



## CAERPHILLY STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE) - 28TH FEBRUARY 2013

**SUBJECT: SACRE MONITORING THROUGH SELF-EVALUATION**

**REPORT BY: CORPORATE DIRECTOR EDUCATION AND LIFELONG LEARNING**

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### 1. PURPOSE OF REPORT

1.1 To inform SACRE of the outcomes of the SACRE Monitoring Process.

### 2. SUMMARY

2.1 SACRE has resolved to use school self-evaluation as a means of fulfilling its statutory responsibility to monitor provision and standards in RE. The review of school self evaluation reports were for those schools being inspected in the Spring and Summer 2013. These consisted of 14 schools:

9	Primary Schools
3	Infant Schools
1	Junior School
1	Secondary School

(Two primary schools were excluded because the analysis would be too late to support them in an inspection and the total possible number of returns was 12)

### 3. LINKS TO STRATEGY

3.1 Self Evaluation links directly to SACRE's duty to monitor and develop the provision of Religious Education and Collective Worship in schools and the CCBC Strategic Equality Plan 2012.

### 4. THE REPORT

#### 4.1 Religious Education: Findings (Primary)

4.2 Standards: Good Features

- 82% (9/11) primary schools responded, 8 schools graded **standards** as 'good' and one did not award themselves a grade.
- Most pupils achieve good standards and make good progress in line with age and ability.
- Most pupils show knowledge and understanding of the religious they study. They can identify similarities and differences between the ways religious worship and celebrate.

- Most pupils in the Foundation Stage can recall and discuss religious festivals and celebrations they have been studying.
- Most pupils are highly engaged and motivated in their work. They show a good attitude to learning and have enjoyed learning about different faiths and cultures.
- Visits to places of worship have enriched their understanding of religious worship.
- Most pupils can ask meaningful questions and express personal opinions regarding religious and moral issues.
- Skills development is good.
- In some schools the SEAL\* programme is used to good effect deepening pupils' understanding of, and valuing, the benefits and cultures of others.
- In some schools pupils understanding of religious and moral questions has resulted in practical activities such as Eco work after a study of 'stewardship' and regular visits to OAPs after a study of 'care and concern for others'.

*\*Social and Emotional Aspects of Learning.*

#### 4.3 Standards: Areas for Development

- Further develop reflection skills and the spiritual element of RE.
- Encourage pupils to more fully explain their opinions and answers.
- Pupils to identify the next steps in their learning by becoming more self-evaluative.

#### 4.4 Provision: Good Features

- 82% (9/11) primary schools responded, 8 schools graded **standards** as 'good; and one not award themselves a grade.
- There is a consistent approach to planning with schemes of work that follow the requirements of the agreed syllabus and the Foundation Phase documents. RE appears to be firmly embedded at the core of the curriculum even in cross-curricular approaches to planning.
- Sound self evaluation processes - of lessons, pupils work and planning documents - enables schools to make judgements on quality of teaching and pupils attitudes to learning.
- Teachers have a sound knowledge of the religions that they teach and use a wide range of teaching and learning strategies including thinking skills activities and Foundation Phase pupils have opportunities for 'hands on' experiences and role-play.
- A wide range of resources are in use.
- At primary level there is a consistent approach to planning with RE firmly embedded at the core of the curriculum.
- School make effective use of visits, visitors and special events to enrich pupil's learning.

#### 4.5 Provision: Areas for Development

- Expand the range of strategies and resources to develop pupil's reflection skills.
- Improve the range of resources including ICT and interactive resources.
- Support RE co-ordinators through training and developing contacts with local faith communities to encourage visits and visitors.
- Continue to monitor through self-evaluation to ensure consistency across the school.
- Make more use of RE displays around the school.

#### 4.6 Religious Education: Findings (Secondary)

#### 4.7 Standards: Good Features

- 100% response as only one secondary school was included in the cycle.
- Standard at Key Stages 3 and 4 are good.
- At KS3 the data shows that a L5+ year on year pupils perform better than LA figures for RE. At L6+ the data shows they are slightly below LA figures for the last two years.
- At KS4 there is an excellent cohort entry for full course. Results improved in 2011 over 2010 figures at A\*-A and A\*-C.

#### 4.8 Standards: Areas for Development

- Increase the number of pupils achieving L6+ to match LA figures.
- To help reduce the number of pupils achieving borderline grades such as grade D and G through the use of revision classes and focus groups.

#### 4.9 Provision: Good Features

- Statutory requirements are met with RE provided at KS3-5.
- Time allocation meets the requirements of the agreed syllabus and the examination boards.
- The subject is mainly taught by subject specialists.
- Sound self-evaluation processes - of lessons, pupil's work and planning documents - enables schools to make judgements on quality of teaching and pupils attitudes to learning. In the school review programme of 2011 all lessons were graded at good or excellent.
- A wide range of teaching and learning strategies are employed including thinking skills and AfL activities.
- The school is well resourced and resources are used effectively.

#### 4.10 Provision: Areas for Development

- Continue to develop the use of skills during lessons in line with school and government priorities.

- Develop links with local community to enhance the sixth form conferences.

4.11 The Minister for Education had given Estyn a remit to conduct a **thematic review of religious education at key stages 3 and 4**, which took place in the Autumn of 2012 and will be reported post April 2013. Caerphilly LA and its SACRE look forward to using this information as a benchmark against which to measure the outcomes of this self-evaluation monitoring process.

4.12 Collective Worship: Findings Primary and Secondary School

4.13 Good Features

- 82% (9/11) primary schools responded, 8 schools graded **standards** as 'good' and one did not award themselves a grade.
- 100% response from secondary school and they graded themselves as 'good'.
- Nearly all schools referred to collective worship meeting statutory requirements for a 'daily' act of collective worship with the secondary school referring to delivery via key stage, year or tutorial groups.
- Collective worship is regarded as making a good contribution to SMSC development and contributes to the ethos of schools.
- Acts of collective worship are delivered in an atmosphere of reverence and respect and pupils are encouraged to celebrate their own culture and appreciate the culture and beliefs of others.
- Collective worship celebrates pupils' achievement; some referring to specific achievement assemblies which help to raise self esteem and support a strong sense of community.
- Pupils and staff have regular opportunities to take part in the preparation and delivery of acts of collective worship.
- Most schools plan well for collective worship. They plan around themes and take into account local and school issues and national events. At secondary level materials are shared through the schools teachers' drive.
- There is a good balance between acts of collective worship that are moral in nature and those that are more religious or spiritual in nature.
- Resources such as the interactive whiteboard have enhanced the use of stimulus for collective worship.
- In some schools SMT have attended training on good practice in collective worship and disseminated to staff.

4.14 Areas for Development

- 33% of schools mentioned that they needed to ensure that pupils have more time to reflect.
- More planned opportunities for visitors to take part in acts of collective worship.
- Make more use of visual stimuli e.g. reflection table, artefacts, posters, candles etc.
- As secondary level to ensure consistency of practice during tutor group sessions.

## **5. EQUALITIES IMPLICATIONS**

- 5.1 This report is for information purposes only, so the Council's Equalities Impact Assessment process has not been applied, however Religion and Belief is a protected characteristic under the Equality Act 2010 and locally is covered by section 6 (xi) of the CCBC Strategic Equality Plan 2012.

## **6. FINANCIAL IMPLICATIONS**

- 6.1 There are no financial implications attached to this report.

## **7. PERSONNEL IMPLICATIONS**

- 7.1 There are no personnel implications attached to this report.

## **8. RECOMMENDATIONS**

- 8.1 That SACRE note the outcome of the self-evaluation monitoring analysis.

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Appendices:  
Appendix 1 Examination Results Letter & AS Level Pro-Forma