

**Standing Advisory Council on Religious Education**  
**18<sup>th</sup> November 2020**  
**Report of the Deputy Chief Executive and Director for Families and**  
**Communities**

**Monitoring Provision See Appendix 1 of these papers of Appendix 4 of**  
**the Annual report**

**1 Purpose of Report**

1.1 To present members of SACRE with an update on how the monitoring provision survey of 2020.

**2 Summary**

2.1 Members of SACRE will receive a brief report on how the survey was carried out this year. These are matters on which it is appropriate to brief members of SACRE. The questions are similar to those as in previous years with the addition of extra questions regarding schools to evaluate how effective RE is in general, leadership in RE and the contribution of RE to SMSC.

**3 Recommendation**

3.1 That members of SACRE receive the report.

**4 Background**

4.1 All monitoring took place via Survey Monkey. All Staffordshire LA schools were invited to respond to SACRE's monitoring surveys via individual emails and leadership briefings at the start of the Summer term and Autumn 2020.

**5 Equal Opportunities**

5.1 This report has been prepared in accordance with the County Council's policies on equal opportunities.

**6 Financial implications**

6.1 Financial implications may be raised by individual items. These have been dealt with elsewhere or will be raised at future meetings of SACRE.

Contact officers

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## General comments

- There was an increase in the % of schools responding to the survey in Primary schools, (up from 35 to 54/61 (61 responses in the CW survey) high schools continue to respond in fewer numbers (3-5)
- The syllabus is used in the majority of schools that responded to the survey, those who do not use the syllabus are Catholic or Church Aided schools,
- Schools are currently exploring best practices, to ensure consistency across the school.
- Schools are exploring ways to assess learning of RE but feel the syllabus provides support in this area.
- Local faith leaders occasionally contribute to CW in some areas of the county.
- Staff confidence in delivering collective worship is developing.
- Worship teams (pupils) organise a worship occasionally.
- Pupils have a valuable role to play in collective worship and Eucharist services. They participate in the planning and delivering from choosing songs, prayer, role play and readings.
- Evaluation by pupils of CW highlighted that they like to play an active part in worship.
- Varied weekly timetable of collective worship.
- Leadership of RE is effective or highly effective in 84% of schools
- RE is effective or highly effective in the majority of schools.
- Allocation of resources to RE has decreased since last year.
- RE makes a positive contribution to SMSC in the majority of schools with only 7% indicating that development is required.

## Primary Monitoring headlines:

- Collective worship is led by a variety of staff in different settings but is most likely to be led by a member of the Senior Leadership Team.
- Provision for collective worship varies from school to school with some schools operating a year group or key stage system and others offering a system of whole school provision
- Collective worship takes many forms including thought for the day including PSHE and well-being aspects and teacher led worship
- 27% of responding schools experience some form of pupil withdrawal from collective worship. Numbers range between 1 and 4 pupils per school withdrawn.
- 100% of responding schools have reviewed their collective worship provision in the past 2 years.
- A number of the responding schools commented that pupils were involved in planning and leading collective worship.
- 78% of the responding schools agreed that the Agreed Syllabus clearly presents what is required by their school in RE.
- Provision of RE for pupils is good with over 90% of responding primary schools stating that classes were allocated one hour or more of RE per week. This meets the recommendations of the SACRE in the agreed syllabus guidance and is an increase from 70% from last year
- In 57% of responding schools, Teaching Assistants (TAs) were employed in the delivery of RE. This is a drop from last year. This included TAs delivering RE in PPA time, supporting individual pupils and, in some cases, HLTAs planned and delivered the RE Curriculum.

- 100% of responding schools had reviewed their RE provision in the past 3 years which is an improvement from last year.

**Secondary Monitoring headlines: This was a very small sample**

- Collective worship is typically led by the leadership team within schools.
- In all but one school the whole school meets together for collective worship at least once each week.
- No schools reported withdrawals from collective worship.
- All schools responding had either 1, 2 or 3 RE specialists employed to teach RE. This sets an excellent precedent. However, in all but one school these subject specialists were assisted by non- specialists who taught some classes. In one school the number of non-specialists assisting totalled 11.
- All schools that responded had at least one specialist RE room available.
- In the majority of schools RE was taught for at least one hour a week and in some cases more. This was true in both KS3 and 4.
- In one school RE is taught on alternate weeks
- In all schools some or all pupils study towards a qualification in RE.
- In sixth form in the main the only RE provision in place was linked to examination.
- For all schools that responded capitation had decreased.