

SUPPORT, DEVELOP AND MONITOR PROVISION, TEACHING AND LEARNING IN RE IN COUNTY AND VC SCHOOLS AND VA SCHOOLS IN PARTNERSHIP WITH DIOCESAN AUTHORITIES

Report By: Consultant for Religious Education

Purpose

1. To support the implementation of the Agreed Syllabus and the monitoring of RE provision and standards through further development of the established practice of school visits.

Background

2. It is proposed that the RE consultant visits a sample of primary and secondary schools to work with the RE co-ordinator or Head of Department on issues relating to the implementation of the new Agreed Syllabus. These meetings will aim to provide support for the school as well as feedback for SACRE on standards and provision in RE. Each meeting will be planned to include a short follow-up meeting to identify progress made. In some instances, if sufficient funding is available, school based inset may be provided by the RE consultant. Schools able to offer a partnership staff meeting for this purpose (e.g. bringing together 2 or more primary schools for this purpose) are the most likely recipients.
3. Within the limited SACRE budget it is likely that up to 4 schools each term (12 per year in total) could be involved.
4. In the 'survey of primary schools' undertaken by Mike Carter in 2003, a list of 10 schools representing a cross section within the county was compiled in liaison with the LEA officer on SACRE. These included:
 - a very large primary school,
 - an Infants' school,
 - a Junior school,
 - a small rural (2 class) primary school,
 - a Special school, and
 - five other schools of varying sizes representing urban and rural situations.
5. In addition to these Joyce Mackley visited 3 High schools
6. Schools were made aware of the fact that the visits were not inspections and that no lesson observations would take place. The information gathered derived from discussions with the Headteacher and RE Coordinator/subject leader, (where appropriate) of each school. Schools were informed of the areas for discussion before the visits took place. Most schools were prepared to share their

documentation about the subject, which included samples of children's work. The duration of visits ranged from just over an hour to half a day.

7. The issues explored in this first 'survey' covered:
 - Policy, Guidelines And Planning In RE
 - Perception of teaching and learning in RE
 - The assessment of progress and achievement in RE
 - The contribution made by RE to the wider curriculum (citizenship; personal and social development (*and now the values agenda?*))
 - The impact and influence RE has within the wider community
 - Links with faith communities
 - The management and coordination of RE
 - RE resources
8. These largely followed the Ofsted framework of the time and integrated some SACRE agenda issues. Similar areas may be the focus of the 2006-7 visits – but adapted to be in line with school Self-Evaluation criteria (as identified in the non-statutory guidance accompanying the Herefordshire Agreed Syllabus for High schools. (see attached Appendix 1)
9. In addition to the monitoring/support visits, the RE consultant will explore the possibility of enabling a small number of excellent RE teachers to be available to support/coach colleagues in other schools.

RECOMMENDATION

THAT;

- (a) **SACRE consider the report and comment on the proposal;**
- (b) **SACRE consider advising the LEA that the action set out in the report be implemented; and**
- (c) **A report on the outcome of the action be presented to a future meeting.**

BACKGROUND PAPERS

- None identified.