

PRIMARY SCHOOL SURVEY OF RE IN HEREFORDSHIRE SCHOOLS

Report By: Stephen Pett, Advisor to Herefordshire SACRE

Purpose

1. To report the results of a survey into the provision of RE in Herefordshire Schools.

Primary survey:

19/80 schools completed the survey 24% (2012: 65/80 schools completed the survey 81%)

NB: % data for number of schools varies as some schools skipped some questions.

Type of School:

- 8 schools identified as LA community schools; 2 academies; 4 VA schools; 2 VC schools.

Headline results:

- The vast majority of RE is delivered through discrete lessons, although almost all schools use a combination of methods of delivery.
 - 2 schools (11%) teach discrete RE throughout the school (54%)
 - No schools teach cross-curricular RE throughout the school (3%)
 - 3 schools (16%) use RE-led project weeks, but only 1 school uses this as the only method of delivery for RE (except Foundation Stage)
 - 5 schools (26%) use off-timetable days as part of their RE, in combination with other methods.
- Most schools have around an hour per week (or equivalent) for their RE.
 - 4 schools have less than an hour per week at KS1
 - 3 schools have more than an hour per week at upper KS2
- RE is mostly taught by the class teacher
 - 7 schools (39%) only use class teacher (48%)
 - 11 schools (61%) use the class teacher plus either head teacher, PPA or HLTA (47%)
 - 5 schools (28%) use class teacher and PPA; 4 schools (22%) use class teacher and HT; 2 schools (11%) use class teacher and HLTA.
- Many schools use a combination of class teacher plus head teacher, PPA teacher(s) and/or HLTAs
 - In 4 schools (22%), the head teacher teaches some RE (26%)
 - In 2 schools (11%), HLTAs are involved in teaching RE (14%)
 - In 5 schools (28%), PPA teachers are involved in teaching RE (18%).
- No schools only use HLTAs or PPA to teach all the RE in the school. This is the same as last year.

Comment:

The shift away from all RE being taught only by class teachers is significant, with an increase in diversity of provision.

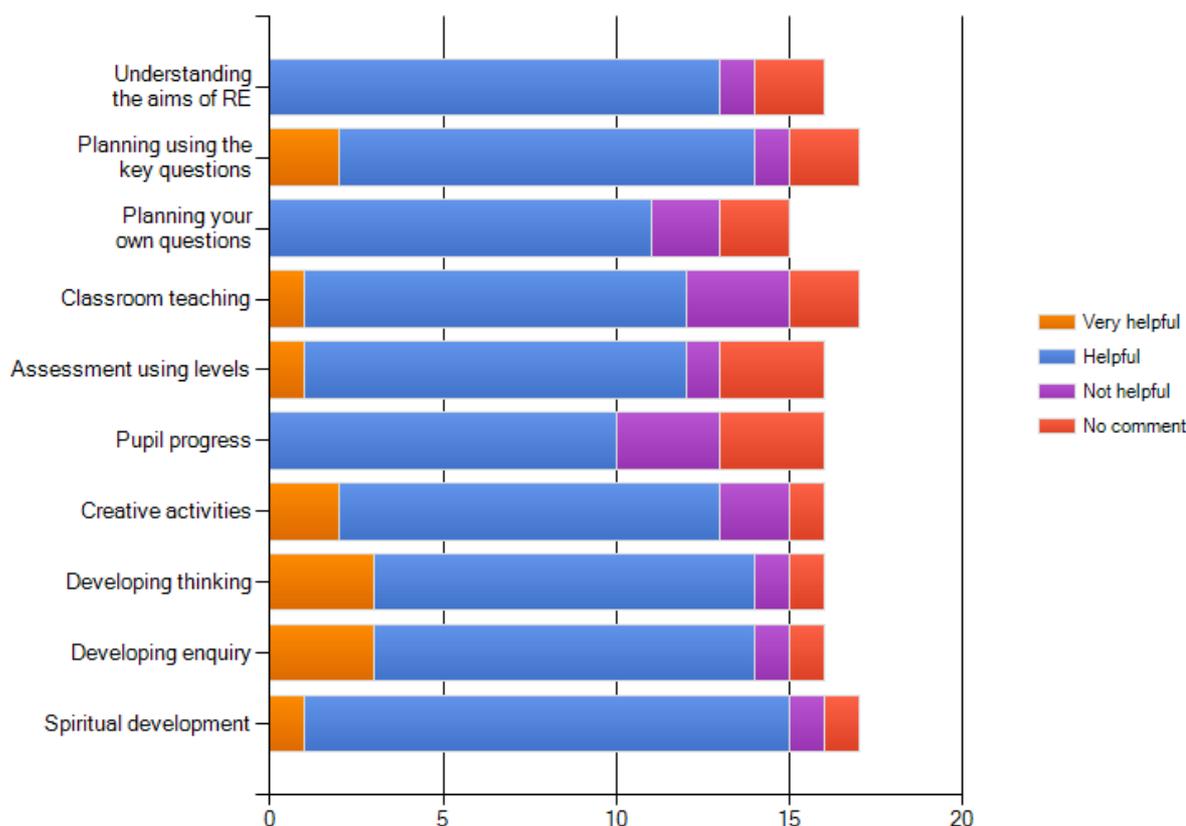
There is no correlation between mixture of teacher/HT/PPA/HLTA and delivery – ie schools with RE days or weeks do not all have the HT involved in RE; discrete lessons and cross curricular RE are taught by the teacher, HT, PPA and HLTA.

Agreed syllabus:

- Confidence in implementing the revised Agreed Syllabus is slightly lower than 2012.

- No schools were very confident (9%)
 - 15 schools (83%) were confident or confident in aspects (71%)
 - 2 schools (11%) were unsure in aspects (18%)
 - 1 school (6%) was not confident (2%)
- Implementation has moved on a little
 - 6 schools (33%) have fully implemented the syllabus (23%)
 - 11 schools (61%) have partially implemented (62%)
 - 1 school (6%) has many aspects still to implement (15%)
- Schools are finding many aspects of the syllabus helpful or very helpful.

Are there particular areas of your RE provision that have been enhanced by the revised agreed syllabus? (Select more than one as appropriate)

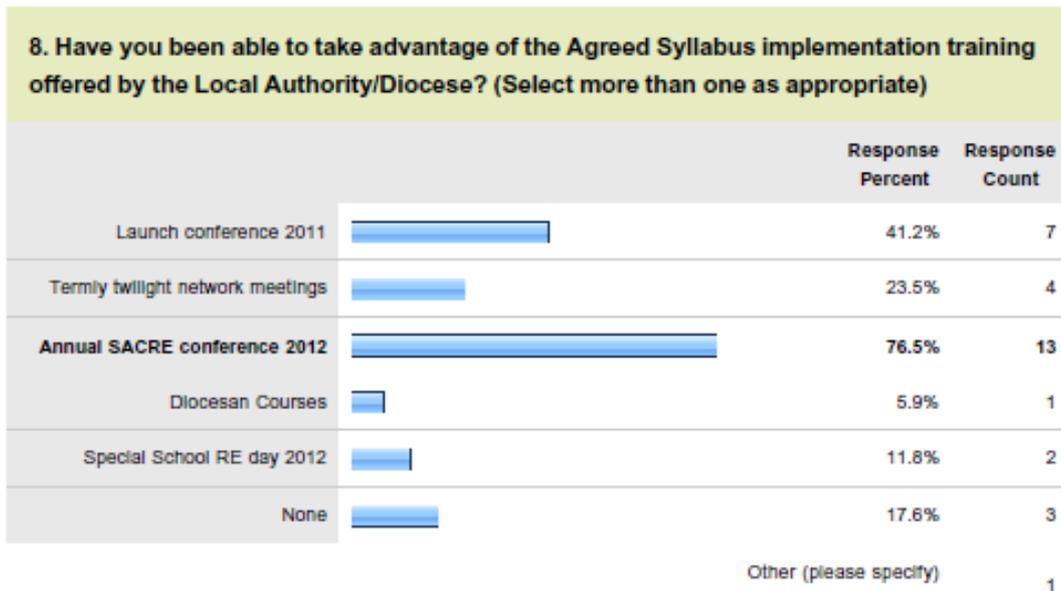


Comment:

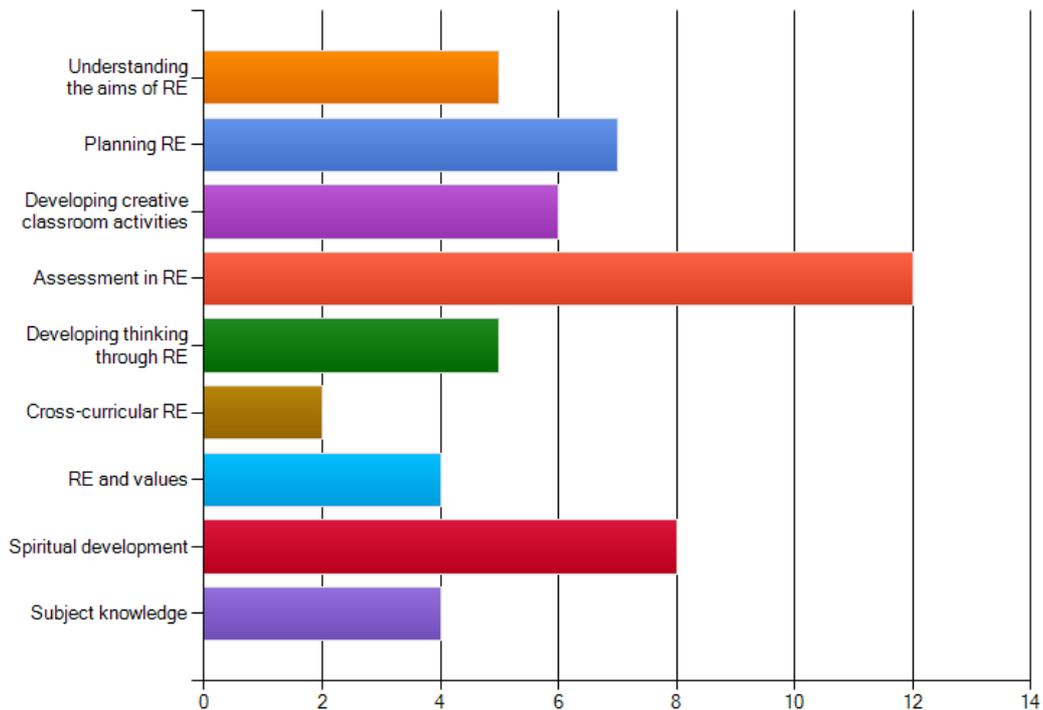
- It is difficult to assess what the answer 'not helpful' signifies in reality.
- Of the 3 schools who are lacking in confidence with implementing the Agreed Syllabus, 2 have not attended any of the support from SACRE, including the launch of the syllabus.
- One school 'unsure in aspects' of implementation is willing to be contacted about this.
- One school is not confident, has partially implemented the syllabus, put 'not helpful' for the first 7 categories above, and helpful for the last three. They are not willing to be contacted!
- The one school who is unsure in aspects and with many aspects still to implement has not left the name or contact details. They put 'no comment' for the above question.
- This suggests that the syllabus is not sufficient for schools to access without support, despite our attempts to make it so. It also shows the need for schools to take up the opportunities for support.

SACRE support:

- The majority of respondents have taken advantage of some of the support offered by SACRE in the last couple of years. 'Other' here was 'email support from adviser'.



What are the key training needs for teachers of RE in your school? (Tick more than one option as appropriate)

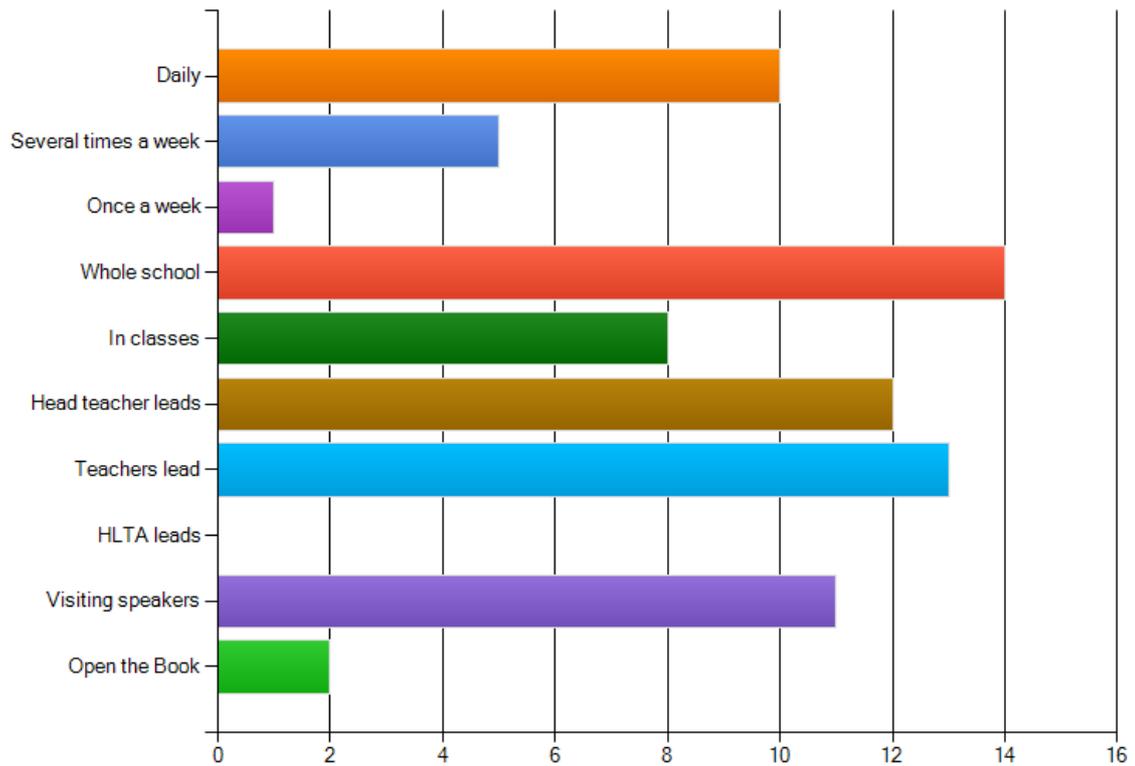


Good or excellent practice:

- 5 schools identified themselves as having good or excellent practice; of these only 2 are willing to be contacted about this.
- 12 schools are not sure about having good or excellent practice; of these, 4 are willing to be contacted.

Collective worship:

SACRE also have responsibility for supporting and monitoring collective worship. Please tell how you deliver collective worship in your school. (Select more than one, as appropriate)



- Comments on what would be most helpful support for collective worship:
 - Sharing and observing good practice and how best to engage a wide range of age groups
 - Support in learners planning and leading acts of worship
 - Provide a list of people from other faiths who would be prepared to take an assembly at special times of the year
 - Resources, training for staff and children so they can lead confidently.

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