

18 July 2018		ITEM: 7
Standing Advisory Council on Religious Education		
Self-Evaluation Pilot of RE in Thurrock Schools		
Wards and communities affected: All	Key Decision: Non-Key	
Report of: Deborah Weston: Associate Adviser for Religious Education		
Accountable Assistant Director: Michele Lucas, Assistant Director Learning Inclusion and Skills		
Accountable Director: - Rory Patterson, Corporate Director of Children's Services		
This report is Public		

Executive Summary

SACRE has a legal duty to monitor provision for Religious Education in its local area where RE is delivered in accordance with the local Agreed Syllabus. Thurrock introduced a new Agreed Syllabus in 2016 and decided it would now seem timely to carry out a monitoring exercise to establish how effective the new syllabus has been in meeting its aim to raise standards of RE. At the last meeting on SACRE a mechanism by which SACRE might collect information to meet this monitoring requirement and this has updated following members' instructions.

1. Recommendation(s) that SACRE:

That SACRE members:

- **Responses from schools to the self-evaluation pilot -see appendix A**
- **Discuss the key points found in these reports.**
- **Agree to write to all schools to report their findings from the pilot and encourage others to respond**

2. Introduction and Background

It has been possible in the past for SACRE to carry out its monitoring function using a variety of methods:

- a. School visits and lesson observations
- b. The collation of comments on RE found in Ofsted inspection reports
- c. Analysis of data

Smaller education budgets and less staff capacity mean that specific visits to schools by specialist advisers for RE are no longer possible for most local authorities, Ofsted

no longer report on RE in particular and therefore SACREs around the country largely rely on data and information that schools are prepared to share from their own self-evaluative work.

3. Issues, Options and Analysis of Options

- 3.1 SACRE cannot require schools to respond to a request to complete a self-evaluation form however, all schools must evaluate their work. The draft questions on the survey encompass the areas that best practice would suggest are key areas of concern, so it is likely that many schools will respond albeit at different rates.
- 3.2 If this method of collecting information about RE in Thurrock schools is not successful then SACRE will need consider a different method or rely on data alone.

4. Reasons for Recommendation

- 4.1 One of the responsibilities of a SACRE is to monitor provision for RE to be given in accordance with its Agreed Syllabus

5. Consultation (including Overview and Scrutiny, if applicable)

- 5.1 Not applicable

6. Impact on corporate policies, priorities, performance and community impact

- 6.1 the Local Authority reviews its Agreed Syllabus for Religious Education on a regular basis;
- publishes an Annual Report of its work;
 - offers guidance on resources and methods of teaching and in consultation with Thurrock Schools;
 - monitors the quality of provision for RE and Collective Acts of Worship in Thurrock.

This exercise falls under the third element of this programme.

7. Implications

7.1 Financial

Implications verified by:

David May

Management Accountant, Corporate

Finance

There are no financial implications to this report since the analysis of the data collected through this exercise will be conducted by the Associate RE Adviser as part of her work.

7.2 **Legal**

Implications verified by: **Lucinda Bell**
Education Lawyer

This report contains the proposed self-evaluation form for schools who may decide to complete and return them. The rationale for this and further explanation is given in the other two reports by the same author.

7.3 **Diversity and Equality**

Implications verified by: **Becky Price**
Community Development Officer

The aim of this exercise is to collect information about the provision for RE in Thurrock, to address concerns and to celebrate success. Higher standards in the teaching of RE will help schools to fulfil their statutory duty to promote community cohesion and to encourage better respect and tolerance for those with different religions and beliefs.

7.4 **Other implications** (where significant) – i.e. Staff, Health, Sustainability, Crime and Disorder)

Not applicable

8 **Background papers used in preparing the report** (Including their location on the Council's website or identification whether any are exempt or protected by copyright):

8.1 None

9 **Appendices to the report**

9.1 Appendix A – SACRE Schools RE website survey – 30 January 2018

Report Author:

Deborah Weston

Associate Adviser for RE

Appendix A - Self-Evaluation Documents

RE School Self-Evaluation (Primary)

School: Warren Primary School

Thurrock SACRE has a statutory responsibility to monitor provision for Religious Education in the borough. SACRE can use this information to make recommendations to Thurrock Council about the strengths and weaknesses of that provision, how good practice might be shared and what support might be offered. Subject leaders are requested to complete this proforma and return it to the Associate Adviser; Deborah Weston - deborah@retoday.org.uk

School self-evaluation: key questions

1. What are the strengths of your current provision and practice?

We follow the Discovery RE scheme of work and have chosen units of study ensuring coverage of a range of religions across the year groups.

2. Where are there weaknesses/areas for improvement?

RE may not be seen as a high priority by some teachers.

3. Do you have an example of good practice you would like to share with others?
No

If so, please provide details below.

4. What are your priorities for development in RE? Please provide a list or attach your current development plan

Action plan attached.

5. Is there anything related to RE for which you would like external support? No

Quality and standards of RE in the school

6. How does the school make a judgment on this?
(e.g. monitoring, lesson observation, work scrutiny, meeting with pupils, learning walks ...)

Long term plans recently updated to include relevant topics from Discovery RE scheme.

7. Overall, how would you grade the quality of RE provision (including quality and standards achieved by pupils) in your school?

Schools may wish to refer to one of the following sets of criteria to help with this judgement:

- a. <http://www.re-handbook.org.uk/section/managing/self-evaluation-in-re/effectiveness-of-provision/>
- b. <http://www.reqm.org/media/file/school-evidence-form-13-06-2016.doc>

Outstanding (1)

Good (2)

Requires Improvement(3)

Inadequate (4)

8. Why have you chosen this grade?

Teachers follow the scheme of work in place. They have knowledge and understanding of the topics taught.

Continuing professional development in RE

9. What CPD has the subject leader taken part in (over the last year) and what was its impact?

N/A

10. What CPD have other teachers taken part in (over the last year) and what was its impact?

N/A

11. Do you have links with a local group of teachers in Thurrock?
(Yes: please list below/No/No but I'd like to know more)

No, but I'd like to know more.

Timetabling of RE

12. Is provision for RE combined with another subject e.g. PSHEe, Citizenship?
(Yes (please explain below)/No)

No

13. How much time does each pupil spend on RE-related work each week on average?

EYFS: RE is not taught as a discreet subject. Rather, in accordance with the EYFS curriculum, it is taught as part of Understanding the World and included where relevant. For example when learning about different festivals and celebrations at the relevant time of year or when comparing children's own beliefs and practices with those of their peers.

KS1: 30 to 60 minutes

KS2: 45 minutes

14. Who delivers the RE in your school? Please describe any diversity between classes and year groups if appropriate

(Class teacher/HLTA/TA/PPA teacher/other please specify)

Class teacher

Agreed Syllabus

15. If your school is an Academy, have you chosen to adopt the Thurrock Agreed Syllabus? <http://www.Thurrockrenet.co.uk/agreed.html>

Yes/No

N/A

16. If you answered 'No' to question 15 above, please tell SACRE which syllabus you have chosen to adopt or attach a copy of the syllabus you have devised which meets the same requirements as are expected of an Agreed Syllabus

17. Does your curriculum and provision meet the requirements of the Agreed Syllabus*

*This question relates to the SYLLABUS -not the scheme of work)?

Yes/No/Partly – If not yes, then please explain how you intend to address this.

Scheme of work (SoW)

18. Does the school use the Thurrock scheme of work? Yes/No/Partly (If Yes, go to question 22

19. If no, please explain whether the school scheme matches the requirements of the agreed syllabus? e.g. <http://www.Thurrockrenet.co.uk/agreed.html>

Fully/ Mostly/Not at all

If not fully, please explain how you intend to address this

We follow the Discovery RE scheme of work

20. Please attach a long-term plan/curriculum map that shows how you deliver RE across the school/school year?

Attached.

21. How does the SoW ensure progression between the key stages?

a. In respect of subject knowledge?

Some key themes in Christianity, such as the meaning and importance of Christmas and Easter, are revisited every year, allowing children to build on

their previous learning and think more deeply about the questions posed. Other religions are studied each year as well, giving the children valuable insight into these.

b. In the development of skills?

As the children mature the key questions posed get progressively more challenging, encouraging deeper thinking.

Resources

22. Are the resources sufficient to support the RE programme? Yes/No

Not yet known – see action plan

23. Are there any resources that you would recommend to other schools? No

24. Are there any resources that you are lacking?

Not yet known – see action plan

25. Please list below the contact details for any visitors you use to support RE that you'd recommend to others?

Visitors used are parents of children at the school who practice different religions and so cannot be recommended to others.

26. Please list below the contact details for any places you use to visit to support RE that you'd recommend to others?

Management and Organisation of RE

No. of students on roll

approx. 500

27. Name of subject leader: Miss Nicola Studt

28. How long as subject leader in this school: 6 months

1 year	2 years	3 years	4 years	5+ years
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29. Other comments/notes (Continue overleaf if necessary)

As I have only been subject leader for RE a short time I am still in the process of becoming familiar with the scheme of work and the teaching of the subject across the school, especially as I am in EYFS (Reception) where it is taught as a discreet subject. Please refer to the Action Plan explaining how I am planning to achieve this.

Whole School RE Overview

Shown below are the focus religion, theme and key question for each year group each half term. For more detail, including lesson ideas, how to evidence and assess children's work and suggested resources, please see each Year group's MTP saved in SharedWork/Planning/Curriculum subject planning/RE.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Christianity - Creation story</p> <p>Does God want Christians to look after the world?</p>	<p>Christianity - Nativity story</p> <p>What gift would I have given to Jesus if He had been born in my town and not in Bethlehem?</p>	<p>Christianity - Jesus as a friend</p> <p>Was it always easy for Jesus to show friendship?</p>	<p>Christianity - Easter/Palm Sunday</p> <p>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p>	<p>Judaism - Shabbat</p> <p>Is Shabbat important to Jewish children?</p>	<p>Judaism - Rosh Hashanah and Yom Kippur</p> <p>Are Rosh Hashanah and Yom Kippur important to Jewish children?</p>
Year 2	<p>Christianity – What did Jesus teach?</p> <p>Is it possible to be kind to everyone all of the time?</p>	<p>Christianity – Christmas – Jesus as a gift from God</p> <p>Why did God give Jesus to the world?</p>	<p>Islam – Prayer at home</p> <p>Does praying at regular intervals help a Muslim in his/her everyday life?</p>	<p>Christianity – Easter - Resurrection</p> <p>How important is it to Christians that Jesus came back to life after His crucifixion?</p>	<p>Islam – Community and Belonging</p> <p>Does going to the mosque give Muslims a sense of belonging?</p>	<p>Islam - Haji</p> <p>Does completing Haji make a person a better Muslim?</p>
Year 3	<p>Hinduism – Divali</p> <p>Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p>	<p>Christianity – Christmas - What does Christmas mean to me?</p> <p>Has Christmas lost its true meaning?</p>	<p>Christianity – Jesus' Miracles</p> <p>Could Jesus heal people? Were these miracles or is there some other explanation?</p>	<p>Christianity – Easter - Forgiveness and Salvation</p> <p>What is 'good' about Good Friday?</p>	<p>Hinduism – Hindu beliefs</p> <p>How can Brahman be everywhere and in everything?</p>	<p>Hinduism – Pilgrimage to the River Ganges</p> <p>Would visiting the River Ganges feel special to a non-Hindu?</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Judaism – Beliefs and Practices How special is the relationship Jews have with God?	Christianity – Christmas What is the most significant part of the Nativity story for Christians today?	Judaism – Passover How important is it for Jewish people to do what God asks them to do?	Christianity – Easter Is forgiveness always possible for Christians?	Judaism – Rites of passage and good works What is the best way for a Jew to show commitment to God?	Christianity – Prayer and Worship Do people need to go to church to show they are Christians?
Year 5	Hinduism – Prayer and Worship What is the best way for a Hindu to show commitment to God?	Christianity – Christmas Is the Christmas story true?	Hinduism – Hindu Beliefs How can Brahman be everywhere and in everything?	Christianity – Easter How significant is it for Christians to believe that God intended Jesus to die?	Hinduism - Beliefs and moral values Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	Christianity – Beliefs and Practices What is the best way for a Christian to show commitment to God?
Year 6	Islam – Beliefs and Practices What is the best way for a Muslim to show commitment to God?	Christianity – Christmas Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Christianity – Beliefs and Meaning Is anything ever eternal?	Christianity – Easter Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Islam – Beliefs and moral Values Does belief in Akhirah (life after death) help Muslims lead good lives?	

Subject : RE

Priority 1 : To increase the profile of the subject across the school.

Lead: Nicki Studt

Target (Linked to school development plan):

Success Criteria:

- RE will be taught in every class every week

Tasks	Personnel	Resources	Timescale	Monitoring Process	Impact
Discuss the altered curriculum with each class teacher, ensuring that all teachers know what is to be taught each half term.	RE lead		Summer 1		
Check class timetables include a lesson of RE each week.	RE lead		Summer 1		

Evaluation processes:

Warren Primary School RE Action Plan April 2018

Subject : RE
Priority 2 : To ensure the subject is sufficiently resourced
Lead: Nicki Studt

Target:

Success Criteria:

- Each year group will have the resources needed to teach RE

Tasks	Personnel	Resources	Timescale	Monitoring Process	Impact
Liaise with class teachers to find out what, if anything, is required to teach each topic now on the LTPs.	RE lead		Summer term		
Check the resources currently in school are useable and useful, and allocate to year groups as appropriate.	RE lead		Summer term		

Evaluation processes:



RE School Self-Evaluation (Primary) Lansdowne Primary

School Type: Academy

Thurrock SACRE has a statutory responsibility to monitor provision for Religious Education in the borough. SACRE can use this information to make recommendations to Thurrock Council about the strengths and weaknesses of that provision, how good practice might be shared and what support might be offered. Subject leaders are requested to complete this proforma and return it to the Associate Adviser; Deborah Weston - deborah@retoday.org.uk

School self-evaluation: key questions

1. What are the strengths of your current provision and practice?

Planning is standardised and quality assured across the Gateway Primary schools to ensure consistency of lesson delivery; this is achieved through centrally planned and resourced lessons which are reviewed annually.

Phase and key stage assemblies (both held during the week) have British and moral values at their centre.

2. Where are there weaknesses/areas for improvement?

Due to pressures from the Curriculum in certain phases, the amount of time given to the delivery of RE lessons is not always equally weighted with the other Foundation subjects.

3. Do you have an example of good practice you would like to share with others?

If so, please provide details below.

Please see response to question 1

4. What are your priorities for development in RE? Please provide a list or attach your current development plan

We do not have an RE specific development plan as this subject currently falls within the curriculum area of Humanities (this is currently subject to review); please see below the current development plan for Humanities:



GLC

Lansdowne Primary Academy

Head of School: Spencer Bragg

Curriculum Team	Humanities
Members	

Lansdowne Primary Academy
Curriculum Team Action Plans

<u>Key Objectives 2017-2018</u>				
Objective	Goals	Led by	Actions and Impact	Monitoring & Evaluation
<p><u>Key objective 1</u> Further develop our distributed leadership model in order to empower transformative leaders to change and improve our school</p>	<ul style="list-style-type: none"> • To create a leadership team which allows leaders to support and share their areas of strength. • To create and strengthen leadership across the school through identifying areas of development and sharing good practise across the school. • To create a collaborative team with a shared mission. 		<p>Team identify their areas of strength within humanities a choose a focus area History, Geography or RE.</p> <p>Share good practice, provide CPD within in school by allowing colleagues to observe quality teaching.</p> <p>Timetable release time for the humanities team to work in pairs on their chosen curriculum area.</p>	
<p><u>Key objective 2</u> Further improve the quality and consistency of teaching & learning throughout the school</p>	<ul style="list-style-type: none"> • Monitor lessons and annotated plans. • Monitor learning across the school and consistency. • Ensure staff are supported through CPD and curriculum updates. • Ensure feedback enables pupils to know what they did well and what they need to do next. 	•	<ul style="list-style-type: none"> • Monitor books for consistency and differentiation. • Drop in lessons and give constructive feedback. Identify teaching that is good or better around the school • • Network with curriculum teams within the GLC. Humanities team familiar with the latest curriculum updates. • Evidence in marking. • Monitor marking and feedback. 	
<p><u>Key objective 3</u> Further improve</p>	<ul style="list-style-type: none"> • Manage the learning 	•	<ul style="list-style-type: none"> • Theme days/weeks. Bring the past into 	

<p>our children's behaviour and attitude to learning so they make better progress</p>	<p>environment effectively and promote effective outdoor learning, considering a range of learning styles and preferences.</p> <ul style="list-style-type: none"> • Consistent expectations of behaviour in and around the school. • To enable Children to have a strong voice in the development of humanities across the school. 		<p>school, history off the page</p> <ul style="list-style-type: none"> • Remove barriers to learning such as writing and provide opportunities for cross curricular links such as drama and dance within PE. Children learn through an expressive, creative curriculum. Children secure in knowledge and understanding. • • Staff model positive behaviour and attitudes towards learning. • Pupil voice meetings half termly. Pupils will be clear about what they have learnt/what they did well and their next steps. • Pupil voice will express if lessons are exciting and engaging. 	
<p>Key objective 4 Seek further ways to work with and strengthen our partnership with parents and the wider community</p>	<ul style="list-style-type: none"> • Invest time in getting to know our parents. • Encourage parents and carers to come into school and share in celebrations and thematic weeks. • Provide opportunities for parents and carers to contribute to the children's learning. 		<p>Invite parents in to talk to children about their faiths, knowledge of the area and what it was like to experience growing up in the area when they were younger. Make links to the past and present. Plan an around the world week. Broaden children's knowledge of the world around them.</p> <p>Survey parents. Introduction of school PTA. Send home questionnaires re- skills they would like to share within school.</p>	
<p>Key objective 5 Raise our expectations of all disadvantaged pupils; to establish</p>	<ul style="list-style-type: none"> • Ensure that all teaching staff know who our disadvantaged pupils are 		<p>Focus children displayed on notice board in the classroom for all staff to access. Volunteers from the local</p>	

<p>a strategic plan providing tailored support and opportunities; to ensure that they achieve at least in-line with their peers nationally.</p>	<ul style="list-style-type: none"> • Raise the expectation of all pupils including disadvantaged pupils including those who achieving good progress and outcomes. • Each year group to be time tabled to visit a place of historical interest, a religious place of worship and a field trip in the local area. 		<p>community to come in and talk to all pupils about their jobs/careers.</p>	
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5. Is there anything related to RE for which you would like external support?

We would benefit from CPD and training / support in delivery of the curriculum

Quality and standards of RE in the school

6. How does the school make a judgment on this?
(e.g. monitoring, lesson observation, work scrutiny, meeting with pupils, learning walks ...)

Monitoring of RE provision is currently through book scrutinies and lesson plan reviews.

7. Overall, how would you grade the quality of RE provision (including quality and standards achieved by pupils) in your school?

Schools may wish to refer to one of the following sets of criteria to help with this judgement:

- a. <http://www.re-handbook.org.uk/section/managing/self-evaluation-in-re/effectiveness-of-provision/>
- b. <http://www.reqm.org/media/file/school-evidence-form-13-06-2016.doc>

Outstanding (1) Good (2) Requires Improvement(3) Inadequate (4)

Good (2)

8. Why have you chosen this grade?

Requires Improvement (3)

Continuing professional development in RE

9. What CPD has the subject leader taken part in (over the last year) and what was its impact?

The subject leader is new to the role (and the school), joining the school at the end of the Autumn Term.

10. What CPD have other teachers taken part in (over the last year) and what was its impact?

RE CPD has featured as part of our ongoing staff planning reviews.

11. Do you have links with a local group of teachers in Thurrock?
(Yes: please list below/No/No but I'd like to know more)

No but I'd like to know more

Timetabling of RE

12. Is provision for RE combined with another subject e.g. PSHEe, Citizenship? (Yes (please explain below)/No)

No, RE is taught as a discrete subject. PSHE is also currently taught as a discrete subject

13. How much time does each pupil spend on RE-related work each week on average?

EYFS:

1 hour + assemblies

KS1:

1 hour + assemblies

KS2:

1 hour + assemblies

14. Who delivers the RE in your school? Please describe any diversity between classes and year groups if appropriate

(Class teacher/HLTA/TA/PPA teacher/other please specify)

Class teachers deliver RE lessons; SLT deliver assemblies

Agreed Syllabus

15. If your school is an Academy, have you chosen to adopt the Thurrock Agreed Syllabus?
<http://www.Thurrockrenet.co.uk/agreed.html>

I am unsure.

16. If you answered 'No' to question 15 above, please tell SACRE which syllabus you have chosen to adopt or attach a copy of the syllabus you have devised which meets the same requirements as are expected of an Agreed Syllabus

17. Does your curriculum and provision meet the requirements of the Agreed Syllabus*

*This question relates to the SYLLABUS -not the scheme of work)?

Not sure- our provision is centrally planned across the Gateway Learning Community

Scheme of work (SoW)

18. Does the school use the Thurrock scheme of work? Yes/No/Partly (If Yes, go to question 22

Not sure- our provision is centrally planned across the Gateway Learning Community

19. If no, please explain whether the school scheme matches the requirements of the agreed syllabus? e.g. <http://www.Thurrockrenet.co.uk/agreed.html>

Not sure- our provision is centrally planned across the Gateway Learning Community

If not fully, please explain how you intend to address this

20. Please attach a long-term plan/curriculum map that shows how you deliver RE across the school/school year?

21. How does the SoW ensure progression between the key stages?

a. In respect of subject knowledge?

Subject Knowledge is driven by Milestones which build upon prior knowledge

b. In the development of skills?

Lessons are planned sequentially , building on skills across a topic in half termly blocks

Resources

22. Are the resources sufficient to support the RE programme? Yes/No

Yes

23. Are there any resources that you would recommend to other schools?

Resources are shared within Year groups across the Gateway Learning Community

24. Are there any resources that you are lacking?

No lessons are fully resourced

25. Please list below the contact details for any visitors you use to support RE that you'd recommend to others?

None

26. Please list below the contact details for any places you use to visit to support RE that you'd recommend to others?

None

Management and Organisation of RE

No. of students on roll 703

27. Name of subject leader:

Mr Martin Corr

28. How long as subject leader in this school:

Less than one term

1 year	2 years	3 years	4 years	5+ years
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29. Other comments/notes (*Continue overleaf if necessary*)

None

RE School Self-Evaluation (Primary) School: Abbots Hall Primary School Type: Academy

Thurrock SACRE has a statutory responsibility to monitor provision for Religious Education in the borough. SACRE can use this information to make recommendations to Thurrock Council about the strengths and weaknesses of that provision, how good practice might be shared and what support might be offered. Subject leaders are requested to complete this proforma and return it to the Associate Adviser; Deborah Weston - deborah@retoday.org.uk

School self-evaluation: key questions

30. What are the strengths of your current provision and practice?

- Children develop an understanding of a range of faiths through an enquiry-based curriculum.
- RE is taught regularly once a week for one hour (class average) throughout the school.
- Standards in RE are monitored at least once a term individually by the middle leader and throughout the year during SLT curriculum book looks ensuring high standards in pupils' outcomes.
- Collective worship is carefully planned to be broadly Christian in nature but also celebrating other significant religious festivals as well as other PSHE themes. Children enjoy collective worship through a daily assembly.

31. Where are there weaknesses/areas for improvement?

- There are members of staff who have been on maternity leave and so will have missed some training elements and may need some support when they return.

32. Do you have an example of good practice you would like to share with others?

If so, please provide details below.

- Enquiry-based approach to RE.
- Pre-post assessment to evidence progress in each topic.
- Standards of RE outcomes.

33. What are your priorities for development in RE? Please provide a list or attach your current development plan

- Using the RE skills progression document to prepare a RE ladder assessment system.
- To continue to develop the confidence of staff and to share good practice among colleagues.

34. Is there anything related to RE for which you would like external support?

No

Quality and standards of RE in the school

35. How does the school make a judgment on this?

(e.g. monitoring, lesson observation, work scrutiny, meeting with pupils, learning walks ...)

- The school leadership (incl governors) monitors the quality of teaching in R.E through regular book looks across the year and compare standards against other curriculum areas.
- RE Middle Leader monitoring pupil outcomes each term feeding back outcomes to staff.
- Annual RE observations are included within the school Monitoring Schedule.

36. Overall, how would you grade the quality of RE provision (including quality and standards achieved by pupils) in your school?

Schools may wish to refer to one of the following sets of criteria to help with this judgement:

- <http://www.re-handbook.org.uk/section/managing/self-evaluation-in-re/effectiveness-of-provision/>
- <http://www.reqm.org/media/file/school-evidence-form-13-06-2016.doc>

Outstanding (1)

Good (2)

Requires Improvement(3) Inadequate (4)

37. Why have you chosen this grade?

Monitoring evidences:

- Children learn about a range of faiths in EYFS and Key Stage 1 and 2.

- Work sampling and pre/post assessment evidence pupils' accelerated progress with the large majority of pupils evidencing at least good progress. Books also evidence no marked difference between learning groups.
- R.E is not a 'chalk and talk subject' and is immersive and practical. The SoW starts with a question that they can relate to their own experience (which develops their understanding of both differences and similarities between themselves and members of other faith groups).
- Children are also very positive about RE and enjoy the practical nature of the tasks in those classes with the strongest practice.

Continuing professional development in RE

38. What CPD has the subject leader taken part in (over the last year) and what was its impact?

None.

39. What CPD have other teachers taken part in (over the last year) and what was its impact?

- The Middle Leader has led training in teaching the new SoW and given ideas to make R.E a fun and immersive curriculum subject. The impact of this has been evident in the books during monitoring. The books reflect our investigate approach to teaching R.E.

40. Do you have links with a local group of teachers in Thurrock?

(Yes: please list below/No/No but I'd like to know more)

Timetabling of RE

41. Is provision for RE combined with another subject e.g. PSHEe, Citizenship? (Yes (please explain below)/No)

- Where possible, RE is linked with PSHE but this is not a formal arrangement as this is not always practical.
- Evidence in books also evidence cross-curricular links with English, DT, Geography and History. The strongest practice in the school utilises link throughout the curriculum to emphasise RE learning within a context.

42. How much time does each pupil spend on RE-related work each week on average?

- EYFS: This varies depending on the topic focus but on average at least 2-3 hours a week (linked to KUW)
- KS1: 1 hour a week
- KS2: 1 hour a week

Weekly allocation can change dependent on cross-curricular links.

43. Who delivers the RE in your school? Please describe any diversity between classes and year groups if appropriate

(Class teacher/HLTA/TA/PPA teacher/other please specify)

- RE is planned and delivered primarily by the class teacher but there may be occasions when TAs/HLTAs are covering.
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Agreed Syllabus

44. If your school is an Academy, have you chosen to adopt the Thurrock Agreed Syllabus?

<http://www.Thurrockrenet.co.uk/agreed.html>

Yes/No

45. If you answered 'No' to question 15 above, please tell SACRE which syllabus you have chosen to adopt or attach a copy of the syllabus you have devised which meets the same requirements as are expected of an Agreed Syllabus

- Discovery RE is the scheme of work that we have chosen. It can be viewed on the link below:

<https://discoveryschemeofwork.com/>

46. Does your curriculum and provision meet the requirements of the Agreed Syllabus*

*This question relates to the SYLLABUS -not the scheme of work)?

Yes/No/Partly – If not yes, then please explain how you intend to address this.

Scheme of work (SoW)

47. Does the school use the Thurrock scheme of work? Yes/No/Partly (If Yes, go to question 22

48. If no, please explain whether the school scheme matches the requirements of the agreed syllabus? e.g. <http://www.Thurrockrenet.co.uk/agreed.html>

Fully/ Mostly/Not at all

If not fully, please explain how you intend to address this

49. Please attach a long-term plan/curriculum map that shows how you deliver RE across the school/school year?

See <https://discoveryschemeofwork.com/> for curriculum overview

50. How does the SoW ensure progression between the key stages?

- a. In respect of subject knowledge?
 - The SoW is designed is be progressive.
- b. In the development of skills?

- We have developed an RE skills progression document which outlines the different skills that the children need to master in each year group.

Resources

51. Are the resources sufficient to support the RE programme? **Yes/No**

52. Are there any resources that you would recommend to other schools?

- A Child's Eye View of Festivals – DVD – Very good resource for EYFS and Key Stage 1 children to introduce different festivals.

53. Are there any resources that you are lacking?

- We have bought a new set of bibles, but we were only able to buy 15 instead of a class set.

54. Please list below the contact details for any visitors you use to support RE that you'd recommend to others?

- This is something we would like to do to enhance our curriculum.

55. Please list below the contact details for any places you use to visit to support RE that you'd recommend to others?

Management and Organisation of RE

No. of students on roll: 224

56. Name of subject leader: Kate Barlow-Kempster

57. How long as subject leader in this school:

1 year	2 years	3 years	4 years	5+ years
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58. Other comments/notes (Continue overleaf if necessary)

Appendix A

RE School Self-Evaluation (Secondary)

School: St Clare's

School Type

Thurrock SACRE has a statutory responsibility to monitor provision for Religious Education in the borough. SACRE can use this information to make recommendations to Thurrock Council about the strengths and weaknesses of that provision, how good practice might be shared and what support might be offered. Subject leaders are requested to complete this proforma and return it to the Associate Adviser; Deborah Weston - deborah@retoday.org.uk

School self-evaluation: key questions

1. What are the strengths of your current provision and practice?

SMSC whole school strategy

Pastoral system

Quality of first wave teaching – RE

Challenging lessons and debate encouraged across curriculum

Use of form time – thought for day

Assembly focus

SMSC opportunities explicitly used in lessons across subjects

Two qualified RE teachers

Contemplation space

Visiting speakers

Links with external agencies

Mentoring programme

Peer support programmes

2. Where are there weaknesses/areas for improvement?

Promote more pupils to choose GCSE RE

3. Do you have an example of good practice you would like to share with others?

If so, please provide details below.

Our whole school strategy in which we embed SMSC with our Co-op values

4. What are your priorities for development in RE? Please attach your current development plan

Priority 1: Leadership & Management					
Objective 1.8 Monitor the impact and further embed the culture of values within the school, to ensure they are embedded in all respects. (JS)					
Success Criteria				Evaluation (RAG)	G
<ul style="list-style-type: none"> Pupil voice and lesson observations demonstrate values are embedded in the culture of the school 				PAM is used to collate evidence of SMSC. The PAM update for May 2018 shows that 38 lessons observed had explicit links to SMSC or our Co Op values. Monitoring of form time showed that 15 of the 19 tutor groups represented completed a thought for the day activity on a weekly basis.	G
<ul style="list-style-type: none"> Co-op kite mark achieved 				Kite mark achieved – Leading Autumn 2017	
<ul style="list-style-type: none"> School vision so that it is part of pupil life embedded with co-op values and British values 				Co-op values integrated into schemes of work, whole school PHSE & act of worship. Vision renew will be summer term focus	
Specifications including CPD	Lead Person	Timescale and Milestones	Resources (including time)	Monitoring (Date)	RAG
1.8.1 British values/SMSC are explicitly addressed in weekly assemblies and theme for the week.	AJJ/ JS	Weekly:	Assembly/form time	All themes are viewed a term in advance by SLT. Examples are E safety-Know your virtual friends w.b. 18/09/17, Promote and support gender equality w.b. 25/09/17, Understanding diversity-Black history month w.b. 2/10/17, Personal values-what's morally and ethically right? W.b.16/10/17, Remembrance w.b.6/11/17, Anti bullying- don't be a bystander w.b.13/11/17, Appreciate everyone's unique identity w.b. 20/11/17. Making a positive contribution	G

				12/03/18 Suffering and mental health problems 19/03/18. Show forgiveness towards those who hurt us. 26/03/18	
1.8.2 Form group monitoring focus ensures that spiritual/cultural and Co-op values are embedded.	JS	Termly: SLT/HoY drop-ins w.b. December 11 th w.b. January 17 th	Form time	Jan 2018 inset day AJ outlined expectations re: SMSC in form time. Jan/Feb/March 2018 drop ins by JS to monitor consistency. May 22 nd 2018 School Council feedback states that "Thought for the Day" initiative is a regular aspect of form time.	W
1.8.3 Explicit opportunities for SMSC within lessons are used to ensure SMSC is fully embedded	SLT	Termly Monitoring focus on SMSC during learning walks to ensure it is embedded. Health check focus: MFL 13/11 Humanities 13/12/ Science 19/02	Observation time	All observation pro-formas ask the specific question: "Was SMSC evident in the lesson?". A section on PAM explicitly records SMSC. CPD observations, HODs reminded to complete all sections of PAM. From 75 observations on PAM 26 record SMSC. This will be monitored in the Summer term to evidence improvement-Update for May 2018 is that 38 lessons in May explicitly referred to SMSC.	
1.8.4 Promotion of pupil debate about up to date issues is promoted through a variety of mediums	Head Boy/Girl	Daily Live news coverage on the screens at breakfast/break and lunchtime promotes debate. Range of discussion questions in bulletin		S W has set this up. AP actioned in line management meeting w.b. 11/12/17. Constant live feed of BBC news update shows on the screens.	G
1.8.5 Form time self-study develops	JS	Weekly Monitoring of revision and	Form time	SLT link visits form group weekly to monitor independent revision.	G

pupil self independence		self-study in form time to ensure that they are firmly embedded.		Lecture style sessions being trialled in March '18. Survey monkey questionnaires gathered pupil and parent views. 91% of year 11 pupils stated that the assembly and or form time revision were beneficial.	
1.8.6 Good achievement of Co-op kite mark verifies embedded values	AH	Achieve co-op kite mark by June 18		Kite mark achieved – Leading status awarded Autumn 2017.	G
1.8.7 All stakeholders know, value and have a voice in the school vision	AH	Promote through technology: Bulletin by Nov 17 Re-new classroom displays Email signature Termly feedback sessions in form – Dec 17, March, 18, June 18		Our vision is widely publicised e.g. SLT emails all include our vision. Staff wellbeing questionnaire feeds into vision. School Council reviews key policy e.g. anti bullying, behaviour and uniform policy.	

5. Is there anything related to RE for which you would like external support?

Quality and standards of RE in the school

6. How does the school make a judgment on this?

Results

Teaching over time records

Pupil interviews with books

7. Overall, how would you grade the quality of RE provision (including quality and standards achieved by pupils) in your school?

Schools may wish to refer to one of the following sets of criteria to help with this judgement:

- a. <http://www.re-handbook.org.uk/section/managing/self-evaluation-in-re/effectiveness-of-provision/>
- b. <http://www.reqm.org/media/file/school-evidence-form-13-06-2016.doc>

Outstanding (1)	Good (2)	Requires Improvement(3)	Inadequate (4)
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8. Why have you chosen this grade?

Quality of teaching

Pupil / parent view of RE

Cross school strength

Continuing professional development in RE

9. What CPD has the subject leader taken part in (over the last year) and what was its impact?

Exam marking and update courses x 3

Whole school strategy of CPD across wide range of teaching including shadow learning walks with SLT and visiting other school.

10. What CPD have other teachers taken part in (over the last year) and what was its impact?

11. Do you have links with a local group of teachers in Thurrock?
(Yes: please list below/No/No but I'd like to know more)

Yes we run network meetings and member of SACRE plus exam board meetings & shared moderation

Timetabling of RE

12. Is provision for RE combined with another subject e.g. PSHEe, Citizenship? (Yes (please explain below)/No)

Individual lessons in KS3

RE GCSE runs at KS4 plus integrated / combined studies

13. How much time does each pupil spend on RE-related work each week?

Key Stage 3:

2.5 hours not including cross curricular work

Key Stage 4:

1 hour not including drop down days & cross curricular activities

Post-16:

14. Who delivers the RE in your school?
a. How many individual teachers?

Two

- b. How many teachers with post-A level qualifications in the subject?

Two

- c. What proportion of the timetable is delivered by teachers who spend most of their timetable delivering another subject?

Both RE teachers also teach Sociology

Agreed Syllabus

15. If your school is an Academy, have you chosen to adopt the Thurrock Agreed Syllabus Yes/No <http://www.Thurrockrenet.co.uk/agreed.html>

Cannot open this but we follow guidelines

16. If you answered 'No' to question 18 above, please tell SACRE which syllabus you have chosen to adopt or attach a copy of the syllabus you have devised which meets the same requirements as are expected of an Agreed Syllabus

17. Does your curriculum and provision meet the requirements of the Agreed Syllabus*

*This question relates to the SYLLABUS -not the scheme of work)?

Yes/No/Partly – If not yes, then please explain how you intend to address this.

18. If you answered 'No' to question 18 above, please tell SACRE which syllabus you have chosen to adopt or attach a copy of the syllabus you have devised which meets the same requirements as are expected of an Agreed Syllabus

Scheme of work (SoW)

19. When was the current SoW drawn up or revised?

September and reviewed annually

20. To what extent does it match the requirements of the Agreed Syllabus you have adopted? E.g. <http://www.Thurrockrenet.co.uk/agreed.html> Fully/
Mostly/Not at all

If not fully explain how you intend to address this

21. Please attach a long-term plan/curriculum map that shows how you deliver RE across the school/school year?

Please see website

22. How does the SoW ensure progression between the key stages?

a. In respect of subject knowledge?

Linked to flightpath success criteria

b. In the development of skills?

Skills build with age related expectations

Resources

23. Are the resources sufficient to support the RE programme? Yes/No

24. Are there any resources that you would recommend to other schools? (happy to share)

25. Are there any resources that you are lacking?

26. Please list below the contact details for any visitors you use to support RE that you'd recommend to others?

Rev John Guest - St Margaret's Church, Stanford le Hope

Deborah Weston

Om Dhir - Radha Krishna Temple, Romford

27. Please list below the contact details for any places you use to visit to support RE that you'd recommend to others?

Radha Krishna Temple, Romford

St Margaret's Church, Stanford le Hope

Sikh Gudwara Temple, Grays

Management and Organisation of RE

No. of students on roll : 1135

28. Name of subject leader: Anjella Jellicoe

29. How long as subject leader in this school:

1 year	2 years	3 years	4 years	5+ years
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30. Other comments/notes (*Continue overleaf if necessary*)