

## **SUMMARY OF MONITORING VISITS TO SCHOOLS – SUMMER/AUTUMN 2013**

### **Introduction**

This report is based upon visits to six primary schools and three special schools.

### **Primary Schools**

#### **Strengths**

- Good support from senior management – gives subject high profile.
- Positive attitudes towards learning
- Improvements in the 'learning from' attainment target – i.e. more investigative, enquiry based work.

#### **Areas for improvement**

- Some weaknesses identified at key stage 2, e.g. in one school RE is neglected in the lead up to SATs.
- Assessment – in terms of providing an overall picture of achievement.
- Some schools still need to make more of an effort to provide pupils with first hand experience of faiths other than Christianity.
- More rigorous monitoring needed, linked to assessment.
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#### **Other comments**

One primary school has introduced the concept of 'immersive learning' where pupils engage in role play and classrooms are transformed into special places relating to the subject being taught, e.g. an historical setting, a religious place of worship. This has been extremely effective in engaging pupils and raising standards. During the monitoring visit an RE lesson was observed where the conventional classroom seating was dispensed with and pupils were provided with water to act out the ritual of wudu.

### **Special Schools**

#### **Strengths**

- Emphasis on 'learning from' religion and RE being taught within a meaningful context.
- Good links with local community.
- Good systems for assessment.

#### **Areas for improvement**

Nothing significant.

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