

18 January 2023		ITEM: 6
Standing Advisory Council on Religious Education		
Monitoring Provision for 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: Shelia Murphy, Corporate Director of Children's Services		
This report is: Public		

Executive Summary

In order to discharge its legal duties, SACRE monitors 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 2022 and regularly monitors data on provision for the subject to establish how effective the new syllabus has been in meeting its aim to raise standards of RE. This report is based on a survey conducted as part of the launch of the syllabus

1. Recommendation(s) that SACRE:

1.1 Consider the survey report in Appendix 1,

1.2 Ask the LA officer to include the following information in conversations with schools:

- **Where good practice is identified**
- **Where there is no evidence that the requirements of the Agreed Syllabus are met**
- **Where there are reports of limited or no provision.**

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 routinely reports 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 The data in this report was collected from delegates at the launch conference and has not necessarily been verified by a member of the senior leadership team of the school.

3.2 It is recommended therefore that this information on provision for RE should be considered alongside other data collected for SACRE.

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**
Strategic Lead Finance

There are no financial implications to this report since the actions recommended in this report, if approved will be conducted by the Associate RE Adviser as part of her work

7.2 Legal

Implications verified by: **Daniel Longe**
Principal Solicitor

The legal duties on the advisory council are set out in s391 of the Education Act 1996. The main one is to advise the local authority on such matters connected with the religious worship in community schools or in foundation schools which do not have a religious character and the religious education to be given in accordance with an agreed or other syllabus as the authority may refer to the council or as the council may see fit.

This report asks that the committee considers the attached documents and further action that may be warranted. No other decision is requested.

7.3 Diversity and Equality

Implications verified by: **Becky Lee**
Team Manager Community Development and Equalities Adults, Housing and Health Directorate

The aim of this review 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 Inequalities, Sustainability, Crime and Disorder or Impact on Looked After Children

- 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):

- None

9. Appendices to the report

- Appendix 1 – SACRE survey of provision for Religious Education in Thurrock November 2022
- Appendix 2 – SACRE survey of provision for Religious Education in Thurrock November 2021

Report Author:

Deborah Weston, Associate Adviser for RE

Appendix 1

SACRE survey of provision for Religious Education in Thurrock November 2022

Methodology

The Survey was launched as part of the launch of the Agreed Syllabus using Thurrock Council's "Have your say" portal. There were 46 visitors, 12 from secondary schools and 34 from primaries. Respondents did not always answer all the questions. Where there was more than one respondent from a particular school, these have been indicated.

1. Has the subject leader taken part in any RE specific CPD over the last year?

No	27	59%
Yes	19	41%
Grand Total	46	

2. Have other teachers taken part in any RE specific CPD over the last year?

Blank	1	2.2%
No	37	80.4%
Yes	8	17.4%
Grand Total	46	

3. Do you have links with a local group of teachers in Thurrock? Would you be interested in leading or co leading a group?

Primary

No	13
We are part of the Grays Hub	4
Not yet	6
We have links within our Trust	9

Secondary

No links	6
SACRE	2
Yes	1
Trust	1

In the comments section, the majority of those with links and without expressed an interest in making links with others

There were two volunteers to lead or co-lead a network group. These were from Quarry Hill and Belmont Castle

4. Is the delivery of RE routinely combined with another subject e.g. PSHE, Citizenship?

Three secondary schools answered yes to this question; Gateway, Gable Hall and Harris Academy Ockendon. It is worth noting that the first two of these allocate a very small amount of teaching time to the subject whereas Harris Ockendon offer far more. See responses to the next question

5. How much time does each pupil spend on RE specific lessons each week on average?

Primary: Most schools report offering between 31-60 minutes at Key Stage 1 and 2 and a mixture of between 1-30 and 31-60 in the Early Years Foundation Stage

School	Minutes in EYFS	KS1	LKS2	UKS2
Quarry Hill Academy	1-30	31-60	31-60	31-60
Arthur Bugler Primary school	31-60	31-60	31-60	31-60
Aveley Primary school	1-30	31-60	31-60	31-60
Belmont Castle Academy	1-30	31-60	31-60	31-60
Corringham Primary School	N/A	31-60	31-60	31-60
Deneholm	31-60	31-60	31-60	N/A
Dilkes Academy	1-30	31-60	31-60	31-60
Gateway Primary Free School	1-30	31-60	31-60	31-60
Giffards Primary School	1-30	31-60	31-60	31-60
Herringham Primary	31-60	31-60	31-60	31-60
Horndon-on-the-Hill	1-30	31-60	31-60	31-60
Kenningtons Primary Academy		31-60	31-60	31-60
Little Thurrock	1-30	31-60	31-60	31-60
Quarry Hill Academy	31-60	31-60	31-60	31-60
Somers Heath Primary School	1-30	31-60	31-60	31-60
St Thomas of Canterbury Catholic Primary school	61-90	91+	91+	91+
Stanford le Hope Primary School	1-30	1-30	1-30	1-30
Stanford-le-Hope Primary School	31-60	31-60	31-60	31-60
Stifford Clays	1-30	1-30	1-30	1-30
Thameside primary	1-30	31-60	31-60	31-60
Tilbury Pioneer Academy	31-60	31-60	31-60	31-60
Treetops School		31-60	31-60	31-60
Tudor Court Primary School	31-60	31-60	31-60	31-60
Warren Primary School	1-30	1-30	1-30	1-30
West Thurrock Academy	31-60	31-60	31-60	31-60
Woodside primary academy	1-30	31-60	31-60	31-60

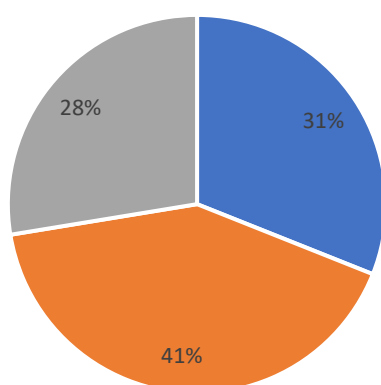
Secondary

How much time does each pupil spend on RE specific lessons each week on average?

- Compare with data in appendix B discussed at the Autumn Term meeting

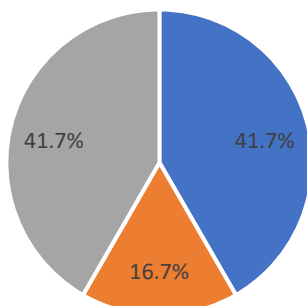
Name of school	KS3	KS4 (GCSE)	KS4 (Core)		
Gable Hall*	31-60	0	31-60		GCSE RS is not offered
Gable Hall*	1-30	0	1-30	Comb	GCSE RS is not offered
Gateway Academy*	1-30	0	0	Comb	GCSE RS is not offered
Gateway Academy*	31-60	0	0		There is no core RE lesson for pupils who do not opt for GCSE
Harris academy Chafford Hundred	61-90	91+	1-30		GCSE RS is an optional subject at KS4
Harris Academy Riverside*	61-90	61-90	0		GCSE RS is an optional subject at KS4
Harris Ockendon	61-90	61-90	61-90	Comb	GCSE RS is an optional subject at KS4
Orsett Heath Academy	31-60	n/a	n/a		
Ortu Hassenbrook Academy	61-90	0	31-60		GCSE RS in not offered
St Clere's School	31-60	91+	1-30		There is a core RE lesson for pupils who do not opt for GCSE
The Hathaway Academy*	31-60	90+	0		GCSE RS is an optional subject at KS4
William Edwards	31-60	91+	1-30		GCSE RS was offered in 2022 but insufficient pupils chose to allow the course to run

6. Who delivers RE in your primary school?



- All classes are taught RE by their class teacher
- Some classes are taught RE by an HLTA and some by their class teacher
- Some classes are taught RE by a PPA teacher and some by their class teacher

7. Who delivers RE in your secondary school?



- All lessons of RE are taught by teachers who only or mostly teach RE
- More than 50% of lessons are taught by a teacher who only or mostly teaches RE with the remainder taught by teachers who mostly teach a different subject
- More than 50% of lessons of RE are taught by teachers who mainly teach a different subject with some taught by those who mainly teach RE

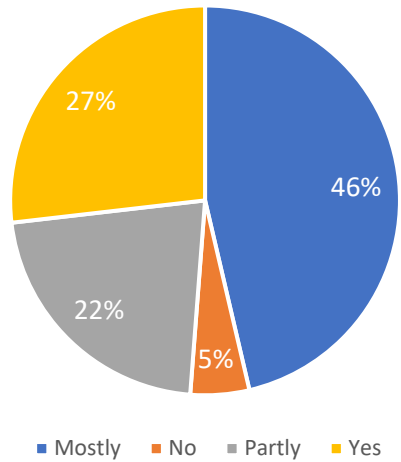
8. Has your academy chosen to adopt the Thurrock Agreed Syllabus?

Blank	8
N/A (e.g your school has a religious character and does not use the units of work)	1
No	1
Yes - fully	24
Yes - mostly	7
Yes - partly	5
Grand Total	46

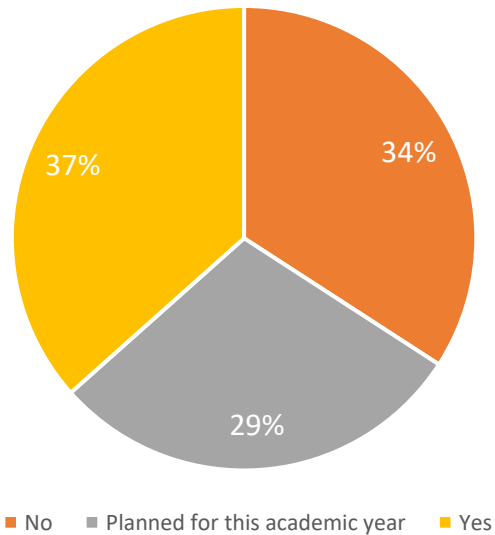
9. Does your school use or intend to use the Thurrock units of work?

Blank	5
N/A (e.g .your school has a religious character and does not use the units of work)	1
No	1
Yes -fully	19
Yes mostly	16
Yes partly	4
Grand Total	46

10. Are the resources available to you sufficient to support the RE programme?



11. Have any classes visited a place of worship in the last 12 months?



12. How long has the RE subject lead been in the school?

1 year	10
2 years	3
3 years	5
4 years	6
5 years plus	15
Don't know	2

Appendix 2

SACRE survey of provision for Religious Education in Thurrock November 2021

School name	% year 7 hours - RE	% year 8 hours - RE	% year 9 hours - RE	% year 10 hours - RE	% year 11 hours - RE
Grays Convent High School	7.86	6.92	4.58	10.7	8.11
Harris Academy Chafford Hundred	6.17	5.2	6.3	1.1 (Phil)	0.85 (Phil)
Harris Academy Ockendon	4.14	4.66	4.04	4.96	0
Harris Academy Riverside	0	1.85	0	0	0
Ormiston Park Academy
Orsett Heath Academy	2	4	.	.	.
Ortu Gable Hall School	2.48	2.56	2.35	0	0
Ortu Hassenbrook Academy	5.45	4.9	5.76	4.5	0
St Clare's School	4.74	4.39	4.33	0	0
Thames Park Secondary School	3.58	3.71	.	.	.
The Gateway Academy	3.68	3.49	0	0	0
The Hathaway Academy	4.44	5.01	3.85	2.19	2.07
William Edwards School	4.28	4.34	4.12	2.73	0.98