

Date of visit: 23.6.16 by Helen Grundy

Context:

Birmingham City Council (BCC) is concerned that the expressed legal entitlements of children (a) to receive religious education (RE) and (b) to participate in daily acts of collective worship (CW) and other entitlements are all met in a manner that contributes to ‘the spiritual, moral, social and cultural development of pupils and of society’. The provision should deepen knowledge and understanding of religious life in this City and in Britain. It should also strengthen the commitment of pupils and the school to the wellbeing of all and to the flourishing of the whole of society in all its diversity. Pupils should not be exposed to distorted characterisations of others that feed intolerance and hatred. The purpose of this visit comes under the safeguarding agenda of the City Council’s action plan. You will have received a joint letter from Sally Taylor (Service Director Education and Commissioning) and Cllr. Barry Henley (Chair of SACRE) informing you that the Local Authority have commissioned SACRE to undertake an audit of current RE and Collective Worship provision in Birmingham schools and settings.

Activities include:

- Joint observation of Religious Education lesson with a member of SLT
- Observing an act of Collective Worship
- Pupil Voice Conversations
- Discussion with Head teacher, RE/CW lead and if possible a lead Governor
- Monitoring of books, displays, policies and planning

Make up of School

Percentage of ethnic minorities: EAL: 235 on roll Other Pakistani 97/235, 25 Yemeni, 23 Bangladeshi, Indian 18

Rough religious distribution of the school: 200 Muslim, 14 Christian, 10 Sikh, 6 Hindu, 3 Anglican, 1 RC, 1 refused

Percentage of pupils eligible for Pupil Premium: 105/235

The Curriculum:

Is the curriculum broad and balanced? Music? PE? Dance? Drama? Yes.

Religious Education	Strengths overall	Areas for development	Considerations?
<p>Observations</p> <p><i>Paired observations were undertaken with RE lead Bushra Hussain</i></p> <p><i>Year Group: 2</i></p> <p><i>Teacher: Mrs.Nagi</i></p> <p><i>Disposition focus: Understand how Hindus imagine God to be like</i></p>	<ul style="list-style-type: none"> -lots of questioning to check understanding -Pupil with religion being focused on today (Hinduism) used as reference point, she is happy and seems proud to be asked -Key vocabulary shared and expectation of correct spelling of these when writing -Reflection time built into end 'How do we feel about God?' personalises the learning experience -Class visit to the Mandir used to remind children and replace them in 'Hinduism' -Lovely resources shown; teacher explains how they have a presence in Hindu homes -TP think of a who, what, why question about Lord Ganesh. Children really engaged afterwards with a variety of questions about the image of Ganesh. Why has he got feet (human feet), Is he rich, Why is he so colourful? -Children encouraged to question, analyse and learn about the meanings underpinning the representation of Ganesh, writing their own questions in RE books -RE books have lots of previous work of high quality; RE is clearly given regular dedicated and quality time -High quality images stuck in children's books for them to write their questions about Ganesh under -High expectation of literacy skills; capital letters for sentences and Lord Ganesh. Sentence starters offered to encourage high quality writing afterwards. -Sufficient time allows for unusual questions to be asked and recorded in books -Children feedback their questions; why is he holding a stone, why is one tusk broken, why does he have an elephant's head, is he the most special of all Gods, does he have strength ...? -Children have to find out for themselves using fact file. Read by self, highlight key words if want and share together. Text is challenging but children are given the tools and the time to attempt for themselves. The answers are clearly there in the text and the teacher has pre-empted the questions that the children will have asked. -Lots of questioning, learning about and learning from. -Behaviour is excellent, children work diligently when at tables and set about tasks with immediacy and maturity. 		<ul style="list-style-type: none"> -Lots of teacher talk; when remembering trip to Mandir, could children have quickly shared with a TP one thing they remembered from the visit? When children had to think of 1 way they see God in their own mind, could they have turned to a partner to do this to share, corroborate or compare different views? 'God has created different roles' for himself being talked through is quite hard to follow. When introducing Lord Krishna, Vishnu, Shiva, Brahma could some children have 'been' these representations to act out being the protector, the destroyer, the supreme God etc? To model, reinforce understanding and engage all types of learners. Quite hard to follow then how Ganesh fitted into the 4 previously offered...Although Hindu Gods are very varied and hard to follow. Children got a little fidgety at the start so maybe a less is more approach would have had increased impact rather than the teacher trying to tell them everything in one go, or increased use of pupil talk as this was where the pupils noticeably enlivened and engaged brilliantly.

<p>Are the ambitions and ideal conveyed appropriate? Do the implicit values comport with British Values</p>	<p>visit synagogue.</p> <ul style="list-style-type: none"> -Faith Team: represent each faith in the school -Performances are engaging and celebratory and there are currently no withdrawals -Gender and equality workshops; womens aid with Y6 -Women Against Radicalisation Networks; gender equality- parents workshops. Men attend too (if they wish), coffee mornings- speakers come to talk initially and then workshops follow -Children wearing 'ask me if you need help' tabard PATHS (Promoting Alternative Thinking Strategies Programme) A child is chosen each day and have roles and responsibilities. Compliment session at end of day -BVs are annotated on all plans -BV play day at start of year, theatre company delivered a day of 'what it means to be British'. Diversity of people born in Britain. -Inter faith week -Topics include democracy -SMSC tracks opportunity and events which demonstrate BVs -School council; make decisions ie litter project. Community project. Canvassed Lord Mayor to come and he did. Meetings are minuted by children. Litter pick monthly SLT, children, parents. HT applied for funding etc. Bishop Anne Hollinsworth opened it. Relaunched values and family ethos -High community interaction, parents involved -BVs has basis in trust and openness; sticking 		
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<p><i>Do you visit places of worship?</i></p> <p><i>Charity work?</i></p> <p><i>Links with schools with a different population to your school</i></p>	<p>firm to BVs but not hiding anything and building engagement through parents already involved and come and see what we do.</p> <ul style="list-style-type: none"> -Each class visits a place of worship each year -Inter faith week, classes study faith of the place of worship they visit -Some visits to church <ul style="list-style-type: none"> -4 house teams are named after 4 core values -Children bring food bank donations and put in 'bucket' for their house. 		<p>School has a varied population and many ethnicities and faiths are represented. We discussed the potential of a link with Cromwell Jnr or Nishkam Primary.</p>
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Collective Worship	Strengths overall	Areas for development	Considerations?
<p><i>Legal requirements: Daily act of Collective Worship taking place YES, 10am DAILY. CHANGING TO 9am FROM SEPT TO SET TONE FOR DAY</i></p> <p><i>Are the acts of Collective Worship 'wholly or mainly of a broadly Christian Character'</i> YES</p> <p><i>If not does the school have a determination?</i></p> <p><i>Does the act of Collective Worship give pupils the opportunity to worship (this could be through reflection, prayer, song?)</i> YES</p> <p><i>Do you keep records for the Acts of Collective Worship?</i> YES</p> <p><i>Do any parental exercise their right to withdraw?</i> NO</p>	<p>-Anyone delivering CW fills in planning sheet -monitored by RE lead -Rev Richard heavily involved in delivery, fortnightly (Chair lessons) and especially with SIAMS inspection, talked about the Trinity in each class, did workshop. Rev Richard carries out lesson observations, meets with HT for 1 hr each fortnight. -CW comment book which faith team take around and class teachers and chn comment on specific points (to do with that day's CW or the theme for the week) ie 'charity' 'how did you feel', 'will it change anything in you?' Gives opportunity to re-engage with the CW throughout the day/week -worship board which children can add to as they want, has question of the week ie 'how do you show charity to others?' Children's responses are independent and it is clear they are freely and confidently added! -Spiritual garden created so children could go and pray if they wanted to as they had been using HT office. Currently also being used as a space for Y6 boy who is fasting as it was recognised that it was hard for him to spend lunchtime watching others eat; friends stay with him. There is an overall feeling of care and collective responsibility; staff offer suggestions like this to pupils and they make their own decisions and pupils freely ask staff or make suggestions of their own which are considered and discussed. The channel between pupils and staff is fluent and open.</p>		

Collective Worship	Strengths overall	Areas for development	Considerations?
<p><u>Act of Collective Worship</u></p> <p><i>Is the Act of Collective Worship educational, inclusive and spiritual?</i></p> <p><i>Is music used?</i></p> <p><i>Is there a theme – is it developed effectively?</i></p> <p><i>Pupil and staff involvement</i></p> <p><i>Ease or discomfort among participants</i></p>	<p>-Yes, hugely.</p> <p>-calming on entry; children so calm and well behaved -E candle focal point -Children encouraged to reflect on theme on leaving with e candle on and calm music</p> <p>-Charity, love. Charity team in school referenced. “Love your neighbour as yourself” (Jesus). EU referendum, we can have different views but still love someone. Reminder of Good Samaritan and then ‘The Sheep and the Goats’ story told. Muslims-Ramadan charity.</p> <p>-Children so happy and relaxed -Beautiful singing; uplifting , happy, rousing! ‘When I needed a neighbour’. -Rev Richard takes CW regularly (governor as well) known person to the children -God is good ‘all the time’, all the time ‘God is good’ call and response very natural to start the CW and engage pupils’ focus. -Lots of pupil leader interaction and pupils very keen to engage and answer. -Answers are confident, wise and eloquent. Pupils are keen to share their voice.</p>		

<p><i>Does it respect those who belong to different religious traditions or none?</i></p>	<ul style="list-style-type: none">- HUGELY! Faith teams, all religions represented and none. If agree with prayer can say Amen or Ameen.-Rev acknowledges that 'Christians believe..'-Faith teams (children from across the school) present about charity and how it is shown or what it means to each faith; Islam, Sikh, Hinduism, Buddhism, Judaism, No religion-Prayer at end led by children 'we go with..'		
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SACRE	Strengths overall	Areas for development	Considerations?
<p><u>FMAD website</u></p> <p><i>Do you use it?</i> Yes. Use schemes and some of the assessment material and DVD</p> <p><i>Could you contribute?</i> ***Assessment; RE lead is looking at in her school and would be willing to work with SACRE/other teachers to develop this*** Also willing for people to come and watch CW</p> <p><i>Any questions for us?</i></p> <p><i>How could SACRE help you?</i> See assessment comment</p>			

Summative headlines

Validation of the SEF

School has recently undergone a SIAMS inspection (April 2016) so agreed with SACRE that didn't have to complete survey
Rights to withdraw seen

RE lead would be really keen to help develop schemes of work (FMAD) to deepen questioning and higher order questions and thinking skills. More 'why' questions would be appreciated, especially upper KS2. Also, see comments on previous (FMAD) page.

Safeguarding:

-No observations during this visit gave me any safeguarding concern

Compliance with the Local Authority's 'No Platform Policy'

On staff portal in policy section
Adopted by governors Nov 2015