

RE Report June 2022

Religious Education and Collective Worship and the Locally Agreed Syllabus in schools within the city of Southend on Sea.

The “across city” Religious Education (RE) and Collective Worship (CoWo) survey was available to schools in spring and summer 2022 via the city’s School Learning Network (SLN). For independent schools this was also emailed. The information, submitted by schools who engaged with the survey, was used to compile the table within Appendix 1. Where school websites, scrutinised in the spring term 2022 and updated in summer 2022, had items “awaiting updating” or “in process”, have also been revisited and information updated where necessary and the updated version can be found at Appendix 2. The “across city” Religious Education (RE) and Collective Worship (CoWo) survey can be found at Appendix 3.

The place of RE in the school curriculum

All maintained schools must follow the National Curriculum requirements to teach a broad and balanced curriculum. In state-funded schools in England RE must be provided as part of that broad and balanced curriculum, for all registered pupils of compulsory school age, unless pupils are withdrawn by their parents. This includes those in the sixth form (unless, if they are aged 18 or over, they withdraw themselves). Also, academies and free schools must adopt a syllabus for RE and all academies and free schools, as set out in their funding agreements, are contractually required to provide RE for all pupils from reception to sixth form, unless parents have exercised their right to withdrawal.

The schools responding to the survey’s questions have given time and careful consideration to their responses which gives a good picture of the pupils’ access to, and the teaching of RE in these schools and to the self-evaluation of the quality of their provision often including additional details through notes of explanation. The website scrutiny goes some way to providing this same information for the city’s schools who did not respond to the invitation to take part in the survey or do not engage with the RE Teachers’ Network. Where there are gaps in knowledge regarding the provision of RE further information may be sought through reading school prospectuses and more direct communication with schools to ensure compliance within the current legislation.

Findings

The findings have been collated and made available to the city’s Standing Advisory Committee for Religious Education (SACRE) and the Local Authority in autumn 2022 and are shared here, through the following:

Analysis of the responses to the survey, which was shared through the Schools Learning Network (SLN) for those within the City of Southend on Sea; discussions with attendees at the RE Lead/Teachers’ Primary Network over the last 2 academic years; phone calls / zoom meetings and meetings with individual teachers and scrutiny of the contents of the websites of the city’s schools and the documentation and information shared therein, which, as noted above, took place in the spring term 2022 and was updated in summer 2022. Unfortunately, visiting schools has not been possible not only due to Covid-related concerns but also to time constraints.

Findings

These are set out in the table in Appendix 1. All schools within the city of Southend are included whether they be categorised as community, academy, foundation, voluntary aided or independent and from schools of all phases (infant, junior, primary, secondary, or special).

The City's Primary schools' number 32 and of these, including two separate infant and junior schools on the same site who engaged with the survey jointly as they shared a Headteacher at the time, it was pleasing to report that 22 engaged with the survey which is 68.75%. Of the City's 12 secondary schools five engaged with the survey (41.6%), one of the city's seven special schools engaged (14.2%) and of the city's five independent schools (three primaries and two secondary schools) two of the three primaries engaged (40%) and one of the secondary schools (20%) engaged. The high percentage of school engagement was very pleasing and is indicative of the health of the provision of RE within the City's schools.

18 primary schools confirmed they are using Southend's Locally Agreed Syllabus (LAS) to teach RE. The main exceptions are four Catholic primary schools and two Catholic secondary schools who follow the syllabus provided by Brentwood Catholic Diocese. One Southend community primary school does not follow the LAS and is presently following that of another Local Authority. Two independent schools, one primary and one secondary, are following the LAS. Two of the city's secondary schools are using the LAS and the picture of the secondary schools who did not engage with the questionnaire is that information garnered from school websites demonstrates that, although the LAS is not taught for Years 7-9 (KS 3), schools are teaching their own curriculum design for RE leading to GCSE study, with most schools offering A level. Provision for RE for those not studying RE at GCSE has not been made clear where it is not policy for all pupils to study RE for external examinations. One special school and two secondary schools report provision for RE through the LAS continues for all year groups within their schools.

Of the ten primary schools who did not engage with the survey five are known by the RE Adviser to be using the LAS through either attendance of their teachers at the Teachers' Networks or information achieved through the website scrutiny but more work is needed to ascertain the arrangements for the other five schools as the earlier scrutiny of the information on websites in spring 2022 and further scrutiny in summer 2022 was inconclusive (see Appendix 2).

Within the survey, comments from schools using the LAS, showed teachers and school leaders especially welcomed:

- the content and support the LAS offered, in that:
 - the curriculum structure is adaptable for teachers to suit their schools, classes, pupils' needs
 - it is comprehensive and can be adapted to suit a school's own scheme of work and curriculum structure
 - it was especially welcomed when integrating the LAS into existing plans the syllabus encompasses a well-rounded approach to RE, covering a variety of religions and beliefs and worldviews
 - the CPD offered through the initial "launch day" and the Teachers' Network in the early days has continued through the pandemic
 - the available contact with the RE Adviser if/when additional help, guidance/ support was required
 - other curriculum areas link readily with the LAS (such as "The Spirited Arts" competition run by NATRE)
 - pupil assessment foci were included, and outcomes could be used for reporting to parents
 - teachers felt supported in their preparation for a potential inspection and possible "deep dives" in RE
 - the curriculum was designed to be entirely accessible via pdfs online to share readily with all teaching staff
 - it is clear to follow and includes assessment foci for pupil progress and support for reporting to parents

The self-evaluation of schools, shows:

- teachers' growing familiarity with the syllabus which is leading to more confidence in teaching RE, especially in primary schools
- that the LAS introduction has supported a growth in teachers' subject knowledge as it is comprehensive, lessons follow a planned route and, as they teach their pupils, teachers are learning themselves
- schools have confidence in their teachers' subject knowledge
 - just two schools reporting that 'some support' is needed to enhance teachers' subject knowledge
 - 10 schools state that some support is needed for wider aspects of RE,
 - these same schools state the quality of teaching is good or outstanding as only one requested 'some support' which means that further investigation may be worthwhile to establish exactly what support is wanted
 - priorities are to continue to raise attainment and sustain high quality teaching, provide challenge and ensure progression, provide opportunities for lead staff to monitor pupils work and improve planning, provide professional development and good leadership development within the subject
- the areas where schools themselves consider they need most support are:
 - finding visiting speakers, venues for school visits and to provide artefacts and physical resources to support learning
 - introducing 'worldviews' into the RE curriculum:
 - 14 schools report they are already embracing 'worldviews' as part of their RE provision
 - 16 report they have not yet embraced this change which indicates a need to source/offer professional development to these schools for 'Religion and Worldviews'
 - support for subject leaders to manage monitoring activities such as 'book looks', responding to pupils' views and the outcomes of analysis of assessment opportunities and examination results
- Collective worship, across all phases of schools, has been planned to take full advantage of a vast range of visiting speakers, leaders of faith groups, local community group leaders including those who may have a non-faith worldview
 - The feedback from pupils and staff gathered through a wide range of methods and systems are taken into account to ensure schools are providing an interesting diet of collective worship
 - Inventive methods have been employed by schools to cope with the restrictions imposed on such gatherings by Covid-19 legislation while continuing to provide it

Planning

The LAS was especially beneficial for this area and was warmly welcomed by primary teachers in particular as it enabled:

- integration into their established long-term and medium-term planning while LAS was being introduced to their schools, so:
 - disruption to learning was minimised
 - gaps in prior learning could be traced and completed while integrating the LAS into ongoing planning
 - pupils were thus less at risk of missing important subject areas within RE while the LAS was introduced to schools
 - teachers learned to use the LAS readily due to the comprehensiveness and clarity of the content and ongoing support offered

- Support for:
 - teacher subject knowledge for teaching Religion and Worldviews so this can be integrated into planning to support high quality teaching.
 - short-term planning and related pupil-assessment to ensure pupil progress

Pupil Withdrawal from Religious Education and Collective Worship

The survey indicates that the numbers of pupils withdrawn from RE and CoWo in the responding schools is very low and that the pupils' / students' welfare while withdrawn, is well-managed and records are kept. This is an area to follow-up as not all schools appear to publish the right of parents withdraw their children, or of older students to withdraw themselves from either or both. This does need further work to clarify the position as paper prospectuses may include the information required.

Often lead RE Teachers, especially in primary schools, do not know the situation of their schools regarding withdrawal of pupils and the RE curriculum as these teachers are often not a member of the schools Senior Leadership or Management Team or in senior positions in their schools so there are schools for whom a response is not recorded.

Budgets

Eight schools report that there is no identified budget for RE /CoWo; nine schools report that there is a combined budget for RE and CoWo, eight schools report there is a budget for RE, five schools report RE is supported via another subject or identified cost centre and one school reports that RE is assigned a budget but CoWo is supported separately via another cost centre.

At network meetings primary teachers report that they often do not have sight of, nor knowledge of the budget allocation for RE, or if there is one, or the ability to request, or spend from it if one is set.

Governance

There was a range of responses given from identifying a specific named governor to none recorded which may depend upon the structure of governance, trustees and other arrangements for a school's governance. Given RE's legal status within the curriculum it may be considered that governors be reminded of their responsibility to support RE in those schools where the school's own self-evaluation is that it 'requires improvement' in a particular area of RE and to ensure that the improvement is clearly identified, led, managed and most importantly actually takes place and that the necessary investment in time, for professional development is made available, and is recorded. Governors must also be sure that their school's documentation, prospectuses and websites reflect the practice required.

Next steps:

- It may be necessary to contact schools directly if the outstanding questions regarding information on websites are not answered in their prospectuses.
- Schools including some academies have opted for the use of their own or another RE Policy and Curriculum, rather than the LAS, perhaps taught within PSHE and not as a discrete subject and SACRE may wish to have sight of these policies.
- Changes of school leadership personnel and RE Leads may be causing the LAS documentation to be lost or misplaced within school systems so the LA will need to maintain its copies to refurbish schools where this may have been lost, mistakenly deleted or removed, or buried deep in ever-expanding school IT systems. This need addressing to ensure the LAS is being offered to pupils as intended at point of induction and any authorised subsequent review, until the next generation LAS is provided.
- Provision of professional Development for teachers/teaching staff regarding 'Religion and Worldviews' to be considered by SACRE
- Collating and updating of contact details for RE Lead Teachers or/and appropriate school contacts.

Frances Neil, RE Adviser

References:

- 1) The National Association of Teachers of Religious Education (NATRE) advice on withdrawal (sample pages) can be found here: [https://www.natre.org.uk/Guidance dealing with withdrawal from RE](https://www.natre.org.uk/Guidance%20dealing%20with%20withdrawal%20from%20RE)
- 2) [What maintained schools must publish online - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/what-maintained-schools-must-publish-online) updated 5th September 2022

Appendix 1: Analysis of Religious education and Collective Worship survey responses summer 2022, p.7

Appendix 2: Website information of schools, p.10

The following table has been compiled from accessing this information

- The findings are subject to changes by the school (without notice)
- They are augmented by the analysis of the survey/questionnaire sent to schools in spring and summer 2022

Appendix 3: Survey 2022, p. 23

Appendix 1

Analysis of Religious education and Collective Worship survey responses summer 2022

Phase	Primary years (R-6)	Secondary (all academies)	Independent Primary/secondary/special	Special Prim/X phase
No of schools responding to the RE survey (spring to summer 2022)	Primary = 18 Junior= 2 Infant= 2 Total = 22 (Out of possible 32 which takes account of separate Inf/Jun answering as 1 school)	5 (out of possible 12 in City)	3 (out of possible 4 in the City)	1 (out of possible 7 in the City)
No of Southend schools not responding	10	7	2	6
Category of responding schools	<ul style="list-style-type: none"> • Academy =12 • Foundation=2 • VA=2 • Community=5 	Academy = 5	Primary ind. = 2 Secondary special /alternative = 1	Academy = 1
Southend LAS followed	18	2	1	Academy = 1 (where appropriate for SEND pupils)
Other specified arrangements	Essex LAS = 1 Community school "Come and See" (Brentwood Diocese) = 3 Catholic primaries	Brentwood Diocesan Syllabus (Bishop's conference) = 2 Catholic academies		

In which year groups is RE taught? NB: For EYFS/R* RE is not statutory but is usually encompassed within other areas of the curriculum	Years <ul style="list-style-type: none"> • 3-6 = 3 • 1-6 = 8 • *EYFS/R - 3 =4 • *EYFS/R - 6 =3 	<ul style="list-style-type: none"> • Yrs. 7-11 = 1 academy • Yr. groups 7-9 (Then GCSE stated) 	<ul style="list-style-type: none"> • All primary Yrs = 2 • Secondary = No information 	<ul style="list-style-type: none"> • All years
Own syllabus followed	0	1 = Academy	Primary = 1 (based on Essex LAS) Secondary = 1	See above (Includes elements of the LAS)
GCSE A level Post GCSE		5 = offered GCSE/and A Level (21-22 academic) 3 = schools offer LAS / bespoke RE programme to students <i>not</i> studying RE at GCSE 2= No response re: post GCSE RE	Primary = N/A Secondary = no GCSE's / 'A' level offered	As appropriate for individual SEND learners
Budget for <ul style="list-style-type: none"> • RE 	Infant- 1 Jun - 0 Prim - 3	Sec-1	Ind – 1 Sec= 0	0
<ul style="list-style-type: none"> • Collective Worship (CoWo) 	Infant-0 Jun-0 Prim-0	Sec-0	Ind - 0	0
<ul style="list-style-type: none"> • Combined RE/CoWo 	Infant - 1 Jun - 1 Prim - 6	Sec - 2	Ind - 0	Combined RE/CW

<ul style="list-style-type: none"> From another 'Cost Centre' 	Infant - 1 Jun - 0 Prim - 3	Sec - 1	Ind - 0	0
<ul style="list-style-type: none"> None 	Infant - 2 Jun - 0 Prim - 3	Sec - 1	Ind - 2	Spec - 0
<ul style="list-style-type: none"> No response 	Infant - 0 Jun - 1 Prim - 0	Sec - 0	Ind - 0	Spec - 0
Named Lead for RE? <ul style="list-style-type: none"> Y N 	Y = 24 N = 0	Y = 5 N = 0	Y=2 N=1	Y=2 N=0
Withdrawal from: <ul style="list-style-type: none"> RE CW 	<ul style="list-style-type: none"> RE = 6 (NR=1) CW=3 (NR=1) 	<ul style="list-style-type: none"> RE = 0 CW = 3 (One school noted a variable number from each depending upon time of year)	Primary <ul style="list-style-type: none"> RE = 0 CW = 0 Sec <ul style="list-style-type: none"> RE = NR CW= NR 	<ul style="list-style-type: none"> RE = 0 CW = 0
RE Quality teaching 'Self Evaluation'	<ul style="list-style-type: none"> Outstanding =5 Good = 18 RI = 1 	<ul style="list-style-type: none"> Outstanding =3 Good=2 RI=0 	<ul style="list-style-type: none"> Outstanding=2 Good=2 RI=0 	<ul style="list-style-type: none"> Outstanding =0 Good=1 RI=0
HLTA Teaching RE (Range of rationale given in responses)	<ul style="list-style-type: none"> Y = 11 N = balance - 1 	<ul style="list-style-type: none"> Y = 1 N = 4 	<ul style="list-style-type: none"> Y = 0 N = 3 	<ul style="list-style-type: none"> Y = 1 N = 0

	<ul style="list-style-type: none"> No response = 1 			
Support required (in any aspects of RE)	<ul style="list-style-type: none"> None = 10 Some = 14 Significant = 0 	<ul style="list-style-type: none"> None = 4 Some = 1 Significant = 0 	<ul style="list-style-type: none"> None = 1 Some = 2 Significant = 0 	<ul style="list-style-type: none"> None = 0 Some = 1 Significant = 0
Support required in CoWo	<ul style="list-style-type: none"> None Some Significant 	<ul style="list-style-type: none"> None = 5 Some = 0 Significant 	<ul style="list-style-type: none"> None = 0 Some Significant 	<ul style="list-style-type: none"> None = Some Significant
Governance <ul style="list-style-type: none"> Named Governor/Trustee 	<ul style="list-style-type: none"> Y = 15 N / No governors = 9 	<ul style="list-style-type: none"> Y = 2 N /No governors/ No response = 3 	<ul style="list-style-type: none"> Y=1 N=2 	<ul style="list-style-type: none"> Y=1 N=0

Appendix 2:

Table of Schools in Southend – Religious Education website scrutiny

Key to following pages:

- SWS = Schools' workforce Survey information from DFE annual survey
- Table boxes shaded

	= N/A
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 i.e. Not applicable to this school/category
- Y = Yes. This item is found on the website (or within documentation posted)
- N = No. This indicates this item could not be found on the school's website or within online-posted documentation
 - (Importantly, more information must be sought to establish if this is provided /available / within other documentation)
 - Covid measures: For Collective Worship (CW) / assembly may prevent this, so current arrangements may not fully reflect usual practice
- ? = the evidence cannot be found or what can be seen is unclear
- * = RE Lead attends/has attended Re Adviser's termly RE Teachers' Network meeting (currently held over Zoom)
- The following questions cannot be partially answered until the survey results are analysed

School	Phase Special A= Academy M=Maintained	SWS men tion Y/N	RE yes/no	Southend LAS	Altern ative RE Syllab us	RE in Year groups	Assembly CW mentions Y/N	Ofsted status, date. RE mention?	Withdrawal?	Notes
1	Special X phase A	N	Yes	Y "As appropriate for SEND pupils"		Orchid Pathway	N	Good (2014) No RE mentioned	N	RE Found in "My Engagement and Wellbeing"
2	Special X phase A	N	Yes As well as specific lessons, functional skills are further developed through the Humanities topic each term alongside Art and RE	?	KS 5 ASDAN	KS 4 KS 5 ASDAN	Y (assembly)	Outstanding 2017 No RE mention (<i>Awaiting inspection report 2022</i>)	N	The school also "delivers a Spiritual, Moral, Social and Cultural (SMSC) curriculum through our assemblies and events planner"
3	Special X Phase A	N	Y	?	?	Primary through to 6 th Form (not specific)	Y Assembly Primary and whole school timetable	Outstanding 2017: Mention of visits "to the mosque, the synagogue and local churches"	Y clearly stated	Religious education is part of the timetable of all classes.
4	Special Secondary A	N	Y	?	?	All (ages 11- 16)	?	Good (2014) N	N Website search = no results	Comprehensive coverage in RE

5	Primary and Nursery M		Y	Y		All (Nursery-Yr 6)	N	Good (2018) N	N Website search =No results	Comprehensive RE planning from LAS
6	Primary M		Y	Y		All	N	Good (2018) N	N	
7*	Primary A		Y	Y		All (EYs to Yr6)	Y App'dix to RE Policy	Good (2018) N	RE only	Earned RE Quality Mark (Silver)
8*	Primary M		Y	Y		All (Foundation inclusive)	N	Not on website	Yes (RE only in policy)	The school holds assembly /CW but no mention on website
9	Primary A		Y	Y		Y all (Nursery – Yr6)	N	Out. (2020) N	Yes (CW Policy)	Comprehensive coverage in RE
10*	Inf		Y	Y		Y	Y	Good (2017) N	N Website search =No results	Covid measures may prevent assembly
11	Junior		Y	N (Essex LAS)		Only mentioned in Y5 and Y6 curriculum	N	Good (2017) N	Y in RE (Prospectus) N CW nor Assemblies	“
12	Infant M		Y	Y		Rec-Yr.2	Y policy	Good (2018)	Y in CW policy	
13	Junior		Y	Y		All (Yr.3-6)	Y full timetable	Out. (2021)	N (not in RE policy)	Covid measures may prevent assembly
14*	Primary		Y	Y		All	N	RI (2018)	N	“
15*	Primary A		Y	Y		All	Y	Good (2019)	N	

16	Primary A		Y	?	?	y	Assembly and CW Policy	RI (2021)	Not in Assembly and CW policy Not in RE policy	No RE policy on Website
17 *	Nursery and Primary A		Curriculum page on website being updated 18/3/22 Not yet enacted as of 1/7/22	Y		No curriculum information Website being updated 18/3 No change on 11/7/22		Good (2018)	N	Website being updated To revisit Revisited 7/11/2022
18	Primary A		No info on website	?	?	?	No	Good (2018)	N no search facility on website	
19*	Primary and Nursery A		Y	Y		Y	N	Good (2018)	N	Has been entered and complimented in NATRE's Spirited Arts Competition
20	Primary A		Y	Y		Y	N	Good (2017)	N	
21	Primary A		Y Website updated (July 2022)	LAS is not mentioned to show curriculum information for RE		Y		Good (2019)	N	To revisit

22	Infant		Y	Y		Y	N	Good (2019)	N	Curriculum information button – no response
23	Junior		Y	?	Unclear	Y	N	See notes	N	No formal designation inspection
24	Primary M		Y	?	Unclear	Y	N (one class review mentioned Diwali)	Good (2019)	N	
25	Primary		Unclear (RE mentioned within PSHE general section of curriculum)	?	Unclear No policy for RE on website	?	Y – Growth Mindset framework for Y 2-Y6	Good (2019)	N	No policy for RE on website
26	Infant A		Y	?	Unclear	Y EYs – Y 2	N	2016 Academy conversion letter	N	
27	Junior A		Y	Y		Y	N	Out (2010)	N	
28	Primary A		Y	Y	Own “Subject rationale”	(Not specified in planning nor in long term overviews for any Yr. groups)	N	Good (2022)	N	

29	Primary A		Within PSHE	?	Own?	Y	N	Good (2019)	N	
30	Primary and Nursery		See notes! Unclear	?	? see notes	Could not identify areas within planning	N	Good (2019)	N	Listed under curriculum but clicking defaults to RSE policy - not RE (? being updated)
31	Primary and Nursery A		Y	?		Y in KS2 RE+PHSE is timetabled together in KS1	N	Good (2015)	N	
32	Primary A		Y	N	"Love To Celebrate" materials from "The Cornerstones Curriculum"	Y	? (Withdrawal info mentioned in RE)	Good (2019)	Y CW and RE	No further info re CW / Assemblies found on website
33	Primary A		Y	N	RC Diocesan policy	Rec – Yr.6	Y	Special Measures (2018)	N	Diocesan Policy for RE "Come and See"
34	Primary VA A		Y	N	"	Rec – Yr.6	Y	Good (2016)	N	"

35	Primary VA		Y	N	“	Rec – Yr.6	Y	Good (2014)	N	“
36	Primary VA		y	N	“	Rec – Yr.6	Y	Good (2016)	N	“
37	Primary VA		Y especially for “other faiths”	Y	Diocesan in addition to LAS	Rec – Yr. 6	Y CW Overview	Good (2019)	Y RE only	Teaches RE through LAS and “Understanding Christianity”
Secondary Schools										
38	Secondary A	Y	Y		Own/ Brent wood Diocese	All Yr groups (Yr7 to 11)	“A worshipping Community” in Prospectus	Good (2018) Sec 48 RC Diocesan Insp (Grade 1) 2018 Outstanding		AQA / GCSE (also short course RE GCSE) AS level / A level Philosophy and Ethics
39	Secondary A	Y	Y	?	Own Brent wood diocese / Exam boards	All Yr Groups (Yr7 to 11)	Y	?	N	Offered at GCSE / AS and A level
40	Second’y A	N	Yes (KS 3 in Citizenship) GCSE <u>Citizenship *</u> compuls @ KS 4 “the primary means of promoting	N	No but KS 3 reference to RE on planning	7-11 KS 3 taught as part of Citizenship KS 4 GCSE (Pearson: Religious-Studies)	Y both RE and CW very comprehensive policies	Could not locate a report on website nor using the Search facility	Yes (Within CW policy) Could not locate a statement for RE <u>Refer to *</u> as it states RE is	Only faith mentioned in KS 3 is Sikhism’, however, in Assessment there is a comprehensive policy for RE at KS 3

				SMSC / British Values.... taught alongside the statutory provisions of RE so the Academy is compliant in terms of ERA Framework Act (1998)		KS 4 GCSE (Pears on: Religious Studies)				compulsory within KS 4 Citizenship and so is possibly indicating the school does not allow withdrawal (which is a parental right pre-18 yrs. and student's right, post-18yrs)	GCSE is offered at KS 4
41	Sec	A	Y	Y	?	Own?	Yr. 7-9 RE KS4 (GCSE AQA / A) and KS 5 (A level AQA Philosophy and Ethics/ Christianity and dialogues)	N	Good (2017)	N	100% pass rate RE @ GCSE
42	"	A	Y	Y RE both in prospectus and exam choices	Not clear?	Not specified	GCSE offered and (see notes)	N	Inadequate (2017)	Y for RE N for CW	Philosophy and Ethics offered in 6 th form prospectus
43	"	A	Y	Yes	?	Not specified	GCSE (AQA) A level Philosophy and Ethics (OCR)	N	Good (2016)	N	RE listed as GCSE and A level. No specific mention of Yr.

										7-8 RE curriculum
44	“ A Partnership Learning	Y	N	N	N	N	Y	Not yet inspected (newly formed school)	N	No RE in any year group not mentioned in any subject list nor examination subject
45	“ A	Y	Y	? not clear	? OWN?	Yr. 7-11 Philosophy and Ethics Noting in 6 th Form study	N	Good (2022) N	Y RE	
46	“ A	Y	Y	?	?	Ks 3 and 4 GCSE / A level offered	?	?	?	
47	“ A	Y	Y	?	Y	Ks 3 and 4 GCSE / A level offered (Edexcel)	N	Out. (2012)	N	Very full info on RE curriculum
48	Secondary + 6 th form A	Y	Y	?	?	Y all KS3/4 study GCSE & Short course A (AQA/OCR) level offered @ KS 5	N	Grade 1 (2010)	N RE nor CW	RE hours Yr7-9/Yr. 10-11 details on website
49	Secondary + 6 th form A	Y	Y	?	?	KS 4 OCR GCSE KS 5 OCR RE A Level	N	N	N	

50	Up to Yr11 Alternative Provision							Good 2019 No RE mentioned		
51	Independ Sec			Y						
52	Ind Prep Primary		y	2015 LAS		Y			?	
53	Ind Pre Primary		Through SMSC	N	?	?	N		?	
54 *	Ind Primary VA CofE		Y	Y		N	N	Meets all Ind School Insp standards 2018	N	Potentially applying for RE Quality Mark
55	SEN		No	No	Not specified	Not specified	No	Good (2018)	No	
56	Alternative Provision A	N	Beliefs and Values in Wellbeing assessment	N	N	no specific mention of RE in website search or Subject List for any KS - Humanities for KS2. No further details included (interestingly disappears from the Subject list for KS2)	Y (Assemblies) in curric. review	RI (2021)	Search on website "no results" for RE Non for CW Non for withdrawal	Ref to "Community Cohesion" Religious leaders invited to speak

						- PSHE in KS3?				
57	(Alternative Provision) X Phase A	N	N	N	N	N	N	RI (2021)	N	Could not access website Error code 404
58	Ind Sec (ages 12-16)	No information								School closed

Appendix 3. Religious Education and Collective Worship Survey (2022)

This survey has been commissioned by the RE Improvement Lead in partnership with SACRE (Standing Advisory Committee for Religious Education) to gather information about Religious Education and Collective Worship to provide effective and tailored support to Southend schools based on knowledge of provision within the Borough's schools.

A report will be compiled to share good practice, identify areas requiring support and to celebrate local achievements in RE. A full report will be shared with SACRE, and an anonymous report will be shared with all Southend schools.

Your School

1: Name of your School

<p>Person completing this survey:</p> <p>Position in school:</p> <p>email contact:</p>
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2: Category of your school

Voluntary aided

Community

Foundation

Academy

Independent

3: Phase of your school

Primary

Secondary

Infant

Junior

Free school

Special

4: Name of your RE / Collective Worship Lead, their full job title and contact email address (or as above)

4a: Do HLTA/TAs or Cover Supervisors teach RE in your school?

Yes

No

4b: Please specify which year group/s they teach?

5: Who is the Governor with responsibility for RE and Collective Worship?

6: Has RE been mentioned in the Governor's minutes in the 2020 - 2021 and/or the current school year?

Please tick **one option only**

Yes

No

Unsure

If you answered "Yes" to question 6, go to question 7, if "No" go to question 8

7: Would you be happy to provide copies of the minutes/notes?

Please tick **one option only**

Yes

No

8: Does your school follow the Southend-on-Sea Locally Agreed RE Syllabus?

Yes

No

If you answered "Yes" to question 8 go to question 9 and 10a

If you answered "No" to question 8 go to question 10 and 10a

9: Can you give some general feedback on the current Southend syllabus?

10: As you do not use the Southend syllabus, which syllabus do you follow?

10a: Which year groups follow your chosen syllabus?

11: How many children in your school are withdrawn from RE lessons or/and Collective Worship?

If "none" please state.

<p>Number withdrawn in:</p> <ul style="list-style-type: none">• RE:• Collective Worship: <p>What arrangements are made for pupils/students withdrawn from:</p> <p>RE:</p> <p>Collective Worship:</p>

12: It is expected that Southend's RE Syllabus will now encompass "Worldviews":

<p>Is your school embracing "Worldviews" beyond that provided within Southend's or your chosen RE Syllabus?</p> <p>YES <input type="checkbox"/> No <input type="checkbox"/></p> <p>If yes, can you briefly share what your school is teaching, and the resources being used?</p>

Self-evaluation

13: Please could you rate your school against the 3 OFSTED performance levels within the SMSC (Outstanding, Good, Requires improvement)

	Outstanding	Good	Requires Improvement
RE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collective worship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher's subject knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yearly action planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please

Class visits/ Extra curricular Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources - e.g., learning materials, books, online information	No support required <input type="checkbox"/>	Some support required <input type="checkbox"/>	Significant support required <input type="checkbox"/>
Collective worship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher's subject knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yearly action planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class visits/ extra-curricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

tick **one option only** in each row:

Resources - e.g., learning materials, books, online information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Please indicate the level of support/ guidance you feel is required in the following areas?

Please tick **one option only** in each row

13a: Do you require any other support with RE or Collective Worship?

14: What are your priorities for RE and Collective Worship for the academic year 2021-2022?

15: How do you gather feedback on the quality of RE in your school from staff, pupils/students, parents, and governors?

16: How do you gather feedback on Collective Worship?

17: Do you have an identified budget for the following?

Please tick **all that apply**

RE

Collective
worship

Combined RE
and Collective
worship

Funded from
another cost
centre e.g.,
PSHE or SMSC

No identified
budget

None

18: Can you share your experiences of liaising with speakers from/or local places of worship?

19: Can you recommend or share details of any venues, speakers, or places of Worship you work with?

20: Are there any specific resources or CPD your school needs to teach the local RE Syllabus and worldviews effectively (or your chosen alternative syllabus)?

It is understood that Covid-19 management will have affected your usual Collective Worship arrangements.

21: Who leads your Collective Worship?

Please tick **all that apply**

RE Lead

Headteacher

Senior staff

Teacher

Governor

Visitor/ Other

21a: Please say how Collective Worship is being managed during the present covid pandemic:

22: Do you have a celebration of, or a success story, to report from RE or Collective Worship that you would be happy to share with us /others/SACRE?

23: What do you feel is the biggest challenge your school faces in delivering RE?

24: Is there any further support you require to deliver your RE and/or Collective Worship effectively?

Would you/your school's RE lead teacher like to join a Teachers' Network (currently over Zoom) to discuss and contribute to improving RE and Collective Worship in Southend?

Please tick

Yes

No

26: Would you / any teacher of RE / your RE Lead be interested in attending the Teachers' Network Meetings held each term (currently over Zoom).

Please share their contact details.

Any teacher/ HLTA's / TA's /Cover Supervisor who teaches RE is welcome to attend.

Thank you for taking the time to complete this questionnaire. Any feedback is welcome.

If you have any further questions or comments, please email: