

Appendix 1

Summary of monitoring results 2015-16

Schools participating	High Schools	Primary Schools		
	Brentside	Alec Reed Academy Allenby Beaconsfield	Gifford Greenwood Hambrough Hathaway John Perryn Mayfield Montpelier Perivale Petts Hill	St John's St Mark's Selborne Southfield Three Bridges Viking West Acton Wood End Infants
	Special Schools	Berrymede Infants Clifton		
	Belvue John Chilton Springhallow	Coston Derwentwater Downe Manor Drayton Green		
Strengths of RE provision				
Brentside HS	<ul style="list-style-type: none"> Consistently outstanding results at A-level, recognised as good/outstanding compared to national outcomes. Extra-curricular opportunities such as debate club and festival club. Timetabled lesson for every student. 			
Belvue	<ul style="list-style-type: none"> Subject specialist co-ordinator. Different faiths represented in student population. All teachers teaching RE 'good' to 'outstanding'. 			
John Chilton	<ul style="list-style-type: none"> Collaborative working, depth of learning. Changes to curriculum to enable better progression. 			
Springhallow	<ul style="list-style-type: none"> "The pupils' spiritual, moral, social and cultural develop is outstanding. Pupils are encouraged to reflect on their actions and their effect on others." (Ofsted March 2013) The new school building has a designated "faith" room designed for prayer, reflection and quiet time. 			
Alec Reed Academy	<ul style="list-style-type: none"> Detailed, well thought out planning. Established links with grammar/spelling patterns. Visits and visitors linked with topic. Opportunities for writing. 			
Allenby	<ul style="list-style-type: none"> Teachers' understanding of the subject. Lessons include "enquiry approach" to allow the children to deepen their understanding. Opportunities for children to develop positive attitudes and relate their learning in RE to their own experience. 			
Beaconsfield	<ul style="list-style-type: none"> Celebration of all festivals – activities and assemblies. Staff diversity and knowledge Student diversity and knowledge. 			
Berrymede Infants	<ul style="list-style-type: none"> Leadership and management of RE. Resources. External visits/visitors. Pupil voice indicating enjoyment. 			
Clifton	<ul style="list-style-type: none"> We are a multi-cultural, multi- religion school and we celebrate, and learn about, most festivals from all religions. We teach our children to accept and appreciate everyone's different beliefs. 			

Coston	<ul style="list-style-type: none"> ▪ Regular, timetabled lessons across all key stages. ▪ Weekly and longterm planning evident and on shared drive. ▪ Termly assessment of children's progress.
Derwentwater	<ul style="list-style-type: none"> ▪ Teacher assessment at the end of each topic. ▪ Pupils' survey. ▪ Final piece of work (SMSC included), e.g. invitation for a religious celebration.
Downe Manor	<ul style="list-style-type: none"> ▪ Following Ealing scheme. ▪ Visit to local mosque as part of year 5 Islam topic.
Drayton Green	<ul style="list-style-type: none"> ▪ Content of lessons planned to provide memorable learning experiences
Gifford	<ul style="list-style-type: none"> ▪ Range of religions taught. ▪ Resources to support teaching. ▪ Links to children's background/experiences.
Greenwood	<ul style="list-style-type: none"> ▪ Willingness to accept others' beliefs. ▪ Reviewed our Collective Worship Policy, as a result, reflections embedded in assemblies. ▪ RE is taught according to the guidelines laid down by Ealing SACRE's agreed syllabus.
Hambrough	<ul style="list-style-type: none"> ▪ Religious education lessons have a link to our Rights Respecting Schools initiative so the children are aware of their own and each other's rights. Through this they gain a respect for other people and for differing cultures. ▪ After looking at planning and conducting work scrutiny it is apparent that teachers are beginning to use cross curricular links in their RE work. ▪ The Ealing Agreed Syllabus gives teachers a clear overview and a balance of religious and humanistic approaches. Our more experienced teaching staff support new teachers to implement the RE curriculum. In all key stages they have a good balance of activities such as using drama and art to reflect the cross curricular links. ▪ The school has a dedicated RE subject leader who monitors and evaluates provision and drives improvement. Parental support for RE is positive, with no withdrawal from RE lessons.
Hathaway	<ul style="list-style-type: none"> ▪ All faiths and festivals celebrated. ▪ Making links with local religious places of worship. ▪ Inviting speakers in to speak about different world faiths. ▪ Monitoring of coverage.
John Perryn	<ul style="list-style-type: none"> ▪ Taught in all year groups, but more differentiated in ks2.
Mayfield	<ul style="list-style-type: none"> ▪ SMSC provision ▪ Assemblies ▪ Cultural visits ▪ Links to children's lives
Montpelier	<ul style="list-style-type: none"> ▪ We use the Ealing scheme of work enhanced by visits to places of worship. ▪ High quality class assemblies on aspects of the 6 major religions
Perivale	<ul style="list-style-type: none"> ▪ Quality of resources ▪ Scheme of work in place ▪ Ealing Agreed Syllabus being followed

Petts Hill	<ul style="list-style-type: none"> Teaching of RE enables us to be inclusive of all our children's faiths and allows them to share their experiences. Use of ICT in teaching RE especially using Espresso, online stories, virtual tours of places of worship and seeing real life celebrations of special events and acts of worship. RE is well resourced with a selection of artefacts so that child can see and handle, when appropriate, items such as a Menorah. Cultural and religious special days and celebrations are acknowledged and learnt about throughout the school year. For example: Christmas, Diwali, Eid, St Patricks day , Chinese New Year etc.
St John's	<ul style="list-style-type: none"> Resources/artefacts SOW Children
St Mark's	<ul style="list-style-type: none"> All year groups visit a place of worship from the main faiths during their time at St Mark's. We follow Ealing's RE syllabus.
Selborne	<ul style="list-style-type: none"> Trips to different places of worship which tie in with long-term plans. All religions covered over school career. Celebration of all major religious festivals. Linking tolerance in RE with British Values teaching.
Southfield	<ul style="list-style-type: none"> The religions are taught throughout the school. There are cross-curricular links and topics are taught in the term which is relevant to a celebration. Our assemblies are also linked to key religious festivals. Some visitors from places of worship come and do an assembly.
Three Bridges	<ul style="list-style-type: none"> The commitment of all staff. Schedule of visits to places of worship; parents' commitment to this.
Viking	<ul style="list-style-type: none"> Celebrations from different faiths. Collective worship. KS1 lessons.
West Acton	<ul style="list-style-type: none"> Variety of trips and visits to places of worship. Participation in inter-faith week.
Wood End Infants	<ul style="list-style-type: none"> Children exposed to a range of religious practices and beliefs. RE is embedded in our school ethos.
Areas requiring development and how these are being addressed	
Brentside HS	<ul style="list-style-type: none"> Taking opportunities to support lower ability GCSE students to achieve their highest marks on 12 mark answers. Restructuring assessments to allow even greater numbers of students to achieve Level 8. <i>Addressed by:</i> We have a scheme of work on religious leaders, but the latest agreed syllabus mentions modern leaders: this is something we will incorporate into the Y7 scheme of work. I feel the broad areas are being covered but there is some specific content we could build in: "the landscape of religious ideas in Britain", "the ability of sound and music to evoke awe" and "how individuals express their spirituality through creativity e.g. music." As a department, we will discuss ways of embedding these areas throughout the schemes of work, for example by embedding music into our lessons on religious festivals.

Belvue	<ul style="list-style-type: none"> ▪ Lack of artefacts, clothing and resources. ▪ Required to find a new exam for KS4 as our current exam will no longer be running after 2016. ▪ <i>Addressed by:</i> Currently researching and buying a range of resources.
John Chilton	<ul style="list-style-type: none"> ▪ Developing “I can” statements for assessment. ▪ <i>Addressed by:</i> Working in new teams; collaboration.
Springhallow	<ul style="list-style-type: none"> ▪ To celebrate further our cultural diversity. ▪ To give pupils opportunities to explore their own and others views and to explore and develop moral concepts and values. ▪ <i>Addressed by:</i> (not answered)
Alec Reed Academy	<ul style="list-style-type: none"> ▪ Year 1 need to develop the quantity and quality of writing and rely less on worksheets. ▪ <i>Addressed by:</i> Offering support during planning and sharing effective practice with other year groups.
Allenby	<ul style="list-style-type: none"> ▪ Time limitations with curriculum demands in other subjects. ▪ <i>Addressed by:</i> Through introducing cross-curricular studies for some lessons.
Beaconsfield	<ul style="list-style-type: none"> ▪ Resources ▪ Opportunities for trips and key speakers. ▪ <i>Addressed by:</i> Teachers ordering new resources; SLT to organise trips.
Berrymede Infants	<ul style="list-style-type: none"> ▪ Year 2 curriculum coverage spring/summer term (SATS have an impact on this). ▪ <i>Addressed by:</i> Teacher/pupil surveys; monitoring of curriculum coverage; support at planning meetings and one to one; cross-curricular planning.
Clifton	<ul style="list-style-type: none"> ▪ Teaching and learning of RE Curriculum ▪ <i>Addressed by:</i> We have begun the process of looking at what is being taught through structured RE lessons, and how this reflects the Ealing syllabus for Religious education. We will begin to look at how we can take the curriculum and streamline it to work within our school.
Coston	<ul style="list-style-type: none"> ▪ Updating assessment sheets and provision of relevant resources. ▪ <i>Addressed by:</i> Currently devising a new assessment sheet for different year groups. Will ask staff what resources they require to teach RE, and order new resources.
Derwentwater	<ul style="list-style-type: none"> ▪ Connecting community projects to the curriculum (e.g. religious sites). ▪ Consistency in assessment across key Stages ▪ Monitoring ▪ <i>Addressed by:</i> Religious discussions occur through children’s experience outside of school. Pupil conferencing; visits to local places of worship in each year group; guest speakers
Downe Manor	<ul style="list-style-type: none"> ▪ Quality of daily act of collective worship. ▪ <i>Addressed by:</i> SMSC co-ordinator appointed. Action plan written and budget allocated to support teachers with planning and delivering daily act of collective worship.
Drayton Green	<ul style="list-style-type: none"> ▪ Engagement of Muslim pupils when other faiths are discussed and/or taught. ▪ <i>Addressed by:</i> Working with parent body.

Gifford	<ul style="list-style-type: none"> ▪ Further links to groups needed (e.g. church, mosque, etc.), and using link to facilitate trips and visitors to school. ▪ <i>Addressed by:</i> Links being made through staff members and community groups contacted.
Greenwood	<ul style="list-style-type: none"> ▪ Visits to places of worship to be planned in teaching. ▪ Child-friendly resources (books, websites, etc.) ▪ <i>Addressed by:</i> Organise visits or visitors from outside of school to share their knowledge of religion; audit of resources.
Hambrough	<ul style="list-style-type: none"> ▪ Increasing community involvement in RE through organised trips and outside speakers related to RE study units. ▪ Planning to reflect pupil voice in terms of agreed success criteria. ▪ Providing more opportunities for extended writing with regard to RE. ▪ <i>Addressed by:</i> Subject lead organising RE speakers and trips for each year group; subject lead to continue with work / planning scrutiny and pupil voice activity to ensure success criteria are being co-constructed; linking to the school's Visible Learning programme.
Hathaway	<ul style="list-style-type: none"> ▪ Linking RE to other curriculum areas such as writing. ▪ Reflection time needed. ▪ <i>Addressed by:</i> Reflection time to be a daily timetabled event; RE being linked to other areas of learning.
John Perryn	<ul style="list-style-type: none"> ▪ Irregular book checks. ▪ <i>Addressed by:</i> The new RE subject leader has been given some time to look at books from different classes.
Mayfield	<ul style="list-style-type: none"> ▪ (Not filled in; was chased but no response.)
Montpelier	<ul style="list-style-type: none"> ▪ Currently working on developing the curriculum leadership role for RE ▪ <i>Addressed by:</i> SLT have updated the definition of the role and expectations and this is being shared with the coordinator through planned CPD.
Perivale	<ul style="list-style-type: none"> ▪ We want our pupils to be able to learn lessons from religion rather than about religion. ▪ <i>Addressed by:</i> Rather than teaching about religion, the curriculum has been developed in a way so that lessons will enable pupils to have a better understanding of what can be learnt from religion.
Petts Hill	<ul style="list-style-type: none"> ▪ The use of assessment in RE ▪ Making RE more creative in KS2 (for example, including arts and crafts where possible) (Note: respondent used an old form which did not have an 'addressed by' section.)
St John's	<ul style="list-style-type: none"> ▪ Assessment. ▪ <i>Addressed by:</i> RE co-ordinator to attend assessment course.
St Mark's	<ul style="list-style-type: none"> ▪ Further monitoring of teaching of RE. ▪ <i>Addressed by:</i> Book scrutiny, planning, scrutiny, pupil voice.
Selborne	<ul style="list-style-type: none"> ▪ More use of actual artefacts. ▪ More explanation to parents about curriculum content. ▪ More use of pupil voice. ▪ <i>Addressed by:</i> A resource audit and ensuring that these are linked to medium term plans; thinking as a whole school about how we can listen to pupil voice more.

Southfield	<ul style="list-style-type: none"> ▪ Making sure RE is taught weekly. ▪ Updating the curriculum so staff are teaching up-to-date plans. ▪ <i>Addressed by:</i> Monitoring of RE including pupil voice. 	
Three Bridges	<ul style="list-style-type: none"> ▪ Some isolated reluctance from parents to allow children to visit places of worship. ▪ <i>Addressed by:</i> Head meeting with all parents and ensuring that they can accompany their child on the trips. 	
Viking	<ul style="list-style-type: none"> ▪ Depth of learning in KS2. ▪ <i>Addressed by:</i> CPD; possible new scheme. 	
West Acton	<ul style="list-style-type: none"> ▪ More consistency in the quality of evidence that is available to show that teaching is good. ▪ <i>Addressed by:</i> Regular monitoring through learning walks and feedback to teachers. 	
Wood End Infants	<ul style="list-style-type: none"> ▪ Need to continue developing links with faith leaders. ▪ <i>Addressed by:</i> DHT/AHT reaching out into the community in order to further develop links. 	
Is RE provision in the school compliant with the Ealing agreed syllabus?		29 yes
Additional comments	Brentside HS responded yes for KS4, and 'broadly' for KS3	
Is the school compliant as regards provision of the statutory daily act of reflection?		28 yes
Additional comments	St John's responded 'not daily'; Southfield did not respond.	
Examples of how the school promotes SMSC		
Brentside HS	<ul style="list-style-type: none"> ▪ An "international day", which celebrates different cultures and beliefs within the school, also raising lots of money for charity. ▪ RS and Citizenship are both compulsory GCSE courses. 	
Belvue	<ul style="list-style-type: none"> ▪ Daily assemblies addressing a vast range of topics from 'respect and tolerance' to 'internet safety'. ▪ Opportunities to flourish and take responsibilities for example school council, vertical tutor groups. 	
John Chilton	<ul style="list-style-type: none"> ▪ Assemblies are planned to cover all areas of SMSC. ▪ Art topics use SMSC as a basis. 	
Springhallow	<ul style="list-style-type: none"> ▪ An SMSC online survey on the school website has revealed a very informative insight from 40 replies (see attached). ▪ An SMSC Learning Walk was conducted in May 2015. Many positive observations were made by staff and governors. 	
Alec Reed Academy	<ul style="list-style-type: none"> ▪ Daily reflection at beginning of each day. ▪ Following UNICEF Rights articles. 	
Allenby	<ul style="list-style-type: none"> ▪ Allenby School is the only Level 2 "Rights Respecting" school in the borough. ▪ Philosophy for children has been introduced since 2015 and is currently being embedded. 	
Beaconsfield	<ul style="list-style-type: none"> ▪ Assemblies ▪ Curriculum offer in RE, Geography, History, Art and DT promotes key aspects of life in Britain and exposes pupils to a wider culture than Southall. 	

Berrymede Infants	<ul style="list-style-type: none"> ▪ Links with parents and wider community is good. ▪ Fostering good relations by celebration of different festivals, particularly through assemblies.
Clifton	<ul style="list-style-type: none"> ▪ By celebrating all cultural events that are of interest to our children and their families. ▪ Daily acts of reflection thinking about our lives and others around the world. From Nursery onwards we go on different trips which enrich the children's knowledge of the past and how our society has developed over time, and how it will continue to develop in the future.
Coston	<ul style="list-style-type: none"> ▪ Daily assemblies with reflection. ▪ Cultural and religious assemblies for different religious groups.
Derwentwater	<ul style="list-style-type: none"> ▪ Trips to different places of worship. ▪ Reflection room/wall of wonder. ▪ Different topics taught (e.g. cultural and spiritual aspects of celebrations). ▪ Assemblies. ▪ Reflection time in all areas of the curriculum. ▪ Themed days /weeks e.g. Remembrance Day, St George's Day
Downe Manor	<ul style="list-style-type: none"> ▪ School council/sports crew/head boy and girl. ▪ Language of the month.
Drayton Green	<ul style="list-style-type: none"> ▪ We use our weekly 'Talk Topic' to discuss respectfully issues that arise in our local area that are cause for concern. ▪ We have a yearly focus: this year is the year of 'Peace'.
Gifford	<ul style="list-style-type: none"> ▪ SMSC questions posted in lessons and through display. ▪ MESSC (Moral, Emotional, Spiritual, Social and Cultural) morning to focus explicitly on SMSC.
Greenwood	<ul style="list-style-type: none"> ▪ Opportunities of SMSC highlighted in planning. ▪ Through the daily assemblies.
Hambrough	<ul style="list-style-type: none"> ▪ Year groups conducting assemblies throughout the year based on different religious and cultural festivals. ▪ School Rules and Learning Dispositions promote value based qualities such as Respect, Honesty, Friendship and Tolerance together with Responsibility, Perseverance, Curiosity etc. ▪ Weekly assemblies for each year group celebrate pupil achievements in all forms; academic and pastoral. ▪ The school supports a variety of local, national and global charities and fund raising events in conjunction with our Rights Respecting School initiative. ▪ <i>Going for Green</i> behaviour programme supports children's positive behaviour both in class and the playground. This is supported by pupil groups, mini mentors and playground leaders
Hathaway	<ul style="list-style-type: none"> ▪ Good links with PSHE. ▪ Plan visits to different places of worship.
John Perryn	<ul style="list-style-type: none"> ▪ During PSHE.
Mayfield	<ul style="list-style-type: none"> ▪ Values-led assemblies ▪ Team Challenge Week ▪ Playground leaders

Montpelier	<ul style="list-style-type: none"> ▪ School ethos: BASICS Model (belonging, aspiration, safety, identity, challenge and success). ▪ Weekly PHSCE lessons, with additional global focus.
Perivale	<ul style="list-style-type: none"> ▪ SMSC provision is tracked in order to log activities, identify strengths in our provision and areas for development. ▪ Opportunities for SMSC are planned for in lessons across the curriculum in addition to the RE/PSHE lessons.
Petts Hill	<ul style="list-style-type: none"> ▪ Through the use of SEAL materials children explore social and moral issues and are given the opportunity to apply what they have learnt. ▪ The schools 'Creative Curriculum', where appropriate, is inclusive of RE and also covers a range of cultural issues and provides many opportunities for SMSC. ▪ The Christmas holiday project was based on a winter celebration and gave children an opportunity to share their culture or learn about another culture.
St John's	<ul style="list-style-type: none"> ▪ Multi-faith assemblies ▪ Photographs of children ▪ Multi-lingual signs and books
St Mark's	<ul style="list-style-type: none"> ▪ Through whole school assemblies, celebrate international evening, cultural story telling. ▪ PSHE curriculum, student council.
Selborne	<ul style="list-style-type: none"> ▪ Through our teaching – PSHE /British Values/You can do it keys to success. ▪ Visitors coming into assemblies. ▪ Community events; delivering food to local residents, e.g. during Harvest Festival.
Southfield	<ul style="list-style-type: none"> ▪ Encourage learning partners, active learning and all children have an opportunity to give their points of view and listen to on another. ▪ We also promote SMSC through our learning skills, PSHE and the International primary curriculum where we cover topics such as Fair Trade.
Three Bridges	<ul style="list-style-type: none"> ▪ Developed links with local and international charities. ▪ A weekly Manners Trophy awarded on pupil nomination.
Viking	<ul style="list-style-type: none"> ▪ Anti-slavery workshops in Yrs 5&6 (Just enough). ▪ Language of the month assemblies led by children.
West Acton	<ul style="list-style-type: none"> ▪ Values Tree and value of the month celebrated monthly. ▪ Each year group attends a cultural visit, e.g. art gallery or theatre.
Wood End Infants	<ul style="list-style-type: none"> ▪ We are a UNICEF Rights Respecting school. ▪ Very active pupil voice, e.g. eco committee, school council and UNICEF steering group.

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Overall effectiveness of RE provided in the school	2	1	26	1	
Learners' achievement in RE	3	1	24	2	
Quality of teaching in RE	3	1	24	2	
Quality of the RE curriculum, including cross-curricular links	6		21	3	
Quality of leadership in, and management of, RE	3		23	4	

* This category does not appear on the form, but was entered by three schools.