

SACRE monitoring Form Chad Vale Primary School

Date of visit: 3.2.16

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 former (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: 65% non white

Nos Asian Indian – 104 Asian Pakistani – 64 White British – 53 Other – 40 White others - 18 Dual heritage - 40

Rough religious distribution of the school

Muslim, Sikh, Hindu and Christianity

Percentage of pupils eligible for Pupil Premium – 18%, 11% FSME

The Curriculum:

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

A wide range of evidence substantiates this. Have recently introduced 'Educate and Celebrate' which is funded by BCC

Religious Education	Strengths overall	Areas for development	Considerations?
<p><u>Observations</u></p> <p><i>Paired observations were undertaken with</i></p> <p><i>Year Group: 1</i></p> <p><i>Teacher: Miss Haslam</i></p> <p><i>Disposition focus: Being accountable and living with integrity</i></p>	<p>LO a time when they were accountable for someone or something</p> <p>Teacher read the story of Noah to which the children listened attentively. Teacher linked the story to accountability. When a child began talking about a the Prophet all the children and the teacher listened with great respect.</p> <p>Children then were asked to draw their own Ark and rainbows and write when they had shown accountability.</p> <p>Moved onto a Year 3 class on the same Disposition</p> <p>Teacher related this to Christianity in particular but also referred to other religions. A strong link to PATHS was evident too.</p> <p>The story of Adam and Eve was played on the IWB. There was a moment of relection when children were asked to think about times when they had experienced guilt and had not owned up to something they had done. 'Omniscient' was discussed and related to Islam and Christianity, other key vocabulary was displayed. The teacher questioned the children well and supported the children in articulating their feelings. The plenary reiterated that the concept applies to Christians, Non – Christians and people of no faith.</p>	<p>To make the Dispositions more explicit in lessons</p>	

Religious Education	Strengths overall	Areas for development	Considerations?
<p><u>Ethos</u></p> <p><i>Safeguarding</i> What do you do to ensure against any extremist developments?</p> <p>How do you promote equality?</p> <p>Are the ambitions and ideal conveyed appropriate? Do the implicit values comport with British Values</p> <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>All part of the strong ethos of the school. All staff are PREVENT and WRAP trained.. The Chair of Governors has also attended. Other Governors have been encouraged to participate too. All staff would know what to do in any situation related to extremism</p> <p>Inclusion is a major part of the 'Chad Vale Way'</p> <p>Very much so. The 'Our School Code' is displayed extensively throughout the school including a large board in the entrance hall. This is related to the Equalities Act, Ofsted, 'Educate and Celebrate' and PATHS/PSHE</p> <p>A wide range of visits to different places of worship are planned for the year groups such as a church, synagogue and a mosque. The school is a member of the Ladywood Inter-faith education partnership which supports planned visits</p> <p>A wide range of charities are supported. The School Council nominates these each year. Included are; Childline, Save the Children, McMillan</p> <p>The school works with other local schools, primary and secondary.</p> <p>The school also supports a school in Africa via the African Space Trust</p>		

Collective Worship	Strengths overall	Areas for development	Considerations?
<p><i>Legal requirements: Daily act of Collective Worship taking place for all pupils</i></p> <p><i>Are the acts of Collective Worship 'wholly or mainly of a broadly Christian Character'</i></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></p> <p><i>Do you keep records for the Acts of Collective Worship?</i></p> <p><i>Do any parental exercise their right to withdraw?</i></p>	<p>Yes, in a variety of ways. The school struggles with space so some CW takes place in the classrooms. The policy is available on the school website</p> <p>Yes, the themes are available which the RE lead has highlighted to show the different religions that are covered.</p> <p>NA</p> <p>The children were asked to reflect whilst looking at a lit candle, the children bowed their heads and some clasped their hands. A song was also sung with gusto!</p> <p>Yes, these were viewed and go back over several years</p> <p>None currently although this has happened in the past</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><i>Does it respect those who belong to different religious traditions or none?</i></p>	<p>Yes. The children were all very well engaged and asked to reflect on the issues raised.</p> <p>Yes. Children were playing the piano when the school was entering and leaving the hall</p> <p>The theme was linked to the RE theme of being Trustworthy.</p> <p>Two members of the staff led the assembly . Children actively took part in the drama</p> <p>None at all was observed</p> <p>Children were told they could pray to God or just reflect on the assembly. None of the teachers spoke but the RE lead assured me that other teachers do.</p>		

SACRE	Strengths overall	Areas for development	Considerations?
<p><u>FMAD website</u></p> <p><i>Do you use it?</i></p> <p><i>Could you contribute?</i></p> <p><i>Any questions for us?</i></p> <p><i>How could SACRE help you?</i></p>	<p>Yes, used to plan the RE curriculum an Collective Worship</p> <p>The RE Co-ordinator confirmed she would be willing to collaborate and share</p> <p>The school are developing their assessment of the Foundation subjects and would appreciate some support in this area.</p> <p>It was also suggested that schools should be able to access the audit after it is completed either to rectify answers or update as they continue to improve and develop the subject.</p>		

Summative headlines

Validation of the SEF

I concur with the SEF. The right to withdraw for both pupils and staff seen in the prospectus online. The school's strong ethos and the 'Chad Vale Way' shines through every aspect of the school. The planning of both RE and Collective Worship is thorough and well appreciated by the school and is part of the School Improvement Plan

Safeguarding:

No observations during this visit gave any safeguarding concerns

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

Yes, the school's Visitors' policy adheres to the Birmingham No Platform Policy