

SACRE Monitoring report 2014/15

Achievement

SACRE recognises the high quality of religious education in Lancashire schools and appreciates schools' support in gathering end of key stage data.

At the end of KS1 performance rose by about 2% in 2014 with around 84% of pupils reaching the expected levels of attainment. At the end of KS2 attainment improved further with about 83% of pupils reaching the level expected of 11 year olds. A review of attainment at the end of Key Stage 3 also indicates that pupils continue to build on their prior attainment with around 84% of pupils reaching the expected level of attainment, a rise of 2% on the previous year.

In 2014 Key Stage 4 entries for the full Religious Studies GCSE course remained very similar to 2013 at around 41% in Community Schools. This is just below the national average for all schools. The proportion of pupils entered for the full course in all Lancashire schools rose by over 7% to 60% in 2014. Levels of attainment in Community Schools were 3% above the national average for all schools, with over 73% of pupils gaining a GCSE at grade A*-C. There was a 4% rise in the proportion of pupils gaining a grade A*-A in RE in Community Schools and higher level attainment is now in line with the national average for all schools.

A more detailed review of attainment indicates that of the schools reporting attainment at Key Stage 1, 2 and 3:

- More than 80% of pupils reached Level 2 or above at the end of Key Stage 1 in 89/128 primary schools reporting results
- More than 80% of pupils reached Level 4 or above at the end of Key Stage 2 in 83/117 primary schools reporting results
- More than 80% of pupils reached Level 5 or above at the end of Key Stage 3 in 10/18 secondary schools reporting results
- Fewer than 70% of pupils reached Level 2 or above at the end of Key Stage 1 in 11/128 primary schools reporting results
- Fewer than 70% of pupils reached Level 4 or above at the end of Key Stage 2 in 14/117 primary schools reporting results
- Fewer than 70% of pupils reached the expected level at the end of both Key Stage 1 and 2 in 4 primary schools reporting results
- Fewer than 70% of pupils reached Level 5 or above at the end of Key Stage 3 in 4/18 secondary schools reporting results

Quality of provision

The following paragraphs are taken from OfSTED reports on Social, Moral, Spiritual and Cultural development in published inspection reports for Community Schools (since 23rd October 2014)

Primary Schools

Seven Stars CPS – Overall Effectiveness (OE) Requires Improvement

Pupils take on responsibility in a variety of roles, for example as members of the school and eco councils; and older pupils support younger children during lunchtime and on the playground. These all contribute to pupils' good spiritual, moral, social and cultural development.

Chaucer PS – OE Good (Good levels of attainment)

The school has developed a varied and interesting 'values-led' curriculum that is effective in promoting pupils' spiritual, moral, social and cultural development. The curriculum is full of interesting experiences for the pupils and is enhanced by a good range of extra-curricular opportunities.

Pupils are well -prepared for life in modern Britain. Pupils are given positions of responsibility in the school and have had a strong influence in the design of the refurbished school. Pupils learn about democracy through the election of the school council and house captains. Close links are established with local churches and pupils' understanding and tolerance of other faiths is promoted well.

Highfield PS – OE Good

Pupils' spiritual, moral, social and cultural development is good. Opportunities are taken to teach pupils how to value and respect one another and this is reflected in their good behaviour. The pupils take pride in their school. They have a good understanding for their age of British and other cultures. Events such as a Faith Week help pupils to respect others with different beliefs from their own.

Brunshaw PS – OE Good

Spiritual, moral, social and cultural development is promoted well. Pupils become considerate, tolerant individuals who respect the views and lifestyles of others, have a clear understanding of the difference between right and wrong and know they are responsible for their actions. They are well prepared for life in modern Britain.

Nether Kellet – OE Outstanding

Pupils' spiritual, moral, social and cultural development is excellent. There is a clear focus on social and moral issues, and the school works very effectively to raise pupils' spiritual and cultural awareness and understanding of the wider world. For example, there have been visits from Brazilian samba musicians, as well as a rabbi and an imam. Pupils are very well prepared for life in modern Britain.

Longton – OE Outstanding

(Good levels of attainment)

The school's work to promote pupils' spiritual, moral, social and cultural development is highly effective across the school, including in the early years, and contributes well to their outstanding achievement. Pupils are very mature in their approach to learning. They enjoy participating in class, and have many opportunities to visit theatres and museums, play various musical instruments, including the piano and flute, engage in dance and drama productions and participate in gymnastics.

□ Pupils understand the local, as well as the global dimensions of cultural diversity. The school's links with a school in Malawi, pupils' visits to places of worship, including a Hindu cultural temple and a synagogue, and opportunities for them to learn about different cultures and traditions have all helped the school to be nationally recognised for its race equality work

Town Green – OE Good

The curriculum takes a full account of the skills and knowledge pupils need to learn, with a clear focus on developing their basic skills in literacy and numeracy. There are well-planned activities to promote pupils' personal, social and health education. All of this has a positive impact on their spiritual, moral, social and cultural development and prepares them well for their future lives in modern Britain.

Barden – OE Good (Good levels of attainment)

Pupils enjoy a rich and exciting curriculum, which supports their spiritual, moral, social and cultural development well and is beginning to prepare pupils for life in modern Britain. The approach to topics, which ensures all pupils have opportunities to go on visits, inspires pupils to participate enthusiastically and to talk knowledgeably about their different topics.

Broadway – OE Outstanding (Good levels of attainment)

Both classes make regular visits to a partner school to meet pupils from minor ethnic groups. These rich and diverse experiences, together with the wide range of sport and music opportunities, make a strong contribution to pupils' spiritual, moral, social and cultural development and prepare pupils very effectively for life in modern Britain.

Secondary Schools

Penwortham Girls High School – OE Outstanding (Good levels of attainment)

Students' spiritual, moral, social and cultural education is a strength and is outstanding. It is strongly promoted through the culture of the school and relationships between staff and students as well as through the high-quality curriculum. It plays a key role within the firmly established ethos of the school and promotes tolerance and understanding among students. It is an important element in

how the school promotes equal opportunities for all students and in ensuring excellent relationships between members of the school community.

Whitworth High School - OE Good
(Good levels of attainment)

Students' spiritual, moral, social and cultural development is good and helps them prepare for life in modern Britain. Through a range of activities, students are given opportunities to talk about current issues, different religions and beliefs. There exists a vibrant debating society where any issue can be discussed in an atmosphere of tolerance, respect and trust. Students appreciate being able to debate such issues and see this as gaining a deeper understanding of fundamental British values. Equality of opportunity is promoted well and any form of discrimination, should it appear, is tackled with urgency.

Special schools

The Coppice – OE Good

Theme days and weeks, such as stone-age history week and science week and the celebration of occasions such as Children in Need, strongly promote pupils' spiritual, moral, social and cultural development. During the inspection, pupils of all abilities held the two minutes silence on Remembrance Day and it was clear that many of them understood the reason for reflection and the effect on their lives in modern Britain.

Brookfield School – OE Good

The wide range of learning opportunities that take place prepare students for life in modern Britain. For example, there are plenty of chances for them to meet with others from different backgrounds and communities when they go out of school on trips and visits. Visitors from the different communities in the north-west of England are invited into school to speak with the students.

The Rose School – OE Good

Students' spiritual, moral, social and cultural development underpins much of the school's work and instances of bullying and discrimination are very rare. This prepares them well for life in modern Britain.

Quality of provision and attainment

Of the 4 primary schools where attainment is below 70% at the end of both Key Stages 1 and 2, three schools are currently judged to be good and 1 requires improvement

Of the 4 secondary schools where attainment is below 70% at the end of Key Stage 3, 1 is currently judged to be good and 3 are in a category of concern.

Pupils' views

The Pupil Attitude Questionnaire indicates that: the great majority of pupils are positive about the schools' work on other cultures and are positive about racist behaviour in their school. . (see below)

Around 95% of Y6 pupils say that their school helps them understand and care about other people. This has been consistent over the past 3 years.

Around 95% of pupils are positive about racist behaviour in school. This has been consistent over the past 3 years.

Around 82% of Y9 pupils say that their school helps them understand and learn about other cultures. This has improved by around 3% over the past 3 years.

Around 84% of Y9 pupils are positive about racist behaviour in school. This has improved by 2% over the past 3 years.

Around 82% of Y11 pupils say that their school helps them understand and learn about other cultures. This has been consistent over the past 3 years.

Around 73% of Y11 pupils are positive about racist behaviour in school. This has improved by 3% over the past 3 years.

It is worth noting that:

- Pupils' responses generally become less positive as they grow older
- Girls are generally more positive than boys
- There is an improving trend over the past 3 years

Some observations

From the evidence it seems that:

- **Attainment in RE is increasing across Lancashire at all Key Stages**
- **At the end of Key Stage 4 attainment in Community schools in Lancashire is above the national average for all schools**
- **Over 80% of pupils reached or exceeded the expected level in RE at the end of Key Stage 1 and/or 2 in around 70% of the primary schools reporting their results.**
- **Over 80% of pupils reached or exceeded the expected level in RE at the end of Key Stage 3 in around 55% of the secondary schools reporting their results.**
- **Over 70% of pupils reached or exceeded the expected level at the end of Key Stages 1 and 2 and 3 in the great majority of schools reporting their results.**
- **Whilst there is no direct correlation between the overall effectiveness of a school and attainment in RE, there is no evidence to suggest that RE attainment and provision is markedly different from overall effectiveness.**
- **Feedback from OfSTED inspections indicates that provision for pupils' personal development, including their awareness of cultural issues, is**

effective. It also suggests that schools place a high priority on pupils' personal (Social, Moral, Spiritual and Cultural) development.

- The fact that there are some substantial differences between attainment in RE at the end of Key Stage 1 and Key Stage 2 suggests that there may be some issues about the consistency of assessment in some primary schools.
- Pupils' views about work on other cultures and dealing with racist issues are very positive.

Recommendations

In order to gain a greater understanding of the quality of RE provision in Lancashire, SACRE should:

- Gather information from teachers, headteachers and pupils about RE and Collective worship including:
Professional development needs
The effectiveness of support for teaching RE
The strengths and weaknesses of the Agreed Syllabus
The strengths and weaknesses of support for Collective Worship

In order to sustain and further develop the quality of RE in Lancashire SACRE should:

- Continue to provide a range of support for schools in the teaching of RE which respond to school needs
- Develop approaches to assessment in RE and provide support for schools on assessing RE
- Ensure that the revision of the Agreed Syllabus for RE continues to meet the needs of schools and their pupils