

## Standing Advisory Council for Religious Education (SACRE)

*and*

## Agreed Syllabus Conference (ASC)

**Thursday 30 January 2020, 4.15 pm for 4.30 pm start**

**4.30 - 6 pm  
6 pm**

**ASC (Agreed Syllabus Workshop)  
SACRE**

**Boardrooms 3 & 4, 3rd floor, Civic Centre, Engineers Way,  
Wembley, HA9 0FJ**

### **Membership:**

#### **Chair**

- Basma El Shayyal

#### **Adviser:**

- Lesley Prior

#### **Councillors:**

- Cllr Tariq Dar
- Cllr Orleen Hylton
- Cllr Neil Nerva

#### **Representatives of:**

- Local Authority
- Church of England
- Brent's other faiths and denominations
- Teachers unions

For further information, contact Kunwar Khan  
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**SACRE AGENDA**  
*(following the ASC Agreed Syllabus Workshop)*

<b>Item</b>	<b>Page(s)</b>
<b>1. Welcome and Introductions</b>	
<b>2. Minutes and matters arising from the previous meeting</b>	1 - 7
<b>3. Election of Vice-chair</b>	
<b>4. SACRE priorities 2020</b>	8 - 13
<b>5. 2018/19 Annual Report</b> (Verbal update)	
<b>6. Determinations under The Education Act 1996</b>	14 - 24
6a) Kingsbury Green Primary School	
<b>7. Spiritual, Moral, Social &amp; Cultural comments from Ofsted reports</b>	25 - 56
<b>8. Any Other Urgent Business</b>	

**MINUTES**  
**OF THE STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)**  
 Thursday 17 October 2019 | 4.30 pm | Brent Civic Centre

**Attendees:**

<b>GROUP A</b> <i>(A committee of persons representing such Christian denominations and other religions and denominations of such religions as, in the opinion of the authority, will appropriately reflect the principal religious traditions in the area)</i>	Basma ElShayyal (Sunni Islam, Chair) Farjad Farid (Baha'i) Manhar Mehta (Jainism) Sheralyn Snaith (Baha'i)
<b>GROUP B</b> <i>(A committee of persons representing the Church of England)</i>	Steve Taylor (Church of England)
<b>GROUP C</b> <i>(A committee of persons representing such associations representing teachers as, in the opinion of the authority, ought to be represented, having regard to the circumstances of the area)</i>	Shaun Cremin Helen Mooney Lea Murray (Associations Representing Teachers)
<b>GROUP D</b> <i>(A committee of persons representing the authority)</i>	Cllr Orleen Hylton (Representing The Authority)

<b>In attendance:</b>	Lesley Prior (RE Adviser/Consultant to SACRE) Roger Butler (RE Adviser/Consultant to SACRE) Brian Grady (OD, Safeguarding Performance and Strategy) John Frankis (Systems and Partnerships Manager, School Effectiveness Service) Helen Tulloch (SACRE Lead, School Effectiveness Service) Kunwar Khan (Governance Officer)
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<b>Apologies:</b>	Deva Samaroo (Hinduism) Bhupinder Singh (Sikhism) Cllr Tariq Dar (Representing The Authority) Cllr Neil Nerva (Representing The Authority)
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## **1. Welcome and Introductions**

Acting Chair, Reverend Steve Taylor, welcomed everyone to the meeting.

He explained that Brent Standing Advisory Council for Religious Education (SACRE) needed to appoint a Chair and Vice Chair each academic year. He added that, as requested, he would be chairing this meeting until SACRE made the appointments under the agenda item 5.

Pending the arrival of a Member representing the Authority (Group D) to fulfil the quorum obligation from all represented groups, Steve Taylor asked SACRE to proceed to the agenda item 12 - SACRE self-evaluation, as it did not require any decision making.

John Frankis suggested that he would like to take agenda item 12 - SACRE self-evaluation together with the agenda item 6 - SACRE priorities for 2019-20 academic year, as both these items were closely linked together. Following the Chair's approval, SACRE agreed to consider agenda items 6 and 12 at this point.

## **6. SACRE priorities 2019-20 academic year and SACRE self-evaluation**

John Frankis introduced the report highlighting RETool: Reporting and Evaluating Toolkit developed by NASACRE which focused on the following five aspects of the work of SACREs:

- promoting improvement in the standards, quality of teaching, and provision;
- evaluating the effectiveness of the agreed syllabus;
- promoting improvement in the provision and quality of collective worship;
- managing the SACRE and building partnerships; and
- contributing to cohesion across the community.

Reflecting on the previous work and the direction of travel moving forward, John Frankis tabled worksheets with priority stickers and requested members to work in pairs and come up with their top three priorities for SACRE. Basma ElShayyal added that SACRE needed to reflect and then plan strategically as to which areas to consider for the next year. During the discussion, the following points were highlighted:

- What could SACRE do to make its work more effective?
- Schools should be made aware that SACRE was there to support effective and impactful teaching of RE
- SACRE should seek to engage more fully with a range of stakeholders in Brent, including young people through things such as the Brent Youth Parliament and Young Ambassadors
- A SACRE communication plan should be considered, including making use of the fortnightly bulletin issued to schools SACRE should build closer relationships with teaching staff and RE co-ordinators
- SACRE could consider issuing guidance on issues, such as climate change/environment - etc.

- SACRE members should be familiar with the national policy, guidelines and briefing papers.
- The results of the self-assessment exercise would be summarised in a report to the 30 January 2020 meeting of SACRE and used to identify priorities, areas for development and an action plan setting out the key actions for 2019/20 and beyond. Members of SACRE were asked to note that the completed self-assessments and any feedback would be treated in the strictest confidence and all results and comments would be anonymised.

**Action:**

- John Frankis undertook to capture the key areas of interest and circulate a draft report before the next meeting.

*[Cllr Hylton joined the meeting around 4:45 pm. SACRE agreed to proceed to agenda item 5, at this juncture]*

**5. Appointment/Election of Chair and Vice Chair**

- Basma ElShayyal was elected as the Chair.
- There were no nominations received for the position of Vice Chair. The Chair undertook to have conversations with members to progress the matter.

**2. Minutes of the last meeting**

- The Chair, Basma ElShayyal, highlighted positive comments made by Gail Tolley (Strategic Director, Children and Young People, Brent Council) regarding the work of SACRE at the last meeting. The Chair added SACRE needed to continue to build further on its positive work in Brent.
- Dates of the agreed future meeting dates on page 3 should state 30<sup>th</sup> April 2020 instead of 31<sup>st</sup> April, which was noted.
- Following the aforementioned observations, the minutes of the previous SACRE meeting held on 27 June 2019 were approved as an accurate record.

**3. Brent SACRE constitution and terms of reference**

Helen Tulloch introduced the report providing details of Brent SACRE constitution and terms of reference as circulated with the agenda pack.

In considering the report, the following key areas were referenced and discussed:

- Roles, responsibilities and code of conduct.
- Locally agreed syllabus and Agreed Syllabus Conference.
- The statutory responsibilities of SACRE and the Agreed Syllabus Conference  
The process of appointing SACRE members in relation to the four groups.
- Quorum (9 members with each of the four stipulated groups represented).
- It was noted that comments were awaited from the Council's Legal Team.

- SACRE agreed that the term of office for all SACRE members started from today for four years.
- National SACRE exemplar letter - substitutes could be sent subject to the approval of the nominating body. Concerning Group C, teachers – teacher representatives needed to be employed within a Brent school. Noted that Shaun Cremin was not currently employed within a Brent School, the meeting agreed to co-opt Shaun.
- SACRE should be representative of the borough.
- LA should continue to establish the key religious groups in the borough and ensure that appointees to SACRE were representative of faith groups.
- In response to a question asking why a constitution was required, Brian Grady informed the meeting that as SACRE included elected members and was in effect a body external to the Council, it was necessary to have a constitution.

**Action:**

- The Chair invited all members to read the circulated draft and provide feedback to Helen Tulloch in advance of the next meeting

**4. Membership**

- Helen Tulloch gave a verbal update on the membership process which was covered under the previous item 3. Members were informed that the process was an organised approach to secure expertise to assist in driving forward the RE agenda. She added that nomination would be the responsibility of each organisation and encouraged members to forward nominations to her. She explained that it was the responsibility of the Strategic Director, Children and Young People to make formal nominations to the Board and reported that she was in the process of establishing a formal nomination process.
- SACRE noted the circulated membership list.

**7. 2018/19 GCSE and A Level results for RE**

John Frankis informed the meeting that the 2018/19 GCSE and A Level results had not been published and were due towards the end of October – a report to be provided to SACRE at the next meeting.

**Action:**

- 2018/19 GCSE and A Level results for RE report to be scheduled for January 2020.

**8. 2018/19 Annual Report**

SACRE was required to provide an annual report. Preparation of the 2018/19 Annual Report was awaiting publication of the 2018/19 GCSE and A level results.

Members were invited to submit items that they wished to be included. It was noted that Lesley Prior would lead the drafting of the Annual Report.

During the discussion, the following key points were noted:

- The document would be circulated in advance of the next meeting, for members' approval and then posted to the Council's website and sent to NASACRE for publication on its webpage.
- The Chair undertook to contribute the foreword prior to its publication.
- SACRE was obliged to provide an annual report to Secretary of State for Education.
- The SACRE Annual Report should also be sent to the schools in Brent.
- A draft foreword to be provided to/by the Chair.
- Determinations and collective worship details as an Appendix.
- SACRE thanked Helen Tulloch and John Frankis for their work.

**Action:**

- Lesley Prior to circulate a draft report to all at the next meeting.

**9. Determinations under The Education Act 1996:**

The Chair introduced the item and stated that several applications for determinations had been received from schools in Brent since the last SACRE meeting, as set out in the agenda pack and welcomed members' comments.

- The Chair praised the overall approach taken by schools towards religious education, in particular, the clear distinction made by schools between religious education and collective worship policies as well as the usefulness of the application criteria/instructions circulated to schools.
- The Chair noted that pupil voice was a proactive suggestion by students with mindfulness and quiet time being a good practice as highlighted in one of the applications.
- Lesley Prior advised that despite varying quality of applications before SACRE all legal criteria had been met with clear evidence.
- When school dispensations were being applied for renewal - there should be an adoptive form of some kind to demonstrate the evidence of any change/status quo in terms of demographic make-up by the school.
- A member asked for more clarity about what the legal or procedural requirements were for such determinations. It was suggested that a checklist form to be developed and attached to this item each time so SACRE members knew what was required by law and to focus their attention on the relevant areas of importance.
- If interested, a SACRE member could request to visit a Brent school and observe the act of worship - currently Westminster, Camden and Ealing undertake such activity.

As no further comments were raised, it was unanimously agreed that determinations for the listed schools, i.e. Wykeham Primary, Leopold Primary, and Park Lane schools be granted.

**Action:**

- That Helen Tulloch undertake to write to the schools listed above and confirm that their determinations had been granted.
- Headteachers Bulletin to contain a reminder and clear message about determination along with a criteria/check list that could be used by SACRE and schools for this item.

## 10 **Best Brent (verbal update)**

John Frankis gave a verbal update. It was noted that Best Brent was an on-line system that provided a useful vehicle for SACRE to disseminate information.

During the discussion, the following key points were noted:

- Some communication/website work was already in progress about SACRE and Agreed Syllabus but was not yet publicly available as it was incomplete.
- A tester page was shared with all - SACRE was asked to consider how best this tool could be utilised. It was possible to have a mini SACRE website but this must be sustainable and up to date with useful information, videos, twitter feeds and school-to-school collaboration. Prominent search button and FAQs sections would be very useful.
- Appropriate links for Agreed Syllabus/RE online, introduction for teachers and information about various religions etc. could also be considered. Useful forum areas could be added e.g. RE Coordinators area, sharing intelligence, best practice and information as appropriate.
- The Chair stated that this initiative would be very useful for SACRE. She added that there was a need to make sure that there were clear guidelines around GDPR/data protection etc. as this would not have moderators.
- There was an opportunity to launch this with schools at some point. Must be mindful of not getting it out of hand but this could be showcased in schools and to sign post teachers.
- Annual Programme of awards like the 2020 programme. 'Best Progress Award' for schools who demonstrated the most willingness to embrace and improve RE was suggested.
- To create a desire in an enabling environment for children to explore RE. This should be picked up in the proposed action plan.

### **Action:**

- The content was appreciated and noted.
- Suggestions made to be taken on board for SACRE action plan.

## 11 **Spiritual, Moral, Social and Cultural comments from Ofsted reports**

John Frankis introduced the report highlighting key comments made by Ofsted following school inspections undertaken in the 2018/19 academic year.

In considering the report, the following key points were noted:

- 18 schools (of all types) were inspected by Ofsted during the 2018/19 academic year.

- SACRE to convey its formal congratulations and start working with their RE coordinators.
- Possibly a networking opportunity for a school to host the curriculum launch.
- The Chair thanked John Frankis in collating this report.

**Action:**

- After consideration it was agreed that members of SACRE note the comments made relating to religious education and/or spiritual, moral, social and cultural development and a congratulatory email with acknowledgement be sent to the schools by the Chair.

**12 SACRE self-evaluation**

Discussed as part of agenda item 6 above.

**13 Adviser to SACRE/ASC (verbal)**

The Chair formally welcomed back Lesley Prior in her roles as advisor to SACRE.

Noting that Roger Butler was attending the meeting for the last time in the role as RE advisor, the Chair thanked Roger for his many years of service and support to Brent SACRE and wished him well. A presentation was handed to Roger and those attending applauded Roger to show their appreciation.

**Notice of Next Meeting: 30 January 2020 at 4.30 pm at Brent Civic Centre.**

BASMA ELSHAYYAL

Chair

18:35

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## Report

<b>Title</b>	Brent SACRE/Agreed Syllabus Development Plan 2019-2021
<b>Author</b>	John Frankis
<b>Contact details</b>	Email: john.frankis@brent.gov.uk Tel: 020 8937 3509
<b>For consideration by</b>	Members of SACRE
<b>Date to be considered</b>	30 January 2020
<b>Report contains confidential or exempt information</b>	No

### 1. Purpose of the Report

- 1.1. This report sets out a draft priorities and related actions for the period 2019-2021 for consideration by SACRE members.

### 2. Recommendation(s)

- 2.1. That members of SACRE consider the draft Brent SACRE/Agreed Syllabus Development Plan 2019-2021, ahead of discussion and approval at the SACRE meeting in the summer term

### 3. Detail

- 3.1. The SACRE meeting of 17 October 2019 considered the NASACRE self-evaluation RETool to help identify key priorities and actions to be incorporated into a Development Plan covering 2019-2021.
- 3.2. It is proposed that SACRE review, amend and adopt a Development Plan annually at its meeting in the summer term.
- 3.3. The results of the self-assessment exercise undertaken on the 17 October 2019 have been summarised in the report below. The priorities, objectives and actions contained in the draft development plan also incorporate consultation undertaken with the SACRE Chair in the autumn term.

## Brent SACRE/Agreed Syllabus Development Plan 2019-2021

### Strategic Vision

Brent SACRE seeks to elevate the importance and enhance the quality of inclusive religious education and collective worship in Brent schools. In doing so we celebrate the incredibly culturally diverse nature of our borough and the opportunity this presents to open minds and develop respect and understanding.

### Strategic Priorities

Our Development Plan is arranged under following Strategic Priorities:

1. Ensure compliance and support best practice in the provision of collective worship in Brent Schools Supporting schools to deliver effective religious education through provision of a locally agreed syllabus, judged 'outstanding by users
2. Supporting high quality provision and improvement in religious education
3. Ensuring accountability and effective communication with and between key stakeholders
4. Celebrate the inclusive RE practice of Brent schools.
5. Ensuring the effectiveness of Brent SACRE

Area	Objective/Priority	Action	Who	When	Notes
<b>1. Ensure compliance and support best practice in the provision of collective worship in Brent Schools</b>					
	Ensure Brent's collective worship policy continues to be highly valued and reflects national best practice and guidance.	-Review the Brent collective worship policy and publicise via the Headteachers' Bulletin and Governors' Briefing. -Identify and publicise 'best (collective worship) practice' via BESTBrent and showcase at RE co-ordinators network meetings.		Autumn 2020	
	Ensure robustness of determination application process to ensure schools are adopting/proposing	-Review Determinations application procedure and supporting documentation evidence. -Provide a 'Determinations Checklist' for		Summer 2020	

Area	Objective/Priority	Action	Who	When	Notes
	'inclusive' CW practice.	SACRE as part of the approval process.			
	Quality assure collective working practice in schools.	-Draft guidance and Record of Visit template for SACRE members on undertaking CW visits. -Agree an annual schedule of collective working visits. -Request observations on CW from the Setting and School Effectiveness Service when undertaking school visits.		Autumn 2020  Summer 2020  Spring 2019	
<b>2.Supporting schools to deliver effective religious education through provision of a locally agreed syllabus, judged 'outstanding by users</b>					
	Consult Brent's school community during development of the locally Agreed Syllabus.	-Hold an Agreed Syllabus special meeting with primary RE Co-ordinators. -Support formation of a secondary RE Leads network meeting.		Spring 2020  Spring 2020	
	Extend the opportunities for ASC/SACRE members to input/comment on the draft agreed syllabus.	-Hold a special Agreed Syllabus Conference to develop key themes and approaches.		Spring 2020	
	Ensure successful launch of the new Agreed Syllabus.	-Request item on the agenda of the termly meeting with headteachers. -Request item on the agenda of the termly meeting with chairs and vice-chairs of governors.		Autumn 2020 Autumn 2020	
<b>3.Supporting high quality provision and improvement in religious education</b>					
	Ensure provision of high	-Consult RE Co-ordinators on the training		Summer	

Area	Objective/Priority	Action	Who	When	Notes
	quality CPD for school staff and training for schools governors.	<p>needs of schools.</p> <ul style="list-style-type: none"> <li>-Agree an annual programme of training (with Setting and School Effectiveness) for RE Co-ordinators, primary staff and school governors.</li> <li>-Liaise with Teaching School/s to ensure provision of RE training for newly qualified teachers (NQTs).</li> <li>-Ensure SACRE representation at the termly RE Co-ordinators network meeting.</li> <li>-Publicise the availability of free on-line training for schools.</li> </ul>		<p>Annually starting 2020</p> <p>Summer</p> <p>Annually starting 2020</p> <p>Summer 2020</p> <p>Starting Spring 2020</p> <p>Autumn 2020</p>	
	Support schools to self-evaluate RE provision	-Develop and distribute an RE Self-evaluation framework			
	Develop ways of gaining 'pupil voice' feedback.	<ul style="list-style-type: none"> <li>-Attend a minimum of one School Council per term.</li> <li>-Provide schools with a model RE pupil questionnaire.</li> </ul>		<p>Summer 2020</p> <p>Autumn 2020</p>	
	Utilise BESTBrent to provide access to RE resources and to support RE related networking.	<ul style="list-style-type: none"> <li>-Establish an on-line RE Forum.</li> <li>-Provide links and resources to support teaching of the Agreed Syllabus.</li> </ul>		<p>Spring 2020</p> <p>Summer 2020</p>	
<b>4.Ensuring accountability and effective communication with and between key stakeholders</b>					
	Ensure timely production and wide distribution of	-Approve Annual Report at the first SACRE meeting in each Spring term.		Spring term	

Area	Objective/Priority	Action	Who	When	Notes
	the Annual Report.	-Distribute AR via the Headteachers Bulletin.		annually Spring term	
	Raise the profile and understanding of the work of SACRE	-Devise and distribute a termly SACRE newsletter to schools.		Termly starting summer 2020	
<b>5.Celebrate the inclusive RE practice of Brent schools</b>					
	Showcase the RE and SMSC work of Brent children and young people.	-Convene a bi-annual artwork/writing competition for schools. -Arrange Civic Centre foyer displays of artwork and/or writing. -Liaise with Brent's Communications Team on opportunities to showcase pupil's work (i.e. Your Brent magazine). -Hold a 30 minute showcase before each SACRE meeting to highlight the work of schools.		Autumn 2020 Summer 2021 Summer 2021  Starting summer 2020	
<b>6.Ensuring the effectiveness of Brent SACRE</b>					
	Develop and support SACRE members to build individual and collective knowledge and skills.	-Develop an induction pack for new members. -Provide induction training for new members and refresher training for existing members.		Summer 2020 Autumn 2020	
	Ensure SACRE is representative of Brent's community of faiths and	-Review membership annually.		Summer term (annually)	

Area	Objective/Priority	Action	Who	When	Notes
	traditions.				
	Evaluate the effectiveness and impact of SACRE.	<ul style="list-style-type: none"> <li>-Undertake a bi-annual assessment using the NASACRE RETool.</li> <li>-Undertake a survey of Brent RE Co-ordinators.</li> </ul>		<ul style="list-style-type: none"> <li>Starting Spring term 2021</li> <li>Spring 2021</li> </ul>	

## Report

<b>Title</b>	Determinations
<b>Author</b>	Helen Tulloch
<b>Contact details</b>	<a href="mailto:helen.tulloch@brent.gov.uk">helen.tulloch@brent.gov.uk</a> 020 8937 3038
<b>For consideration by</b>	Members of SACRE
<b>Date to be considered</b>	30 January 2020
<b>Report contains confidential or exempt information</b>	No

### 1. Purpose of the Report

- 1.1 This report provides the applications from schools that are applying for a determination since the last SACRE meeting.

### 2. Recommendation(s)

- 2.1 That SACRE members consider the application and supporting documents and decide whether or not to grant the school a determination.

### 3. Detail

- 3.1 In accordance with the Education Act of 1944, Education Reform Act 1988 and the Education Act 1996 one of SACRE's responsibilities is to consider any requests from Head teachers to hold Collective Worship that is not of a broadly Christian character (this is known as a determination)

**APPLYING FOR A DETERMINATION THAT SECTION 394 (1) OF THE EDUCATION ACT 1996 SHOULD NOT APPLY TO A SCHOOL.**

1) **Name of School:** Kingsbury Green Primary School

2) **Name of Head teacher:** Laura Wynne

3) **Pupils to whom application applies:**

*This application applies to the whole school.*

4) **Reasons for application:**

Details from our latest Equalities Information and Objectives (as published on our website) tell us about our children's faith or non-faith backgrounds. The information is published below.

	% of children	Number
Muslim	43	272
Christian	36	227
Hindu	14	88
Other	2	13
No religion	3	19
Buddhist	1	8
Total	99	627

*(% may not be 100% due to rounding) [source date: October 2019]*

The school has successfully maintained a determination for a number of years and as Head teacher I believe this fully supports the wide range of faiths and cultures in our school.

Community cohesion is strong in the school. Pupil's behaviour, understanding and awareness of each other's backgrounds, faiths, beliefs and practices is a strength. In December 2018 Ofsted commented, "Pupils' spiritual, moral, social and cultural development is actively promoted." In addition they commented, "Pupils respect each other's views and differences such as anti-racism and gender issues and, as a result, they are self-assured and confident. As one pupil commented: 'We are one big family who look after each other'

During collective gatherings children learn about faiths, beliefs and the worship that their peers and friends value. We focus on gratitude and appreciation for the lives we lead and for those who make it so.

5). **Details of consultation with governors:**

- o Full Governing Body Meeting 10.12.19

Governors were keen to consult with parents though agreed that the make up of the school community made securing a determination the right approach.

Governors reviewed and ratified the school collective worship policy at the same time.

### 6). Details of consultation with parents:

A letter was sent to the school community via ParentMail informing them of the Governors' decision to renew the determination. The purpose of the determination was explained and the context for collective worship being of a multi-faith approach

Parents were asked to respond if they did not support a multi-faith approach

18 parents replied that they did not want a multi-faith approach

A small number of families do not wish their children to learn about any other faiths or religious beliefs. A small number of families wish to withdraw children from dance lessons on the grounds of faith. The school does make a parent's right to withdraw from aspects of RE and Collective worship during admissions interviews. We support families sensitively with their wishes. From time to time children will withdraw from certain content by prior arrangement.

Both our RE policy and the Brent Syllabus are published on our website to help parents understand our ethos and policy.

We work hard to help parents understand the difference between RE and collective worship.

### 7). Proposed provision for collective worship:

Our current provision is based firmly on that set out in the Brent SACRE model approach. Our policy and procedures have been in place and have contributed to developing our open, enquiring, morally secure children. Staff through induction, are aided to understand our ethos and the purpose of collective worship. Pupils respond very well to the opportunity to reflect daily on the spiritual, moral, social and cultural aspects of life, including a daily reflection before eating lunch.

#### Most recent Collective Worship arrangements as part of phase or year assembly times or class reflection sessions

	Monday	Tuesday	Wednesday	Thursday	Friday
KS2	SLT led Secular reflection on school values and whole school half termly theme Praise for children who have gone "above and beyond" expectations.	Class reflection: Learning together	KS2 assembly: SLT led or Class presentation. Followed by reflection	Singing assembly: repertoire reflects values focus of the half term or celebration of cultural festivals.	Class reflection: Learning together
	Daily lunchtime reflection for KS2 prior to eating:				
KS1	SLT led Secular reflection on school values and whole school half termly theme Praise for children who have gone "above and beyond" expectations.	Class reflection: Learning together	Singing assembly: repertoire reflects values focus of the half term or celebration of cultural festivals.	KS1 assembly: SLT led or Class presentation. Followed by reflection	Class reflection: Learning together

### 8). Signature of the Head teacher:



## Kingsbury Green Primary School

### Collective Worship Policy 2019

The 1988 Education Act provides for both R.E. and collective worship. They are separate activities, although they can often reinforce each other.

Collective worship in itself is not an “assembly” – which is the gathering together of groups within our school. The “worship” or “worth ship”(see below) is the act of collective reflection which occurs at some point in the proceedings or in the day. The governors of Kingsbury Green ensure that an act of collective and collaborative reflection happens daily and because the school has a determination from the Standing Advisory Council for Religious Education (SACRE), worship draws from the beliefs, practices and customs of religions and faiths from around the world. To this end we follow the “Model Approach” from Brent SACRE. (See appendix)

Currently our ethos of Empathy, Agility and Hard work in tandem with a half termly whole school focus, underpins our assembly AND daily times of reflection. The school ensures that each act of collective worship/ reflection is appropriate to children’s ages, aptitudes and family backgrounds.

#### INTENT: COLLECTIVE WORSHIP

School Collective Worship recognises that the school community is a collection of people. Thus, acts of Collective Worship are sensitive to the collective character of individual schools and are inclusive.

Therefore,

- The term "collective" when used in relation to worship in schools refers to the gathering together of a school group or groups for worship; it does not in any way suggest an act of worship which involves a group meeting to subscribe to any particular faith or denomination of a faith.
- Collective worship does not pre-suppose shared beliefs, and does not seek uniform responses from pupils. Collective Worship caters for a diversity of beliefs and points of view, allowing individuals to respond as individuals.

A broad definition which has been referred to as ‘worth-ship’, might encompass what is offered in a spirit of admiration, celebration and respect to people of excellence, worthy of honour and by extension, to concepts, principles and conduct which are worthy of celebration, as examples of the highest achievements of the human spirit. Worship thus defined draws on literature, music, drama, art and other sources of inspiration. It can provide a focus for thought, inspiration and reflection for pupils (and staff) whose religious and cultural backgrounds are of any faith or none.

Collective worship provides an opportunity for members of the school community to pause from activity, to gather, to remind them of and to reflect upon the beliefs and values which bind the school community together. It also allows those with a religious commitment the possibility of entering into worship and those with no religious commitment to sense what worship is and to reflect deeply. In this way we aim both to affirm and to protect the integrity of all members of the school community.

In particular, collective worship at Kingsbury Green Primary School:

- provides an opportunity for all members of the school community to stop activity, to pause and to reflect on important issues;
- fosters a sense of fellowship and belonging
- fosters a sense of awe and wonder at the beauty, mystery and power of the natural world
- builds up the sense of group identity, fostering concern for the needs of each other;
- gives pupils the experience of being still or silent;
- provides an opportunity for celebrating times of success or joy;
- provides an opportunity for meeting at times of sadness or sorrow;
- provides an opportunity for highlighting and reflecting upon core school values – such as striving to be honest and truthful, trying hard in all things, respecting oneself as well as other people, striving to be fair and just; and
- offers the opportunity to mark significant points in the year, such as festivals and school events.

At Kingsbury Green, Collective Worship contributes to the **spiritual, moral, social, cultural** (SMSC) and intellectual development of pupils in the following ways:

To the **spiritual development** of pupils by providing them with an opportunity to:

- reflect upon the value, purpose and meaning of things;
- experience times of quiet inactivity to counterbalance the activity which generally marks the rest of the school day (6); and
- hear stories and words from religious and other literature which suggest that there is more to life than meets the eye.

Collective worship contributes to the **moral development** of pupils by providing them with an opportunity to:

- reflect on matters concerning right and wrong;
- hear about incidents in which, and people in whom, goodness or right are exemplified; and
- learn about religious and other teachings concerning right and wrong.

Collective worship contributes to the **social development** of pupils by providing them with an opportunity to:

- gather with others for a common purpose;
- share times of joy and times of sadness with others; and
- learn how to behave appropriately within a specific social setting.
- Collective worship contributes to the cultural development of pupils by providing them with an opportunity to:
- hear music from a range of times, places and cultures;
- reflect upon ideas concerning beauty and that which is pleasing to the eye and ear; and
- appreciate the range of talents and gifts found within the school community and beyond.

Collective worship contributes to the **intellectual development** of pupils by providing them with an opportunity to:

- learn and to engage with their minds;
- have ideas and beliefs confirmed or challenged; and
- reflect upon the nature of learning and education.

## **MODERN BRITISH VALUES**

Meeting together regularly to reflect on our school ethos, values and ambition provides opportunity to systematically consider what it means to live in Great Britain and to consider the modern British Values that we all uphold and aim to live by. Governors have a duty to ensure that the school is promoting BV through explicit and implicit curriculum and through day-to-day school life.

Democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs are addressed explicitly during assembly in the autumn and summer terms and throughout the year indirectly.

## **IMPLEMENTATION**

At our school, we hold a daily act of collective worship/ reflection.

Due to the large number and age range of pupils at our school we organise a variety of school assemblies. We meet as a whole phase at least twice a week (see appendix)

Although the exact detail of what is covered in each assembly will change term by term and in response to local and global issues or the individuals or classes leading – the structure of sessions remains the same.

### **Elements of collective worship:**

Acts of collective worship at Kingsbury Green include many elements. Some of these are:

#### **Music/Songs**

Music can help to set the scene and create an appropriate atmosphere. It can be listened to, so helping pupils to reflect on a theme. It can be played or sung. At Kingsbury Green we avoid using specifically religious songs, which refer to a religious figure, deity or character. Music is played to come into and leave the assembly hall or space.

Singing provides unity and community – a unified voice focused on a theme or idea. Children learn to listen to and appreciate each other, singing songs that lift their spirits, help them reflect or promote a school value

#### **Stories of the faiths**

At Kingsbury Green we remember to choose stories/passages that are appropriate to the age of the pupils, as well as being in harmony. Key community festivals are recognised through either the SLT led or class led assemblies. Reflection and celebration of our diverse community is acknowledged.

### **Reflection Techniques**

During collective worship music and a range of techniques can be used to help create an atmosphere. These include using art or artefacts; using flowers, plants or natural objects; lighting a candle to begin a story or to provide a focus of attention; using the interactive whiteboard, slides or video.

We have recently begun to use the “Calm Me” technique from our Jigsaw PSHE programme. At the sound of a chime children and adults close their eyes and focus their breathe as the chime sound plays out.

### **Reflection**

To most people prayer is the central part of worship. Prayer can involve words, but doesn't necessarily have to. At our school we refer to REFLECTION. We are aware of the rituals of prayer and that by asking the pupils to “put their hands together and close eyes” we fail to respect that people from other religious traditions have different positions that they assume for prayer. At Kingsbury Green we invite children to reflect in an appropriate way but at least by bowing head in order to concentrate and be still. We have discussed with parents and children the ritual and collective repetition of Amen or Ameen – meaning, “I agree”. This is used to conclude our Reflection together.

### **Daily “thanks” for the food we eat**

All KS2 children stop for a moment to say a thanks for the food served and eaten each day. The class group say this thanks together in a moment of quiet before eating. Children are encouraged to consider those people who have prepared and produced the food and those people for who a daily mid-day meal does not exist.

### **PREPARATION FOR COLLECTIVE WORSHIP**

All children are expected to come into and leave the space for collective worship absolutely quietly.

Music will be played to come in and leave to. If live music is played children show their respect through attention to the musician.

The staff will assist the lead person by ensuring children are in their seating order according to our policies (Adult voices off; children walk in face the front, feet should width apart, on signal from teacher, sit as one. Adults point/ gesture and ensuring children show SLANT:

- S = sit up
- L = listen
- A = ask and answer questions
- N = nod to show you are listening
- T = track the speaker

We expect children to take responsibility for their conduct through collective worship and for staff to intervene discreetly (notice and nudge) to remind children of correct conduct when necessary.

### **VISITORS**

Kingsbury Green encourages visitors to lead or contribute to part or lead acts collective worship. Local people, figures in the community as well as local faith leaders are invited throughout the year.

### **WITHDRAWAL FROM COLLECTIVE WORSHIP**

Parents have the statutory right to withdraw their children form school worship. This can be

- total – that is where the children would be wholly excused from all acts of collective worship
- partial – that is, where children are excused from certain kinds of collective worship only or from certain elements within the an act of collective worship.

At Kingsbury Green we believe that collective worship has a unifying role and although parents do not have to justify requests to withdraw, the headteacher will speak to the family in person, fairly informally to ensure

- That there is no misunderstanding about the nature of collective worship in general
- That they have not been misinformed about the school's practice in particular
- Where possible a partial rather than entire withdrawal.

## **LINK BETWEEN THE SCHOOL CURRICULUM AND COLLECTIVE WORSHIP**

At Kingsbury Green, Religious Education (RE) and collective worship are understood to be different aspects of school provision. We understand that different legislation surrounds each aspect. However, we accept that children's learning does not happen in isolation and that learning in RE and collective worship will often be interlinked and enrich the spiritual, social, emotional, cultural, moral and intellectual development of the learners.

## **RIGHTS OF TEACHERS AND SCHOOL STAFF**

Whilst teachers are contracted to attend assemblies this duty is subject to their freedoms under the 1944 act not to attend collective worship or the collective worship element. Staff wishing to discuss this are asked to talk with the Headteacher at the earliest opportunity.

Policy written by: L Wynne (HT) Autumn 2109

Governors responsible: Safeguarding monitoring Pair

Review: 2023 (4 year cycle)



	<p>Great friends  Rejection and shame  Helping others make friends  Learning from inspirational others</p> <p><b>Empathy</b></p>	
Summer 2	<p><b>Change:</b>  “be the change” reflection on goals and dreams  Getting ready to change class/ school  Who am I ? philosophy files</p> <p><b>Agility/ Hard work</b></p>	Eid ul Fitr (this is marked annually at the end of the Holy month of Ramadan– though moves each year)

11.12.19

Dear Parents/Guardians/Carers,

## Re: Determination to follow a multi-faith approach to Collective Worship

All schools are required by law to provide a daily act of collective worship for all pupils. This should be 'wholly or mainly of a broadly Christian character' unless a school has what is referred to as a 'determination'. In Brent this means that schools then have the choice of following a multi-faith approach recommended by the Brent Standing Advisory Council on Religious Education (SACRE) or following an approach devised by the school.

At this school we aim to provide collective worship that can include the whole school community, pupil and adults and we do not promote any particular faith. Collective worship contributes to pupils' spiritual and moral development and can help to develop the values shared by the whole school community.

Brent SACRE previously agreed a determination for our school, which allowed Kingsbury Green Primary School to follow the Brent SACRE's multi-faith approach to collective worship. The school governors have decided that it would be suitable for our school to continue this and that in order to do so, a renewal application should be made by the school.

Before we apply to Brent SACRE for a renewal of our determination we would like to seek your views. If you **do not agree** with our decision please return the slip below. I would also very much like you to contact me so that I can hear your concerns. If we do not hear from you we will assume that you agree with the decision of the school's Governing Board.

Yours sincerely,

Laura Wynne  
Headteacher

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### SACRE determination – notification of disagreement with this proposal

I, \_\_\_\_\_ do not agree with the school's proposal to continue the multi-faith approach to collective worship

Comment:

Please return this notification of your disagreement with the proposal to adopt/continue the multi-faith approach to collective worship to the School Office by 18.12.19

*If you need any support with reading this letter please contact the school office*

## MINUTES

### **4. Head-teachers update**

#### **4.7 Standing Advisory Council for Religious Education (SACRE) application**

Every 4 years the school must apply for a SACRE determination to continue as a non-denominational setting. The collective worship policy had been circulated.

**ACTION:** Governors agreed to submit the application for a SACRE determination.

**RS**

## Report

<b>Title</b>	Ofsted school inspections 2019/20 Autumn term. <i>Statements made regarding religious education and/or spiritual, moral, social and cultural development</i>
<b>Author</b>	John Frankis
<b>Contact details</b>	Email: john.frankis@brent.gov.uk Tel: 020 8937 3509
<b>For consideration by</b>	Members of SACRE
<b>Date to be considered</b>	30 January 2020
<b>Report contains confidential or exempt information</b>	No

### 1. Purpose of the Report

#### 1.1. This report brings to SACRE's attention:

- the comments made by Ofsted following school inspections in Brent undertaken in the 2019/20 to date, since the introduction of the new Education Inspection Framework.
- the latest publication from NATRE which surveys all Ofsted reports published in the 2019/20 term mention RE (attached as appendix 1).

#### 1.2. The essential role of the SACRE is to support the Local Authority (LA) and local authority schools in meeting the entitlement of pupils across the local authority to engage in high quality Religious Education and Collective Worship.

### 2. Recommendation(s)

#### 2.1. That members of SACRE note the comments made relating to religious education and/or spiritual, moral, social and cultural development and consider if a response is required.

### 3. Detail

#### 3.1. Eight Ofsted inspection reports were published during the 2019/20 autumn term. This includes maintained, voluntary controlled schools of a religious character, academy and free schools.

#### 3.2. The following table captures comments made regarding the provision of religious education and/or spiritual, moral, social and cultural development.

School	Type	Religious education and/or spiritual, moral, social and cultural development	Date of Inspection	Overall Effectiveness
Barham Primary School	Community School	No specific comments made.	26/11/2019	Good
Malorees Infant School	Community School	No specific comments made.	19/11/2019	Good
St Joseph's RC Primary School	Voluntary Aided School	No specific comments made.	14/11/2019	Outstanding
The Kilburn Park School Foundation	Foundation School	They show respect for different cultures, faiths and religions. Pupils' rich experience in school support their personal and social development well.	10/10/2019	Good
ARK Elvin Academy	Academy Sponsor Lead	No specific comments made.	02/10/2019	Good
Salisbury Primary School	Community School	Through the curriculum, pupils develop an understanding of the importance of tolerance and fairness.	11/09/2019	Good
Fawood Children's Centre	LA Nursery School	No specific comments made.	24/09/2019	Good
Wembley Primary School	Community School	No specific comments made.	18/09/2019	Good

**What are Ofsted inspectors saying about Religious Education? – the first 101 reports that mention RE.**

This latest publication from NATRE includes all the Ofsted reports published so far that mention RE that we can find. There are 101 of them! Teachers including middle and senior leaders might find it interesting to discuss some of the points that have emerged so far. These include that:

1. pupils need to learn subjects in sufficient depth so that they remember what they have learnt
2. rushing content, including in secondaries where there is a two-year key stage 3, sometimes leads to gaps in pupils' knowledge and understanding and makes it harder for pupils to comprehend the more advanced GCSE content
3. where RS is an option at key stage 4, those who do not choose GCSE RS must have enough opportunity to study RE
4. all pupils need to follow a broad curriculum which is similar in breadth and ambition to the basic/national curriculum
5. where time for RE and PSHE is contracted into shared provision, this limits pupils' understanding of both areas
6. planning needs to be sufficiently detailed and sequenced so that pupils develop secure long-term understanding, building on what they have learnt before
7. visits to places of worship, handling artefacts and receiving visitors, help pupils to remember what they have learnt and deepens understanding
8. learning in RE helps to underpin the development of respect and tolerance and supports school values and the preparation of pupils for life in modern Britain
9. where the curriculum is well planned, the interaction between subject content and skills, such as across the Humanities is made explicit which strengthens learning
10. well-designed assessment allows teachers to plan more accurately and enabling pupils to know and remember more
11. effective training leads to primary teachers having good subject knowledge that they use to help pupils learn more effectively
12. RE makes a valuable contribution to pupil's personal development and to their understanding of the wider world

Phase	Overall effectiveness	What does the school do well and what does it need to do better?	What does the school need to do to improve?	Date
1. Primary	Good	Pupils in Year 5 spoke thoughtfully about how the mix of pupils with different ethnic backgrounds in the school enriches their religious education.		1-2 October 2019
2. Secondary	Requires Improvement	All pupils study religious education. This demonstrates the leaders' commitment to the school's values.  The teaching of religious education supports pupils' personal development well. Pupils learn about other faiths and the importance of tolerance and respect.  Leaders and governors put pupils' welfare at the centre of everything they do. They set high standards for all pupils. Pupils learn about different cultures, traditions and religions. In assemblies and lessons, pupils learn about the importance of showing respect to everyone. This is underpinned by the school's values and ethos.	The curriculum provides pupils with three years to study GCSE courses. Consequently, the time available for younger pupils to study some subjects is limited.	Not a Deep Dive 1-2 October 2019 Not a RE Deep Dive
3. Primary	Good			2-3 October Not a RE Deep Dive
4. Primary	Good	Pupils learn about other religions and cultures and understand the need for tolerance and kindness.		9-10 October Not a RE Deep Dive
5. Primary	Good	Pupils learn history, geography, religious education and other foundation subjects through a combined approach which the school calls its 'creative curriculum'. The themes of the 'creative curriculum' link to books they are studying in English. For example, in Year 6 pupils learn about 'love and conflict' using Shakespeare's 'Romeo and Juliet' and		24-25 September Not a RE Deep Dive

		<p>ancient Greek myths. Pupils learn about a good range of religions and their traditions. They show a good understanding of this subject. However, in geography, history and physical education it is not as clear how pupils' learning of specific knowledge and skills is developed over time. Leaders have identified these as weaker areas and have started work on making changes to the way these subjects are delivered.</p>	
<p><b>6. Primary</b></p>	<p>Good</p>	<p>The organisation of the curriculum allows pupils to build on what they have learnt before. Pupils are able to make links across the subjects. For example, pupils talk with confidence about history and how this links to the learning in religious education and geography</p>	<p>17-18 September  Not a Deep Dive</p>
<p><b>7. Secondary</b></p>	<p>Requires Improvement</p>	<p>Most teachers are now teaching pupils the subject content that matters the most, apart from religious education, which is limited.</p>	<p>7 October 2019  Not a RE Deep Dive</p> <p>Currently, some pupils in key stage 3 do not cover subject content sufficiently well to be able to draw upon their learning in the future. This is because subjects such as religious education lack prominence in the curriculum. Additionally, the time pupils spend learning new content is limited in some subjects as teachers attempt to teach a broad and balanced curriculum that is commensurate with the national curriculum.</p>

	<p>However, time is limited, and teachers sometimes gloss over important learning points. This leads to gaps in pupils' understanding. Leaders must ensure that pupils are afforded sufficient time to learn important subject content in detail for as long as possible, including in religious education.</p>			
<p>8. Secondary</p>	<p>Requires Improvement</p>	<p>Parents and carers are overwhelmingly positive about the school. They value the balance the curriculum provides between religious and secular studies.</p> <p>Pupils learn about different world religions. This helps them to understand the similarities and differences between faiths. It also helps pupils to become understanding and tolerant of others.</p> <p>Teachers make lessons interesting. Pupils enjoy learning about other cultures, for example when handling Sikh artefacts. They debate arguments, for example 'for and against' having rules, with enthusiasm.</p> <p>Pupils find out about different cultures when listening to visiting speakers such as a rabbi.</p>	<p>Good</p>	<p>17-18 September</p> <p>Not a RE Deep Dive</p>
<p>9. Primary</p>	<p>Good</p>			<p>1-2 October</p> <p>RE Deep Dive</p>

10. Primary	Good	<p>The curriculum is not limited to academic subjects. Staff ensure that there are many opportunities to learn about different cultures and religions.</p> <p>Leaders have considered pupils' personal development. Pupils have a good understanding of other cultures and religions.</p>	23 October
11. Primary	Good	<p>Most leaders ensure that subjects are planned in a logical sequence. For example, in Year 7 religious studies, pupils learn about how communities develop, through a well-sequenced series of learning activities. However, in some subjects, such as geography and design technology, learning is not yet sequenced as well.</p>	Not a RE Deep Dive 30-31 October
12. Secondary	Good	<p>Pupils learn well because, linked to the school's agreed policy, teachers plan interesting and creative topics. They develop positive attitudes to learning. Following a visit to the church, for example, Year 2 pupils considered why it is a special place for Christians. They were articulate when asking questions and giving their views. They explained why the artefacts they saw are special to some people, including other pupils in their class, but not to others.</p>	Not a RE Deep Dive 22-23 October
13. Primary	Good	<p>Leaders have thought carefully about what pupils should learn in each subject during their time at school. They have sequenced knowledge and skills well so that pupils build on what they already know. This is important because it helps pupils to have a secure understanding of their learning. The school provides an excellent quality of education for its pupils.</p>	22-23 October RE Deep Dive
14. Primary	Outstanding		29 September 2019 RE Deep Dive

		<p>The development of pupils' personal, social and emotional intelligence is a great strength. Pupils have a range of worthwhile, well-taught activities and experiences.</p>		
<p><b>15. Primary</b></p>	<p>Inadequate</p>	<p>Pupils understand British values, such as democracy, fairness and tolerance. However, leaders are not doing enough to help pupils gain a rich understanding of different cultures, backgrounds and religions.</p>	<p>The school's curriculum does not provide enough opportunities for pupils to learn about different faiths, customs and cultures. The school must address this so that pupils have a broader knowledge and appreciation of different customs, cultures and world religions.</p>	<p>10-11 September Not a RE Deep Dive</p>
<p><b>16. Primary</b></p>	<p>Requires Improvement</p>	<p>For the other subjects in the curriculum, teachers have broad plans for what pupils must learn. However, there is not always enough detail in these plans to support pupils' learning. For example, in history, pupils in Years 3 and 4 learn about explorers at the time of Francis Drake. However, what is taught in Year 2 does not prepare pupils well to study that. The way in which a series of lessons is planned in geography, religious education, music and art does not help pupils to build on what they already know and can do.</p>	<p>The plans for most of the foundation subjects need to be more detailed so that they can be delivered in ways that build pupils' secure long-term understanding.</p>	<p>24-25 September 2019 Not a Deep Dive</p>
<p><b>17. Primary</b></p>	<p>Outstanding</p>	<p>Pupils gain secure knowledge and skills across a wide range of subjects. They talk confidently about what they know and can do. For example, pupils</p>		<p>1-2 October Not a RE Deep Dive</p>

		spoke at length about coding, the slave trade and religious symbols.		
<b>18. Primary</b>	Good	Pupils are polite, respectful and caring towards each other. They know about different faiths and religions and learn how to be a good citizen.		2/10/19  Not a RE Deep Dive
<b>19. Primary</b>	Good	Pupils' personal qualities are well developed through the subjects they learn. For example, in religious education, pupils learn to respect people with a variety of religious beliefs.		1-2 October  Not a RE Deep Dive
<b>20. Primary</b>	Requires Improvement	The older pupils who spoke to us could not remember having any religious education. They could not remember the different faiths or religious beliefs that people may hold. While pupils show respect to each other, the curriculum is not helping pupils learn to respect people who are different from them, including those from other cultures. This is limiting pupils' personal development.		25-26 September 2019  Not a Deep Dive
<b>21. Primary</b>	Good	Where appropriate, content from one subject is linked to content from another subject. For example, when pupils in Year 5 learn about the Tudors in history lessons, they also learn about Catholicism in religious education.		2-3 October  Not a RE Deep Dive
<b>22. Primary</b>	Good	Pupils regularly discuss and debate in lessons, especially in religious education and history.  Pupils are given many opportunities to develop as caring, thoughtful individuals. For example, pupils visit places of worship to learn about differing religions.		16-17 October 2019  Not a RE Deep Dive
<b>23. Primary</b>	Good	Pupils' work shows that in subjects such as geography, music and religious education (RE) they	Although curriculum planning builds on previous learning,	25-26 September 2019

	<p>are not always given enough opportunities to practise what they have learned before they move on to the next topic. As a result, pupils' knowledge in these subjects is not as strong.</p>	<p>the quality is not consistent. Planning in geography, music and RE does not always provide enough opportunities for pupils to apply their learning to secure knowledge. Leaders need to make sure that all subject plans provide the opportunity for pupils to apply and deepen their knowledge.</p>	<p>Not a Deep Dive</p>
<p>24. Secondary</p>	<p>Good</p> <p>The minimal time allocated to physical education, religious education and personal, social and health education does not encourage healthy lifestyles and limits pupils' wider understanding of different faiths and cultures, and the importance of physical activity</p>	<p>The school does not promote pupils' healthy lifestyles and wider understanding as well as it could through physical education, religious education and personal, social and health education. Leaders should review their provision for these subjects.</p>	<p>18 October 2019</p> <p>Not a RE Deep Dive</p>
<p>25. Primary</p>	<p>Requires Improvement</p> <p>Pupils learn about the major religions of the world and about life in modern Britain. They discuss interesting questions, such as whether war is always wrong. They raise money for charity and, through activities like Eco warriors, they work towards making the world a better place.</p>		<p>17–18 September 2019</p> <p>Not a RE Deep Dive</p>
<p>26. Primary</p>	<p>Good</p> <p>Teachers know how well pupils are getting on day-to-day. In religious education, mathematics and reading, leaders get just the right amount and type</p>	<p>Teachers assess pupils' learning day-to-day really well. However, leaders do</p>	<p>8-9 October</p> <p>Not a RE Deep Dive</p>

	<p>of information. This tells them about the progress pupils make in these subjects. It also helps teachers to know what they still need to teach. In addition, it means that teachers know whether extra teaching sessions actually help pupils who need to catch up.</p>	<p>not make as good use of this information as they could in some subjects, such as PE. They have already made changes to their assessments in religious education, and these have worked well, allowing teachers to plan more accurately and enabling pupils to know and remember more. Adopting this successful approach in other subjects would help to strengthen the quality of education across the curriculum.</p>	
<b>27. Primary</b>	<p>Good</p> <p>Pupils enjoy learning about other religions and cultures. Visiting places of worship and museums deepens their learning.</p>		<p>2-3 October 2019 Not a RE Deep Dive</p>
<b>28. Primary</b>	<p>Requires Improvement</p> <p>Pupils have a good knowledge of world religions. This is because religious education (R.E) is well planned and effectively delivered.</p>		<p>1-2 October 2019 RE Deep Dive</p>
<b>29. Primary</b>	<p>Good</p> <p>Pupils enjoy a wide range of trips, visitors and extra-curricular activities, which help to bring the curriculum to life. Pupils understand and respect different faiths and cultures and celebrate religious festivals.</p>		<p>9-10 October 2019 Not a RE Deep Dive</p>
<b>30. Primary</b>	<p>Good</p> <p>Leaders and staff ensure that pupils are well prepared for life in modern Britain. Staff plan visits to places of worship to learn about different religions and cultures. Pupils told the inspector: 'We</p>		<p>15-16 October Not a RE Deep Dive</p>

<p><b>31. Primary</b></p>	<p><b>Requires Improvement</b></p>	<p>treat everyone as an equal. We may look different on the outside, but we are all the same inside.'</p> <p>Sometimes, important content is left out, such as in geography where older pupils have not learned about human and physical features on maps. Similarly, in history or religious education, teaching does not help pupils to remember important knowledge. This does not help them to be successful. Nor does it ensure that the most able pupils are challenged sufficiently.</p>	<p>Pupils engage with many interesting curricular activities but, outside of PE and sport, these are not sufficiently planned to promote all aspects of pupils' personal development. In particular, leaders should develop meaningful opportunities to support pupils' spiritual and cultural development.</p>	<p>11–12 September 2019</p> <p>Not a Deep Dive</p>
<p><b>32. Primary</b></p>	<p><b>Good</b></p>		<p>Leaders have developed teachers' understanding well about how long- and medium-term curriculum plans support pupils' learning. Leaders have supplemented existing plans effectively in nearly all subjects. More work is still to do in computing, music and religious education. Leaders should ensure that the last remaining areas of the curriculum to be enhanced are planned and</p>	<p>17–18 September 2019</p> <p>Not a Deep Dive</p>

		implemented as well as the rest.
<b>33. Primary</b>	Good	<p>The *** Trust provides ongoing training from subject specialists. Teachers have good subject knowledge. They use this to help pupils make links and build on what they know. This is improving pupils' understanding. For example, the religious education (RE) leader was clear about what she wanted pupils to learn last year. Pupils recalled learning that Shabbat is the Jewish day of rest. They then linked this to recent learning about creation and God taking the seventh day as a day of rest. Subject leaders receive specific training. They are starting to help other teachers to fine tune what they teach, so pupils achieve the best they can.</p>
<b>34. Primary</b>	Requires Improvement	<p>Pupils like to have their voices heard. They vote for junior leadership team members and class ambassadors and regularly do good deeds. These include raising money for the local hospice and for cancer charities. Pupils have visited various places of worship and learn about different religions.</p>
<b>35. Primary</b>	Requires Improvement	<p>Across the subjects, planning is not effective enough. Leaders have not thought through the main things they want pupils to know and remember. They have not planned learning in a logical order. Consequently, pupils do not build on what they already know. This limits their progress.</p> <p>Additional info: Inspectors considered, in depth, the curriculum areas of reading, mathematics, religious education</p>

		and art. These 'deep dive' activities included discussions with leaders about how they plan the curriculum to ensure that pupils systematically learn and remember more; the guidance they give to teachers; and how they ensure that teachers gain strong subject knowledge.		
<b>36. Primary</b>	Requires Improvement	Pupils are respectful of cultures and religions different to their own. They are adamant that everyone is welcome at their school regardless of ability, race or religion.	2-3 October 2019	Not a RE Deep Dive
<b>37. Primary</b>	Good	In mathematics, teachers plan to help pupils know more and to be secure in their basic skills. The 'Daily 5' gives pupils lots of practice at remembering their arithmetic facts. Pupils' learning in history and religious education reflects the same thoughtful precision.	2-3 October	Not a RE Deep Dive
<b>38. Secondary</b>	Good	The school's curriculum contributes strongly to pupils' wider personal development. Pupils learn about other cultures and beliefs in religious education (RE) and personal, social and health (PSH) education. Pupils know the similarities and differences between the major faiths. They know why it is important to respect the views of others. Collective worship helps pupils to think about how they should treat others. Pupils are proud that last year they raised over £6,000 for charities that they chose to support.	11-12 September 2019	Not a RE Deep Dive
<b>39. Primary</b>		Pupils appreciate other cultures and religions. Pupils talked about their visits to a synagogue, a mosque and a church. These visits helped them understand more about different faiths.	25-26 October 2019	Not a RE Deep Dive

40. Primary	Requires Improvement	Teaching in science and religious education (RE) does not help all pupils to develop good subject knowledge. Inspectors visited RE lessons where pupils were making presents for a baby. Pupils did not understand that the presents they were making were for the baptism of a baby. They had no knowledge of baptisms that they could share with inspectors.	1-2 October  RE Deep Dive
41. Primary	Good	Pupils develop a very good understanding of right and wrong. They take great pride in their own good behaviour. Visitors from the local church help pupils to be reflective. Staff teach pupils to appreciate other cultures and religions. Staff also teach pupils that all are equal. Pupils are keen to help others, for example by organising charitable events.	8-9 October  Not a RE Deep Dive
42. Secondary	Requires Improvement	Pupils achieve well in many subjects. These include English, history, geography and religious education.	1-2 October  Not a RE Deep Dive
43. Primary	Good	Staff teach pupils about world faiths and different ways of living. Pupils understand the importance of tolerance and respect for each other. Consequently, pupils are well prepared for life in modern Britain. This is a strength of the school.	24-25 October  RE Deep Dive
44. Primary	Good	Pupils' wider development is a priority. Pupils have many opportunities to take on positions of responsibility, such as road-safety ambassadors. They also know about a range of religions and cultures. Leaders provide pupils with a range of ways to support their wider education. For example, pupils	22-23 October  Not a RE Deep Dive

		visit art galleries and celebrate religious festivals. Assemblies help the pupils understand how to care for others. Pupils learn how to be 'a good person'.			15-16 October Not a RE Deep Dive
45. Secondary	Good	In many subjects, teachers know what content to teach and when to teach it. This is helping pupils to build on their previous knowledge and to know and remember more. For example, in English, religious education, music and science, content is demanding and teachers make sure that they give pupils the chance to recall prior learning. In these subjects, pupils said that teachers explain work clearly and help them to fill gaps in their knowledge.			
46. Primary	Requires Improvement	Pupils have a good understanding about different cultures and religions. They learn about healthy living from an early age. They know what being British means and the importance of rules.			22-23 October Not a RE Deep Dive
47. Primary	Requires Improvement	Pupils share their cultures and religions with others. They treat each other with respect.			15-16 October Not a RE Deep Dive
48. Primary	Requires Improvement	The trust has worked with leaders to improve the curriculum. They have written clear plans for most subjects. These include what they want pupils to learn, revisit and remember. Leaders have provided some training for subject leaders and teachers. However, leaders have not yet put these plans in place in all subjects			15-16 October RE Deep Dive

<p><b>49. Primary</b></p>	<p>Good</p>	<p>Teachers are not as highly skilled in teaching other subjects as they are in teaching reading, writing and mathematics. Although there are clear and detailed plans in place for developing all subjects, there is more work to do. The positive impact of leaders' work can be seen in the recent improvements that have been made in the teaching of geography. However, improvements in other subjects need time to settle in. This will help to ensure that pupils' learning across the curriculum builds effectively on what they already know. This includes helping pupils to know and remember more about the world's religions.</p>	<p>The school makes good provision for pupils' personal development. However, more could be done to develop pupils' knowledge and understanding of the different religions that exist within and beyond their community</p>	<p>1-2 October Not a RE Deep Dive</p>
<p><b>50. Primary</b></p>	<p>Good</p>	<p>In all subjects, leaders have made sure that there is a sequence of work designed to build on what pupils already know. However, although pupils enjoy religious education (RE), at times they struggle to remember what they have learned from previous lessons.</p>	<p>Although the RE curriculum is well developed, its impact on what pupils know and can remember is limited by the way it has been delivered. Some pupils struggle to recall things they have learned because they have not been taught RE well enough in the past. Leaders should make sure that the planned curriculum is taught in a way that enables pupils to build on prior learning.</p>	<p>24-25 September RE Deep Dive</p>
<p><b>51. Primary</b></p>	<p>Good</p>	<p>Pupils know that Britain is culturally diverse. They respect the beliefs and traditions of different religions and have visited various places of worship.</p>	<p></p>	<p>24-25 September Not a RE Deep Dive</p>

52. Primary	Good	Leaders support teachers to know what to teach and when to teach it across all subjects. This helps pupils to make sense of their learning as they build on what they already know. Teachers are better at sequencing the learning in some subjects. These include reading, writing, science, physical education and religious education.	15-16 October RE Deep Dive
53. Primary	Requires Improvement	Other aspects of the curriculum vary in quality. In subjects such as geography and religious education (RE), learning has not been as strong. Pupils have a limited knowledge of other religions.	2-3 October RE Deep Dive
54. Primary	Good	They enjoy learning about other religions and cultures. They said that it helps them to understand the people who live around them. Pupils appreciate that each person is an individual. They recognise that in some countries, women do not have the same rights as they do in Britain.	5-6 October Not a RE Deep Dive
55. Primary	Good	The school promotes understanding of different faiths and cultures. For example, during the inspection Diwali was being taught in a Year 4 religious education lesson and it was the focus of the key stage 2 assembly.	29-30 October Not a RE Deep Dive
56. Primary	Requires Improvement	However, their plans do not always help pupils to remember what they have learned, including pupils with special educational needs and/or disabilities (SEND). This is the case, for example, in religious education (RE), physical education (PE) and science.	17-18 September RE Deep Dive
57. Primary	Good	Some pupils have not been taught about a range of cultures and religions different from their own. Plans are well under way to help develop pupils' knowledge of this further.	9-10 October Not a RE Deep Dive

			<p>revised personal, social, health and economic education curriculum needs to be fully implemented and kept under review by leaders to ensure it is effective.</p>	<p>9-10 October Not a RE Deep Dive</p>
<p><b>58. Primary</b></p>	<p>Requires improvement</p>	<p>Work on personal development is a strength of the school. Pupils learn about how their rights and responsibilities link together. They enjoy learning about different religions and cultures. The 'Carry My Story' project has been especially useful in helping pupils to understand the lives of others. Pupils are supported to reflect on their feelings and behaviour</p> <p>Leaders support pupils' personal development well. The personal, social and health education (PSHE) curriculum is well planned and delivered in religious education (RE) lessons and in tutor time. Leaders need to check that the delivery of the RE subject content is not negatively affected by the quantity of PSHE work during these lessons.</p>		
<p><b>59. Secondary</b></p>	<p>Good</p>		<p>A great proportion of the plans for pupils' personal development is currently delivered in RE lessons. Leaders need to assure themselves that pupils have enough time in RE lessons to learn about different faiths and beliefs as well as the other topics that have been included in these lessons.</p>	<p>24-25 September 2019 Not a Deep Dive</p>
<p><b>60. Primary</b></p>	<p>Good</p>	<p>They appreciate differences, including other cultures and religions. Developing pupils' personal development is a clear strength of the school.</p>		<p>15-16 October Not a RE Deep Dive</p>

61. Primary	Requires Improvement	Some children who talked to inspectors had a limited understanding of different religions.	Pupils find it difficult to recall what they have learned. Some teachers do not revisit important content in order that pupils retain it over time. Leaders should ensure that teachers use assessment more effectively to check pupils' understanding and to make sure that pupils remember the most important aspects of their work.	8-9 October Not a RE Deep Dive
62. Primary	Good	Pupils understand the school's values. They are encouraged to express their own points of view and they understand the importance of tolerance. Leaders ensure that pupils learn about different cultures and religions. While pupils are respectful of these differences they do not yet have a deep enough understanding of cultures other than their own.	Pupils' understanding of different cultures is not as well developed as leaders want. Leaders should continue with their plans to further develop this. This is to ensure that pupils are as prepared as possible for their future lives in modern Britain.	9-10 October Not a RE Deep Dive
63. Primary	Good	They develop a strong understanding of different religions and cultures through effective religious education.		22-23 October Not a RE Deep Dive
64. Primary	Good	In science, RE and music, teachers follow a clear sequence of lessons. These build pupils' knowledge and their skills. Teachers introduce and explain new	Their writing is hampered by only having a few opportunities to write at length. This is particularly the	17-18 September 2019 RE Deep Dive

	<p>ideas well. They check on pupils' work and their answers, and they spot any mistakes. Through subjects such as RE, music, history and science, pupils reflect on other cultures and countries in the world. They learn about how to respect other religions and people who are different to themselves. They learn about different families</p> <p>Other information: Pupils are keen to learn in each subject. Science, reading, religious education (RE) and music are all strong subjects.</p>	<p>case in other subjects, including history, science, geography and RE.</p>	
<p>65. Primary</p>	<p>Requires Improvement</p>	<p>Pupils have a good understanding of the school's core values. They show respect and tolerance for others but are unsure about the beliefs of different religious groups.</p>	<p>Pupils have a good understanding of the school's own values but lack understanding about some British values. Pupils have some knowledge about Muslims and Christians but lack knowledge about the beliefs of other religious groups such as Hindus, Jews, Sikhs and Buddhists.</p> <p>11-12 September 2019</p> <p>Not a Deep Dive</p>
<p>66. Primary</p>	<p>Good</p>	<p>The curriculum is well organised in English, mathematics, science, history and geography. Thorough planning in these subjects helps teachers to build on pupils' prior knowledge and prepare them for their next steps in learning. The curriculum is not as well developed in other subjects, but leaders are in the process of bringing this about. They have already taken action to plan next year's</p>	<p>The sequencing of learning is not yet developed as effectively in other subjects. Subject leaders should continue to develop the sequencing of learning and identification of the key learning in each year group in art, design and technology,</p> <p>8-9 October</p>

	<p>curriculum and train staff in those subjects where planning is not so advanced.</p>	<p>religious education, computing and languages. Ofsted's transition statements have been applied in this inspection.</p>	<p>1-2 October Not a RE Deep Dive</p>
<p>67. Primary</p>	<p>Leaders have not given equally careful thought to all subjects. For example, the plans for teaching religious education do not help pupils learn all that they should by the time they leave.</p>	<p>Leaders must continue to examine carefully curriculum plans in the foundation subjects. They should identify the key concepts that pupils should have stored in long-term memory at each stage of their journey from the early years to the end of Year 6. They should identify the themes and threads in each subject that make for a well-structured, cohesive curriculum.</p>	<p>16-17 October Not a RE Deep Dive</p>
<p>68. Primary</p>	<p>Pupils at ** school love the opportunity to learn and play together. They particularly enjoy learning about the different religions and nationalities represented in the school.</p>		<p>22-23 October Not a RE Deep Dive</p>
<p>69. Primary</p>	<p>Leaders make sure that pupils' specific needs are met. Pupils told me they enjoy a wide range of subjects, trips and activities, including using the forest school. They value being told about other religions and cultures and have a good understanding of the wider world.</p>		

<b>70. Primary</b>	Requires Improvement	In subjects such as art, history and religious education, leaders are beginning to develop curriculum plans that set out what they expect pupils to learn.	1-2 October Not a RE Deep Dive
<b>71. Primary</b>	Good	Staff bring the school's curriculum to life by arranging visits and trips. They teach pupils about religions and cultures and help them to appreciate art and music.	2-3 October Not a RE Deep Dive
<b>72. Primary</b>	Good	Pupils debate current affairs during assemblies and in lessons. Teachers help pupils to learn about different faiths and cultures. Despite this, some pupils do not know enough about different lifestyles, religions or places of worship.	8-9 October Not a RE Deep Dive
<b>73. Secondary</b>	Good	Pupils read widely. All pupils carry a reading book with them. The curriculum includes lessons where everybody reads, fiction and non-fiction texts, including the teacher. Pupils read articles about the different subjects they are learning. This helps to deepen their learning. For example, pupils told inspectors that they recently discussed euthanasia in their religious education lesson after reading an article about this subject.	15-16 October Not a RE Deep Dive
<b>74. Primary</b>	Good	Leaders have developed a curriculum that helps pupils appreciate the world around them. In a whole-school topic about Africa, pupils enjoyed finding out about different countries and cultures. Pupils value differences. They learn about different religions, including Islam and Hinduism.	22-23 October Not a RE Deep Dive
<b>75. Primary</b>	Requires Improvement	Many activities support pupils' personal development, both at lunchtime and after school. ...	11-12 October 2019 Not a RE Deep Dive

76. Primary	Good	They visit places of worship and learn about a variety of religions.	15-16 October Not a RE Deep Dive
		<p>Pupils study a broad curriculum. However, aspects of this curriculum are planned spontaneously around pupils' interests. This means that for some of the foundation subjects, for example history, geography and religious education, learning is not planned sequentially to develop pupils' knowledge and skills securely. New learning does not link or build on previous learning. Pupils are not easily recalling what they have learned as too often it is covered within a lesson and then forgotten. School leaders need to ensure that the whole curriculum is more carefully planned to improve what pupils learn and remember in the long term.</p>	
77. Primary	Good		8-9 October Not a RE Deep Dive
		<p>Leaders' plans for curriculum development highlight the order in which subjects will be reviewed, the development of skills within</p>	

			<p>a subject and a review of the sequence of learning. Where this has already been undertaken, in subjects such as mathematics, religious education, science and physical education, pupils are making strong progress.</p>	
<p><b>78. Primary</b></p>	<p>Good</p>	<p>Pupils spoken with in key stage 2 were thoughtful and reflective about their learning. They were keen to share their study of different religions and spoke about how Buddhism taught them that 'you don't need a lot of things to be happy'. They spoke about different cultures and beliefs and said that anyone was welcome at their school.</p> <p>Reading is central to the school's overarching curriculum. In key stage 2, teachers choose class books to help develop aspects of pupils' spiritual, moral, social and cultural understanding. They teach this through carefully planned history topics. For example, pupils learn about the life of Alan Turing, making connections through their learning in computing and history. Pupils learn about the struggles experienced by Jewish children in Poland at the time of the war.</p> <p>Leaders also plan opportunities for pupils to learn about different religions and cultures. Pupils develop a strong sense of respect for people's differences, which are celebrated.</p>		<p>22 October</p> <p>Not a Deep Dive</p>
<p><b>79. Primary</b></p>	<p>Good</p>			<p>8-9 October</p> <p>Not a RE Deep Dive</p>

80. Primary	Inadequate	Pupils learn about different religions and cultures, and the world.	24-25 September Not a RE Deep Dive
81. Primary	Good	Leaders and teachers understand the importance of developing the curriculum, but the school's curriculum is not yet sufficiently well planned and sequenced in some subjects, such as history, science and religious education. However, leaders are already taking the right steps to bring about the improvements needed.	15-16 October RE Deep Dive
82. Primary	Good	Leaders support pupils' personal development. ... They learn how some religions are similar and how they are different. Pupils do not have a developed understanding of other cultures.	8-9 October 2019 Not a RE Deep Dive
83. Primary	Good	Leaders provide time for pupils to be reflective and alone with their thoughts. The pupil 'chaplains team' support other pupils in the school. Pupils learn about a broad range of world religions and other cultures. Pupils engage in their local community and support charities or projects from across the globe	22-23 October Not a RE Deep Dive

84. Primary	Good	Teachers develop pupils' wider spiritual, social, moral and cultural understanding well. For example, they learn about religions such as Hinduism, Islam and Buddhism.	23-24 October Not a RE Deep Dive	
85. Secondary	Requires Improvement	They know the difference between right and wrong. They learn about different religions and cultures. They are well prepared for life in modern Britain.	Leaders have not ensured that pupils study a broad curriculum in Year 9. Subject content is often rushed in Years 7 and 8. Leaders should ensure that pupils learn a broad curriculum across key stage 3 that at least matches the scope of the national curriculum.	24-25 October 2019 Not a RE Deep Dive
86. Primary	Good	Through a rich curriculum, leaders aim for all pupils to be able to 'learn to manage their lives both now and in the future'. The school helps prepare pupils well for life in modern Britain. For example, pupils enjoy learning about other cultures and exploring different religions.	17-18 October Not a RE Deep Dive	
87. Secondary	Requires Improvement	Pupils start too many GCSE courses at the beginning of Year 9. Often, they study their GCSE courses over three years rather than the recommended two. Where this occurs, pupils do not have Year 9 as a preparation year for GCSE. As a result, pupils have gaps in their knowledge and understanding. This makes it harder for pupils to comprehend the more advanced GCSE content. It also limits the connections pupils make to prior learning. Leaders have also stopped the practice of pupils	15-16 October 2019 Not a RE Deep Dive	

		unnecessarily sitting GCSE exams a year early in religious education (RE) and citizenship.		
<b>88. Primary</b>	<b>Requires Improvement</b>	Teachers plan together and are clear on what needs to be taught and when. This helps the pupils understand the work before moving on to more challenging work. This needs further development in subjects such as religious education and computing.	3-4 October Not a RE Deep Dive	
<b>89. Secondary</b>	<b>Good</b>	There are opportunities for pupils to learn about different religions and cultures. In religious education, pupils learn about Judaism, Islam and Hinduism.	5-6 November Not a RE Deep Dive	
<b>90. Primary</b>	<b>Good</b>	Pupils make links between other cultures and British values, for example in religious education. They understand the need to show respect and tolerance towards others. The school has not taken pupils to different places of worship or studied different religious festivals in depth.	18-19 September 2019 RE Deep Dive	Some subjects are not as well planned and developed as others. Subject leaders should ensure consistency in planning across a full range of subjects. v Assessment is effective in the core subjects. Formative and summative assessment of the foundation subjects is not yet in place. Leaders need to implement a consistent approach to assessments across the foundation subjects.

91. Primary	Inadequate	<p>Leaders' ambition for pupils is not high enough, so pupils do not learn enough. Pupils study the full range of subjects, but teachers do not consider deeply what pupils need to learn and when. This means pupils do not gain as much knowledge as they should. This includes learning about, and appreciating, different religions and other cultures.</p> <p>The planned personal, social, health and economic education (PSHE) does not support pupils to be confident, determined and independent in their learning. Neither does the planned curriculum provide pupils with a rich knowledge of religion and other cultures.</p>	<p>v Pupils are not well prepared for life in modern Britain. Leaders should ensure that the curriculum gives pupils sufficient understanding and appreciation of religion and different cultures.</p>	1-2 November Not a RE Deep Dive
92. Primary	Requires Improvement	<p>Pupils and staff speak confidently about the school's values, which include 'respect' and 'kindness'.... Pupils have a developing knowledge of other cultures and religions.</p>		1-2 October 2019 Not a RE Deep Dive
93. Primary	Outstanding	<p>Pupils know how important it is to understand and respect differences and diversity. Leaders use a very well-organised range of activities to help pupils know and remember more about different religions, cultures and types of families. They make things clearer when parents do not immediately understand why some lessons or activities are important.</p>		25-26 September Not a RE Deep Dive
94. Primary	Good	<p>The school's aims of developing 'culture, character and career' are central to the work of staff. Pupils' understanding about world religions is strong. They visit the local church and sing at civic events.</p>		9-10 October 2019 Not a RE Deep Dive

95. Secondary	Requires Improvement	<p>In key stage 3, pupils have too few opportunities to learn about some subjects, such as geography, history, and religious education (RE), in detail. Also, the range of subjects offered by the school at key stage 3 is narrow. For example, pupils in Years 7 and 8 do not currently get the chance to study technology. The curriculum at key stage 3 does not stay as broad as possible for as long as possible. It is not as ambitious as the national curriculum.</p> <p>In key stage 4, pupils can choose to study from a wide range of subjects. However, older pupils do not have enough opportunity to study RE. Few pupils choose to continue to study a modern foreign language. Leaders have put plans in place to improve pupils' enjoyment of this subject so that more pupils choose this as an option.</p>	<p>Leaders and governors need to ensure that pupils follow a broad curriculum which is similar in breadth and ambition to the national curriculum. They should further improve the curriculum by increasing the depth of learning for pupils in different subjects in key stage 3. Leaders should also increase the opportunities for key stage 4 pupils to study RE in greater depth.</p>	11 October Not a RE Deep Dive
96. Primary	Good	<p>The curriculum is well planned in physical education (PE), science, mathematics, religious education (RE) and computing. The curriculum planning for these subjects shows exactly what pupils should learn each term and in each year. Teachers use the planning to make sure pupils learn what they need to and develop their learning from one year to the next.</p>		25-26 September Not a RE Deep Dive
97. Primary	Requires Improvement		<p>Pupils are not achieving as well as they should in the foundation subjects. In these subjects, leaders have not carefully considered the content or order of the</p>	24-25 September 2019 RE Deep Dive

98. Primary	Good	Outside of lessons, pupils develop their spiritual, moral, social and cultural understanding in a range of ways. For example, pupils visit art galleries and celebrate religious festivals. The 'forest school' encourages pupils to keep going when things are difficult.	curriculum. Curriculum leaders should therefore identify what they want pupils to know and remember and decide the order in which this knowledge will be taught.	11–12 September 2019  Not a Deep Dive
99. Secondary	Requires Improvement	Pupils begin their GCSEs in Year 9. Leaders have reduced the teaching of religious education in key stage 4. Some subject content is not taught and pupils have gaps in their knowledge.	Pupils in Year 9 do not cover effectively some subject content. New content is either not provided or taught too superficially. This leads to gaps in pupils' knowledge in some subjects. Some pupils in key stage 4 have limited time to study religious education. Leaders need to rectify any narrowing of or omissions in the curriculum.	15 -16 October  Not a RE Deep Dive
100. Primary	Requires Improvement	The pupils' books show their developing understanding of a variety of other religions.		8-9 October  Not a RE Deep Dive

In most other subjects, including science, history, geography, art and physical education, the curriculum is well planned and organised. However, religious education (RE) is not planned with such precision. Information provided for teachers is short of detail. This, combined with limited training in this subject, leads to uncertainty about important knowledge. As a result, pupils do not learn the knowledge they should.

Planning in most subjects, including reading, mathematics and science, is thorough. However, in RE, it lacks important detail. Teachers do not have the knowledge or the training to teach this subject well. Consequently, pupils' knowledge in RE is not as strong as it is in other areas of the curriculum. Leaders should ensure that the RE programme of study is reviewed and revised to give greater detail about the knowledge to be taught and learned. They should also ensure that teachers are provided with the training needed for them to teach RE knowledgeably and with confidence.