

Protocol for Good Practice Visits

Overview

Following the successful launch of the Agreed Syllabus, SACRE wishes to support all schools in the next stage of development. Visits to schools can be beneficial for all stakeholders:

- **For schools** to become more aware of the positive role of SACRE and how it can be a real source of support and positive affirmation.
- **For SACRE members** to receive information from leaders, develop further understanding of the delivery of the new Agreed Syllabus and listen to the needs of schools.
- **For network leads** to strengthen school-to-school support by creating a positive and open professional network based on self-evaluation.

To meet these aspirations, SACRE would like to make a number of good practice visits to schools throughout the county. Good practice visits are intended to:

- Support **universal adoption** of the Agreed Syllabus in all maintained schools (and more widely e.g., academies and special schools);
- Identify expertise and facilitate **school-to-school support** through the networks;
- Recognise and celebrate **good practice** in delivery of the new Agreed Syllabus;

By making regular visits, SACRE members are able to see good practice across the county, positively re-enforce the work undertaken by schools and be reassured by network leaders of the support being offered to others. Additionally, visits allow SACRE members to further build their knowledge and understanding as well as deepen their reflections on the quality of religious education.

Each year there will be a focus for such good practice visits. This year, the focus is: **engagement**.

Arranging School Visits

The Agreed Syllabus is new to everyone so good practice visits should be considered a positive learning opportunity for all involved. Visits should be undertaken **by invitation** as arranged through networks. The RE Advisor and Network Leads will consider coverage across existing primary and secondary structures to ensure a broad range of representation – e.g., primary schools from each Education Improvement Partnership (EIP); secondary schools from each Area Group; and a range of appropriate special schools.

Planning the Visit

Visits typically take place on a 'morning' or 'afternoon' (and no longer than half a day) as agreed by the headteacher with the RE Advisor or Network Lead. Many visitors can be overwhelming, the ideal size for a visit would be **either** the RE Advisor **or** Network Lead, **and** two SACRE members (3 in total).

Before the visit, there will be an agreed timetable of activities which typically include:

- Drop in to Collective Worship;
- Professional discussion with Headteacher;
- Professional discussion with RE Lead and the person who oversees Collective Worship;
- Pupil discussion to gather views regarding Religious Education and Collective Worship;
- Drop in to RE lessons with appropriate subject lead.

SACRE Members will record their observations on the attached proforma and share with the school.

SACRE Good Practice Visit- Blackboys Primary School 31.1.24.

Headteacher: Mr Graham Sullivan

RE Lead: Mrs Hannah Sullivan

SACRE reps - Claire Ramalli (Advisor) and Cllr Roy Galley (Chair)

Timetabled activity and prompts	Record
<p>Drop in to Collective Worship:</p> <p>The visit started with attending a school assembly.</p> <p>Welcomed and joined by School Governor.</p>	<ul style="list-style-type: none">• Collective Worship was led by Headteacher Mr Sullivan and had a focus theme on 'courage', one of the schools' Christian values.• Some of the pupils were invited to share their future career aspirations and this was linked to a forthcoming school event and careers fair. Clear connections to personal development of pupils by offering opportunities to reflect on life beyond Blackboys and links with the local community.• Collective Worship also linked to biblical story and the school ethos Be the best you can be living 'Life in all its fullness'. (John 10:10)• Collective Worship offered an opportunity to share prayers from the school prayer journal, containing individual prayers of pupils and an uplifting celebratory hymn.• The pupil's behaviour was exemplary with a calm and nurturing atmosphere. The Collective Worship offered the children a positive and purposeful start to the school day.

<p>Professional discussion with Headteacher:</p>	<p>Headteacher Mr Graham Sullivan has worked in the school for over twenty years and in post since 2018.</p> <ul style="list-style-type: none"> • Mr Graham Sullivan joined us for the duration of our visit. A timetable had been organised to allow us to visit a range of classes. • Shared a positive view on the local agreed syllabus and enquiry-based approach. The ‘big question’ approach has been adopted in other subjects e.g. History • Mr Sullivan reported disappointment with the schools SIAMS inspection in 2019 and was positive about a future inspection.
<p>Professional discussion with RE Lead and the person who oversees Collective Worship:</p>	<ul style="list-style-type: none"> • Opportunity to see Mrs Hannah Sullivan, RE Lead, teach her Year 2 class. • Reported that the new local agreed syllabus had slotted in well with pre-existing Religious Education curriculum due to the strong links with the ‘Understanding Christianity’ resources. Felt that the RE primary network meetings had been positive and supportive. • Highlighted a challenge of making a link with local mosque to offer opportunities for a school trip. Claire Ramalli offered to share the link to the RE Hubs website that offers a guide to local places of worship and visitors. Cllr Roy Galley said he would follow this up with a Muslim representative on SACRE.
<p>Pupil discussion to gather views regarding Religious Education and Collective Worship:</p>	<ul style="list-style-type: none"> • We did not have a specific slot during our visit to gather pupils’ views on Religious Education. However, the exemplary attitude demonstrated by all pupils throughout our visit was evident that children are fully engaged with the subject.

Drop in to RE lessons with appropriate subject lead:

We were able to visit the following classes- 1, 2, 3 and 5

- During our visit we observed four RE lessons across a range of ages. Each lesson was based around the 'big question' of the unit with a smaller question focus for the lesson. Three of the four lessons were based on themes around Jewish beliefs and practices.

Class 5

- Pupils demonstrated clear evidence of prior learning and key vocabulary. Some pupils were able to recall subject specific key words such as 'yad and 'mezuzah' in a lesson on laws in the Torah.
- The teacher effectively used questioning techniques to develop pupils understanding of kosher food laws.
- Pupils understanding on kosher food laws was checked by the teacher through a mini-plenary using images.
- Book work demonstrated evidence of the new local agreed syllabus being taught with meaningful and appropriately challenging activities e.g. scripture interpretation of Jesus' baptism.

Class 1

- Focus- how Muslims welcome a baby into the family.
- Teacher worked effectively to help the children understand the term 'whisper'. Children had an opportunity to discuss together and give examples.
- The teacher successfully used a video clip and items to demonstrate how 'aqiqah' is performed.
- It was particularly uplifting to see photos from one of the pupils's baptisms. The photos were used to facilitate meaningful discussions around welcoming children into a religion/faith.

Class 2

- Clear links being made to prior learning as students were able to use key words such as 'synagogue' and 'shabbat'.
- Enquiry based learning activity using a mystery box exercise

- Evidence of a spiral curriculum embedded as the learning in class 2 on Jewish practices of Shabbat will link to learning being taught in class 5.
- The teacher effectively linked Shabbat with personal knowledge by asking pupils to reflect and consider what they may do to welcome visitors.
- The teacher demonstrated a Shabbat table for the children. This gave an experiential learning experience for the children.

Class 3

- The children were working in groups to create an ACROSTIC poem linking to the theme of 'freedom' and the story of Exodus.
- Children were able to use key vocabulary such as 'free-will' and link the words to the biblical story of Exodus.
- The children were fully engaged with the activity and clearly enjoyed the challenge of the task.
- The teacher facilitated discussions with the children were able to talk about their learning with confidence and enthusiasm.

Final Discussion with HT and RE Subject Lead:

It was an extremely positive visit, and no negative comments were voiced about the construction of the LAS. Cllr Roy Galley and I were impressed by the children's enthusiasm, behaviour, and overall ethos of the school. Following the class visits I identified strengths in teachers' subject knowledge, questioning, evidence of a spiral curriculum and learning tailored to each year group.

A huge thank you, to Graham, Hannah, the Governors, staff and pupils of Blackboys Primary School.

Raising concerns protocol: It is important any concerns are appropriately raised. Safeguarding concerns should be raised with the Headteacher or Designated Safeguarding Lead. Concerns regarding Religious Education or Collective Worship should be raised with the RE Advisor.