

LANCASHIRE SACRE

Monitoring report

2015/16

Achievement (2016)

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

60% of primary schools, 20% of secondary schools and 20% of special schools submitted data in 2016.

This represents a 10% reduction on the number of primary schools who submitted attainment data in 2015. The number of secondary and special schools who submitted data remained static.

2016 will be the last year that the SACRE will request attainment to be measured against the 8 level scale and attainment targets 1 and 2. A statutory review of the Agreed Syllabus and accompanying assessment arrangements has recently been undertaken. The ASC has been mindful that new assessment procedures needed to respond to the national removal of levels and different guidelines will be implemented from 2017. The reduction in schools submitting data has probably reflected some uncertainty about how assessment in RE dovetails with the national changes.

For schools to become confident in the new methods of assessment, the SACRE are aware that a comprehensive training programme will need to be rolled out over the next twelve months accompanied by simple policy guidelines posted on the new website.

KS1

2016 data indicates that high standards of attainment have been maintained at the end of KS1.

83% of pupils met the expected standard in target 1 – Learning about Religion

81% of pupils met the expected standard in target 2 – Learning from Religion.

This is just below results reported in 2015.

Following a national decision to cease the allocation of levels for the end of key stage assessment, it is no longer possible to compare the school's results for 2016 directly with outcomes from core subjects.

For example in 2016 the proportion of pupils who nationally met the expected standard for their age in reading was 74%, in writing 65% and in mathematics 73%.

More than 80% of pupils reached Level 2 or above at the end of Key Stage 1 in 85% of primary schools reporting results.

Fewer than 70% of pupils reached the expected level at the end of both Key Stage 1 in 10% of primary schools reporting results.

KS2

83% of pupils met the expected standard in target 1 – Learning about Religion

82% of pupils met the expected standard in target 2 – Learning from Religion.

This is 2% decrease on results reported in 2015 but in line with results reported in 2014.

Comparisons with local and national results for the core subjects are currently not reliable. Children sitting the KS2 tests in 2016 were the first to be taught and assessed under the new national curriculum. The expected standard has been raised and the accountability framework has also been changed. For example the proportion of pupils who nationally met the expected standard for their age in reading was 66%, in writing 74% and in mathematics 70%.

More than 80% of pupils reached Level 4 or above at the end of the key stage in 84% of primary schools reporting results.

Fewer than 70% of pupils reached the expected level at the end of Key Stage 2 in 9% of primary schools reporting results.

KS3

This consistency in standards is also evident in results reported at KS3 however data has not been generated from a sizeable group of schools so must be treated with some caution.

80% of pupils reached the expected level of attainment in both attainment targets which constitutes a 6% reduction on standards reported in 2015.

Secondary schools have been quick to adapt to changes in national assessment arrangements. Most schools have developed their own assessment models for the KS3 curriculum which no longer align with the 8 level scale and attainment targets 1 and 2. It will be important for the SACRE to ensure that future monitoring requests are in a format that is accessible to all schools regardless of their individual assessment procedures.

KS4

The number of pupils entered for the full GCSE course in all Lancashire schools rose from 7755 in 2015 to 7988 in 2016. Despite changes to the assessment system, attainment in Lancashire's Schools remained significantly above the national average with 72% of pupils gaining a GCSE at grade A*-C compared with 70% nationally.

Progress was also positive. The value added measure for grades A* - C was +1% which was also significantly above the national average (0%).

Once again, disadvantaged pupils (those eligible for pupil premium funding) did not perform as well as others within Lancashire.

Students of Asian heritage made the most progress when compared to other ethnic groups.

27% of pupils gained a grade A*-A in Religious Studies (30% 2015)

Quality of provision

The new 'Common inspection framework' came into effect in September 2015.

Ofsted now conduct short inspections of schools that were judged to be **good** at their most recent section 5 inspection. These short inspections will last for one day and take place approximately every three years.

A short inspection will determine whether the school continues to provide a good standard of education and that safeguarding is effective. It is only when a short inspection is **converted** to a section 5 inspection that inspectors will make the full set of graded judgements using the four-point grading scale and produce an inspection report. The outcome of a "section 5 conversion" could be that the school drops a grade/s, moves to outstanding or remains good after further investigation.

Schools that are in Ofsted categories or require improvement will continue to undergo a full section 5 inspection as was previously the case.

This will impact on SACRE's ability to evaluate provision within consistently good schools as fewer section 5 reports will be published.

The following paragraphs, which report on the quality of social, moral, spiritual and cultural development, are extracted from published OfSTED reports for Lancashire schools between September 2016 and November 2016.

Primary

10 reports were published in total; 2 for community primary schools. Out of these 2, both were 'section 5' inspections.

Brookfield Community Preston: OE Good

Well-promoted spiritual, moral, social and cultural development means that the school is a calm and considerate environment where pupils mix happily together. Through assemblies and the curriculum, pupils learn about the wider community, raise funds for charities and learn about tolerance, democracy and the rule of law. There are many displays around school that celebrate other faiths, cultures and how to be a good citizen.

Catforth Primary Preston; OE RI

Pupils' spiritual moral, social and cultural understanding is nurtured well. Leaders ensure the promotion of fundamental British values and equality, irrespective of pupils' faith, gender identity or whether they have special educational needs and/or disabilities.

Secondary

1 community secondary school had a section 5 report published during this period.

Fleetwood High School OE: RI

While there are opportunities for spiritual, moral, social and cultural development across the curriculum, leaders have recognised that pupils need to know more about British values and have strengthened the tutorial programme to address this.

Special schools

No special schools were inspected during this period.

Pupils' views (2015/16)

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 96% 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 96% of pupils are positive about racist behaviour in school. This has been consistent over the past 3 years.

Around 84% of Y9 pupils say that their school helps them understand and learn about other cultures. This has improved by around 2% over the past 3 years.

Around 86% of Y9 pupils are positive about racist behaviour in school. This has improved by 2% over the past 3 years.

Around 78% of Y11 pupils say that their school helps them understand and learn about other cultures. This has improved by 5% over the past three years.

Around 88% of Y11 pupils are positive about racist behaviour in school. This has improved by 6% over the past 3 years.

Around 84% of Y11 pupils are positive about racist behaviour in school. This has improved by 2% over the past 3 years.

Some observations

From the evidence it seems that:

- Good standards of attainment in RE have been maintained.
- There is little difference between standards of attainment in both attainment targets.
- Feedback from OfSTED inspections undertaken over the year provides some positive examples of exemplary practice in developing pupils' Social, Moral, Spiritual and Cultural development. Even in schools that are not yet 'Good' the quality of SMSC tends to be a positive feature.
- 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:

- Consider how to broaden the methods used to monitor standards and the quality of provision, taking ideas from NASACRE and other agencies.
- Develop school to school support so that exemplary practice can be shared.
- Continue to consult with teachers and pupils in relation to:

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 new 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

Common Inspection Handbook September 2016

Inspection of religious education and collective worship

Schools without a religious character

In the case of other maintained schools and academies where religious education (RE) is being provided in line with the legislation that underpins the locally agreed syllabus, RE is inspected under section 5 of the Education Act 2005.

These schools must conform to the legal requirements for non-faith schools:

- RE in maintained schools (except voluntary aided schools, those with specific trust requirements and voluntary controlled/foundation schools whose parents request denominational RE) should be based on the locally agreed syllabus prepared by the Agreed Syllabus Conference (ASC). The RE curriculum should reflect the fact that the religious traditions in Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Britain. It also means that a school or academy without a religious designation must not provide an RE syllabus (or any other) to pupils by means of any catechism or formulary that is distinctive of any particular religious denomination.
- Academies may, but are not required to, follow the locally agreed RE syllabus. Alternatively, they can devise their own syllabus, but it must be in line with the legislation that underpins the locally agreed syllabus as mentioned above. Academies without a defined religious character must provide collective worship that is 'wholly or mainly of a broadly Christian character'. Inspectors should note any requirements of the academy's funding agreement.
- A school can reflect the religious backgrounds represented in its community in its collective worship, as long as the majority of provision is broadly Christian. Alternatively, the family backgrounds of some or all pupils may lead the headteacher and governing body to conclude that broadly Christian collective worship is not appropriate. The headteacher can apply to the local Standing Advisory Council for Religious Education (SACRE) to have the broadly Christian requirement disapplied and replaced by collective worship distinctive to another faith. The headteacher must consult the governing body before doing so. Academies need to apply to the Secretary of State via the Education Funding Agency (EFA).

Before making the final judgement on the overall effectiveness, inspectors must evaluate the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development

Defining spiritual, moral, social and cultural development (Paras: 136-139)

1. The spiritual development of pupils is shown by their:
 - ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
 - sense of enjoyment and fascination in learning about themselves, others and the world around them

- use of imagination and creativity in their learning
 - willingness to reflect on their experiences.
2. The moral development of pupils is shown by their:
- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
 - understanding of the consequences of their behaviour and actions
 - interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.
3. The social development of pupils is shown by their:
- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
 - willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
 - acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
4. The cultural development of pupils is shown by their:
- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
 - understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
 - knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
 - willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
 - interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Grade descriptors for personal development, behaviour and welfare

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

Good (2)

- Pupils are confident and self-assured. They take pride in their work, their school and their appearance.
- Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.
- Pupils show respect for others' ideas and views.
- In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.
- Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.
- Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.

- Pupils conduct themselves well throughout the day, including at lunchtimes.
- The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.
- Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.
- Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.
- Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.
- The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.
- Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.

Requires improvement (3)

- Pupils' personal development and welfare are not yet good and/or behaviour in the school is not yet good.
- Pupils are safe and they feel safe.

Inadequate (4)

Personal development, behaviour and welfare are likely to be inadequate if any one of the following applies.

- Pupils' lack of engagement, persistent low-level and/or high-level wilful, disruption, contribute to reduced learning and/or disorderly classrooms.
- A significant minority of pupils show a lack of respect for each other or staff and a lack of self-discipline. Pupils ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school.
- Pupils show negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.
- Attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement.
- A significant minority of pupils do not understand how and why to live healthy, positive lives both physically and emotionally.
- Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.
- Pupils have little confidence in the school's ability to tackle bullying successfully.
- Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.