**School Ethos Group Monitoring Enquiry**

**Landscove Church of England Primary School**

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| **Summer Term 1 Monitoring Visit Notes**  **Enquiry focus: Is the religious education curriculum effective?** (with reference to the expectations set out in the Church of England’s Statement of Entitlement for Religious Education)   * How do school and trust leaders ensure that the provision, profile, and priority of religious education in all key stages reflect its place on the curriculum of a Church school? * How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse? * How do school and trust leaders ensure that religious education is well-resourced, and that continuing professional development for staff has an impact on the effectiveness of the curriculum?   In VA schools only: **What is the quality of religious education?**   * What is the quality of teaching? * How well do pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum? * How does assessment inform teaching and learning? | |
| Date/duration of visits and interview meetings:  23.4.25  One hour interview with subject lead  One hour interview with children | Name of Ethos group members involved in the enquiry:  Emma Piercey-Fisher, Michelle Pearse  Written by: Anna Neville |
| **Learn/Support/Challenge**  **Key Questions to ask to aid discussion:** | **Notes/what’s working well:** |
| **Monitoring activity 1: Interview with RE lead**   * How does your RE meet the demands of the locally agreed syllabus/C of E Statement of Entitlement as appropriate? * How is RE planned and by whom? How is planning and teaching monitored to ensure high quality? * What is the balance between teaching Christianity and non-Christian faiths? Which faiths are taught? * Is the children’s ability to hold age-appropriate informed conversations about Christianity and other faiths improving? Give examples. * Do all pupils, whatever their needs, meet exciting and challenging tasks in RE? Give examples. * How is pupils’ learning recorded and celebrated? How rigorously is it assessed? Is there a school marking policy which affects RE? * Does RE provide a safe space for pupils to discuss and reflect on their own convictions? * What opportunities are there for spiritual development and for engaging with the Christian vision and values of the school? * What level of support is provided for RE i.e. through staff training, resources, visits and visitors?   Additional questions/discussion: | Well thought out rolling programme which is spiral and covers requirements specified in syllabus.  RE is taught one lesson per week in each class. There are FaB days in addition.  KS2 cross curricular links  Teachers make use of RE Today planning materials and adapt where necessary. Subject lead monitors books to ensure lesson content matches learning intentions. Pupil voice evidences attitude towards subject and experiences.  50% Christianity. Thematic unit Summer 2  Yes – it has been noted by visitors how articulate/open children are.  Focus on developing religious literacy in each lesson – part of the ‘sticky knowledge.’  Yes – Careful consideration given to OAIP as with other subjects. Teachers act as scribe  Provide support in articulating and developing ideas through carefully scaffolded questions  Children placed in mixed ability groups  Art, drama, discussion,  Mixing desk and glasses to express worldview.  Recorded in RE books and on class Sway  Work displayed in school, shared in class assemblies, put on Facebook and website.  Marking policy applicable to RE books. Children expected to purple pen spelling of key vocab and respond to teacher’s questions in order to develop understanding/thinking.  Yes – our school ethos and values facilitate this.  All subject leaders and teachers are aware of how spirituality links to and can be a lens to explore subjects. Opportunities planned.  Subject lead provides regular updates from RE Hub meetings and conferences for teaching staff.  Visits to Buckfast Abbey, Exeter Mosque, speakers from other faiths, Reverend Gina, Open the Book. |
| **Key questions:** | **Notes/what’s working well:** |
| **Monitoring activity 2: Interview with children, with their books**   * Can you show me a piece of work you really enjoyed in RE? Why did you enjoy it? * Is there something you really enjoyed in RE that you can’t show me e.g. drama, discussion, modelling? Tell me about it. * Can you show me a sample of work where you felt you learned lots? What did you learn? * What important things have you learnt about Christianity and other religions? Is your knowledge improving? * How do you know if you have done well in RE? * How do you know what your next steps are? Can you show me/tell me about some feedback that was helpful to you? * What type of activities do you enjoy best in RE? What would make RE even better? * How does RE help you as a learner and a person? Has anything you’ve learnt about inspired you? * Is RE important in a school? Why/why not? * Are people’s views listened to and respected in RE? Do discussions in RE ever refer to or remind you of your school’s Christian values?   Additional questions/discussion: | **Class 2**  **Class 4**  Enjoyment and learning  *Drawing of Jesus’ crucifixion*  *When we were learning about Muslims and made a prayer mat. They use them at mosques and at home. They pray early morning and late evening. 5 times a day.*  *I used my imagination to draw what heaven would be like.*  *Christianity – Jesus died on Good Friday and rose on Easter Sunday. He died to let us have a nice life and go to heaven with God. God forgives people who made bad choices like Romans.*  *I would give FaB 9/10. It would be good to do more creative writing.*  *There is a long time in between each lesson.*  *We like doing a few small tasks rather than one big one.*  *I love learning about Faith and Beliefs. I have an Atlas at home. In the front it has a map which is coloured to show the different religions.*  *We need to know things about other people’s faith and beliefs otherwise we might accidentally be a bit mean or say the wrong thing.*  *Wanted Poster for Messiah – I liked thinking about the qualities needed and how to present my learning.*  *Newspaper report about the birth of Jesus – reporting about an historic event*  *Artwork to show the message of Genesis 1 – choosing key quotes and presenting it as God would have wanted*  *Comic strip to show the importance of forgiveness – modern interpretation*  *Leaflet about Christian Aid – they believed that if Jesus came back down to earth he would be doing their work. They put their life before others.*  *Art work including religious and secular words*  *I liked explaining my belief – my teacher typed for me because it was a lot of writing.*  *Researching a scientist and doing a PowerPoint in groups – this lesson used our learning in Computing.*  *End of units tasks let me show all I have learnt.*  How do you know if you have done well?  *You get a tick or a sticker.*  *Teacher writes questions in our books if we need to write more.*  The children were unaware of their next steps.  Is RE important?  *Yes – this is a Christian school and sharing everyone’s beliefs is important. Helps us to be respectful.*  Are people’s views listened to?  *Everyone and the teachers are really kind and they listen carefully. We are not judgemental. Welcoming to new children. No one is pushy about making people share.*  *Good to know what everyone else thinks and believes.*  *FaB links to a lot of topics (Geography – around the world, History – people in olden days, Maths – looking at the census).* |
| **Questions from your observations/discussions that you would like to raise:** | How can children be given effective feedback and made aware of their next steps?  Focus on skills that are transferable across units (as opposed to knowledge specific to each religion/non-religion). |
| **Suggestions/support and ideas to share:** | Links for Sways put on website so learning can be shared. |