

RE and Reflection

Schools submitting monitoring returns 2014-2015

High schools	Special schools	Primary schools	
Dormers Wells HS Ellen Wilkinson Featherstone HS Northolt HS Villiers HS	Castlebar	Blair Peach PS Dairy Meadow PS Dormers Wells Infant Durdan's Park PS East ActonPS Featherstone PS	Fielding PS Hobayne PS Horsenden PS Stanhope PS Tudor PS
Strengths of RE provision			
Dormers Wells HS	<ul style="list-style-type: none"> ▪ A-level teaching proven by results coverage for years 7-13 and a student going to Cambridge University. ▪ New, challenging schemes of work being developed. 		
Ellen Wilkinson	<ul style="list-style-type: none"> ▪ Exam results ▪ Varied curriculum ▪ Well-resourced department 		
Featherstone HS	<ul style="list-style-type: none"> ▪ Links with local places of worship ▪ GCSE RE full course. ▪ Introduction of the SACRE ks3 curriculum ▪ Links with SACRE 		
Northolt HS	<ul style="list-style-type: none"> ▪ Engagement in learning from students ▪ Variety of exciting assessment opportunities at ks3 		
Villiers HS	<ul style="list-style-type: none"> ▪ Changes made to the current ks3 scheme of work. ▪ Changes made to standardising assessments at ks3. ▪ Updating/developing ks4 lessons that are more specific to differentiated learning objectives/outcomes. ▪ All students receive one hour a week of RE at ks3/4. (At ks4 all students are entered for the full/short course.) Lessons are taught by three teachers, two of whom are RE specialists. 		
Castlebar School	<ul style="list-style-type: none"> ▪ RE included in all classes medium term plans and opportunities to visit local place of worship are planned. ▪ Multifaith festivals celebrated and acknowledged through classwork, class led and teacher led assemblies, displays. ▪ Assemblies 3 times a week ending with a time for reflection. ▪ Moral attitudes such as caring, sharing etc reinforced through our PSD curriculum. 		
Blair Peach PS	<ul style="list-style-type: none"> ▪ Subject leadership ▪ Coverage of agreed syllabus ▪ Understanding of different faiths, teachers' subject knowledge ▪ Partnership work with places of worship, external links 		
Dairy Meadow PS	<ul style="list-style-type: none"> ▪ RE is taught in a variety of ways, e.g. through art and literacy (speaking, listening and reading). 		
Dormers Wells Infants	<ul style="list-style-type: none"> ▪ Visits to local places of worship. ▪ Whole school celebration of major religious festivals from various faiths. 		
Durdan's Park PS	<ul style="list-style-type: none"> ▪ RE timetabled slot each week. ▪ Regularly taught ▪ Evidence of wide range of activities ▪ Links to literacy and other subjects 		
East Acton PS	<ul style="list-style-type: none"> ▪ Ealing's agreed syllabus ("Sowing the seeds of the future") used throughout. ▪ Weekly RE timetabled. ▪ Work recorded in books shows progress. 		

Featherstone PS	<ul style="list-style-type: none"> ▪ The R.E. curriculum is balanced, which makes a good contribution to pupil's spiritual, moral, social and cultural development. E.g. all children participate in all faith celebration, involvement of local community and parents; which, helps to extend pupils interest in the subject. ▪ Pupils are encouraged to recognise the value of the subject and make links to their own lives. E.g. Festival of Light – Multi faith celebration carried out in December through a production, all festivals are celebrated throughout the year. ▪ In KS2, there is good contribution to the promotion of pupils' literacy skills, and there is greater emphasis on speaking and listening as well as drama throughout the whole school, encouraging children to develop the ability to discuss and respond issues related to the various religions. ▪ The teachers have a clear understanding of the value of the teaching of RE, which is reflected in planning, observations as well as weekly assemblies. ▪ The school is enriched with a variety of resources and teaching strategies to promote good learning throughout the school in R.E. ▪ Regular visits to the places of worship, parents are encouraged to participate
Fielding PS	<ul style="list-style-type: none"> ▪ External visits
Hobayne PS	<ul style="list-style-type: none"> ▪ Enthusiasm of teachers willing and wanting to teach RE. ▪ Range of experience of teacher and staff. ▪ Diverse school community.
Horsenden PS	<ul style="list-style-type: none"> ▪ All year groups follow the excellent schemes that have been provided by Ealing, and are now aligning their programmes against the new schemes.
Stanhope PS	<ul style="list-style-type: none"> ▪ Daily reflection opportunities are embedded into the assembly plan. The children have the opportunity to reflect each day, sometimes in their classroom. When there is a significant event we incorporate additional reflection time into the curriculum (e.g. eclipse, natural disasters, anniversaries, remembrance etc.) ▪ Thought of the week is shared with each child and member of staff. It is also put onto the website (*see next page). This is an important dimension of our spiritual curriculum for the children. It empowers them to think in a way that life may not allow for—they have an opportunity to reflect and explore the 'thought of the week' as part of class discussion and assembly. ▪ SMSC has a high priority in the school: each year group has a spiritual visit from nursery to year 6. Places of worship visited include: local churches, mosques, gurdwaras, temples and a synagogue. We have developed links with the religious leaders of these places and have also invited them into school for assemblies and events.

Stanhope PS (cont.)	<ul style="list-style-type: none"> ▪ The children from the choir take part in community events that encourage them to be reflective and giving. ▪ We follow the Ealing agreed syllabus, and as a result teaching of RE is good/outstanding. Lessons in RE are monitored through learning walks, lesson observations and pupil voice. ▪ Books are monitored termly and all writing for RE is done in writing books. This is also monitored through writing moderation every 3-4 weeks. The children have the opportunity to write/reflect on pieces of work, e.g. diary writing, poetry, recounts, religious visit reports etc. ▪ RE is well-resourced. There are plenty of artefacts that are available to the children to gain a sense of awe and wonder and to fit in with our multi-sensory approach. ▪ There is a reflective display for RE in the shared corridor, which is updated regularly. ▪ The RE leader meets with SLT half-termly to plan priorities and agree actions. ▪ We have a committee for RE as part of the Rights Respecting Agenda. The team meet as part of school leadership meetings and as a steering group internally. We are currently awaiting recognition to reach Level 2 for the Rights Respecting School Status. ▪ Stanhope has achieved the International school award and is working with schools around the world. This helps children to see the importance of religious influence and religion in different societies.
Tudor PS	<ul style="list-style-type: none"> ▪ Clear curriculum guidelines ▪ Teaching through art, drama and stories ▪ Positive attitudes

Areas requiring development and how these are being addressed	
Dormers Wells HS	<ul style="list-style-type: none"> ▪ Looking at whole day RE provision to provide catch-up for GCSE full course. ▪ Allocation of time for GCSE course. ▪ <i>Addressed by:</i> timetabling, planning, line management, staff visiting other schools to see good practice.
Ellen Wilkinson	<ul style="list-style-type: none"> ▪ New GCSE and A-level schemes of work ▪ Key stage 3 level update ▪ <i>Addressed by:</i> using gained time in summer to create new schemes of work; creating updated level system for ks3.
Featherstone HS	<ul style="list-style-type: none"> ▪ Pupils' response to feedback by teachers to aid progress. ▪ RE at KS5 (e.g. A/S and A2) ▪ <i>Addressed by:</i> appointment of specialist RE teacher; RE being evolved more into Philosophy and Ethics.
Northolt HS	<ul style="list-style-type: none"> ▪ Consistency of teaching and learning for non-specialists and new teachers. ▪ <i>Addressed by:</i> peer teaching; shared lessons; standardisation meetings.
Villiers HS	<ul style="list-style-type: none"> ▪ Cross-curricular links ▪ <i>Addressed by:</i> conversations with other HoDs about where links could be made.

Castlebar School	<ul style="list-style-type: none"> ▪ To continue to promote daily acts of reflection across the whole school. ▪ To source further suitable RE reading/picture books for the school library ▪ <i>Addressed by:</i> Hold an INSET to continue to promote daily acts of reflection across the whole school; have sourced and purchased a Christmas sensory story; resource and purchase suitable reading/picture RE books.
Blair Peach PS	<ul style="list-style-type: none"> ▪ Reflective questioning; creative thinking and planning. ▪ <i>Addressed by:</i> whole school RE explore days; staff and subject leader training.
Dairy Meadow PS	<ul style="list-style-type: none"> ▪ Trips to places of worship ▪ <i>Addressed by:</i> organising workshops and speakers from different religions to come into school.
Dormers Wells Infants	<ul style="list-style-type: none"> ▪ Resourcing and greater use of available resources. ▪ <i>Addressed by:</i> humanities post to be advertised internally.
Durdan's Park PS	<ul style="list-style-type: none"> ▪ Assessment. ▪ Links with outside speakers. ▪ <i>Addressed by:</i> Co-ordinator's year group has incorporated an assessment task into each unit with the intention of spreading this practice to the rest of the school; have invited speakers into the school with little success in that their material wasn't that suitable. Co-ordinator is continuing to research suitable links.
East Acton PS	<ul style="list-style-type: none"> ▪ Staff development: lots of HLTAs (higher level teaching assistants) teach RE. ▪ <i>Addressed by:</i> in-house training session.
Featherstone PS	<ul style="list-style-type: none"> ▪ Pupils to develop a wider range of investigating and evaluating skills. ▪ Assessment to measure progress. ▪ To build a bank of multi-faith leaders. ▪ <i>Addressed by:</i> Planning/monitoring; assessment; to make links to all subjects, e.g. history, science etc.; working with local community to develop a list of religious practitioners to visit school.
Fielding PS	<ul style="list-style-type: none"> ▪ Cross-curricular links, including further integration with school's values-based education ethos. ▪ <i>Addressed by:</i> on-going curriculum development and identification of opportunities by year group teams.
Hobbayne PS	<ul style="list-style-type: none"> ▪ Resources and alternative lesson ideas. ▪ Communicating importance of RE to new staff. ▪ <i>Addressed by:</i> RE INSET conducted about changes to RE curriculum; book looks; questions to staff and pupils about RE.
Horsenden PS	<ul style="list-style-type: none"> ▪ Implementation of the new agreed syllabus ▪ <i>Addressed by:</i> The new scheme has been set out on the school's curriculum plan; each year group has a person responsible for planning/providing/ ensuring that each of the 3-4 classes in that group are doing what they are supposed to do.
Stanhope PS	<ul style="list-style-type: none"> ▪ Developing awe and wonder around an interactive whole school display ▪ <i>Addressed by:</i> Through a subject leader action plan; resources ordered; displays allocated
Tudor PS	<ul style="list-style-type: none"> ▪ More enrichment activities. ▪ <i>Addressed by:</i> Head is convening RE at the school while the co-ordinator is on maternity leave for a year.
Is the school compliant with the Ealing agreed syllabus: 17 Yes	

Additional comments	<i>Castlebar: yes, but adapted for the special school</i>
Is the school compliant as regards provision of the statutory daily act of reflection? 16 yes	
Additional comments	<i>Dormers Wells HS: Assembly and thought for the week. Castlebar: yes, as appropriate. Hobbayne: did not answer</i>

Examples of how the school promotes SMSC

Dormers Wells HS	<ul style="list-style-type: none"> ▪ CPSHE/PE and whole curriculum ▪ Clubs/extra-curricular work, e.g. school play.
Ellen Wilkinson	<ul style="list-style-type: none"> ▪ Enrichment days often focused on cultural or moral issues. ▪ Assemblies
Featherstone HS	<ul style="list-style-type: none"> ▪ Assemblies based on a reflections calendar covering major religious festivals as well as other cultural, moral, social and spiritual events/themes. ▪ Daily reflection in registration that includes thought of the day, news, moral dilemmas and a period of reflection for students.
Northolt HS	<ul style="list-style-type: none"> ▪ Thought for the day reflection/discussion time with all students every morning and then linked to lessons throughout the day. ▪ Reflection/thinking room every Friday lunch time to reflect/discuss thought for the day/week further.
Villiers HS	<ul style="list-style-type: none"> ▪ During form time weekly enrichment activities which focus on a particular aspect of SMSC education. ▪ All students at ks3 receive one hour of RE a week. All students at ks4 study for GCSE course (either full or short course).
Castlebar School	<ul style="list-style-type: none"> ▪ After school clubs catering for different interests of the children, including cricket, walking, football, cooking, basketball, swimming, music. ▪ 'Good Work' assembly held across the whole school once a week. Good work is shown and celebrated and stickers/certificates are awarded.
Blair Peach PS	<ul style="list-style-type: none"> ▪ Working towards the UNICEF Rights Respecting Award ▪ School assemblies, ethos
Dairy Meadow PS	<ul style="list-style-type: none"> ▪ Through religious assemblies. ▪ Through displays of children's work in central areas around the school (both art and written work).
Dormers Wells Infants	<ul style="list-style-type: none"> ▪ Assemblies are celebratory and inclusive. ▪ Displays celebrate ethnic diversity. ▪ Cross-curricular links.
Durdan's Park PS	<ul style="list-style-type: none"> ▪ Children are taught to be respectful of others' beliefs during RE lessons, and this extends to showing respect to all other aspects of life. ▪ Faith assemblies bring together the whole community to celebrate.
East Acton PS	<ul style="list-style-type: none"> ▪ Themed assemblies include topics such as right and wrong. ▪ International evening attended by parents — food from around the world.

Featherstone PS	<ul style="list-style-type: none"> ▪ Bilingual vocabulary used around the school ▪ Whole school celebration of all faiths, involving the community ▪ RE is well planned and delivered ensuring all children are included and motivated to learn as well as progress. ▪ Lesson delivered and differentiated for all ability, equal opportunities for speaking and listening as well as drama. ▪ Well embedded links with literacy in KS2. (Evidence Provided) ▪ Visits to local places of worships ▪ Visits from religious practitioners
Fielding PS	<ul style="list-style-type: none"> ▪ <i>Moral, social:</i> Values-based education ethos, one explicit value per month. ▪ <i>Spiritual, social:</i> Mind Up — mindfulness, reflection and knowledge of neuroscience.
Hobbayne PS	<ul style="list-style-type: none"> ▪ PSHE curriculum and citizenship programme implemented ▪ International evening ▪ After school clubs
Horsenden PS	<ul style="list-style-type: none"> ▪ Themes through the daily assembly times R-Y6, which cover each aspect of SMSC ▪ Links with the wider world through supporting, for example, 'Operation Christmas Child', 'Red Nose Day' and things like internet safety.
Stanhope PS	<ul style="list-style-type: none"> ▪ Thought of the week ▪ Working towards becoming a rights respecting school
Tudor PS	<ul style="list-style-type: none"> ▪ Reflection on a daily basis—thought for the day—which leads into whole school on Friday. ▪ Friendship corners.

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Overall effectiveness of RE provided in the school	2	14		1	
Learners' achievement in RE	3	11	1	2	
Quality of teaching in RE	1	13	1	2	
Quality of the RE curriculum, including cross-curricular links	1	15		1	
Quality of leadership in, and management of, RE	1	13	1	2	

* This category does not appear on the form, but was entered by Dormers Wells High School.

Additional notes	
Castlebar School	Return filled in by temporary post-holder
Blair Peach PS	Working towards UNICEF rights respecting award.
Dairy Meadow PS	School has decided to apply for the RE Quality Mark.
East Acton PS	RE co-ordinator on maternity leave.
Stanhope PS	Working towards UNICEF rights respecting award; has recently been granted a new determination.
Tudor PS	RE co-ordinator on maternity leave.