

Swindon Borough Council

Standing Advisory Council on Religious Education

Tuesday, 28 September 2004

Oliver Tomkins CE Junior School, Beaumaris Road, Toothill, Swindon,
SN5 8LW

At 6.00 p.m.

Councillors (Group A)	Church of England (Group B)	Teacher Organisations (Group C)	Other Faiths (Group D)	Co-opted Representatives
Bernard Baker Andrew Bennett Raymond Fisher (Conservative)	Mrs Catherine Coster Mrs Anne Ormston	Mr Andrew Fleet Ms Norma McKemey	Reverend David Howell, Swindon Evangelical Alliance	Dr Marilyn Tew
Maurice Fanning Fay Howard (Labour)	Mrs Penny Summers The Venerable Alan Hawker Mr. Paul Noble	Mrs Jan Criddle Mrs Tracy Mason Mr David Easter Mrs Emma McCarthy 1 Vacancy	Mr. Jaswant Singh Grewal, Sikh Community Reverend Paul Knight, Baptist Mr M S Khan, Muslim Community Mr Dinesh Patel, Hindu Community Father Liam Slattery, Catholic Diocese Mr Godfrey Room, Methodist Church Mrs Helen Thomas, United Reformed Church	

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AGENDA

- 1. Apologies for Absence**
- 2. Appointment of Chair for the Municipal Year 2004 / 2005**

3. Appointment of Vice-Chair for the Municipal Year 2004/ 2005

4. Public Question Time

See explanatory note below. Please phone the Committee Officer whose name and number appears at the top of this agenda if you need further guidance.

5. Minutes (Pages 1 - 2)

To receive the minutes of the meeting held on 12th July 2004.

6. Celebrating Faiths in Swindon

Margaret Griffiths of the Swindon Inter-Faith Group will update the SACRE on the work of the Group and the recent event entitled 'Celebrating Faiths in Swindon'.

7. Annual Report of the SACRE Advisor (Catherine Coster) (Pages 3 - 4)

8. Agreed Syllabus Review - Update (Oral Report) (Catherine Coster)

9. Annual Review of Ofsted Reports (Catherine Coster) (Pages 5 - 20)

10. Date and Time of the Next Meeting

The next meeting of the SACRE will be held on Tuesday 7 December 2004 at 6 p.m.

Date of Despatch: 29 October 2004

Key: Officers:

DE – Director of Education

DLCG – Director of Law and Corporate Governance

Public Question Time - Swindon Borough Council is committed to increasing its accountability to the public and to promoting active citizenship. Up to 15 minutes will be allowed at the start of all Council meetings for questions to the Chair from members of the public about the work of the Committee (except for confidential matters and specific planning applications). Questions must be relevant, clear and concise. Because of time constraints Public Question Time is not an opportunity to make speeches or statements. Prior notice of a question to the Director of Law and Corporate Governance is desirable - particularly if detailed background information is needed.

Access Arrangements – The Venue is wheelchair accessible and an infrared receiver hearing system is provided. If you would wish to attend the meeting but have any special requirement to enable you to do so please contact the Committee Clerk above, as soon as possible prior to the date of the meeting.

If you would like to receive any of the pages contained in this agenda in a larger print size please contact the Committee Officer whose name appears on the first page of this agenda.

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

MONDAY, 12 JULY 2004

PRESENT:-

Group A: Councillors	Councillors Bernard Baker, Andrew Bennett, Maurice Fanning and Raymond Fisher
Group B: Church of England	Mrs Catherine Coster, Mrs Anne Ormston and Mr. Paul Noble
Group C: Teacher Organisations	Mrs Emma McCarthy
Group D: Other Faiths	Mr. Jaswant Singh Grewal (Sikh Community), Mr M S Khan (Muslim Community), Mr Dinesh Patel (Hindu Community) and Mr Godfrey Room (Methodist Church)

Apologies for absence were received from Mrs Penny Summers, The Venerable Alan Hawker, Reverend David Howell, Mr Andrew Fleet, Ms Norma McKemey, Reverend Paul Knight, Mrs Helen Thomas, Dr Marilyn Tew and Councillor Fay Howard.

1. Appointment of Chair and Vice-Chair, Municipal Year 2004/05

Resolved – i) That the appointment of Chair and Vice-Chair for the Municipal Year 2004/05 be deferred to the next meeting of SACRE, due to the number of SACRE members unable to attend this meeting;

ii) That SACRE members be requested to notify nominations to the positions of Chair and Vice-Chair to the Clerk to the SACRE prior to the next meeting, to assist the appointment process; and

iii) That the Councillor Maurice Fanning be appointed as Chair for this meeting only.

Councillor Maurice Fanning took the Chair.

2. Declarations of Interest

The Chair reminded Members of the need to declare any known interests in any matters to be considered at the meeting. No interests were declared.

3. Public Question Time

No public questions were received during the meeting.

4. Minutes

Resolved – That the minutes of the meeting held on 30th March 2004, be confirmed and signed as a correct record.

Matters Arising – Further to Minute 36, Sarah Lawrence (Committee Officer) advised that this meeting of the SACRE had not been arranged at Lethbridge Primary School, as the teacher who had suggested the visit had now left the school.

5. Response to the National Framework for Religious Education

The Committee considered (a) the consultation draft of 'A National Framework for Religious Education' issued by the Qualifications and Curriculum Authority which was planned for implementation in September 2004 and (b) an oral report of Catherine Coster (SACRE Advisor) with regard to the key features of the document and how its principles measured up to the current Swindon Agreed Syllabus.

Resolved – That the Advisor to the SACRE be requested to respond to the Qualifications and Curriculum Authority with regard to the draft 'National Framework for Religious Education', welcoming it as a non-statutory framework, and endorsing i) its definition of Religious Education, ii) its provision of national attainment standards for Religious Education, and c) the extent to which it would continue to enable local schools to make curriculum choices in response to its faith communities, which reflected the principles of the current Swindon Agreed Syllabus.

6. Ofsted Reports

The SACRE received OFSTED reports in respect of provision of religious education in three local schools (Haydon Leigh Primary School, Greenmeadow Primary School and Ferndale Junior School).

Resolved – i) That the OFSTED reports be noted; and
ii) That the SACRE Advisor (Catherine Coster) write to the schools on behalf of the SACRE to congratulate them on their performance.

7. Agreed Syllabus for Religious Education in Swindon

The SACRE received for information a copy of the Equalities Assessment Form completed by Catherine Coster (SACRE Advisor) on behalf of the SACRE in respect of the Swindon Agreed Syllabus for Religious Education.

Catherine Coster (SACRE Advisor) informed the SACRE that arrangements needed to be made for the review of the Swindon Agreed Syllabus for Religious Education, for the revised syllabus to come into effect in September 2005.

Resolved – 1) That the completed Equalities Assessment Form be noted; and

2) That the Director of Education in conjunction with the SACRE Advisor be requested to make the necessary arrangements for the review of the Swindon Agreed Syllabus, including the establishment of working groups to conduct the preliminary review work, and the formal constitution of the Agreed Syllabus Conference to review the work of the working groups and to recommend to the Local Education Authority the adoption of a revised Swindon Agreed Syllabus for Religious Education, to come into effect in September 2005.

8. Next Meeting of SACRE

It was confirmed that the next meeting of the SACRE would be held on Tuesday 28th September at 6 p.m.

ADVISERS' REPORT - SEPTEMBER 2004

This year has seen the publication of a SACRE newsletter, which was distributed to all schools in the borough. Hopefully this will become a twice – yearly event with another due to be published this term.

SACRE funded a visit was to the Gurdwara and about 40 secondary and primary teachers attended. It was a very worthwhile visit and we experienced generous and warm hospitality from our hosts.

I hope that the SACRE meetings themselves have proved to be lively and interesting. As well as the inevitable business we have tried to provide a focus about teaching and learning in RE, collective worship, or about the diversity of faith backgrounds in Swindon borough. In response to requests from SACRE members several schools have offered to have SACRE members to visit for an act of collective worship.

We have continued to monitor SACRE reports and have written to a number of schools offering encouragement support and advice on matters relating to their RE provision. Emma Macarthy has been part of the support system for these schools.

I have continued to run cluster meetings for primary and secondary teachers, twice a term for secondary teachers and three times a term for primary teachers and in these much good practice and mutual support has been shared.

A number of courses have been organised for primary teachers, *Developing Collective Worship*, a course for new co-ordinators, *Creative and Exciting Teaching in RE*, and courses on assessment in RE. The secondary RE course had to be cancelled due to lack of support. I am advised that we may need to fund supply cover for RE secondary teachers to be released for courses the next time something is planned because secondary RE teachers find it difficult to attend such training otherwise. However I am hoping to invite Swindon secondary teachers to a South Gloucestershire secondary conference to be run by Lat Blaylock of RE today. Perhaps the answer is to work regionally with secondary training.

After many delays *Guidance for Collective Worship* from the SACRE working party finally found its way into Swindon schools just after Christmas.

Some additional units of work for teaching Hinduism have been produced this year for those schools that take up the option to teach Hinduism at Key Stage 2.

This year has seen changes in senior personnel in Swindon and it has become more difficult to define roles and responsibilities in relation to my work on SACRE. A meeting is planned with Anne McPhee in October in order to clarify the relationship between the LEA, the work of SACRE and responsibilities of the adviser.

Our comments on the new framework for RE were sent to OFSTED and this autumn we will see a new OFSTED framework for RE available to SACREs and schools. As the working groups and the Agreed Syllabus Conference meet to revise the existing syllabus, account will be taken of this guidance and of teachers' views about how the existing syllabus meets the needs of schools in Swindon. This work will be done in conjunction with Wiltshire teachers and Wiltshire LEA over the next academic year so that the revised syllabus will be in schools in September 2005. In planning the syllabus we hope to make available to teachers a syllabus that:

- is easy to use for planning
- gives clarity about the balance between coverage of the major world faiths
- outlines appropriate levels of challenge at each key stage
- has some inventive approaches to Key stage 3
- has clear statements of the expected standards
- has provision for continuity and progression across the key stages and clear details about the assessment requirements and standards for attainment making good use of the eight level assessment framework.

In order to further the good work of SACRE I feel that it is vital to have a chair person who has the time and inclination to drive the work of SACRE forward and that members of the SACRE are themselves involved in small working parties that promote particular aspects of SACRE's work particularly those that promote community co-hesion. Smaller working groups would have the advantage of allowing individual members to feel more involved in the work of SACRE and to bring their particular expertise and skills to bear on a wide range of topics of interest and benefit to the local community. A recent example of how successful this can be was the contribution of the working group that met to update the SACRE constitution.

SACRE has a very important role in partnership with the LEA in raising standards in RE and the quality of RE teaching and collective worship. It also seems likely in the future that SACRE will have additional roles for interfaith understanding and community cohesion by improving religious/racial harmony in the community and support for inclusion in schools.

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1	Swindon LEA Inspection Reports
School	Chiseldon Primary School, Castle View Road Chiseldon, Swindon, SN4 0NS
Date	8th - 11th March 2004
Evidence	There is insufficient evidence to make an overall judgement on teaching. The curriculum is satisfactory.
Quality of Teaching	Of the two lessons seen, one was very good and one unsatisfactory. Teachers do not always give the pupils the key vocabulary. Speaking and listening skills are encouraged in discussion. In the good lesson there was very good pupil involvement and tasks were set relative to their ability. In the unsatisfactory lesson the activities did not engage the pupils and the range of abilities were not considered.
Attainment	Pupils demonstrate expected standards at the end of year 2 and 6. Their achievement is satisfactory. Teachers do not always expect written work in lessons and this is reflected in the quality of work seen in workbooks. However the quality of the work seen is of a good standard. Some pupils with special educational needs do not make satisfactory progress.
Coordination	The coordinators have a clear vision of the direction of the subject, and they provide satisfactory leadership and management. Staff have grown in confidence through the support from the coordinators.
Comments	Good opportunities are given for pupils to discuss their ideas and express their feelings. Effective use is made of religious artefacts and visits to bring the subject alive. Provision has improved since the previous inspection.

2	Swindon LEA Inspection Reports
School	Moredon Junior School, Akers Way Swindon, Wiltshire, SN2 2NQ
Date	19th - 21st January 2004
Evidence	It was not possible to observe enough lessons to make an overall judgement about provision. There is a rigorous system for assessment, and pupils' books contain evidence of their progress against the attainment targets.
Quality of Teaching	The school now meets the full requirements of the locally agreed syllabus and standards have risen considerably. The quality of teaching and learning in the two lessons observed was good or better. The teachers' own confidence and interest in the subject material enlivened the lessons and created considerable interest among the pupils. One outstanding lesson was seen where the teacher's enthusiasm was infectious and three different activities stimulated high levels of thought and discussion.
Attainment	The work seen in Year 6 lessons and in pupils' books indicates that standards are higher than those expected of pupils of this age. Pupils make good progress in all classes because they see the subject as important, lessons are very thoroughly planned and they are given clear guidance on how well they are doing and what they need to do to improve. Pupils of all ability explored complex ideas in an inspiring and highly effective way. Work in pupils' books indicates that a particular strength in many lessons is the emphasis given to reflection, for example 'How did Mary feel when she heard the angel's message
Coordination	The subject is very well led and managed by an enthusiastic and knowledgeable coordinator. The subject is valued throughout the school and makes an important contribution to the school's ethos and the ways in which pupils consider the spiritual, moral, social and cultural aspects of their lives. Marking is supportive and developmental
Comments	Improvements since the previous inspection has been very good. Older pupils, in particular, have a lively interest in their lessons and enjoy expressing their own ideas and beliefs. They listen carefully to the voices of others and pupils feel comfortable about having different opinions and beliefs about God and matters of faith. They have had an appropriate study of the purpose of religion, have studied various aspects of the Bible and have considered the impact of a personal faith. Good use is made of pupils' literacy skills; for example, pupils sent postcards from Bethlehem to say that they had 'arrived'

3	Swindon LEA Inspection Reports
School	Even Swindon Junior School Pasture Close, Raybrook Park Swindon, Wiltshire, SN2 2UJ
Date	19th - 21st January 2004
Evidence	Good examples were seen of teachers using interesting activities to motivate pupils and help them to learn in different ways. In a well taught Year 3 lesson , for example, the teacher used good questioning, artefacts borrowed from a local church and a family christening robe in a way that fully engaged pupils' attention and extended their knowledge of welcoming ceremonies. She reinforced their learning well with a simple role-play of a christening service.
Quality of Teaching	Current planning does not take sufficient account of pupils' differing ages and needs, partly because there is no common approach to assessment in the subject. There is no planned progression between Years 3 and 4 or between Years 5 and 6, as the same lesson is often taught to both year groups, with no difference in the content or expectations of the skills and knowledge of the older or younger pupils. The same task is given to the whole class, irrespective of their level of understanding. The quality of teaching and learning is satisfactory overall.
Attainment	Pupils have a sound understanding of Christianity, helped by good links with local churches, which also contribute to pupils' positive attitudes. Standards in Year 6 are broadly in line with the expectations of the locally agreed syllabus and boys and girls of all levels of attainment achieve satisfactorily overall, as at the time of the last inspection. Achievement is not better than this, in spite of good teaching and learning in some lessons, mainly because of shortcomings in planning and assessment. Topics are taught appropriately in a two year cycle in the upper and lower school to allow for variations in class organisations from year to year. By Year 6, pupils have a sound understanding of the main features and beliefs of Christianity and of the different traditions within it. Visits to local churches, both to study features of the building and, as last term, to sing there, together with the regular participation of local ministers in assemblies and lessons contribute well to this. Pupils can make some comparisons with other religions with regards to forms and symbols of worship, or by learning about different festivals of light, for example. However, overall their knowledge of other religions is relatively superficial because, until recently, less emphasis has been placed on this.
Coordination	A new scheme of work is promoting a better balance between the teaching of Christianity and other world faiths and providing good support for teachers. As yet there are no whole school approaches for assessing pupils' progress or passing such information to the next teacher. The school has begun to address these issues this year in line with the school development plan. Prior to this, the strong focus the school has had on raising standards in English, mathematics and science has meant that little time has been available for the development of other subjects. The newly appointed coordinator, who has a clear and appropriate view of the development of the subject, has made a good start to leading and managing the subject. She has begun to introduce a revised scheme of work, which corrects the balance within the curriculum, ensures that all requirements of the locally agreed syllabus are met, and provides useful guidance for colleagues and an interesting approach for pupils. This was reflected in the pupils' motivation and positive attitudes in the lessons seen.
Comments	Visits to places of worship for other faiths in the area are also planned for later in the school year.

4	Swindon LEA Inspection Reports
School	Greendown Community School, Grange Park Way, Grange Park, Swindon, Wiltshire, SN5 6HN
Date	9 th – 11 th February 2004
Evidence	Evidence from the inspection confirms that the standards are broadly average and that pupils are achieving well. Year 8 pupils made very good gains in understanding the concept of Avatars as the reincarnation of Vishnu in Hinduism because the teacher planned very well through stimulating and varied activities centred on paired and small group work.
Quality of Teaching	<p>The under achieving and low standards of pupils taking the GCSE Short Course examination are well below average. Their lack of depth of knowledge and understanding of Islam and insights of Christianity into contemporary moral and social issues is the result of unsatisfactory teaching. The quality of teaching and learning is satisfactory overall. Where teaching and learning are strongest teachers have clear aims and a good grasp of the subject which they share and review with pupils. They plan their lessons very well to achieve their objectives, stretching pupils with interesting and challenging activities and tasks which are well matched to their need.</p> <p>Teachers set worthwhile homework that extends the learning in class. They use marking very well to help pupils understand how to improve their work.</p> <p>Teaching for the GCSE Short Course is unsatisfactory because unlike the Full Course it is not taught by specialist teachers. The non-specialist teachers are highly committed and have good generic teaching skills. However their subject specific expertise is not secure enough to stretch pupils sufficiently to meet the demands of the examination.</p>
Attainment	<p>Standards are broadly average at the end of Year 9 and the results of the GCSE Full Course are in line with the national average. The results of the GCSE Short Course show that standards are very low and pupil's achievement is unsatisfactory. In the 2003 GCSE Short Course examination, the proportion of pupils gaining grades A* - C was well below the national average. It was significantly lower than in 2002 when the school entered all pupils for the examination for the first time. They have a sound knowledge of the origins and distinctive features of Christianity and other principal religions in the country. They understand why their adherents' beliefs are important to them and how they shape their lives. Their skills in making a personal response to religious questions are well developed.</p> <p>The evidence also confirms pupils taking the GCSE Short Course examination are under achieving and that standards are well below average. Their knowledge and understanding of Islam and their insights of Christianity into contemporary moral and social issues lack depth and their evaluative skills are under developed. However pupils pursuing the optional GCSE Full Course syllabus are attaining average standards and are achieving well. In the short course while learning may be satisfactory in an individual lesson long term progress is unsatisfactory because the work lacks depth, rigour and challenge over time.</p>
Coordination	Monitoring of non-specialist teachers in Years 10 and 11 is inadequate. The teacher in charge who is also head of the humanities department exercises effective leadership and day to day management of the subject. He has successfully developed the subject. However because of time constraints he has not been able to do enough to monitor the quality of teaching and learning by non specialist teachers in Years 10 and 11.
Comments	Improvement since the previous inspection has been satisfactory overall. Schemes of work and assessment procedures in Years 7 and 9 have been improved significantly and are now very good. GCSE Full and Short examination courses have been introduced and statutory requirements are now fully met in Years 10 and 11. However the issues surrounding the deployment, training and monitoring of non specialist teachers have not been addressed.

5	Swindon LEA Inspection Reports
School	Ferndale Infant School Ferndale Road, Swindon, Wiltshire SN2 1HL
Date	9 th – 11 th February 2004
Evidence	In one lesson the pupils enjoyed thinking up ideas as to why they should care for others. Literacy skills are used well, for example, to write simple prayers related to people less fortunate than themselves.
Quality of Teaching	The pupils achieve well because the work is carefully planned to cover the syllabus and to meet the needs of all pupils. Teaching is good. Teachers make use of books and religious artefacts teach about the signs and symbols of different religions. Good questioning aimed at the full range of ability in the class enables all pupils to contribute to discussions.
Attainment	Standards in religious education meet the expectations of the locally agreed syllabus by the end of Year 2. Younger pupils appreciate the importance of special books and places of worship. Pupils remember the significant features of the local church such as the font and the altar after a visit. Older pupils have a good knowledge of the stories of Jesus. The insights the pupils gain into other religions such as Judaism contribute well to their personal and cultural development.
Coordination	The coordinator leads and manages the subject effectively. The coordinator leads the subject well. She has built up a very good range of resources enabling pupils to have 'hands-on' experience. She attends courses on religious education for teachers and passes on her knowledge to the rest of the staff.
Comments	Teaching is good and pupils achieve well. Resources are carefully chosen and of good quality.

6	Swindon LEA Inspection Reports
School	Toothill Primary School, Stokesay Drive, Toothill, Swindon, SN5 8DR
Date	26 th –28 th January 2004
Evidence	Although pupils record their work in attractive 'floor books' it is difficult to assess from these books how much progress each pupil is making. Good use is made of pupils to share their religious beliefs particularly Islam, but few pupils in Year 6 were able to recall any of the religious festivals celebrated by Muslims. Their understanding of 'worship' is based more on hero worship rather than any religious meaning. In lessons observed teachers question appropriately to promote discussions and value pupils' contributions.
Quality of Teaching	Assessment procedures are not used consistently to guide teachers' planning. Insufficient time is spent on the actual religious content of each topic and this leads to the unsatisfactory achievement in years 3 to 6. The religious education syllabus currently being followed meets the requirements of the locally agreed syllabus which ensures pupils have the opportunity to learn about Christianity and two other world religions in depth. Teaching and learning is unsatisfactory overall although in Years 1 and 2 it is satisfactory. Teachers' subject knowledge is just satisfactory but many lessons lack an appropriate religious education content.
Attainment	Standards do not meet the expectations of the locally agreed syllabus by the end of Year 6. Standards have improved by the end of year 2 and now meet expectations of the locally agreed syllabus. Standards of attainment are below the expectations of the locally agreed syllabus by the end of Year 6 which is similar to findings in the last inspection. However pupils' attainment by the end of Year 2 has improved since the last inspection and now meets expectations. These pupils are making satisfactory progress and achievement is satisfactory. However achievement in Years 3 to 6 remains unsatisfactory. Pupils in Year1 have a satisfactory understanding of what it means to belong to a religious group and in Year 2 contribute sensibly to discussion about the meaning of the story that Jesus told. Most are making satisfactory progress in their learning.
Coordination	The coordinator has rightly identified assessment as an area for improvement. Leadership and management are satisfactory. The coordinator is relatively new to the post and has effectively monitored planning and samples of pupils' work.
Comments	Provision has improved since the last inspection and now meets statutory requirements. Resources are satisfactory but insufficient use is made of the locality through visits to places of worship and in inviting visitors to school to talk about their beliefs.

7	Swindon LEA Inspection Reports
School	South Marston CofE VC Primary School Old Vicarage Lane, South Marston Swindon, Wiltshire, SN3 4SH
Date	19 th – 22 nd January 2004
Evidence	Pupils are able to relate some of the stories of famous religious figures such as those of Jesus and Mohammed. Pupils explain clearly that religions have different religious buildings and they can readily name and describe the church and the mosque. Pupils understand that religions have various ceremonies and special occasions and they can describe in detail why Christmas is so important to Christians and Ramadan is important to Moslems. Pupils in Year 3 and 4 can identify the importance of the Five Pillars of Wisdom to Moslems and those in Years 5 and 6 recognise the relevance of the Holy Trinity to Christians. Pupils are most keen to provide a variety of thoughtful answers and observations during lessons and they enjoy the range of activities and experiences provided.
Quality of Teaching	The quality of teaching and learning is good with all lessons being taken by the headteacher. Lessons throughout the school are well planned and interesting ideas and information are presented to pupils. The teacher has good subject knowledge and through relevant activities all pupils are able to make good gains in their knowledge and understanding. The teacher ensures the pupils' interest through a most thoughtful variety of learning experiences including computer displays, video clips and visits to the local church. Through her provision of good interesting lessons with an emphasis on high levels of challenge and performance the head teacher provides good leadership of the subject.
Attainment	Pupils have a clear understanding of the need to be tolerant of other's beliefs. By the end of Year 2 standards are higher than those expected by the locally agreed syllabus and pupils achieve well. Pupils are familiar with and have a good understanding of the two major world faiths: Christianity and Islam. By the end of Year 6 standards are higher than those expected by the locally agreed syllabus and pupils achieve well. Pupils are well informed about a number of world religions successfully discussing, for instance, many aspects of the Christian, Jewish and Islamic faiths. Pupils know that all religions have distinctive traditions and lifestyles. Pupils are aware of the need for love and care in their dealings with others and they recognise the importance of sharing and belonging to different groups. Older pupils understand the need to turn to God in times of trouble. Pupils throughout the school clearly understand the need to be tolerant of other people's dress, lifestyle and rituals.
Coordination	Teaching is characterised by the good subject knowledge and understanding of the coordinator who teaches the subject to all classes. The role played by the coordinator is good ensuring that the subject has high status.
Comments	Pupils achieve well and standards are good. The attitude of pupils towards the subject are very good.

8	Swindon LEA Inspection Reports
School	Tregoze Primary School, Sleaford Close, Grange Park, Swindon, Wiltshire SN5 6JU
Date	9 th – 11 th February 2004
Evidence	<p>No lessons were seen in Year 1 and 2 and only two lessons were seen for older pupils. Further evidence was gathered from the scrutiny of pupils' work and talking to teachers and pupils. A planned programme of visits and visitors enriches the pupils' experiences. For example a local vicar has explained the importance of God in her life and her vocation through her work. This helps pupils to understand how religious faith influences the way people live their lives.</p> <p>pupils are curious about and interested in everything they learn and this helps them to have a good appreciation of the wonder of life. relationships are very good because the learning helps pupils to understand themselves, others in the world, and the importance of faith and trust in dealing with hardship and cruelty. Pupils demonstrate these qualities when they interpret Psalm 23 for the fictional character David, a Jewish child who has escaped from a concentration camp seeking courage to survive. In this way as in other activities literacy skills are well consolidated. Good displays around the school such as 'Sarah's Bag' denoting Christian special belongings taken to church are well used to promote learning.</p>
Quality of Teaching	Teachers plan well and have a good knowledge and understanding. The teaching team organises cross-curricular links well so that pupils' spiritual and moral development is enhanced. Learning is further consolidated through well-planned school assemblies. Teachers make effective use of a scheme of work which meets all the requirements of the locally agreed syllabus in the good planning of lessons. Good use is made of religious artefacts as in the display of Muslim symbolic objects and these are treated with respect.
Attainment	<p>The standards attained by the pupils in Year 2 are satisfactory and by Year 6 are good. At the last inspection standards in Year 6 were in line with those expected nationally. The school has updated its curriculum and this has made a good improvement. Pupils' achievement is good. Good questioning in a high quality lesson for year 3 and 4 enabled pupils to relate what they were learning to their everyday lives when they worked in groups to identify a charter of fairness to help care for disadvantaged people in our world, Drama is used well when they role play the experience of poor families in the Third World. Because the good teaching and good planning carefully structure pupils' learning so that they build knowledge and understanding in a logical way, the learning is well matched to pupils' different abilities and needs. In Year 2 systematic use of the locally agreed syllabus has enabled the pupils to satisfactorily understand what something special is. they have a sound understanding of what makes religious festivals such as Christmas special. Pupils in Year 6 have a better understanding about religions. They have a good understanding of the common strands and how this helps in understanding different traditions and cultures in religious faiths. Most have a good grasp of the important events in the life of Christ and of the symbolism of Muslim and Jewish acts of worship.</p>
Coordination	The coordinator gives good leadership in improving the subject. The subject coordinator is enthusiastic and well trained. Good leadership and management are given to the subject through the monitoring of pupils' work and some of the teaching.
Comments	Careful attention is given to learning from religions as is given to learning about religion. An action plan for improvement has been drawn up and shared with the very effective school governors. This will include systematic assessment of the pupils' learning and progress through the good curriculum and the extension of cross curricular links with drama and music.

9	Swindon LEA Inspection Reports
School	Seven Fields Primary School, Leigh Road, Penhill, Swindon, Wiltshire, SN2 5DE
Date	23 rd – 26 th February 2004
Evidence	Pupils often have difficulty in recalling their learning and need considerable prompting to recall stories from the Bible or important Christian events.
Quality of Teaching	Provision in religious education is unsatisfactory. The quality of teaching is unsatisfactory and leads to unsatisfactory achievement for many pupils. Although the teaching of the individual lessons seen during the inspection was satisfactory the overall picture of teaching across the school as reflected through pupils' work and discussions with the pupils is unsatisfactory. A major weakness in the teaching is the very limited amount of work recorded in pupils' books. As a result pupils have no prompts to help them to recall their previous learning. The teachers' expectations of the pupils are often too low and as a result higher attaining pupils are not sufficiently challenged in their thinking. Some tasks are low level such as those which require pupils to colour worksheets.
Attainment	Standards by the end of Year 2 and Year 6 are well below those expected by the locally agreed syllabus and are lower than they were at the time of the last inspection. Though coverage of Christianity is satisfactory there is not enough emphasis placed on pupils learning about other world faiths. Too little time is given to the subject in some classes. By the end of Year 2 and 6 standards are well below the expectations of the locally agreed syllabus. Standards are lower than they were at the time of the last inspection. This is partly because the school does not allocate enough time to the teaching of religious education and partly because not enough emphasis is placed on the teaching of religions other than Christianity. Many pupils across the school do not achieve the standards to which they are capable. The rate of improvement since the last inspection is poor. The pupils' knowledge of Christianity is limited at the end of both key stages. Older key stage 2 pupils have very little understanding of how symbols represent aspects of the Christian faith and their understanding of how religion affects the lives of its followers is poor. Although pupils study Islam and Judaism as they move through the school their knowledge of these faiths is poor. Some pupils recall a visit to a mosque but have no real understanding of its importance as a sacred building and a place of worship.
Coordination	Leadership and management are unsatisfactory. The leadership and management of religious education are unsatisfactory. The coordinator has not had regular non contact time to enable her to rigorously monitor and evaluate the curriculum and there are no whole school procedures in place to assess pupils' attainments and progress. The teaching is not systematically evaluated and the coordinator has had limited opportunities to support the work of colleagues.
Comments	Pupils have too few opportunities to consider and record their own responses to issues raised during lessons and teachers do not place enough emphasis on pupils learning from religion. Too little time is given to the subject and lessons are often rushed. Pupils often do not have time to record their ideas in enough depth.

10	Swindon LEA Inspection Reports
School	Haydonleigh Community Primary School Haydon Court Drive Swindon Wiltshire SN25 1JP
Date	4 th – 7 th May 2004
Evidence	Pupils tackle demanding issues in lessons and enjoy what they are learning. The pupils do not complete sufficient work to support their learning because the time available is kept to a minimum. There are many examples when the absence of recorded work in Years 3 and 6 meant that there were few opportunities for pupils to consolidate their learning in written form. Enthusiasm was evident in the lesson for Year 1 when pupils responded positively to the teachers' enthusiasm. In Year 4 the pupils re-enacted a Jewish ceremony with great sensitivity, respect and understanding. This significantly deepened their understanding of the importance of this ritual in the lives of Jews.
Quality of Teaching	Very good use is made of the local education authority advisory staff to support teaching and learning. Teaching is good and teachers effectively use the agreed syllabus and helpful scheme of work to plan interesting lessons. This is beginning to have a positive impact on pupils' achievement. Pupils' learning is good and they enjoy the work that they cover. A range of modes of learning was skilfully used to develop pupils' understanding of Judaism, helping them to reflect upon the differences and similarities with Christianity. Many challenging aspects of the agreed syllabus, such as the usefulness of diversity in society, are taught effectively. Teachers' perceptive questioning and explanation enable pupils to apply what they have learned to reflect on their personal thoughts and views. This makes a positive contribution to their spiritual and cultural development.
Attainment	Standards are in line with requirements of the locally agreed syllabus for religious education at the end of Year 2 and Year 6 as we found at the time of the last inspection. Throughout the school achievement is satisfactory. The quality of provision has been maintained since the last inspection. Pupils are making gains in their knowledge and understanding about Christianity and other major world religions at an appropriate rate. They make good progress in lessons and by the end of Year 6 they are able to articulate their ideas and views coherently. Some lessons are followed up with good quality written work.
Coordination	Leadership and management are good. Recent improvements are beginning to have a positive impact on teaching and pupils' achievement. The very good use of local education authority staff as a coordinator means that teachers' subject knowledge is improving. Teachers are enhancing their understanding of different faiths, which is helping them to create the right conditions to enable the pupils to reflect on what they are learning by working alongside the coordinator. Effective assessment procedures are helping teachers to plan future work that is of good quality and meets the needs of the pupils.
Comments	The Wiltshire agreed syllabus adopted by Swindon is used well to provide the scheme of work for the school.

11	Swindon LEA Inspection Reports
School	Ferndale Junior School, Wiltshire Avenue Swindon, Wiltshire SN2 1NX
Date	26 th – 28 th April 2004
Evidence	The learning opportunities provided by the school are good and are enriched by visitors to school who provide pupils with first hand information about their experiences. There are good links with the local church and the vicar visits to talk about his pastoral role. The pupils prepare questions and learn about the ceremonies he performs and the community work he undertakes. A member of the Islamic council also enlivens the curriculum by explaining to pupils the key features of his faith and the customs of the Muslim community. Displays around the school show that the school places an appropriate emphasis on developing pupils' religious understanding. Information and communication technology is used effectively in lessons and teachers reinforce literacy skills when pupils complete written tasks. The subject makes a valuable contribution to pupils' personal development. In Year 6 pupils are quite clear about the importance of showing respect to people of all faiths, races and cultures. As one pupil explained in a discussion "We shouldn't judge people from the outside".
Quality of Teaching	The teachers are sensitive and knowledgeable, engaging pupils well in the introductory parts of lessons with well directed questions. As a result pupils build up a good level of understanding of religions. Lessons are planned and managed well so that pupils are well behaved and apply themselves conscientiously to the tasks set.
Attainment	Standards at the end of year 6 are in line with the Locally Agreed Syllabus. Pupils have a sound understanding for their age of the principle elements of Christianity, Judaism and Islam. They know the key events of the resurrection of Christ and they explain the reasons behind the choice of Christian symbols, such as light, fishes and the cross. They know the importance of washing and the removal of shoes for worshippers of Islam and that when praying Muslims should face the holy city of Mecca. Pupils achieve well. In lessons they learn from religions as well as acquiring knowledge about religions. The small number of children for whom English is an additional language also achieve well. They do not receive additional support but teachers ensure that they are drawn into lessons and their progress is carefully monitored. Pupils with special educational needs are given appropriate support from teachers and their learning assistants so that their achievement levels keep pace with their classmates. Pupils' learning is sometimes fragmented because of withdrawal from lessons in order to receive additional support in literacy or for music tuition. This leaves a small number of pupils with gaps in their skills, knowledge and understanding. They know that everyone should have rules to live by and not be selfish and put others at risk by foolish actions.
Coordination	The curriculum provides pupils with a good range of learning opportunities, but sometimes pupils are withdrawn for other activities, which damages the continuity of their work. The leadership of the subject is good. the subject benefits from good leadership. Although new to the post the coordinator is building on the previous good practice. She is committed to improving the quality of the curriculum and ensures that pupils and visitors from ethnic minority backgrounds play a positive part in the development of provision. She is a good role model, setting high standards in her own teaching of religious education.
Comments	The quality of the teaching and learning is good. the subject makes a valuable contribution to pupils' development. The provision of religious education in the school has improved since the last inspection. The quality of teaching and learning and the learning opportunities have been enhanced especially in the use of information and communication technology in lessons. Generally pupils' levels of achievement are improving.

12	Swindon LEA Inspection Reports
School	Greenmeadow Primary School GreenMeadow, Swindon Wiltshire SN25 3LW
Date	26 th – 28 th April 2004
Evidence	In a very good Year 5 lesson on Islam a pupil gave a detailed talk to the class on her experience of attending the mosque and reading the Koran. Both she and the rest of the class showed good skills in discussion afterwards.
Quality of Teaching	The locally agreed syllabus has been used to develop a comprehensive programme of work for year groups throughout the school. The full range of topics is covered, with good reference to both knowledge of religions and sensitive responses to them. There is breadth to the curriculum with Christianity, islam and Judaism being covered in depth. Care is taken to relate celebrations, ceremonies and festivals to individual pupils where this is relevant. Teaching was good in the two lessons observed.
Attainment	In year 2 pupils were encouraged to discuss which books meant most to them. This was conducted well and led effectively to an outline of the Torah and its place in Judaism. Pupils showed considerable respect for an actual Torah; an element of role play allowed them to understand how the experience related to what they already knew of Christianity.
Coordination	The headteacher as temporary subject leader has been keen to improve the pupils' experience and understanding of the full range of religions. This has been backed by the development of resources in the form of artefacts and posters. The knowledge and empathy demonstrated by the pupils demonstrates that these initiatives have been successful.
Comments	Provision in religious education is satisfactory. provision has improved since the last inspection. Pupils demonstrate interest in learning about different faiths. The previous inspection found that pupils made unsatisfactory progress in religious education. progress is now satisfactory in all years and this represents a significant improvement. There is still more work to be done with regard to visiting places of worship and the involvement in school of representatives of faith communities other than Christianity.

13	Swindon LEA Inspection Reports
School	The Chalet School Liden Drive, Swindon, Wilts SN3 6EX
Date	22-24 June 2004
Evidence	By the end of year 2, pupils had celebrated Christian festivals, and also visited a Sikh temple, tasted Sikh food, watched an act of worship, and made models of a temple. They also learned about the Jewish festival of Sukkoth. By the end of year 5, pupils had learnt about Sikhism, visited and compared modern and traditional churches, and celebrated Chinese New Year. (Evidence based on discussions with coordinator and sampling of pupils' work).
Quality of Teaching	RE is satisfactorily led by the acting head. There is a good subject policy and scheme of work which takes into account the locally agreed syllabus for RE. Resources are satisfactory although there is a need for more relevant computer software to be available to teachers. Assessment of pupils' achievements is weak: the system states what areas have been covered, rather than what pupils know /understand/can do.
Attainment	Spiritual development is satisfactory and tends to happen naturally rather than in a planned way. Staff create an atmosphere of fun and excitement in class but they do not routinely consider how to build in opportunities to promote pupils' spiritual awareness.
Coordination	There are good individual opportunities to develop awareness of other cultures – such as a visit to a Sikh temple / a visit by an African drumming group. But there is no consistent structured teaching to develop cultural awareness - eg in lesson planning.
Comments	RE has a secure place in the curriculum.

14	Swindon LEA Inspection Reports
School	Pinehurst Junior School, Beech Avenue, Swindon, Wilts SN2 1JR
Date	21-23 June 2004
Evidence	Evidence was from lessons observed, assemblies and pupils' work. In Year 3 pupils had the opportunity to relate ideas about special religious places to themselves. In Year 4 they compared aspects of Islam and Christianity. In Year 6 pupils participated in a Purim party and compared Purim and Easter, and also were able to explain their ideas to another group.
Quality of Teaching	Teaching is good: activities and resources used are relevant and interesting. Teachers give pupils opportunities to reflect, to develop their reading/writing skills and to have discussions.
Attainment	Pupils achieve well in lessons, and give sensible and sensitive answers. They compare different religions well and use the Internet effectively to search for information and save it to their own files.
Coordination	Leadership and management of RE are good – the coordinator provides a clear direction for the subject and schemes of work meet the syllabus requirements. There is continuity of provision through liaison with the infant school. The coordinator monitors standards by work scrutiny and observing lessons, although the latter is not yet well developed.
Comments	Provision in RE is good and has much improved since the last inspection.

15	Swindon LEA Inspection Reports
School	Haydon Wick Primary School, The Brow, Haydon Wick, Swindon, Wilts SN25 1HT
Date	26-28 April 2004
Evidence	Only one lesson could be observed, but there is evidence that by the end of Year 2 standards are in line with the locally agreed syllabus. There was no older pupils' work to sample, but assessment of younger pupils' work showed disappointing use of 'very low level commercial worksheets'.
Quality of Teaching	Worksheets used do not extend pupils' thinking / formation of opinions. However, teachers are undertaking training in assessment of RE work. There is provision for study of religions from other cultures, and visits to other places of worship are valuable for cultural development.
Attainment	Displays around the school show good links between RE and other subjects. Visits to places of worship are successful.
Coordination	The locally agreed syllabus ensures continuity throughout the school.
Comments	Close support from local clergy is greatly appreciated.