

Decision Maker: STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Date: 12th July 2017

Decision Type: Non-Urgent Non-Executive Non-Key

Title: SCHOOL VISITS REPORT

Contact Officer: Kieran Osborne, LBB Educational Advisor

Chief Officer: Jane Bailey, Director of Education

Ward: (All Wards);

1. Reason for report;

The LBB Educational Advisor and members of the SACRE had visited Blenheim Primary School in the second half of the spring term, and Langley Park School for Girls in the first half of the summer term. Reports of the visits are attached.

Feedback forms from the visits to Ravens Wood School (Appendix 1) and Blenheim Primary School (Appendix 2) are also attached.

2. Recommendations;

Members to read the report and comment as necessary.

Corporate Policy

1. Policy Status: Existing Policy
 2. BBB Priority: Children and Young People: this report relates to schools and their role in supporting Bromley's children to attain and achieve to their potential.
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Financial

1. Cost of proposal: Not Applicable:
 2. Ongoing costs: n/a
 3. Budget head/performance centre:
 4. Total current budget for this head:
 5. Source of funding: n/a
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Staff

1. Number of staff (current and additional): n/a
 2. If from existing staff resources, number of staff hours: n/a
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Legal

1. Legal Requirement: Statutory Requirement:
 2. Call-in: Not Applicable:
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Customer Impact

1. Estimated number of users/beneficiaries (current and projected): n/a
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Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable
2. Summary of Ward Councillors comments:

3. Commentary;

Report of SACRE School Visit - 8th March 2017

School visited	Blenheim Primary School 5-11 Primary School (one form entry) 224 children
SCARE Members	Rev. R Bristow Councillor K Onslow Rev. S Varney Mr A Nandra Mrs V Corbyn
Facilitator	Mr K Osborne

Reason for visit

- To give the members of SACRE ongoing information about religious education and collective worship in the Borough's schools.
- To show support for schools in the organisation and delivery of RE and collective worship.
- To capture and share good practice.

Programme – 1.30pm

The Head welcomed the SACRE members and discussed the context of the school. The school serves one of the most deprived areas not just of Bromley, but of London.

There is a high percentage of disadvantaged and vulnerable children and many commence school significantly below the national expected level of academic, social and skills competencies. Moreover many will come from homes that do not necessarily value education or have stable family relations.

The school does not allow or accept these factors to limit the education, development or life chances of the children.

The school motto is Challenge, Strive, Succeed and Ofsted judged the school to be 'good' in 2014.

'All members of the school community have a strong determination to do everything possible to break down barriers to learning. As a result standards across the school rose sharply in 2014 and all evidence shows that this strong picture is sustained in every year group.' Ofsted 2014.

The school describes itself as 'like a tardis' with a small entrance that belies the amount of space for classrooms, special needs, nurture rooms, hall and communal areas and large outside and field areas. All are beautifully kept and stimulating displays are everywhere.

Nearly all of the children come from the Ramsden estate. There are a number of children looked after and also of 'static' traveller children.

Unusually 50% of the staff are male which supports positive role models that are missing in many of their lives.

In terms of parental returns regarding religion of the children:

- 44% recorded no religion
- 36% recorded as Christian
- 8% recorded as Muslim
- 3% recorded as Hindu
- 2% recorded as Buddhist
- 7% as 'other religion'

Only one pupil at present is withdrawn from Religious Education.

Religious education is taught weekly throughout the school. The locally agreed syllabus is followed for all year groups with modifications to assist differentiation and context. RE is popular with the children and links to PSHE and other subjects are established. RE is well resourced.

PSHE follows the jigsaw programme focused on supporting students to become emotionally literate, to have a sense of worth (self-esteem) and be empathetic. There is a strong element of mindfulness and spirituality in the programme. The jigsaw programme follows one theme per term throughout the whole school. This term the theme is health, physical, emotional and spiritual. The programme is only in its 10th week but is already very developed and impressively delivered. RE and PSHE are integrated where useful.

Collective Worship

Assemblies are primarily Christianity based. Fortnightly these are provided by Spinnaker and Rev. Brian McHenry (All Saints', Orpington) also has a weekly input to the assemblies.

At present, because it is early days, the PSHE and RE themes are not coordinated with assembly themes.

Link with local church

The whole school attends All Saints Church at Christmas and Easter. Only a few of the older Muslim children do not go.

The school community works with parents and the local community to establish trust and a welcoming, positive atmosphere e.g. with the office staff supporting parents with completing forms etc.

SACRE members were given tours in groups of 3 observing the following:

1. Reception class following the health theme with a song to support physical and mental health.
2. Nurture room where students who need social and emotional support can be given small groups and 1 to 1 support.
3. RE lesson Year 4 - learning about the story of Joseph in two parts to help pupils understand not just the narrative, but the meaning of the story and concepts such as jealousy.
4. RE lesson Year 2 – 'How do Muslims respect the Qur'an?' Pupils were writing and drawing how and why Muslims respect the Qur'an by washing their hands, not placing items on top of the Qur'an etc.
5. Year 4 PSHE Jigsaw lesson – an extremely impressive lesson where students were developing interpersonal skills (rules for taking turns, respectful and listening to others etc.)

Resilience – They sang a song 'Don't give up'.

Reflection and meditation – Learning calm breathing and focusing their mind.

Teamwork – Through a whole class 'round Mexican wave' aware where they had to fit in, take their turn and keep the wave going.

This was an outstanding lesson where students even at one point had to close their eyes and listen to achieve. The self-discipline and the development of reflection were impressive. Real grounds for spiritual development.

The visit concluded with a discussion with the Head and leader of RE/PSHE.

The issue of transition to secondary school was raised and how the skills and practices being developed by Blenheim pupils may be lost/ignored at secondary school.

The members of SACRE experienced their appreciation for and admiration of all the school does. Their high standards and expectations, the ethos and care and determination to give the pupils the best education and care possible and provide high quality RE, PSHE, and SMSC across the school is impressive.

Report of SACRE School Visit – 24th May 2017

School Visited: Langley Park Girls School
11-18 Girls Comprehensive School

SACRE Members: Reverend Roger Bristow
Mr Mahmood
Mr Arvinder Nandra

Facilitator: Mr Kieran Osborne

Length of visit: 9.25am-2.00pm

Reasons for visit

- a) To give the members of SACRE ongoing information about religious education and collective worship in the Borough's schools.
- b) To show support for schools in their organisation and delivery of RE, PSHCE and Collective Worship.
- c) To capture and share good practice.

Programme

9.25am	Arrival and welcome
9.30am-10.30am	Visit to Year 8 RE lesson and Year 13 Philosophy and Ethics A level lesson
10.30am-10.50am	Meet Headteacher and observe students interacting at morning break
10.50am-11.50am	Visit to Year 11 GCSE RE lesson and Year 7 RE lessons
11.50am	Meet with Headteacher and senior staff responsible for the delivery of <u>SMSC</u> (Social, Moral, Spiritual and Cultural Education) and <u>PSHCE</u> (Personal, Social, Health and Citizenship Education) and <u>RRSA</u> (Rights Respecting School Award)
12.50pm	Lunch and discussion with students - School Council representatives, ambassadors of RRSA and RE students - Meet with RE teachers
1.40pm	Assembly

This was an extremely thorough and enlightening visit which aimed at showing how the school has established an impressively comprehensive programme to develop a 'Golden Thread' that runs through the school.

This 'Golden Thread' aims to develop students Spiritual, Moral, Cultural and Social awareness and responsibility. The 'Golden Thread' is evident in the curriculum both overtly e.g. RE, PSHCE, RRSA, including three specific whole PSHCE days. The 'Golden Thread' is evident in the ethos, atmosphere, relationships and expectations throughout the school. Assemblies and tutor time reinforce this.

Religious Education

This is delivered to all years and is a GCSE and A level subject.

The lessons observed focused on:

1. Sikhism - especially the meaning and importance of symbols.
2. Religious Literacy - Year 11 preparing for their examinations discussing the importance of RE as a subject and how it has impacted on them.
3. Islam – Year 7 investigating the key elements of Islam.
4. Preparation for A level exam – Year 13 reflecting on how RE has changed their perspective and ability to reason through the use of Philosophy.

In every lesson the quality of students' engagement was impressive. The teaching was of a high standard. There is a very clear curriculum that aligns with the agreed syllabus. The GCSE and A level results are excellent. Hopefully the take up at A level will continue. Not having RE as an EBACC subject impacts on GCSE take up. This is a government issue.

Students value RE 'not having RE would limit you as a person' (Year 11).

Personal, Social, Health and Citizenship Education (PSHCE)

This is delivered through fortnightly lessons and through three specific whole dedicated days.

The Head of Year 7 delivers the programme to all Year 7 to assist transition and knowing the students.

The programme is very impressive and an incredible amount of work has gone into its construction, delivery and evaluation.

There is a mixture of guest speakers, trips and visits, input on identity and cultural identity and links to charity organisations.

An excellent and essential element of the programme focuses on mindfulness, well-being and stress management.

Key elements are the development of characters, resilience and tolerance. An essential element of the school's focus on producing aware, compassionate and responsible students is the Rights Respecting School Programme for which the school is only one of five London Schools to have received an award.

This programme takes the convention on the Rights of the Child and threads the 42 Child Centre rights into assemblies, schemes of learning, PSHCE days and school environment communications. The right that the school was focusing on during the week of the visits was Article 23 focused on the rights of a child with a disability.

There was evidence of the students focusing on the Syria crisis to increase their knowledge and empathy for refugees.

There is a steering group of students, staff and governors who are responsible for evaluating, embedding and developing Langley as a Right Respecting School – moving to the level 2 award.

The school also has a Community Languages International School Award reflecting its outward looking ethos and the fact there are 44 languages spoken at the school.

The students and staff were enthusiastic and committed to the 'Golden Thread' and to producing and becoming adults who are spiritually, socially, morally and culturally aware and active and responsible citizens. The key elements contribute to the school ethos that promotes respect, equality, safety and a celebration of differences based, as one student said, 'on facts not fear'.