) accurately and fluently. Those pupils who have fallen behind are being helped to make rapid progress in their reading.
- The school takes effective action to enable most pupils, including disabled pupils and those with special educational needs, to reach their potential in their Islamic education.
- Other principal aspects of the school’s work, including the quality of collective worship, are likely to be at least good.
- Deliberate and effective action is taken to create a cohesive learning community through the promotion of pupils’ spiritual, moral, social and cultural development. There is a positive climate for learning.

Requires improvement (3)

- Though the school’s Islamic education provision is in part adequate, it nevertheless requires improvement because of weaknesses in one or more of five key judgement areas and/or because there are weaknesses in the overall provision for pupils’ spiritual, moral, social and cultural development and the quality of collective worship

Inadequate (4)

The school is likely to be inadequate if inspectors judge **any** of the following to be inadequate:

- The achievement of pupils in their Islamic education
- Pupils' progress in literacy in Qur'anic text and *duas* (supplications) including accuracy and fluency
- The quality of the teaching of the RE curriculum
- The behaviour and safety of pupils
- The quality of the leadership in, and management of, the Islamic education provision offered by the school

and/or

- There are significant weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development
- The school does not meet the statutory requirement for a daily act of collective worship.

Achievement of pupils at the school

This section deals with academic achievement in RE (Islamic education). Other, broader aspects of achievement, such as those reflected in the spiritual, moral, social and cultural development of pupils, are taken into account in the evaluation of other areas for which there are key judgements and when reporting on the overall effectiveness of the school.

When judging achievement in Islamic education, inspectors must have regard for pupils' starting points, age and the progress that the lowest attaining pupils are making.

Inspectors must take account of:

- The learning and progress of different groups of pupils currently on the roll of the school, including disabled pupils and those who have special educational needs and those for whom the pupil premium provides support.
- Evidence gathered by inspectors during the course of the inspection may include:
 - observation of lessons and other learning activities
 - scrutiny of pupils' work to assess standards, progress and the quality of learning of pupils currently in the school
 - the school's own records of pupils' progress, including the progress of pupils who attend off-site alternative provision for all or part of the week
 - discussions with pupils about their work
 - the views of parents, pupils and staff on the quality of the RE curriculum
 - discussions with staff and senior leaders
 - case studies of individual pupils, particularly the lowest attaining pupils and for those for whom the pupil premium provides support
 - the proportion meeting and exceeding the progress from different starting points expected by the school
 - other relevant indicators
 - performance measures for the sixth form, which include success rates
 - Early Years Foundation Stage Profile data
- Any analysis of robust progress data presented by the school, including information provided by external organisations, pupils' attainment, trends of improvement or decline as revealed by previous inspection reports; and inspection evidence of current pupils' attainment using a range of indicators.

Inspectors should also note the following:

- Inspectors should draw on all the available evidence to decide whether attainment is above average, broadly average or low according to the standards expected of each school
- In evaluating pupils' progress, inspectors should have regard to their starting points in terms of their prior attainment and in relation to their age
- For those groups of pupils whose cognitive ability is such that their attainment is unlikely ever to rise above 'low', the judgement on achievement should be based on an evaluation of the pupils' learning and progress relative to their starting points at particular ages, and any assessment measures held by the school
- For those schools where children are aged three and four years old and move to primary school before any nationally comparable assessments can be made, the judgement should be based on an evaluation of children's learning and progress relative to their age and evidence of their starting points.

Grade descriptor – The achievement and progress over time of pupils in their Religious Education at the school

Note: These descriptors should not to be used as a checklist. They must be applied adopting a ‘best fit’ approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Taking account of their starting points, the proportion of pupils making and exceeding expected progress is high in relation to their potential.
- Pupils, including those in the sixth form and the Early Years Foundation Stage, make rapid and sustained progress across the RE curriculum and learn exceptionally well.
- Pupils read widely and often across all subjects covered in the RE (Islamic curriculum).
- Pupils develop and apply a wide range of skills to great effect, including reading, writing and understanding, together with an ability to formulate and communicate their ideas verbally and in writing across the RE curriculum so as to ensure that they are exceptionally well prepared for the next stage in their education, training or employment.
- Pupils, including those in the sixth form and those in the Early Years Foundation Stage, acquire knowledge quickly and develop their understanding rapidly in the range of subjects covered by the RE curriculum.
- The learning, quality of work and progress of groups of pupils, particularly those who are disabled, those who have special educational needs and those for whom the pupil premium provides support, show that they achieve exceptionally well.
- The standards of attainment of almost all groups of pupils are likely to be high in relation to their potential with many pupils attaining above this. This may be indicated by evidence from external examination results and attainment in reading and comprehension of relevant books in RE (Islamic studies).

Good (2)

- Taking account of their different starting points, the proportion of pupils making or exceeding expected progress is high. Where the proportion making expected progress overall is lower than expected, there is evidence to show that it is improving over a sustained period.
- Progress in a wide range of subjects across the RE is consistently strong and evidence in pupils’ work indicates that they achieve well.
- Pupils read widely and often across all subjects covered in the RE.
- Pupils acquire knowledge and develop understanding quickly and securely in the range of subjects covered in the RE. They develop and apply a wide range of skills to good effect, including reading, writing and understanding, together with an ability to formulate and communicate their ideas verbally and in writing across the RE curriculum so as to ensure that they are well prepared for the next stage in their education, training or employment.
- The learning and progress of groups of pupils, particularly those who are disabled, those who have special educational needs, and those for whom the pupil premium provides support are good.
- Where attainment, including attainment in reading Qur’anic text in both primary and secondary schools, is low overall, it is improving at a faster rate than expected over a sustained period.

Requires improvement (3)

- Pupils' achievement requires improvement as it is not good in one or more areas of the school's RE, given their starting points.
- Pupils with disabilities and/or special educational needs are not making satisfactory progress.
- Pupils' achievement in one or more areas of the RE shows weaknesses. As a result they are not acquiring knowledge, understanding and skills including the ability to read, write and understand Qur'anic text, *nasheeds* and an ability to memorise duas, so as to ensure that they are adequately prepared for the next stage in their Islamic education or maintaining their faith and spirituality.
- Where attainment, including attainment in both in primary and in secondary schools, is low overall in relation to the school's aims, it needs to improve over a sustained period.

Inadequate (4)

- Achievement is likely to be inadequate if any of the following apply:
- Pupils overall, or particular groups of pupils, are consistently making less than expected progress in their RE given their starting point.
- The learning and progress of pupils (including those in the sixth form or the Early Years Foundation Stage) in any key area of the RE indicate they are underachieving.
- Disabled pupils and/or those who have special educational needs and/or those for whom the pupil premium provides support, are underachieving.
- Pupils' communication skills (including reading and/or writing) and proficiency in overall Islamic studies are not sufficiently strong for them to succeed in the next stage of their education or training.
- Attainment is consistently below expected standards or is in decline and shows little, fragile or inconsistent improvement.
- There are wide gaps in attainment and/or the learning and progress of different groups.

The quality of teaching, learning and assessment in delivering the Religious Education curriculum of the school and standards of behaviour

The most important role of teaching is to promote learning and to raise pupils' achievement across the RE curriculum. It is also important in promoting their spiritual, moral, social and cultural development. Teaching should be understood to include teachers' planning and implementing of learning activities, including the maintaining of standards of pupils' behaviour consistent with a purposeful working environment, the setting of appropriate homework, across the whole RE curriculum, as well as marking, assessment and feedback. It comprises activities within and outside the classroom, such as additional support and intervention.

The judgement on the quality of teaching must take account of evidence of pupils' learning and progress over time. Inspectors must not simply aggregate the grades awarded following lesson observations.

- Inspectors should consider the extent to which the 'Teachers' Standards' are being met.
- Inspectors must not expect teaching staff to teach in any specific way or follow a prescribed methodology.
- Inspectors must evaluate the use that is made of teaching assistants.

Observing learning

When inspectors observe teaching, they observe pupils' learning. Good teaching, which includes high levels of expertise and subject knowledge, with the expectation that pupils will achieve well, enables

pupils to acquire knowledge, deepen their understanding, and develop and consolidate skills.

Inspectors must consider whether:

- Work is challenging enough for all pupils and meets their individual needs
- Pupils' responses demonstrate sufficient gains in their knowledge, skills and understanding of the range of subjects in the RE curriculum
- Teachers monitor pupils' progress in lessons and use the information well to adapt their teaching
- Teachers use questioning and discussion to assess the effectiveness of their teaching and promote pupils' learning
- Pupils understand well how to improve their work.

Not all aspects of learning, for example pupils' engagement, interest, concentration, determination, resilience and independence, will be seen in a single observation.

Observing learning over time

Inspectors' direct observation must be supplemented by a range of other evidence to enable inspectors to evaluate the impact that teaching has had on pupils' learning over time. Such additional evidence may include:

- Evidence arising from observations of lessons carried out by senior staff
- Discussions with pupils about the work they have undertaken and their experience of teaching and learning over longer periods
- Discussion about teaching and learning with teachers, teaching assistants and other staff
- The views of pupils, parents and staff
- The school's own evaluations of the quality of teaching and its impact on learning
- Scrutiny of pupils' work, with particular attention given to:
 - how well and how frequently marking, assessment and testing are used to help teachers improve pupils' learning
 - the level of challenge provided
 - pupils' effort and success in completing their work and the progress they make over a period of time
- The quality of provision for *salat* (collective worship)
- The quality of informal RE provision.

Inspectors should also comment on behaviour in the classroom affecting:

- Pupils' attitudes towards Islamic learning
- Pupils' respect for each other, courtesy towards each other and adults
- Pupils' pride in themselves and level of respect for others.

Grade descriptor – The quality of teaching, learning and assessment in delivering the Religious Education curriculum of the school and standards of behaviour

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

These grade descriptors describe the quality of teaching in the school 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.

Outstanding (1)

- Much of the teaching in all key stages and most subjects of the RE curriculum is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs and those for whom the pupil premium provides support, are making rapid and sustained progress.
- All teachers have consistently high expectations of all pupils. Their subject knowledge is excellent and they plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.
- 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.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.
- The teaching of reading, writing and understanding in RE is highly effective and cohesively planned and implemented across the curriculum.
- Teachers and other adults generate high levels of engagement and commitment to learning across the whole school, using high quality resources including ICT where relevant.
- Consistently high quality marking and constructive feedback from teachers ensures that pupils make rapid gains in their knowledge and understanding
- Teachers use well-judged and often inspirational teaching strategies, including setting appropriate homework that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum.

Good (2)

- Teaching in most subjects, including the teaching of reading, writing and understanding Qur'anic text is usually good, with examples of some outstanding teaching. As a result, most pupils and groups of pupils currently on roll in the school, including disabled pupils, those who have special educational needs, and those for whom the pupil premium provides support make good progress and achieve well over time.
- Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the RE curriculum.
- Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.
- Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.
- 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.
- 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.

Requires improvement (3)

- Teaching requires improvement as it is not good in one or more areas of the school’s religious education provision
- There is insufficient evidence for effective and consistent strategies to meet the needs of individual pupils.
- Teachers’ expectations do not consistently result in pupils working hard and achieving sufficiently satisfactorily as to encourage them to make progress.
- Due attention is given to the assessment of pupils’ learning but this is not always conducted rigorously enough, result in some unnecessary repetition of work for some pupils and/or tasks being planned and set that do not fully challenge most pupils.
- Communication skills including reading, writing and understanding may be taught inconsistently across the whole RE curriculum and the use of high quality resources including ICT may be neglected or underdeveloped.
- Teachers do not promote equality of opportunity or understanding of diversity effectively sufficiently and these factors require improvement.

Inadequate (4)

Teaching is likely to be inadequate where **any** of the following apply:

- As a result of weak teaching over time, pupils or particular groups of pupils including disabled pupils, those who have special educational needs, and those for whom the pupil premium provides support, are making inadequate progress in their religious education.
- Pupils cannot formulate or communicate their ideas adequately nor do they read, write or understand as well as they should.
- Teachers do not have sufficiently high expectations and teaching over time fails to engage, motivate or interest particular groups of pupils, including those with disabilities and/or special educational needs.
- Learning activities are not sufficiently well matched to the needs and capabilities of pupils.
- Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.

Quality of leadership, management and governance of Religious Education in the school

Inspection must examine the impact of leaders at all levels, including governors, and evaluate how efficiently and effectively the RE provision of the school is managed.

Inspectors should note and comment on those schools which are cooperating in a consortium to promote their RE provision and/or develop their RE curriculum. Inspectors should seek evidence of the impact of such extended management arrangements in facilitating the efficient delivery of an effective RE curriculum.

Inspectors should focus on the effectiveness of leadership and management at all levels in promoting improvements in the RE curriculum within the context of the school. They should evaluate the extent to which the school enables all pupils to overcome specific barriers to learning.

- **Inspectors must evaluate how well the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.**
- **Similarly, to the above, inspectors must evaluate how well leaders promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith),**

racism, genders, ages, disability and sexual orientation (and other groups with protected characteristics) through their words, actions and influence within the school and more widely in the community.

Inspectors should consider:

- How well leaders, managers and governors pursue excellence in the provision and delivery of the RE curriculum, for example through:
 - the rigorous implementation of well-focused improvement plans which are based on robust self-evaluation.
 - the consistent application of policies and procedures in relation to providing an RE curriculum of quality, including reading, writing and understanding.
 - the extent to which pupils, parents and staff are committed to the vision and ambition of leaders, managers and governors.
 - the respect and courtesy shown by staff towards each other and pupils
- The effectiveness of monitoring and evaluation and the extent to which it is shared with governors, including monitoring and evaluation of:
 - the quality of teaching and the achievement and progress of all groups of pupils in their RE, including those for whom the pupil premium provides support, relative to other schools nationally
- The performance of the school, including, if applicable, the school's sixth form
- The satisfaction of pupils and their parents
- The robustness of performance management and effectiveness of strategies for improving teaching, including the extent to which the school takes account of the 'Teachers' Standards', this being demonstrated through:
 - the robustness of procedures for monitoring the quality of teaching and learning and the extent to which underperformance is tackled.
 - the coherence and effectiveness of the programme of professional development for the teachers of RE and the opportunities provided for their promotion. Particular attention should be given to the extent to which professional development is based on:
 - (a) the identified needs of staff who have not yet been brought into contact with recent advances in relevant teaching methodologies and;
 - (b) the needs of newly qualified RE teachers and teachers at an early stage of their career
 - the accuracy with which best practice is identified and modelled
 - how well leaders and managers ensure that the RE curriculum -
 - focuses on the necessary priorities for ensuring that all pupils make excellent progress in reading, writing and understanding
 - is broad and balanced (in the context of the school) and meets the needs, aptitudes and interest of pupils including, if applicable, pupils in the sixth form
 - promotes high levels of achievement and good behaviour and successful progression to the pupils' next stage of education, training or employment
 - promotes the spiritual, moral, social and cultural development of all pupils
 - is effectively planned and taught
 - is based at Key Stage 4 on an appropriate balance between academic

- courses and other activities
 - planning in the sixth form takes account of completion rates in sixth form courses
 - how well leaders and managers demonstrate the capacity to bring about further improvement through, for example:
 - a track record of improvements in achievement and/or maintenance of high levels of achievement
 - improvements in the quality of teaching over time or the maintenance of good and outstanding teaching
 - robust self-evaluation which underpins actions and plans that are focused accurately on the areas requiring improvement
 - the effectiveness of governance including how well governors:
 - ensure clarity of vision, ethos and strategic direction in the RE curriculum
 - contribute to the school's self-evaluation and understand its strengths and weaknesses
 - support and strengthen school leadership
 - provide challenge and hold the head teacher and other senior leaders to account for improving the quality of teaching, pupils' achievement and pupils' behaviour and safety
 - Use performance management systems, including the performance management of the head teacher, the head of RE and all RE teaching staff to improve teaching, leadership and management
 - Operate in such a way that statutory duties are met and priorities are approved
 - Engage with key stakeholders and:
 - how well the school's strategies and procedures, including the provision of appropriate guidance, help pupils to prepare for life in modern democratic Britain and a global society
 - ensure that all pupils learn about different major faith communities in Britain and visit their places of cultural importance
 - ensure that all pupils learn respect and tolerance in society and protect them from extreme views
 - how effectively the school promotes the confidence and engagement of parents and works in partnership with other schools, external agencies and the community, including business, to improve the school, extend the RE curriculum and increase the range and quality of learning opportunities for pupils
 - the effectiveness of safeguarding arrangements to ensure that there is safe recruitment and that all pupils are safe. This includes -
 - the maintenance of the single central register and appropriate arrangements for child protection
 - the rigour with which absence is followed up
 - the decision-making process involved in taking pupils off roll
 - the care taken to ensure that pupils religious educational provision or study activities are safe at all times
 - the promotion of safe practices and a culture of safety, including e-safety.

Grade descriptor – Quality of leadership, management and governance of Religious Education in the school

Note: These descriptors should not be used as a checklist. They must be applied adopting a ‘best fit’ approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- The pursuit of excellence in all of the school’s RE educational activities 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.
- 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.
- Pupils’ spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school’s work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Leaders’ work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff’s vigilance, confidence and competency to challenge pupils’ views and encourage debate.
- Governors, or those with a similar responsibility, robustly hold senior leaders to account for all aspects of the school’s performance in the effective delivery of the RE curriculum.
- There are excellent policies which ensure that pupils have high levels of literacy in formulating and communicating their ideas across the RE curriculum and are achieving excellent standards in reading, writing and understanding Islamic text.
- Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all teaching staff, especially those that are methodologically untrained and/or 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.
- The school’s RE 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 as well as respect for others and tolerance in society.
- The school has highly successful strategies for engaging with parents to the benefit of pupils, including those who find working with the school difficult.
- The school’s arrangements for safeguarding pupils meet statutory requirements.
- Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.
- Through highly effective, rigorous planning and controls, governors ensure financial stability in funding the delivery of the RE curriculum, including the effective and efficient management of financial resources such as pupils’ premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils.

Good (2)

- Key leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition in maintaining and improving the quality of the RE that the school provides.
- 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.
- Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.
- Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils
- Self-evaluation is robust and the school's actions have been carefully planned, are concerted and effective.
- The well thought out policies ensure that pupils make at least good progress in formulating and communicating their ideas across the RE curriculum and improving their ability to read, write and understand Islamic text effectively.
- Governors, or those in a similar position, systematically challenge senior leaders. As a result, the quality of teaching and pupils' achievement in the RE curriculum have improved, or previous good performance in these areas have been consolidated.
- The school's RE 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 the pupils' achievement and to their spiritual, moral, social and cultural development as well as respect for others and tolerance in society.
- The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils.
- The school's arrangements for safeguarding pupils meet statutory requirements.
- Governors ensure the efficient management of financial resources for funding the delivery of RE. This leads to the effective deployment of staff and resources.

Requires improvement (3)

- Leadership and/or management require improvement because they are not good but are demonstrating the potential capacity to secure improvement in the school.
- Key leaders and managers, including those responsible for governance, have set suitable standards for maintaining and improving the quality of RE that the school offers but their implementation is not yet fully consistent and effective.
- Teaching is largely adequate with some examples of good performance but, though there is some evidence for improvement resulting from monitoring and performance management by senior leaders and professional development matched to the needs of the school and staff, the outcomes are not yet as positive as they should be.
- The school's work around promoting fundamental British values and the Equalities Act including protected characteristics requires improvement.
- Self-evaluation is for the most part realistic and there is evidence that it is contributing some useful feedback for leaders to consider in their forward planning, but the use made of it is not yet fully consistent and effective.
- Though the school has policies designed to ensure that pupils make progress in formulating and communicating their ideas across the RE curriculum and improving their ability to read, write and understand Islamic text effectively, their implementation is not yet fully consistent and effective.
- Governors, or those in a similar position, regularly review progress with senior leaders but the quality of teaching and pupils' achievement in the RE curriculum have yet to be significantly improved as a result.
- The school's RE curriculum provides a range of experiences that contribute to the pupils' achievement and to their spiritual, moral, social and cultural development but it is not yet providing satisfactory and effective

opportunities for learning in one or more of the areas covered for all groups of pupils, including disabled pupils and those with special educational needs.

- The school is not yet working satisfactorily with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils.
- Though the school's policies promote positive behaviour and a good understanding of safety matters, its arrangements for safeguarding pupils do not yet fully meet statutory requirements.
- Governors are not yet ensuring the satisfactory management of funding for the delivery of the RE curriculum and the satisfactory provision of staff and teaching/learning resources.

Inadequate (4)

Leadership and management are likely to be inadequate if **any** of the following apply.

- Capacity for securing further improvement in the RE education provided by the school is limited because current leaders and managers have been ineffective in securing essential improvements.
- The school's work around promoting fundamental British values and the Equalities Act including protected characteristics is too weak.
- Improvements which have been made are fragile, too slow or are dependent on external support.
- 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.
- Leaders and managers are not taking sufficiently effective steps to secure good teaching for all groups of pupils, including disabled pupils and those who have special educational needs.
- Leaders and managers do not secure good behaviour from all pupils and fail to ensure that staff have a consistent approach to the management of challenging behaviour.
- The RE 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.
- A lack of attention to pupils' ability to formulate and communicate their ideas in speech and writing is impeding pupils' progress in their RE.
- 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 in RE provision.
- The school's strategies for engaging with parents are weak and parents have expressed little confidence in the school.
- The school's arrangements for safeguarding pupils do not meet statutory requirements and give serious cause for concern.

The quality of the Religious Education curriculum

Inspectors should evaluate the relevance of the curriculum to the needs of individuals and groups of pupils and its impact on all outcomes.

Inspectors should take account of the following:

- The extent to which the RE curriculum is designed and modified to meet the needs of individuals and groups of pupils, including, for example, when provided through extended services and specialist school provision
- How well the different aspects of the RE curriculum contribute to all outcomes for all pupils
- The extent to which the RE curriculum has been extended and improved through collaboration with other schools and organisations
- The design, range and depth of the RE curriculum from the pupils' perspective and the extent to which Qur'anic text makes a contribution to the quality of their experience of the RE curriculum

- Long, medium and short-term curriculum planning and the extent to which the RE curriculum builds systematically upon pupils' prior experience and looks ahead to the next stage
- The extent to which the school provides the RE curriculum to which pupils are entitled.

Grade descriptor – The quality of the Religious Education curriculum

Outstanding (1)

- The school's RE curriculum, both formal and informal, provides memorable experiences and rich opportunities for high-quality learning and wider personal development and well-being.
- The school may be at the forefront of successful, innovative design in some areas of the RE curriculum.

The curriculum has overall breadth, depth and balance, providing pupils with their full entitlement of RE *Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach that relies on the professional judgement of the inspection team.*

- Knowledge and experience and is customised to meet the varying needs of individuals and groups.
- Highly tailored programmes for a wide range of pupils with different needs are in place or are being actively developed.
- Cross-curricular provision, placing the RE topics in their broader cultural and scholarly contexts and exploiting the potential of wide reading and ICT wherever relevant, is mainly outstanding and there is nothing less than good.
- All groups of pupils benefit from a highly coherent and relevant curriculum which promotes outstanding outcomes in developing their study skills in the pursuit of Islamic knowledge, belief and identity.

Good (2)

- The school's RE curriculum provides well-organised, imaginative and effective opportunities for learning and a broad range of experiences which contribute well to the pupils' RE development and well-being.
- The curriculum is adjusted effectively to meet the needs of most groups and a range of pupils with specific needs.
- Cross-curricular provision, wherever relevant placing the Islamic studies topics in their broader cultural and scholarly contexts and exploiting the potential of wide reading and ICT, is mainly good and there is nothing that is inadequate.
- Extra-curricular and informal Islamic studies learning opportunities are varied, have a high take-up across most groups of pupils, and are much enjoyed.

Requires improvement (3)

- The RE curriculum requires improvement as it is not good in one or more areas of the school's RE provision.
- There is insufficient evidence of effective and consistent strategies to meet the curricular needs of individual pupils and provision for potentially vulnerable pupils requires improvement.
- Curriculum content is not sufficiently well thought out and fails to engage the interest of pupils and encourage them to work hard and achieve sufficiently satisfactorily in order to make progress over time.
- There may be insufficient progression in dealing with topics that recur annually, resulting in much unnecessary repetition of work for some pupils and/or tasks being planned and set that do not fully engage or challenge most pupils, thus inhibiting progress over time.
- Communication skills including reading, writing and understanding of Islamic text may be taught inconsistently across the whole RE curriculum and the use of high quality resources including ICT may be neglected or underdeveloped.
- Though some aspects of the RE curriculum may be good, the potential for cross-curricular links between the RE and secular curricula in one or more subject areas has not yet been satisfactorily linked.

The quality of provision for the spiritual, moral, social and cultural development of pupils including meeting the statutory requirement for a daily act of worship (Salah)

Inspectors should evaluate:

- Pupils' development of personal insight and purpose, and their understanding of both RE and general society's shared and agreed values
- Pupils' development of the skills and personal qualities necessary for living and working together and participating personally and confidently in religious observance
- Pupils' development of the skills and personal qualities necessary for their understanding of their own culture and those of others locally, regionally, nationally and globally.

In light of the ethos of each individual school, inspectors should take into account, where relevant:

- Pupils' Islamic spiritual development as shown by their:
 - beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
 - sense of enjoyment and fascination in learning about themselves and their faith and heritage, and those of others in the world around them
 - use of imagination and creativity in their learning
 - willingness to reflect on their experiences.

- Pupils' moral development as shown by their:
 - ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
 - understanding of the consequences of their actions
 - interest in investigating, and offering reasoned views about, moral and ethical issues from both the RE and other perspectives
- Pupils' social development as shown by their:
 - use of a range of social skills appropriately in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
 - willingness to participate in a variety of social settings, both Islamic and general, co-operating well with others and being able to resolve conflicts effectively
 - interest in, and understanding of, the way that both the Muslim and other communities and societies function at a variety of levels
- Pupils' cultural development as shown by their:
 - understanding and appreciation of the wide range of cultural influences which have shaped their own Islamic practices and heritage
 - willingness to participate in, and respond to, religious, artistic, sporting, charitable and cultural opportunities
 - interest in exploring, understanding and respecting cultural diversity within the religious heritage and the extent to which they understand, accept, tolerate, respect and celebrate diversity as shown by their attitudes towards different religious, ethnic and socio-economic groups within the local, national and global Muslim and general communities.

Grade descriptor – The quality of provision for the spiritual, moral, social and cultural development of pupils, including meeting the statutory requirement for a daily act of worship (Salah)

Note: These descriptors should not be used as a checklist. They must be applied adopting a ‘best fit’ approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Pupils’ all-round spiritual, moral, social and cultural development is outstanding.
- Pupils are curious about the world around them and embrace new experiences which broaden their understanding, such as engaging confidently and enthusiastically in religious observance, as well as artistic, sporting, charitable and cultural opportunities in both Islamic and general contexts
- They are open to new ideas, appreciate cultural diversity and challenge racism appropriately.

Good (2)

- Pupils are curious about the world around them and embrace new experiences which broaden their understanding, such as engaging confidently in religious observance, as well as artistic, sporting, charitable and cultural opportunities in both Islamic and general contexts.
- They respect others’ needs and interests and make responsible and reasoned judgements on moral dilemmas.
- Pupils have a sense of common values across different societies. They engage well with a range of groups from different ethnic, religious and socio-economic backgrounds, including those not represented in the immediate Muslim and general communities.

Requires improvement (3)

The quality of spiritual, moral, social and cultural development is likely to require improvement where **any** of the following apply:

- There is insufficient evidence that pupils are encouraged to reflect on their experiences, respond sufficiently positively to religious observance or participate in available Islamic and general artistic, sporting, charitable and cultural opportunities.
- While pupils show some interest in other people’s feelings, values and beliefs, this is mainly confined to what is introduced to them in lessons.
- They generally know the difference between right and wrong and for the most part understand the consequences of their own and others’ actions.
- The school does not adequately or consistently encourage pupils to engage effectively with those from different ethnic, religious and socio-economic backgrounds and understand that they share common values.

Inadequate (4)

The quality of spiritual, moral, social and cultural development is likely to be inadequate where **any** of the following apply:

- Pupils are developing little personal insight, purpose or understanding to nurture their growth as principled moral individuals
- or
- Pupils are not developing the skills, personal qualities or understanding to engage constructively with people from other cultures and backgrounds
- or
- Pupils have little understanding of, or interest in, their own Islamic beliefs, religious practice, heritage or culture or those of others.

Parent Questionnaire

NAME AND ADDRESS OF SCHOOL:

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.....

Lead Inspector:

Date of Inspection:

Parent Questionnaire is now to be completed online. Please click on the link: [form](#)

This questionnaire is being sent to all parents and guardians of all children who are registered at the school. Replies will be treated in strict confidence and will be seen only by the inspectors. The overall results of the questionnaire will be reflected in the inspection report. For your views to be taken into account, please complete the questionnaire for each child you have in the school online.

If parents are unable to complete the questionnaire online, please contact the school for a paper questionnaire. Please complete the questionnaire for each child you have in the school and return it/them in a sealed envelope to the Lead Inspector at the address above.

For each of the statements, please tick the box which best reflects your views in relation to Islamic Studies and collective worship at the school. If you wish to make a comment on any of the above areas or if you wish to say anything else about Islamic Studies and collective worship you may enclose a letter.

Thank you for taking the time to complete this questionnaire.

Inspection Team

AMS UK

"Supporting and developing excellence in Muslim schools"

Office Tel: 01582 801612

Email: inspection@ams-uk.org

Website: www.ams-uk.org

AMS UK: Inspecting Muslim Schools - Parents Questionnaire

School:	Class:
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	Strongly agree	Agree	Neither	Disagree	Strongly disagree
1. I feel that the school encourages families to play an active part in the school's life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I would find it easy to approach the school with any questions or problems about my child's education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The school encourages high standards of learning Islam.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My child is progressing in Islamic Studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My child is progressing in Religious Studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My child is progressing in Quranic Studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I am satisfied with the amount and range of work in Islamic Studies / Religious Studies that my child has to do at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. My child enjoys Islamic Studies/Religious studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. My child enjoys collective worship at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The life of the school gives my child a good understanding of Islamic values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The school provides a good range of Islamic extracurricular activities, visits and special events related to Islam and the study of different religions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The school has links with the wider Muslim and non-Muslim community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OPTIONAL:

Name of parent/guardian

Signature

Date