

Southampton School Improvement Officer Report – SACRE monitoring

School	Shirley Junior School	
Head teacher / email	Annette Hixon/annette.hixon@sj.jetrust.org Executive Head teacher Hazel Hayter/head@sj.jetrust.org	
Chair of Governors / email	Peter Gould	
School Improvement Officer	Alison Philpott	Date of visit: 1/12/17
Other attendees	Jackie Meering, Elizabeth Jenkerson, Harmeeet Singh Brar	

Context

The SACRE is in Year 3 of a 5 year cycle of monitoring visits to establish and increase the knowledge and understanding of Southampton schools focussing on Collective Worship and Religious Education. This has been developed with Head teachers and will include all schools over a five year cycle. The purpose of monitoring is for the SACRE to meet their statutory duty to report to the LA any schools which cause concern for example, with regard to not fulfilling the requirement for collective worship of wholly or mainly of a broadly Christian character; not following Locally Agreed Syllabus delivery if appropriate to school. It will also enable the SACRE to know where good practice lies within schools across the city.

At Shirley Junior School the visit is as a result of a Head teacher request for a visit.

Summary finding

- The school meets its statutory requirements for Religious Education and Collective Worship and has evidenced strong practice in Religious Education during the visit
- The evaluation the RE leader has undertaken demonstrates the building of consistency and capacity across the school in RE. There is strong evidence from lessons and pupils that there is a depth and connectivity derived from careful planned of the integrated curriculum that enables pupils to recognise their RE learning as well other wider learning
- The school has good practice that it is able to share with other schools and has established the effective use of the locally agreed syllabus

Agreed actions

Agreed action	Deadline and intended impact
Continue to embed the assessment processes for RE across the school as planned, so that pupils, parents, staff and governors can clearly identify where progress is being made	Throughout 2017-18 so that progress can be monitored and celebrated. Additionally attainment targets can be set in line with other subjects

Collective Worship findings

- The school has a well-planned approach for Collective Worship which is broadly Christian. The school offers collective worship in a range of ways: together as a whole school in the hall, in year groups, and in class groups.
- The school “Jett values” are embedded and are visibly demonstrated by the positive ways children confidently expressed their thinking about “giving to others” “spending time with family” during the Christmas holidays. This was in keeping with the theme of Advent - preparation
- Pupils also confidently spoke about the need to support each other and the impact of the recent assembly on the “worry box”
- Pupils regularly contribute effectively to the presentations made in whole school assembly. This is valued by pupils who enjoy listening to their peers and find out about learning and

ideas from other year groups. This helps to build the strong sense of belonging and rights respecting ethos that pupils discussed and exhibit

- Pupils moved out of the hall respectfully
- Music is a key feature of phase and whole school assemblies. Singing is participated in regularly. Again this is well planned to give a broad range of musical experience across the year
- Music is also used across the school as the indicator of the reflection part of the Collective Worship be it whole school, year group or class based so that children understand when that element is taking place
- Activities within assembly were highly participative, all children engaged within the sharing of work and questions posed by Year 4 pupils
- Key messages were reinforced through the lighting of the first advent candle
- Pupils were invited to reflect upon “how they can prepare for the holidays”. This enabled all pupils to spend key time on thought. It could have offered the opportunity for pupils to pray if they wished to, but it was clear that this time is regularly incorporated in to assembly from the pupil responses
- A wide range of festivals and celebration are included within the assembly programme and the curriculum to build children’s understanding and cultural experiences. In the assembly observed pupils proudly accepted their awards from their teachers about the value of the week
- Values were an inherent part of the assembly observed and opportunities are planned to incorporate British Values throughout the assembly programme as well as across the curriculum
- Displays across the school support the ethos and values of the school community
- During discussion with pupils they evidenced that they especially enjoyed “coming together as a school to see and hear about others work and successes
- A wide range of adults lead collective worship and visitors are sometimes invited, especially to support cultural/community/ wider curriculum links. The whole school visits a local church for a Christingle celebration and other events in the year
- The plan for Collective worship, whilst broadly Christian is sufficiently flexible when the school wishes to respond to wider events
- There have been very few requests by parents/carers for withdrawal from collective worship.

Religious Education findings

- The subject leader for Religious Education is knowledgeable and passionate about her subject. She has continued to refine upon prior planning in line with the Locally Agreed Syllabus for RE following attendance at a range of training opportunities. This is then disseminated effectively to teachers across the school.
- Regular time in Professional Development Meetings with teachers enables the RE leader to effectively cascade her learning from her own training and development
- The school has a well-planned curriculum that integrates RE. It has strong evidence in books, from pupils and leaders that the cycle of enquiry approach supports the building of knowledge and understanding within RE over time across the school
- There is a clearly focused action this year to embed assessment across the school in RE.
- The cycle of enquiry approach and Locally Agreed Syllabus are a part of staff CPD
- Leaders are passionate in developing capacity in the delivery of high quality Religious Education together with enabling pupils to place their learning in context of understanding the diverse make-up of Britain and the world.
- Evidence in the SMSC books recording learning and special events supported the strength of connections made within the curriculum, for example, the cultural diversity day which includes the wider community in a celebration of culture – that pupils recognised clearly was different to faith.
- The school has a clear curriculum map for RE across the Key Stage 2. Expectations for delivery of RE are high and as a result the subject is taken seriously by adults and children

who demonstrated this during discussion.

- Lessons were visited across years 4, 5 and 6. Books and pupils spoken to evidenced age-appropriate recognition of the teaching of RE over time. These had been well planned using the Locally Agreed Syllabus and included a wide range of concepts
- Pupils felt safe and confident to communicate their own experiences within their lessons and with visitors. It was evident that pupils could recognise their discreet RE learning and gave their own examples of work they felt proud of in RE. This demonstrated both discreet RE cycles of enquiry as well as wider religious and cultural literacy
- Interviews with pupils show very clear progress in Knowledge, skills & understanding across the three year groups interviewed with Y6 being able to articulate in depth the Knowledge and understanding in RE they have developed across their time in the school
- Marking and feedback supported basic skills as well as the specific RE learning. Feedback given on the concept of “miracles” gave pupils the opportunity to further explain their understanding of this concept
- Assessment of RE will strengthen with the focus planned over this year that will embed the new approach to Age Related Expectations in RE
- There have been a very small number of requests to withdraw that are managed through communication with parents
- The RE leader evaluates well in that she has the time each half term to monitor teaching, review work in books and conference pupils. This is aiding her to know the support teachers require and the quality of learning occurring across the school
- Links with a local secondary school has strengthened pupils experiences of RE, other subjects and is also supporting pupil transition to secondary

Evidence Base may include:

- **Joint lesson observations, performance information, discussions, work scrutiny and document scrutiny**