

## **PRE monitoring visits: spring/summer 2012**

### **Introduction**

This report is based upon visits to three primary schools. Now that the Agreed Syllabus has been completed the numbers of visits will increase.

### **Primary Schools**

#### **School 1**

The school received a good Ofsted report which notes that the development of SMSC reflects the school's values. It was encouraging that the headteacher was present for part of the meeting, including the discussion about acts of collective worship. Monitoring shows that pupils enjoy RE. There is an appropriate balance between the teaching of Christianity and other faiths and every effort is made to provide pupils with first hand experiences of faith communities. The 'learning from' dimension needs to be strengthened but the co-ordinator is fully aware of this. There are issues around continuity and progression, confirmed by scrutiny of work carried out during the visit. Overall, the quality of work seen was only satisfactory. This means that pupils may be under-achieving in RE compared to other subjects due to the low level tasks being set by teachers. This is a development priority. There are some systems in place for assessment and level descriptors are used to make judgements about standards. However, these need to be more rigorous so that the co-ordinator has a clearer view of standards and progress across the school.

The school meets the statutory requirements for acts of collective worship. This is something that the headteacher values highly. Outside speakers are involved and there is a strong religious ethos with a focus on Christianity and time built in for reflection and prayer.

#### **School 2**

This is a very small school and the headteacher has responsibility for RE. She judges achievement in RE to be satisfactory which mirrors the overall Ofsted judgement for achievement at the time of the last inspection (February 2012). The report notes the positive impact of teaching on SMSC. RE is highly regarded in the school and the Agreed Syllabus is used effectively. A major priority for development is to increase pupils' spiritual development, along with the 'learning from' attainment target. Christianity is at the centre of planning with teaching about other faiths introduced gradually through the key stages. Visiting speakers from different faith communities enable pupils to enrich their knowledge and understanding. The school has identified assessment as an area for development.

The school meets the statutory requirements for acts of collective worship. All teachers are involved and a number of outside speakers make positive contributions. There is a strong spiritual element to these occasions and an emphasis upon worship, along with pupil participation.

**School 3**

The school's overall effectiveness was judged to be good by Ofsted. The RE co-ordinator is new to the role but very enthusiastic and is clear about priorities for development. One of these is to ensure that learning outcomes are made very clear when RE is taught as part of a whole school integrated topic. Visits out and visitors in help pupils to come to a better understanding of a range of faiths. Assessment is a major area for development. At present the co-ordinator has no way of knowing what standards are like across the school and this needs to be addressed.

**Summary**

Assessment and development of 'learning from' religion continue to be areas for development. Additional guidance on both has been provided in the new Agreed Syllabus.

**Wendy Harrison**  
**October 2012**