

Southampton School Improvement Officer Report – SACRE monitoring

School	Redbridge Community School	
Head teacher / email	Jason Ashley/ head@redbridge.southampton.sch.uk	
Chair of Governors / email	David Whalley	
School Improvement Officer	Alison Philpott	Date of visit: 23/3/17
Other attendees	Jackie Meering – SACRE chair Harmeet Brah Singh – SACRE rep	

Context

The SACRE in in Year 2 of a 5 year cycle of monitoring visits to establish and increase their knowledge and understanding of Southampton schools focussing on Collective Worship and Religious Education. This has been developed with Head teachers and will include all schools over a five year cycle. The purpose of monitoring is for the SACRE to meet their statutory duty to report to the LA schools which cause concern for example, with regard to not fulfilling the requirement for collective worship of wholly or mainly of a broadly Christian character; not following Locally Agreed Syllabus delivery if appropriate to school. It will also enable the SACRE to know where good practice lies within schools across the city.

At Redbridge Community School the visit is as a result of actions indicated within the most recent Ofsted report and Head teacher request.

Summary finding

- The school has taken positive steps forward to begin to introduce Religious Education in accordance with the Locally Agreed Syllabus.
- It is working towards meeting the statutory requirements for Religious Education for all pupils.
- At the time of the visit the school meets time requirements within the Locally Agreed Syllabus for pupils in Years 7 and 8.
- Religious Education has been introduced as a discrete subject for pupils in Year 7 and 8.
- Planning for all year groups now needs to ensure that pupils are able to use the cycle of enquiry to develop and respond with their increasing knowledge and understanding via a concept based approach.
- Evidence from the visit indicates that the school currently does not meet the statutory requirement to deliver a daily act of collective worship. However, it should be noted that positive steps forward have been taken. Collective Worship has been introduced, and some strong practice was observed during the visit.
- The visit evidenced that Collective Worship is currently delivered at least twice a week to pupils from Year 7 to 9 within extended tutor time and assembly. Pupils in Year 10 recognised their tutor time opportunities but were less clear where else this occurs. Not all pupils were yet clear about the purpose or their experiences of Collective Worship.

Agreed actions

Agreed action	Deadline and intended impact
Revisit the current planning for Years 7 and 8 so that all learning is driven by a clearly identified concept and studied through more effective implementation of the Locally Agreed Syllabus through the use of the cycle of enquiry. SACRE will commission support for this action.	SACRE to source opportunity for Head of RE to work with an experienced Head of RE to observe strong RE practice and review current planning on a date to be agreed as soon as possible. Planning will be fully in accordance with the Locally Agreed Syllabus.

Review the planning and provision for non-GCSE RE students Year 9, 10 and 11 pupils to ensure that RE is taught to all pupils (currently within 9 and 10 only) through the implementation of the Locally Agreed Syllabus having clearly identified concept driven learning that follows the cycle of enquiry.	Provision requires review to ensure that all non GCSE RE pupils receive the statutory requirement for Religious Education in accordance with the Locally Agreed Syllabus. All pupils will receive statutory requirement.
The school needs to work with governors to clearly define what collective worship is and what high quality Collective Worship will look like at Redbridge. The school and governors need to ensure that the implementation is monitored to demonstrate the full meeting of the statutory requirements.	As soon as possible the school needs to outline this and ensure that all staff who are required to deliver Collective Worship understand how to deliver it well.
LA officer to provide the next RE network date to the school to enable to RE leader to engage with the group.	Within two days of visit, next network group attended with RE leader obtaining dates known for further engagement opportunities
Ensure that the Locally Agreed Syllabus and the Right to Withdraw are clearly indicated on the website within the curriculum description. Ensure that the correct specification for GCSE RE is indicated on the website	As soon as possible, to ensure that curriculum information on the website is accurate and up to date
SACRE to offer a follow up visit in Autumn term to evaluate the impact of actions identified and observe a Year 10 or 11 assembly.	Date to be agreed with the school in Autumn term 2017.

Collective Worship findings
<ul style="list-style-type: none"> • The school has a well-planned, once weekly, extended tutor programme within which Collective Worship is incorporated. • Collective worship is centrally planned by the PSHE lead to ensure equal access through class based practice. It was evident that this is in place for one day per week through extended tutor time. Practice of delivery observed in Years 8, 9 and 10 tutor groups varied during the visit. An example of strong practice observed was discussed with the school. • The school also has a well-planned weekly assembly programme that covers a wide range of themes across the year. Some of these are specifically linked to celebrations of religious festivals, others broadly promote Christian values within a range of contexts. • During the visit a Year 7 assembly, specially arranged as there was no assembly on the day of the visit, was observed with a theme of Human Rights and Freedom. This provided a thought provoking and aspirational moment in the day for all Year 7 pupils. Pupils were highly engaged and responded positively to the wide range of questions and engagement opportunities. The selection of multi-media resources strongly enhanced the experience and had been well-planned to link with the extended tutor sessions. • Pupils had time clearly indicated within the assembly to formally reflect upon a key question. Whilst pupils were not invited at this time to pray if they wished to, it was clear that pupils are used to this approach for considering their own thoughts to “big questions”. • Pupils spoken to outside of assembly and tutor time found it difficult to give examples of Collective Worship/ reflection. This may support that the recently introduced Collective Worship is not yet fully embedded across the school. • Displays throughout the school support are superb and strongly support the aspirational values ethos of the school. • The assistant head teacher and Head of RE are not aware of any requests for withdrawal.

Religious Education findings
<ul style="list-style-type: none"> • Religious Education is led by the newly appointed RE leader. There are two other staff delivering RE to Years 7 and 8, all are non-specialists. • The RE leader has undertaken some training but would now benefit from wider engagement with other RE leaders to establish the newly introduced planning for RE and ensure that it

fully implements the Locally Agreed Syllabus as well as support for delivery of the new GCSE specification.

- All classes visited were undertaking RE activities that would support a section of the cycle of enquiry. However it must be noted that this was not clearly evidenced through seeing the cycle building through all work in books sampled or from speaking to pupils. Therefore clarity of the use of the cycle is required for pupils to understand 'where they are at' in their enquiry and where they will be moving forwards with their learning with the concept. Practical examples of how to do this were discussed with staff.
- There was some evidence of progress over time within books sampled for Year 7, 8 pupils. Stronger examples were held within the RE leader folder.
- The whole school literacy focus is being well supported through the "Write like a theologian" process. Year 10 GCSE pupils as well as Year 8 pupils gave examples of where they use this process to also support them to extend their answers and writing in other subjects such as English and History.
- The school has a curriculum map for RE across Years 7 and 8. Concepts being studied require clarification. Examples can be found within the Locally Agreed Syllabus, Living Difference III. It is recommended that the RE leader (and PSHE leader) revisit the revised syllabus (November 2016) to ensure that the school is fully meeting the requirements of the syllabus within its planning and monitor its implementation.
- All pupils spoken to during the visit enjoyed their RE lessons (Years 7, 8 and GCSE RE Year 10), but they were not able to effectively communicate that they were using the cycle of enquiry approach.
- All Year 10 pupils spoken to felt that they were interested to find out more about how different faiths may think differently about an issue. Year 8 pupils explained that they knew their teacher was a Christian and they felt this meant the teacher was able to give them good examples of how some Christians might follow their faith. They shared that they would like to meet people from different faiths to be able to hear about their faith from their own perspective. The school is aware of this and is beginning to consider how to engage with visitors to support this in the future.
- Pupils felt confident and safe to communicate their own thinking within their lessons. The GCSE Year 10 pupils particularly reported enjoying the debates even though they are a small group of 3 pupils and showed respect and consideration of others beliefs and practices that were different to their own.
- The assistant head teacher and RE leader manage requests for withdrawal. One request had been received, but following discussion with parents and allaying concern around if worship occurred this was not necessary to action.

Evidence Base includes:

- **Visits to lessons, performance information, discussions with leaders, staff and pupils, work scrutiny and document scrutiny, observation of collective worship**