

Isle of Wight SACRE Monitoring Report
Nettlestone Primary School

Confidential Report of SACRE monitoring visit – 7 December 2015

- Focus:**
- To monitor the provision of Religious Education (RE) and effectiveness of the Agreed Syllabus.
 - To enable members of SACRE to observe RE in a primary school.
- Activity:**
- Extended discussion with subject leader for RE including consideration of the school's long term plan and examples of children's work.
 - Discussion with the head of school and head of federation.
 - Discussion with local Anglican vicar, Rob Wynford-Harris regarding his support for and observation of RE within the school.
 - Observation of part of one Year 6 lesson including brief in-class discussions with children.
 - Observation of part of one Year 4 lesson including brief in-class discussions with children.
 - Brief observations of other RE lessons and their planning.
 - Feedback and follow-up discussion with subject leader for RE, head of school and federation headteacher.
- Background:**
- The subject leader for RE has been at the school for approximately eight years and has been leading RE since September 2015. She is to be commended for coming into school for the visit as she has already begun her maternity leave.
 - RE is taught in the school using blocked days. This is in line with the Ofsted recommendation for blocked RE to deepen children's thinking. The school plans for RE on the basis of one day every half term, with more in the junior school. This is in accordance with current suggested guidance.
 - The school follows the Island syllabus for RE and the long term plan for this was looked through. .
 - The subject lead has been attending IoW RE network meetings and has therefore some knowledge of the method for teaching RE from the Hampshire Agreed Syllabus Living Difference Revised 2011 (LDR11) in developing planning. This will be helpful preparation following the expected adoption of the Hampshire Syllabus in 2016 on the Island.
- Findings:**
- Curriculum: Foundation, Key Stage 1 (KS1) and Key Stage 2 (KS2)**
- Discussion was held with Rob Wynford-Harris about his involvement in the school's RE provision. He supports the school in its teaching of topics such as weddings and Harvest in Foundation Stage. He also supports the school in helping

to arrange visits to places of worship to enhance their RE lessons.

- Time was spent viewing and discussing the developments in the KS1 and KS2 RE planning. A plan has been prepared which fits well with the whole school approach to teaching RE in line with the Island syllabus. This will form a good basis from which to develop towards good teaching in RE using Living Difference (LD) (2011) in the coming year.
- The RE lead regularly collects in lesson plans, undertakes book scrutiny and looks at floor books for RE. These were looked at as part of the visit.
- The RE lead mentioned that developing effective assessment criteria and implementing the Hampshire Living Difference syllabus is her next action when she returns from maternity leave.
- There was clear evidence of the embedding of British Values across the school and in its classrooms, which formed a very positive contribution to the teaching of RE in its celebration of diversity and other faiths.
- A sample of children's work on RE was seen and there was evidence of teaching across religions and concepts. There was good evidence of detail provided and teaching of the subject matter. There was also evidence of retelling the story for key festivals, for example "I can tell you the story of Hanukkah" which showed that the children understood the content but needed to go further by explaining the importance of it for the people of that religion.
- Further work was needed on clarifying the learning objective in some books as this was variable across the year groups.

Teaching

- Part of a Year 6 lesson was observed on the different gospel accounts of the Nativity and a detailed medium term plan was seen covering this lesson and all other lessons that deepened the children's understanding of this unit. This was based on the Island syllabus.
- The children were all engaged and on task and involved in discussing and answering the class questions set on the gospels from other groups of children in their class.
- The teacher was very good at getting the children to recheck they were following the task set and in helping the children to develop their understanding.
- She could tell us what they had learnt previously and what they were going on to learn and could demonstrate the use of RE in other lessons (such as the sorting of Christmas cards in data handling after Christmas).
- She informed us of how proud she was to be part of the school and how supportive the leaders were of the children in their care.
- The lesson was not conceptually led but lent itself to being easily adjusted to a conceptual enquiry approach as in LDR11. This topic and several others seen in the school are approached in LD but the concept stressed rather than the

information covered.

- It is important to note, however, that the 'enquiry approach' to teaching RE is being adopted across the school. Training is underway to ensure this can be in place from September 2016. A fourth religion will have to be covered as the Island syllabus teaches Christianity, Judaism and Islam.
- Part of a Year 4 lesson was also observed. This focused on helping children understand that expressing faith involves feelings and emotions. It was part of a series of lessons from the Island syllabus leading to reflection on what Christmas means to them and to others.
- The focus for the lesson was drama with children acting out emotions in small groups with questioning used to help children see the emotions expressed.
- There was no learning objective for the children to see for the lesson as "Christmas" was on the whiteboard, although the children were told the objective. This could be made clearer by displaying it for the children.
- The children were engaged with the activity and worked well on the task set as well as listening clearly to other groups.

Leadership and Management

- Line management for RE is strong and there was good evidence of subject monitoring and awareness by the subject lead. The head is very supportive of RE and could see the links between the emphasis on British Values and the engagement with other faiths in RE. It was evident RE is thought of as part of the school's British Values commitment as how the lessons were linked was explained on the medium term plans for RE. The subject leader is highly committed and extremely well organised. There is very good capacity for rapid progress in RE.

Recommendations:

- It is recommended that the subject leader continues to attend the RE network meetings in 2015/16 and during 2015/16 begins to review the planning to enable teaching using an enquiry approach. This will help the children consider the question "What does it mean to me" and also "What does it mean to a Christian/Jewish person/Muslim?" in further detail. The RE subject leaders' course will help provide ideas for this.
- It is recommended that consideration is given in the summer term 2016 to planning some units according to an enquiry approach such as that found in the cycle of enquiry in LDR11.
- It is further recommended that training is given to staff on setting objectives for RE and marking to these in children's work.
- A fourth religion also needs to be adopted in the school once the move to the Hampshire Living Difference occurs. This is a choice that is left to the school to decide.