

2 November 2022		ITEM: 6
Standing Advisory Council on Religious Education		
Monitoring Provision for RE in Thurrock Schools		
Wards and communities affected: All	Key Decision: Non-Key	
Report of: Deborah Weston, Associate Adviser for Religious Education		
Accountable Assistant Director: Michele Lucas, Assistant Director Learning Inclusion and Skills		
Accountable Director: Shelia Murphy, Corporate Director of Children's Services		
This report is: Public		

Executive Summary

In order to discharge its legal duties, SACRE monitors provision for Religious Education in its local area where RE is delivered in accordance with the local Agreed Syllabus. Thurrock introduced a new Agreed Syllabus in 2016 and regularly monitors data on provision for the subject to establish how effective the new syllabus has been in meeting its aim to raise standards of RE. This report is based on two sources of information. 1: the school workforce census for secondary schools collected in November each year. 2. A tool for school self-evaluation.

- 1. Recommendation(s) that SACRE:**
 - 1.1 Consider the national and local school workforce data for 2022 in Appendix 1**
 - 1.2 Request that the associate adviser invite participants at the syllabus launch event to complete a brief survey – see Appendix 2**
 - 1.3 Ask the LA officer to include the following information in conversations with schools:**
 - **where good practice is identified**
 - **where there is no evidence that the requirements of the Agreed Syllabus are met**
 - **where there looks to be limited or no provision.**

2. Introduction and Background

- 2.1 It has been possible in the past for SACRE to carry out its monitoring function using a variety of methods:
- a. School visits and lesson observations
 - b. The collation of comments on RE found in Ofsted inspection reports
 - c. Analysis of data
- 2.2 Smaller education budgets and less staff capacity mean that specific visits to schools by specialist advisers for RE are no longer possible for most local authorities, Ofsted no longer report on RE in particular and therefore SACREs around the country largely rely on data and information that schools are prepared to share from their own self-evaluative work.

3. Issues, Options and Analysis of Options

- 3.1 A census of the school workforce is carried out annually and for secondary schools, this includes data about the number of hours of provision for each year group for each subject of the curriculum.
- 3.2 These methods of collective information on provision for RE cannot be used in isolation but the results should complement other data and school self-evaluation.

4. Reasons for Recommendation

- 4.1 One of the responsibilities of a SACRE is to monitor provision for RE to be given in accordance with its Agreed Syllabus

5. Consultation (including Overview and Scrutiny, if applicable)

- 5.1 Not applicable

6. Impact on corporate policies, priorities, performance and community impact

- 6.1 The Local Authority reviews its Agreed Syllabus for Religious Education on a regular basis;
- Publishes an Annual Report of its work;
 - Offers guidance on resources and methods of teaching and in consultation with Thurrock Schools;
 - Monitors the quality of provision for RE and Collective Acts of Worship in Thurrock.

This exercise falls under the third element of this programme.

7. Implications

7.1 Financial

Implications verified by: **David May**
Strategic Lead Finance, Corporate Finance

There are no financial implications to this report since the actions recommended in this report, if approved will be conducted by the Associate RE Adviser as part of her work

7.2 Legal

Implications verified by: **Sarah Dawkins**
Barrister (Consultant) on behalf of the Chief Legal Officer

I confirm that this report along with the appendices referred to has been read in full. The legal functions of the SACRE are set out in section 391 of the Education Act 1996. Those functions, amongst others, includes the requirement to advise the local authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with an agreed syllabus as the authority may refer to the council or as the council may see fit. The matters referred to includes methods of teaching, the choice of materials and the provision of training for teachers. The recommendations set out within the report are consistent with the functions of the SACRE, accordingly, there appears to be no adverse external legal implications arising from the recommendation.

7.3 Diversity and Equality

Implications verified by: **Roxanne Scanlon**
Community Engagement and Project Monitoring Officer

The aim of this review is to collect information about the provision for RE in Thurrock, to address concerns and to celebrate success. Higher standards in the teaching of RE will help schools to fulfil their statutory duty to promote community cohesion and to encourage better respect and tolerance for those with different religions and beliefs.

7.4 Other implications ((where significant) – i.e. Staff, Health Inequalities, Sustainability, Crime and Disorder or Impact on Looked After Children

- Not applicable

8. Background papers used in preparing the report (including their location on the Council's website or identification whether any are exempt or protected by copyright):

- None

9. Appendices to the report

- Appendix 1 - **National and Local School Workforce Data for 2022**
- Appendix 2 - **Syllabus Launch Event Survey**

Report Author:

Deborah Weston

Associate Adviser for RE

November 2020

School name	% year 7 hours - RE	% year 8 hours - RE	% year 9 hours - RE	% year 10 hours - RE	% year 11 hours - RE
Grays Convent High School	10.8	10.6	9.3	9.9	9.9
Harris Academy Chafford Hundred	4.4	3.9	3.9	0	0
Harris Academy Ockendon	0	0	0	0	3.6
Harris Academy Riverside	.	.	.	.	.
Orsett Heath Academy	2.2	.	.	.	.
Ortu Gable Hall School	.	.	.	.	.
Ortu Hassenbrook Academy	4.9	5.1	5	0	0
St Clare's School	5.3	5.1	2.6	0	0
Thames Park Secondary School	4.2	.	.	.	.
The Gateway Academy	3.8	4.5	10	9.5	0
The Hathaway Academy	5.9	6.5	4	1.2	1.2
William Edwards School	4.8	3.8	4.4	2.9	1.1

November 2021

School name	% year 7 hours - RE	% year 8 hours - RE	% year 9 hours - RE	% year 10 hours - RE	% year 11 hours - RE
Grays Convent High School	7.86	6.92	4.58	10.7	8.11
Harris Academy Chafford Hundred	6.17	5.2	6.3	1.1 (Phil)	0.85 (Phil)
Harris Academy Ockendon	4.14	4.66	4.04	4.96	0
Harris Academy Riverside	0	1.85	0	0	0
Ormiston Park Academy	.	.	.	.	.
Orsett Heath Academy	2	4	.	.	.
Ortu Gable Hall School	2.48	2.56	2.35	0	0
Ortu Hassenbrook Academy	5.45	4.9	5.76	4.5	0
St Clare's School	4.74	4.39	4.33	0	0
Thames Park Secondary School	3.58	3.71	.	.	.
The Gateway Academy	3.68	3.49	0	0	0
The Hathaway Academy	4.44	5.01	3.85	2.19	2.07
William Edwards School	4.28	4.34	4.12	2.73	0.98

(primary):

RE School Self-Evaluation (Primary)

School:

School Type:

Thurrock SACRE has a statutory responsibility to monitor provision for Religious Education in the borough. SACRE can use this information to make recommendations to Thurrock Council about the strengths and weaknesses of that provision, how good practice might be shared and what support might be offered. Subject leaders are requested to complete this proforma and return it to the Associate Adviser; Deborah Weston - deborah@retoday.org.uk

School self-evaluation: key questions

1. What are the strengths of your current provision and practice?

2. Where are there weaknesses/areas for improvement?

3. Do you have an example of good practice you would like to share with others?
If so, please provide details below.

4. What are your priorities for development in RE? Please provide a list or attach your current development plan

5. Is there anything related to RE for which you would like external support?

Quality and standards of RE in the school

6. How does the school make a judgment on this?
(e.g. monitoring, lesson observation, work scrutiny, meeting with pupils, learning walks ...)

7. Overall, how would you grade the quality of RE provision (including quality and standards achieved by pupils) in your school?

Schools may wish to refer to one of the following sets of criteria to help with this judgement:

- a. <http://www.re-handbook.org.uk/section/managing/self-evaluation-in-re/effectiveness-of-provision/>
- b. <http://www.reqm.org/media/file/school-evidence-form-13-06-2016.doc>

Outstanding (1)

Good (2)

Requires Improvement(3)

Inadequate (4)

8. Why have you chosen this grade?

Continuing professional development in RE

9. What CPD has the subject leader taken part in (over the last year) and what was its impact?

10. What CPD have other teachers taken part in (over the last year) and what was its impact?

11. Do you have links with a local group of teachers in Thurrock?
(Yes: please list below/No/No but I'd like to know more)

Timetabling of RE

12. Is provision for RE combined with another subject e.g. PSHEe, Citizenship? (Yes (please explain below)/No)

13. How much time does each pupil spend on RE-related work each week on average?

EYFS:

KS1:

KS2:

14. Who delivers the RE in your school? Please describe any diversity between classes and year groups if appropriate

(Class teacher/HLTA/TA/PPA teacher/other please specify)

Agreed Syllabus

15. If your school is an Academy, have you chosen to adopt the Thurrock Agreed Syllabus?
<http://www.Thurrockrenet.co.uk/agreed.html>

Yes/No

16. If you answered 'No' to question 15 above, please tell SACRE which syllabus you have chosen to adopt or attach a copy of the syllabus you have devised which meets the same requirements as are expected of an Agreed Syllabus
17. Does your curriculum and provision meet the requirements of the Agreed Syllabus*
*This question relates to the SYLLABUS -not the scheme of work)?

Yes/No/Partly – If not yes, then please explain how you intend to address this.

Scheme of work (SoW)

18. Does the school use the Thurrock scheme of work? Yes/No/Partly (If Yes, go to question 22
19. If no, please explain whether the school scheme matches the requirements of the agreed syllabus? e.g.
<http://www.Thurrockrenet.co.uk/agreed.html>
- Fully/ Mostly/Not at all
- If not fully, please explain how you intend to address this
20. Please attach a long-term plan/curriculum map that shows how you deliver RE across the school/school year?
21. How does the SoW ensure progression between the key stages?
- a. In respect of subject knowledge?
 - b. In the development of skills?

Resources

22. Are the resources sufficient to support the RE programme? Yes/No
23. Are there any resources that you would recommend to other schools?
24. Are there any resources that you are lacking?

25. Please list below the contact details for any visitors you use to support RE that you'd recommend to others?

26. Please list below the contact details for any places you use to visit to support RE that you'd recommend to others?

Management and Organisation of RE

No. of students on roll

27. Name of subject leader:

28. How long as subject leader in this school:

1 year	2 years	3 years	4 years	5+ years
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29. Other comments/notes *(Continue overleaf if necessary)*

Appendix B (secondary)

RE School Self-Evaluation (Secondary)

School:

School Type:

Thurrock SACRE has a statutory responsibility to monitor provision for Religious Education in the borough. SACRE can use this information to make recommendations to Thurrock Council about the strengths and weaknesses of that provision, how good practice might be shared and what support might be offered. Subject leaders are requested to complete this proforma and return it to the Associate Adviser; Deborah Weston - deborah@retoday.org.uk

School self-evaluation: key questions

1. What are the strengths of your current provision and practice?
2. Where are there weaknesses/areas for improvement?
3. Do you have an example of good practice you would like to share with others?
If so, please provide details below.
4. What are your priorities for development in RE? Please attach your current development plan
5. Is there anything related to RE for which you would like external support?

Quality and standards of RE in the school

6. How does the school make a judgment on this?
(e.g. monitoring, lesson observation, work scrutiny, meeting with pupils, learning walks ...)
7. Overall, how would you grade the quality of RE provision (including quality and standards achieved by pupils) in your school?

Schools may wish to refer to one of the following sets of criteria to help with this judgement:

- a. <http://www.re-handbook.org.uk/section/managing/self-evaluation-in-re/effectiveness-of-provision/>

b. <http://www.reqm.org/media/file/school-evidence-form-13-06-2016.doc>

Outstanding (1)	Good (2)	Requires Improvement(3)	Inadequate (4)
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8. Why have you chosen this grade?

Continuing professional development in RE

9. What CPD has the subject leader taken part in (over the last year) and what was its impact?

10. What CPD have other teachers taken part in (over the last year) and what was its impact?

11. Do you have links with a local group of teachers in Thurrock?
(Yes: please list below/No/No but I'd like to know more)

Timetabling of RE

12. Is provision for RE combined with another subject e.g. PSHEe, Citizenship? (Yes (please explain below)/No)

13. How much time does each pupil spend on RE-related work each week?

Key Stage 3:

Key Stage 4:

Post-16:

14. Who delivers the RE in your school?
a. How many individual teachers?

b. How many teachers with post-A level qualifications in the subject?

- c. What proportion of the timetable is delivered by teachers who spend most of their timetable delivering another subject?

Agreed Syllabus

15. If your school is an Academy, have you chosen to adopt the Thurrock Agreed Syllabus Yes/No
<http://www.Thurrockrenet.co.uk/agreed.html>
16. If you answered 'No' to question 18 above, please tell SACRE which syllabus you have chosen to adopt or attach a copy of the syllabus you have devised which meets the same requirements as are expected of an Agreed Syllabus
17. Does your curriculum and provision meet the requirements of the Agreed Syllabus*
*This question relates to the SYLLABUS -not the scheme of work)?
- Yes/No/Partly – If not yes, then please explain how you intend to address this.
18. If you answered 'No' to question 18 above, please tell SACRE which syllabus you have chosen to adopt or attach a copy of the syllabus you have devised which meets the same requirements as are expected of an Agreed Syllabus

Scheme of work (SoW)

19. When was the current SoW drawn up or revised?
20. To what extent does it match the requirements of the Agreed Syllabus you have adopted? E.g.
<http://www.Thurrockrenet.co.uk/agreed.html> Fully/ Mostly/Not at all
- If not fully explain how you intend to address this
21. Please attach a long-term plan/curriculum map that shows how you deliver RE across the school/school year?
22. How does the SoW ensure progression between the key stages?
a. In respect of subject knowledge?

b. In the development of skills?

Resources

23. Are the resources sufficient to support the RE programme? Yes/No

24. Are there any resources that you would recommend to other schools?

25. Are there any resources that you are lacking?

26. Please list below the contact details for any visitors you use to support RE that you'd recommend to others?

27. Please list below the contact details for any places you use to visit to support RE that you'd recommend to others?

Management and Organisation of RE

No. of students on roll

28. Name of subject leader:

29. How long as subject leader in this school:

1 year	2 years	3 years	4 years	5+ years
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30. Other comments/notes *(Continue overleaf if necessary)*