

Summary of Outcomes of Surveys of Schools

Swindon SACRE School's Collected Worship Audit 2009

The numbers of returns we gained for these surveys probably reflects:

- a) The immense workload on the desks of most Headteachers.
- b) Our system of ensuring surveys land in the right hands is flawed.
- c) School worship is not necessarily a priority issue in schools.

Secondary Schools returned Surveys 3/11 (27%)

Pattern of worship – There is one assembly a week for each year group in one school. Another school reported that there was no act of collective worship, but there were assemblies (so there may need to be a clarification of terms.) Another school reported that there was an act of collective worship or tutor period for each pupil every day.

Time of worship – This is held at the beginning of the day.

Responsibility for planning -

In one context it was the Curriculum co-ordinator, in others it was the senior leadership team (SLT).

Involvement – It is led by the SLT Heads of Learning and Tutors in different schools.

Monitoring – In one context it was monitored by verbal feedback in others the impact of assemblies/ worship was not gathered.

Regular materials used –

One school reported using the Secondary Assemblies for SEAL materials. Others had no regular sourced material that they used.

Comments made

Worship is part of the broad based school strategy. Collective worship is delivered in Assemblies.

There is no Collective worship – on occasions members of the SLT will ask pupils to bow there heads at the end of assembly.

Thanks to: - Greendown Community School, Kingsdown School and Swindon Academy

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Primary Schools

We received 15/62 (including Infant and Junior schools (24%))

Pattern of Worship

All schools reported a daily act of collective worship.

All schools report having a moral code/ theme worship focus and a "Celebration of achievement" focus during the week.

Other assemblies will be key stage worship, class worship or "singing practice and reflection" style worship.

6 schools reported having a youth worker, minister or vicar who helps to lead worship regularly.

Time of worship

Seven schools held their worship in the morning from any time between 8.45 – 10.40 am.

Three schools held their worship in the afternoon at either 1.14 or 2.30 pm.

The rest of the schools varied the time of day for worship between the morning and the afternoon depending on the day of the week.

Planning

In two contexts the Headteacher planned the worship. In two contexts it was organised by the school worship/assembly co-ordinator. In one context it was organised by a deputy head. In the majority it was planned by a team sometimes including the SLT, R.E. co-ordinator, music co-ordinator and other teachers.

Leading worship

All staff in all of the schools responding took turns in leading worship and involve children in assemblies.

Monitoring the Impact of Collective Worship.

53% of schools reported no system of monitoring the impact of worship currently.

Other schools monitored the impact of worship through questionnaires, evaluation sheets filled in regularly by the children and staff, through pupil conferencing and through evaluation of the targets for pupil behaviour.

Resources used:

Primary assemblies SEAL/ Twelve Baskets; Values For Life; Margaret Cooling Assembly materials; Spotify for music; Espresso; Primary Assemblies online; Teachernet Assemblies; Assembly Box; The Bible and Ideas from Courses.

Questions raised / comments made

- Does SACRE realise that in some schools the majority of adults have no faith? We have one teacher in the school who believes in
- God and is willing to lead prayer.
- The law on collective worship needs re-visiting but no political party will have the courage to do so for fear of offending middle English floating votes!

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- I find the network meetings useful.
- Abi Carr has been a real asset.

What they would like to see -

- A list of CRB checked people from Swindon Faith Communities who would be happy to take assemblies.
- More practical ways to monitor the impact of collective worship
- The Law on Collective worship on 1 page of A4
- I would like to see a leading teacher do a collective worship time with a whole school.
- More ideas for KS1

Thanks to: Bridlewood Primary, Peatmoor Community Primary, Colebrook Junior, Haydon Wick Primary, Liden Primary, Eastrop Infants, Mountford Manor Primary, Gorse Hill Infant, South Marston CofE Primary, Oliver Tomkins CE VA Infant and Nursery, Oliver Tomkins CE VA Junior, Millbrook Primary, Lainesmead Primary, Grange Junior.

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Special Schools

Returned Surveys 2/7 (28%)

Pattern of Worship

Both schools hold a daily act of collective worship or assembly.

In one it is a daily whole school assembly with a celebration assembly with awards on Friday. The other has class assembly in the form of a circle time with reflection each day except Friday when they have a whole school celebration.

Time of Day

One school has it at the end of the day except on Friday when it is at the beginning of the day, the other always has it at 9.30 am.

Who is involved with planning

In one school it is the Headteacher, staff and the music co-ordinator, in the other it is the Headteacher and staff.

Method of monitoring the impact of worship

Neither school had a method of measuring the impact of collective worship on the life of the school.

Resources used

In one school they emphasised the fact they need a set pattern for the children to feel the familiarity and feel at home.

In the other they used a lot of "big" books and music and photos as well as 3D resources.

Questions asked

How do you effectively measure impact of collective worship?

Support received

One school reported that they benefit from a local vicar who participates and leads worship.

Thanks to: Brimble Hill and The Chalet Special Schools

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Swindon SACRE RE audit 2009

The numbers of returns we gained for these surveys again probably reflects:

- a) The current workload for most teachers
- b) The accuracy we have of ensuring the survey reaches the right person
- c) The current status of RE in some school

Secondary Schools

4 Schools returned the survey 4/11 36%

Percentage of staff teaching RE who are specialists

This ranged from 100 % to 0%

In one school the Head of RE was not a specialist and there were 6 other people teaching RE – none of whom were specialists. All schools reported they concerns they had about the lack of commitment some of their non-specialists colleagues had to teaching good RE

How RE is delivered

In all four schools it is taught discreetly with some contributions to drop down days or curriculum events.

Use of the Agreed Syllabus annual disc and websites

75% of the schools used the annual disc, one did not know of its existence and none used the saled.org or candyp.org websites that have material linked to the syllabus posted. One school commented that they find the Lat Blaylock RE Today materials very useful.

Time allocation

Key Stage 3 –

100% of schools that returned the survey reported a time allocation of between 50 minutes to 1 hour per week over the whole key stage.

In one school pupils had 1½ hours per week in Year 7.

In another in Year 9 pupils only had the equivalent of ½ an hour's RE a week.

Key Stage 4 -

In one school there is no RE currently taught at KS4.

In two schools students have an hour a week and are entered for a Short Course RE. In one school this is taught on a carousel system in blocks of 6-8 weeks in year 10 and there is no RE in year 11. However, that school also offers an Option course, which is taught in 2 ½ hours per week for year 10 and 11.

Post 16

Of the surveys returned none of the schools offered any post 16 RE.

Standards

50% of the schools reported that standards were rising

50% reported they were staying the same or they weren't sure because they were new to the post.

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Evidence

Using GCSE results, assessment levels and by pupil conferencing.

Funding

100% reported that they were “surviving just”.

Areas of Focus for RE Departments for the next year

- The implementation of new elements of GCSE
- Raising the profile of RE
- Updating the Key Stage 3 schemes of work
- Introducing assessment in Key Stage 3
- Working with History and Geography on Humanities days

Challenges for RE Departments

- Time for Preparation
- Funding (50%)
- Lack of specialists (50%)
- Disparity of time compared with Geography and History
- Lack of Option at KS4

Successes

- Good integrated drop down day.
- Pupils choosing to do a second short course RE to gain a full GCSE.
- Enthusiastic year 8 pupils.
- Schemes of work updated and pupils are responding well to them.
- GCSE results are better.

Thanks to: Warneford Highworth, Kingsdown, Churchfields and Commonweal Schools

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Primary Schools

Returned Surveys: 21/62 Primary (34%) (including Infant and Junior Schools)

Numbers of specialists (an element in their ITT or through regular sustained INSET)

9/21 (42%) of schools had one teacher who was an RE specialist,
3 schools had 2 specialists (14%), the rest had no specialists (44%)

How is RE delivered

The majority of RE is taught as a discrete subject for the majority of the time (85%)

In many schools RE is delivered in some partly or fully through PPA time (57%)

Many schools report that there is some degree of integration increasingly occurring (71%)

The kinds of themes where RE becomes integrated are :

Light and Dark, Environment, Festivals, Art in RE, WWII and Judaism, People in our Community, Our Local area (religious buildings), The Romans (who was Jesus) Divali, India, I am Special, Growing, People who Help, Our Wonderful World. Families and Belonging. Animals, Caring, Creation, Persecution, Asia, International Day, Our High Street, Linking artists interpretation of Jesus to a topic on comic books through the Magna Bible.

Use of annual disc and websites

71% of schools had found the Annual disc useful.

The rest had either not used it or were new in post and it had not been passed on to them.

The websites were only used by 11% of respondents.

The following were requested items to be included on the disc –

- More lesson materials and good practice teaching, persona doll training, assessment modules.
- More materials for the Jesus in Art unit, and how it fits in with Every Child Matters and Community Cohesion Resources for Interactive White Boards.
- Links to good free resources on the web.
- Humanism – it should be reflected that some people do not believe in God

Standards

Many schools reported that standards were staying the same (47%)

Some schools reported that standards were rising (33%)

2 schools said standards were dropping. (9%)

3 schools either did not answer the question or stated that they did not know (11%)

Evidence sources

- At the primary phase there are no external national forms of testing RE.
- Children's book scrutiny.
- Pupil conferencing.

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- Clearly levelled tasks understood by all staff – recorded and tracked.

Funding

- 52% stated they were satisfied with current levels
- 33% stated they were only just surviving on current levels.
- 9% stated they were unhappy with their funding
- The rest failed to comment

Challenges

- Budget restrictions (x2)
- Time (3 schools)
- Confidence
- Class teachers don't back up the PPA taught lessons
- Integrating successfully into Creative Curriculum (3 schools)
- Raising the profile of RE (3 schools)
- Changing staff attitudes – they see it as irrelevant (4 schools)
- Implementing Community Cohesion in RE especially with new diversity within school.
- No formal assessment procedures in place for RE
- Resources – no money
- Staff not teaching to the levels
- Teachers letting RE slip off the end – as their least priority.
- Continuity
- RE syllabus assumes all children are Christian
- Lack of specialist RE knowledge amongst staff
- KS2 – have a quality lesson a week because of timetable restrictions
- Getting all teachers on board
- To ensure that both Attainment Targets are covered
- Enough resources to teach the Hinduism and Sikhism units
- Finding out how to be an RE co-ordinator
- Finding time to be RE co-ordinator
- Time for monitoring children's work – work sampling
- Supporting an American teacher
- Getting children to talk about their beliefs
- Developing the children's questioning skills
- To ensure our school is meeting the requirements
- Parents who do not appreciate the diversity of today and question the teaching of
- Faiths other than Christianity
- Not enough hours in the day

Successes

- Attending an RE course
- Everyone in school being taught some RE
- Having Visiting Speakers
- Year 2 children are enthusiastic
- Children are enthusiastic about learning about other faiths
- Visits to Places of Worship
- Other teaching staff and children are positive
- Levelling happening across the board
- Progression across the school
- Links with the local Church (3)

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- Dedicated subject manager time
- Enthusiastic children
- A successful SIAS (Church School) Inspection (2 Schools)
- Due to PPA (Planning, Preparation, Assessment), RE is taught regularly in all classes and consistency is ensured
- RE is being taught in a creative way
- Resources are being utilised
- Finding a willing RE co-ordinator
- Planning
- RE folders have raised the profile of RE

Thanks to: Seven Fields Primary, Even Swindon, Beechcroft Infants, Gorse Hill Infants, Liden Primary, Oliver Tomkins CE VA Junior, Haydon Wick Primary, Chiseldon, Grange Junior , Colebrook Junior, Colebrook Infant, Peatmoor Community Primary, Mountford Manor Primary, Wanborough Primary, St Francis CE VA Primary, Toothill, Bridlewood Primary, Lainesmead Primary, Millbrook, South Marston CE VC Primary

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Special Schools

Responses

2/7 Special Schools returned their questionnaires (28%)

Staffing

In 1 school the same person teaches RE to pupils and she is a specialist. In the other there is one specialist but all teachers teach RE.

How is RE delivered?

In one school RE is fully integrated, in the other there is a little integration. Integrated topics include: Water project, Charity Work, Forest Schools, Winter Festivals, Clothes

Use of the disc and websites

One school did not know to what the question referred. The other found that the tasks were too mainstream orientated but has found some foundation stage material useful.

Suggested materials to be added to the disc: ideas for multi-sensory delivery of RE and updates on what worked for others.

Standards

In one school it was felt they were rising and in the other that they were staying the same.

Funding

Both schools were satisfied with their current funding levels.

Planning focus for RE

- To attend a Special Schools and RE CPD day in London.
- Make RE more integrated and therefore more meaningful.
- Use more parents and visitors to make festivals etc more interesting.
- Provide more artefacts to support Multi-faith RE.

Challenges

- Involving staff in RE as it is taught through PPA
- Storing extensive resources
- B squared assessment
- Finding appropriate materials for the development level of children
- Enthusing staff
- Seeing the impact when it is always integrated with PSHE

Successes

- Excellent teaching of RE by PPA teacher
- Wonderful resources
- Great pupil and parent involvement
- Whole school Festival celebrations
- RE stories are linked to Topics

Thanks to: Brimble Hill and The Chalet