

Report on the Lincoln Diocesan Leading RE teacher initiative – 14 June 2012

The main RE report to SACRE from the Diocese of Lincoln makes reference to the Leading RE Teacher initiative introduced in May 2011. In addition, this report aims to answer specific questions raised by the Chair of SACRE, Councillor Mrs Talbot. It is based on feedback from schools and Leading RE teachers.



1. How many leading teachers have been deployed? Primary/secondary? Why were they asked to help? What did they do in the school?

From May 2011 – June 2012, 10 out of the 20 leading teachers have supported colleagues in the following contexts:

- Lynne Saint presented her ideas and resources for Advent to 10 primary teachers at a RE coordinator meeting at Saxilby CE Primary School.
- Helen Metherringham has provided telephone support and sent resources on Assessment strategies to three primary schools, Burgh le Marsh, Denton and Haxey. She also provided e-mail support on KS1 resources for Hinduism to Denton CE Primary School.
- Tracey Burnett provided INSET training on collective worship to Grasby CE Primary School.
- June Austin has shared good practice on planning and assessment with students from Bishop Grosseteste University College (BGUC).
- Karen Topliss and Alison Ball demonstrated Godly Play with children to students from BGUC. They also showed their Godly Play resources to the RE coordinator from Bishop King CE Primary School.
- James Barker supported the RE coordinator at the Fortuna School with the development of the subject monitoring file.
- Mary McGuire organised a RE day at Lincoln Cathedral for 9 special schools. She is also provided case studies for the new RE Agreed Syllabus.
- Liz Peachman has shared good practice on planning with colleagues at Ellison Boulters CE Primary School.
- Fiona Booth is booked on 22nd June to deliver INSET training on vision and values at Tattershall Holy Trinity CE Primary School

The list above shows that the 10 leading teachers have made a positive impact on 17 primary schools, 10 special schools and students from Bishop Grosseteste University College.

2. How were outcomes measured?

Schools are invited to complete an evaluation form and return it to Paul Thompson. Evaluation forms related to the special school day were very positive. Forms have also been returned by the tutor at BGUC and the teacher from the Fortuna school; both showing appreciation for the support received. Informal feedback from the RE coordinators at the meeting related to Advent was also positive. To date, I have received no negative feedback about the support provided.

3. Are schools being revisited to demonstrate impact?

Leading RE teachers have a consensual relationship with schools. They will revisit schools if requested to do so by the schools. To date and to the best of my knowledge, no school has taken up the offer of a follow up visit. The long term impact of specific support is difficult to determine at this stage.