



NOTTINGHAM ROMAN CATHOLIC DIOCESAN EDUCATION SERVICE

St. Mary's, Boston – Wednesday 8th May 2019

FOCUS OF VISIT

Key areas of development identified from monitoring visit 2018
and evidence to show progress made.

SUMMARY OF ACTIVITIES

I met with Lucy (RE subject leader) and Lisa (Headteacher) – conducted a learning walk, scrutiny of RE books, verified moderated work and analysed / discussed other relevant evidence and documentation.

Ensuring that assessments of pupil outcomes are accurate with programmes of moderation within the school and with other schools in the diocese.

- Staff have attended diocesan moderation training
- Several teachers (Years 2, 3, 5 and 6) attended moderation of Advent assessed tasks with two other schools within our CMAT (January 2019).
- Books are monitored formally (October and December 2018, January 2019) and informally (through drop-ins) to ensure standards are improving across all year groups. Formal book scrutiny's have either been carried out by both RE subject leaders together (before JW went on maternity leave) or by the RE subject leader (LW) and Head Teacher.
- DQ confirmed judgements and accuracy of moderation (08/05/19).

Ensuring that the coverage of each topic in the Come and See programme is in line with diocesan guidelines in relation to the number of quality pieces of work completed by each pupil.

- More robust monitoring of books now ensures topics are being taught/covered this has resulted in the quality and quantity of work being in line with diocesan guidelines (minimum of 4 pieces per topic in KS1 and 4-6 in KS2 including both opportunities for extended writing and more creative approaches to lessons). Coverage was also checked by Greg Hughes during visit (10/01/19) and was praised by other subject leaders within other schools in the CMAT at the RE subject Leaders' Day (March 2019).
- DQ confirmed this – books reflect a consistent standard with respect to standards and expectations.
- All books looked at reflected a consistent approach to feedback and marking, clear Learning objectives, quantity and a high level of quality including clear evidence of extended and sustained writing.
- Requisite level of challenge and support is also clearly evident within RE books
- Come and See topic dates given to staff to ensure that staff are aware of when topics are being taught and when they need to be completed, including

dedicated teaching time during the Advent term of Judaism and of another religion (Islam/Hinduism/Sikhism) during the Pentecost term.

Ensuring that high expectations for the presentation of pupils' work in Religious Education are evident and consistent throughout the school.

- More regular and thorough book monitoring now happens to ensure presentation of pupil's work is of a high standard.
- Teacher's model high expectations for presentation by ensuring dates and learning objectives are underlined and follow the date, leave a line, learning objective, leave a line policy. This is done when using the IWB, when writing on whiteboards and when typing and printing dates and learning objectives for KS1/SEND pupils.
- Presentation policy has been reviewed (both in RE and across the curriculum) to ensure work is presented to a high standard across all year groups.
- Good examples of RE work presented to a high standard are regularly displayed in class on the RE working wall and on displays in communal areas.
- Books are presented in a manner which reflects a high level of care and attention to standards and expectations.
- Year 5 'presentation monitors' implemented as their presentation is excellent and sets the standard. Year 3 have been chosen as the first cohort to target (March 2019) and this will be rolled out to other year groups in the Pentecost term.

Further engaging pupils with a more creative approach to Religious Education where there is minimal use of worksheets as a method of recording.

- More thorough book monitoring ensures that worksheets are not used as it has been recognised that these can put limits on the children's progress.
- Planning scrutiny focused on planned activities to ensure opportunities for creativity per topic.
- Staff are encouraged to discuss planning, activities, creativity etc with other members of staff and staff members regularly approach the RE subject leader(s) and Head Teacher for support and ideas.
- All lessons observed provided children with the opportunity to reflect, discuss and share their opinions and ideas.
- Differentiation in lessons meets learning needs of pupils. This has been seen within observations, planning scrutiny and book scrutiny. Staff have worked hard on writing suitable learning objectives and differentiating these appropriately using the driver words – aligns to revised diocesan planning.

- Support plans are in place for staff who need extra support (KS1) to ensure that teaching of RE is good, questioning is used appropriately, good pace-short/snappy and reduction in teacher talk. Targets are set and reviewed regularly.
- Head Teacher and RE subject leader provide feedback following lesson observations. Head Teacher and SLT provide support where necessary for teachers in 'Talkless Teaching', promoting chunking of lessons to help engage and support children in their learning.
- The school have worked hard to build links with other schools in the CMAT so that class teachers can observe outstanding teaching in other schools. For example: Jennifer Williams and Lucy Wright went to St Hugh's during Advent 1 2018. A class teacher has visited St Hugh's during Lent 2 2019.
- More informal drop-ins have taken place to ensure the teaching of RE is at least good.

It was very evident when visiting lessons that all staff have worked very hard on developing RE provision and embracing a range of strategies which promote creativity, level of challenge and activities which are appropriate for the respective Year group and in line with End of Year expectations.

Exploring pupil ownership:

1. Experimenting with allowing more able pupils to work independently in order to access a higher level during the whole class introduction.

Staff and children are now more aware of driver words and how to make progress in RE. Use of differentiated questioning during starter assists with the level at which the children access their learning.

2. Mixed ability groups to work collaboratively for some tasks so that lower attaining pupils are interacting with and learning from higher attaining pupils.

Mixed ability grouping works well for some activities so that children can share ideas and input at different levels. EAL children (many of whom join the school with little or no English) are engaged in suitable activities and are regularly supported by higher attaining pupils.

3. Allowing pupils to choose for themselves which level of challenge they are going to work at.

Following the whole school input regarding differentiating learning objectives through appropriate use of driver words in order to help individual children make progress, children tend to do activities chosen for them by the teacher. This enables all children to work on the skill(s) which they need to evidence and practice using most.

4. Making better use of the high-quality pupils' Bibles available by giving the biblical reference and requiring pupils to find passages for themselves and getting pupils to find their own scripture passages and provide the biblical reference when making links with scripture.

During the academic year 2017/2018, new Good News Bibles were purchased. These were recently recommended by Tom Baptist on the Collective Worship training day as the best Bible to use with young people. Children are exposed to lots of Bible stories through liturgies, the Christmas and Easter play and RE learning. As the children progress through KS2 they gain further independence in using the Bibles and in upper KS2 they learn how to use Chapter and verse to find and use scripture.

Ensure that the accuracy of the school's self-evaluation is acted upon in a more timely fashion by the Religious Education subject leader with the support of the senior leadership team; to ensure that the standards of work and pupil outcomes are at least similar, if not better, than those of other core subject areas across the school.

- The school are continuing to use their RE assessment tracking system which effectively tracks pupils and significant groups of pupils, allowing opportunities to plan interventions for underachieving pupils.
- The school are using levels alongside the new vocabulary of 'working towards', 'expected', 'greater depth'.
- The school has sought support from the Diocesan RE Adviser to obtain a copy of a SEF to assist with writing the SEF so that it is more evaluative. Greg Hughes has also supported the SLT in formulating the SEF in a more evaluative way.
- The SEF is shared at staff meetings and with governors so that staff are aware and together they can objectively assess strengths and areas for development against the grade descriptors.
- The SLT plan to continue to monitor teaching and learning through drop in's, observations and work scrutiny half termly. Staff are given key strengths and weakness with clear next steps i.e targets which are followed up upon.

Develop the role of governors to monitor and hold the school's leaders to account by: Ensuring that a robust system of monitoring is established with a focus on an accurate understanding of expected standards in Religious Education including the quality and quantity of written work for each topic.

- Governors have been informed of upcoming diocesan governor training and invited to attend training to gain further understanding of their role and to participate in the formal monitoring process.
- Subject leader reports with the Head Teacher to governors regularly.
- Parish priest and other governors visit school regularly, taking part in liturgies, conducting learning walks and talking to staff.
- Governors are invited into school to support monitoring processes i.e book scrutiny etc.

Improve the leadership of the Catholic Life of the School, including Religious Education.

- Subject leader is given protected time out of the classroom (1/2 day per week) for RE leadership (e.g. for book scrutiny's, observing other staff, meeting the Head Teacher, visiting other schools etc).
- The Toolkit and SEF is now more evaluative, identifying the impact of action taken and highlighting the next steps.
- Head Teacher attended Head Teacher's Retreat.
- RE subject leader attended Bishop Patrick's Priorities day in Lincoln (Lent 2 2019) and feedback to Head Teacher (who was unable to attend due to illness).

- Subject leader meets with the Head Teacher on a weekly basis to discuss the Catholic Life of the school and to address RE targets; creating and working to a termly rota of priorities.
- Subject leader involved in SLT meetings to keep the Head Teacher and other SLT members up to date with projects, upcoming deadlines and expectations.
- Attendance by subject leader and Head Teacher at all relevant meetings.
- Head Teacher works with subject leader to carry out regular book scrutiny and lesson observations.

My thanks to Lucy, Jennifer, Lisa and all the teachers for their hard work, dedication and application. It was a real pleasure to witness the outcomes of this, reflected in the quality of pupil's work, the learning environment, pupil responses and effectiveness of the monitoring and evaluation in place.

Keep up the great work!

David.