

NAME OF COMMITTEE:	STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
DATE OF MEETING:	11th November 2014
SUBJECT:	Summary of monitoring visits to Lincolnshire schools.
REPORT BY:	Religious Education Adviser
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IS THE REPORT EXEMPT?	No
IS THE REPORT CONFIDENTIAL?	No

SUMMARY: The report summarises the positive features and areas for development in schools monitored during the summer and autumn terms 2014.

DISCUSSION: These school visits assist Lincolnshire SACRE to carry out its statutory functions, i.e. *Circular 1/94 states that the main function of SACREs is 'to advise the authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with an agreed syllabus...'* (p.26, para 90). It also states that *'the broad role of a SACRE is to support the effective provision of RE and collective worship in schools'* (p.26, para 91) and *'LEAs are encouraged to keep their SACRE fully informed on all matters relating to RE and collective worship in their schools'* (p.27, para 95)

RECOMMENDATION: That the report be noted.

APPENDICES – these are listed below and attached at the back of the report.

BACKGROUND PAPERS: No background papers of the Local Government Act 1972 were used in the preparation of this report.

Summary of school visits

Since the last SACRE meeting visits have been made to three primary schools, one secondary school and two special schools. All schools were very welcoming and well prepared for the visit. At one school the Vice Chair of Governors attended the meeting.

Strengths

- Very strong leadership and management. Co-ordinators shows clear vision, are well organised and understands exactly where the subject needs to go. Where there are newly appointed co-ordinators there is a clear understanding of priorities.
- Strong support of the headteacher – all visits included some input from headteachers.

Areas for development

1. The recording of work is unsatisfactory. Sometimes RE is recorded in 'topic books' and not easy to access. Sometimes work is hardly recorded at all. This means that standards are difficult to monitor and there is no clear idea of continuity and progression.
2. Systems for assessment need to be more rigorous. Many schools are reviewing how they will move forward in all schools, given the move away from levels.
3. RE teachers need more opportunities to access good CPD. The LA has responded to this by providing centralised training during 2014/15.
4. More careful monitoring of teaching and learning is required using a range of methods such as learning walks, work scrutiny, interviews with pupils, etc.
5. Pupils need more first hand experience of a range of different faiths.

In one special school

1. At key stage two planning appears to show that teaching is mainly about Christianity - it needs to reflect more diversity. The school could also extend the range of places to visit beyond mainly Christian.
2. Pupils need a hands on approach to RE and this was not evident in the lesson seen. It may be that artefacts could be used more - but if this is the case teachers need to be told how to use them effectively and this may point to the need for some CPD in RE.

Other comments

One school, Monk's Abbey Primary School, deserves a special mention. The RE co-ordinator was extremely well prepared for the visit and sent WH a full programme for the morning as well as useful information about RE and acts of collective worship. This ensured that the visit ran very smoothly. Activities included observation of lessons and collective worship, a tour of the school

and scrutiny of pupils' work. The headteacher was fully involved and made sure time for feedback was built in. Overall, RE in the school is at least good with the potential to be outstanding.

By way of contrast, a re-visit to another primary school (requested by the RE co-ordinator) reflected lack of communication between the RE co-ordinator and senior management. The co-ordinator appears to have a lack of knowledge about how the RE curriculum is developed within the context of the whole school curriculum. Long term planning shows topics which are largely humanities-based but do not explicitly include RE. Two senior teachers contributed to the meeting but this highlighted the lack of communication as they produced different plans to the ones the co-ordinator was using.

WH
30.10.14