

<b>Southampton School Improvement Officer Report – SACRE monitoring</b>		
<b>School</b>		
<b>Head teacher</b>		
<b>Chair of Governors</b>		
<b>School Improvement Officer</b>	Alison Philpott	Date of visit:
<b>Other attendees</b>	Ellen Brodigan SACRE rep	

Context
<p><i>The SACRE in Southampton carries out monitoring visits with the professional adviser to establish and increase the knowledge and understanding of Southampton school’s provision and practice for both Collective Worship and Religious Education. This includes an offer to all schools over the five-year cycle of the Locally Agreed Syllabus. 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, any school 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.</i></p> <p>At xxxxxxxxxxxxxxxxxxxx School the visit is as a result of place in the cycle.</p>

Summary finding
<ul style="list-style-type: none"> <li>• The school meets its statutory requirements for Religious Education and Collective Worship and has evidenced strong, securely-embedded practice across both elements during the visit.</li> <li>• The leadership team have ensured that there is a firm and common understanding of intent and what it means for teacher’s practice. This was evident through well-sequenced planning that is concept -based and appropriately uses the Locally Agreed Syllabus together with the school’s context.</li> <li>• Pupils’ work across the curriculum is consistently of a high quality.</li> <li>• The school has strong practice it is able to share with other schools.</li> </ul>

Agreed action	Deadline and intended <b>impact</b>
Continue to refine children’s understanding of similarities and differences within religions as well as between those of different religions, beliefs or no affiliated religion	Ongoing throughout each cycle
Continue to plan to re-establish the pre COVID visits and visitors which were firmly embedded, in order to further bring children’s understanding to be linked to lived experiences	Throughout the year so as to re-establish different opportunities as and when is timely, linked to planned learning or assemblies.
Ensure that the website includes clear information about the Locally Agreed Syllabus and the right to withdraw	By the end of the term to ensure that it is evident the school is following the syllabus they are required to, and the right to withdraw is clear for parents.

### 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: as a Key Stage in each hall, in house groups, and in class groups.
- The school values are well-embedded through the careful planning of Collective Worship. They are visibly demonstrated by the positive ways children successfully work alongside each other and with adults throughout the school.
- During the Years 4-6 assembly the Collective Worship aspect was delivered by two Year 6 pupils, and they welcomed the new opportunity to do this.
- Pupils moved in and out of the hall respectfully and in a well-organised manner.
- Pupils expressed their enjoyment of assemblies and the interesting assembly themes. They were also able to connect their thinking and messages to verbalise how they had impacted on them in different ways, such as at playtimes with friends.
- Activities within assembly were participative, children clearly knew that a range of responses were going to be asked for when posed a question, and the opinions of all were expressed, valued and respected.
- All children, across both phase assemblies fully engaged within the current theme of "friendship".
- Key messages were reinforced through visual depiction, questioning, bible reference and a relevant story "The invisible boy" as well as Book Number two from the number series by Kathryn Otoshi
- Pupils were appropriately invited to listen to the prayer and say "amen" if they wished.
- A wide range of religious and cultural festivals are included within the assembly programme and the curriculum to build children's understanding and experiences. They spoke enthusiastically about the "Day of the Dead" festival and the older children were able to clearly differentiate between cultural and religious festivals.
- Values were an inherent part of the assembly observed, and there are opportunities planned throughout the programme to incorporate British Values as well as more widely across the curriculum.
- Displays across the school support the ethos and values of the school community as well as excellent models of work.
- The ethos reflected in collective worship, and discussions with pupils during the visit is further exemplified by the following discussion where techniques consistently utilised by adults and children across the school: "building on from..." "linking to..." demonstrated how adults are developing respect for, contribution and inclusion of all within discussions.
- A range of leaders lead collective worship and visitors are invited when this forms an enrichment point or strengthens understanding, the school has plans to re-establish the range of visitors involved.
- The plan for Collective worship, whilst broadly Christian is sufficiently flexible for example, when the school wishes to respond to wider world events.
- There are rare requests by parents/carers for withdrawal from collective worship and where these are made, they are extremely limited and discussed with leaders.

### Religious Education findings

- Senior Leaders have ensured that Religious Education is built upon the principles and intent set out in the Locally Agreed Syllabus.
- The school has developed its provision using identified key concepts that support or benefit from the ability to connect learning across subject learning. One example being the concept of light being studied before the Year 2 History unit around Florence Nightingale.
- This enabling older children to draw on prior learning and think deeply such as different meanings of concepts.
- The effective use of the cycle of enquiry approach is clearly evident through teaching, planning and pupil conferencing.
- Leaders are passionate in developing capacity in the delivery of high-quality enriched

curriculum which includes Religious Education.

- The school has a clear curriculum map for RE across Key Stage 1 and Key Stage 2. This includes detailed progression documents, which are used to map out learning ladders and track progress and attainment. In Early Years planning includes, for example, opportunities to explore festivals such as Diwali.
- Expectations for delivery of RE are high and as a result the subject is taken seriously by adults and children who demonstrated this during lessons and discussion.
- Lessons were visited in Years 2 and 6. Teacher subject knowledge was strong, and pupils felt safe and confident to communicate their own experiences and thoughts within their lessons and with visitors. In both Key Stages it was evident that pupils could recognise their discrete RE learning knowledge and gave their own examples of work they felt proud of in RE. This demonstrated both discrete RE cycles of enquiry as well as wider religious and cultural literacy.
- The subject is taught very well, and this is enabling pupils to have very good, enriched understanding, but also to be curious about how other people choose to live their lives. Exceptionally, older pupils wanting to learn even more “perhaps about the smaller religions that we don’t learn about at the moment”.
- There are no withdrawals currently.
- Governors visit the school and capture first hand evidence for RE through display, learning walks and through book scrutiny sessions.

**Evidence Base may include:**

- **Joint lesson visits, observation of 2 assemblies with collective worship within, discussions with leaders and children, website check and document reading**