

### RE monitoring visits: spring/summer 2012

#### Introduction

This report is based upon visits to three schools (including one re-visit) - two primary, one secondary.

#### Primary Schools

##### School 1

The school received a good Ofsted report though the cultural aspect of SMSC was found to be weaker than the other 3 aspects. The recently appointed RE co-ordinator has taken steps to address this, for example, through visits from members of different faith communities and by establishing a 'culture week' within the school. Planning is based securely on the agreed syllabus but 'learning from' religion tends to be a little ad hoc and needs to be more carefully monitored. There are some systems in place for assessment but these need to be more rigorous so that the co-ordinator has a clearer view of standards and progress across the school.

##### School 2

This was a re-visit to a school where weaknesses had previously been identified. Issues had included the development of pupils' first hand experience of different faiths; monitoring teaching and learning; planning more carefully for 'learning about' and 'learning from' religion and developing systems for assessment. Good progress has been made in all areas except assessment.

#### Secondary School

The school had a satisfactory Ofsted report overall though SMSC was judged to be good. The recently appointed co-ordinator is inexperienced but enthusiastic. She admits that there are many areas for development in RE. She has made some headway in terms of time allocation for the subject (though there are still some timetabling issues to be resolved) and the introduction of a GCSE short course. Attention still needs to be given to the following areas:

- Lack of opportunities for students to have first hand experiences of a range of faiths.
- No clear balance between 'learning about' and 'learning from' religion.
- Statutory requirements not fully met at key stage 4.

Clearly, addressing these points is not the sole responsibility of the co-ordinator. It is very important that she receives the necessary support from the senior management team to ensure that RE is given its required status in school. She would also benefit from some professional development in order to carry out her role effectively.

#### Acts of Collective Worship

In primary school 1 the RE co-ordinator has responsibility for ACWs. These are provided for pupils every day, as a whole school or to key stages. Teachers lead assemblies on a rota basis, following themes such as celebrations, moral issues, etc. In many assemblies there are opportunities for reflection and prayer.