

## UPDATE OF LOCAL EDUCATION MONITORING OF RE

**Report By: Head of Inspection, Advice and School Performance Service**

### Wards Affected

Countywide

### Purpose

1. To inform SACRE on the progress being made in monitoring and evaluating the quality of RE in Herefordshire.

### Report

2. One of the main functions of SACRE is to monitor and evaluate the quality of RE in Herefordshire. Over the last few years the Ofsted inspection reports on individual schools have provided considerable re-assurance to SACRE on the quality of provision, of teaching and judgements on the standards attained by pupils.
3. More recently, however, these reports have become less comprehensive as the Ofsted inspection process has been refined. RE is no longer inspected in many schools.
4. In order to gather further local information, without subjecting schools to additional inspection pressures, the Education Directorate, on behalf of SACRE and its development plan, has contracted both Joyce Mackerly (RE Consultant) and Mike Carter (retired Primary Inspector and Headteacher) to sample what is happening in the subject in around 10% of schools. Appendix 1 is an example of the proforma being used. Mike Carter has so far visited eight schools and his work will include a brief report back to each school. He is finding it an "interesting journey" of discovery, with schools being most helpful and willing to engage with the process.
5. The Agreed Syllabus is perceived very positively, particularly the guidance section, and the role of the RE Consultant is greatly valued. The annual SACRE Conference is seen as very valuable not only for INSET but also for the networking potential.
6. Values education appears to be linking well with RE and PSE but Mike is finding that the challenge of providing pupils with practical experiences of other world faiths is proving problematic.

### RECOMENDATION

**THAT a full report be considered by by SACRE early in the New Year.**

### BACKGROUND PAPERS

None identified.

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For further information on the subject of this report is available from  
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## HEREFORDSHIRE SACRE

## Evaluation of RE in Primary Schools

1. What form of policy does the school have for the teaching of RE?
2. How does the school perceive and use the Agreed Syllabus for the teaching of RE? (balance between Christianity and other faiths)
  - a) At KS1
  - b) At KS2
3. What experience of RE do children have in the Foundation Stage (PSED and KUW)
4. How is RE taught:
  - a) at KS1?
  - b) at KS2?
5. What particular aspects of RE does the school feel it does well? What is the evidence for this?
- 6a. What particular aspects of RE does the school feel the need for further development or support?
- 6b. Where does the school look for / find support for development in RE?
7. How does the school assess progress in RE:
  - a) In KS1
  - b) In KS2
8. In what ways does RE contribute to the pupils' understanding of citizenship and PSHE?
9. In what ways does RE have an impact on or influence within the wider community? (Social cohesion)
10. What uses are made of visitors and visits to support the teaching of RE?  
(e.g. links with Collective Worship)
  - a) In the Foundation Stage (PSED and KUW)
  - b) In KS1
  - c) In KS2

11. How well is the school resourced for RE? What is the extent and use made of RE resources? (include budget allocation)

12a. How is the subject managed and co-ordinated?

b) How is the subject monitored and evaluated?

c) What opportunities are there / have there been for training in the teaching and management of the subject? (pyramid, cluster, in-school, off-site)

d) Comment on the effectiveness of any training

e) What type of training would the school like to see being made available?

13. Diocesan links

Comment on any links there been with the Anglican diocese / Catholic diocese

14. Links with other faith communities

15. Other issues?