Diocese of Arundel & Brighton
Education Service
Primary RE Adviser Interim Monitoring Report

Name of school: St Thomas a Becket, Eastbourne
Headteacher: Mrs Rachel Turner
DATE: 26th March 2019

RE Adviser: Sarah Feist
RE Coordinator: Sister Mary-Rose Bracuti

Catholic Life & Worship of the School	Fully in place	Partly in place	Not yet in place
The School regularly monitors and evaluates its provision and outcomes in order to plan future improvements.	✓		
Comments:	The school report that their monitoring procedures are a shared responsibility between the Headteacher and the RE Coordinator. They report that they have had a closer look at their provision and monitoring of the Catholic life and prayer and worship life of the school since the support given by the Diocesan RE Adviser. Evidence files show that the Section 48 Toolkit is used as a self-evaluation tool for the school to focus on areas for development. More focused governor monitoring, and pupil Liturgy Leader monitoring, now forms part of the self-evaluation for the school.		
Recommended Actions:			
The Link RE Governor is influential and fully involved in the Catholic Life of the school and offers support and challenge.	Fully in place ✓	Partly in place	Not yet in place
Comments:	The Chair of Governors is also Link Governor for RE. He has recently carried out pupil voice and reviewed policies with the senior leadership team. He is regularly in the school and attends school and class Masses, acts of collective worship and assemblies. When interviewed, he showed how very supportive he is and that his role is to ensure that the Catholic life, prayer and worship and RE are given highest priority in the school.		
Recommended Actions:	The Chair of Governors now has to ensure that he is setting challenges for the school and that this is evident through highlighted questioning in governors' minutes, and where challenges have been set, the impact of these.		

Staff development ensures all teachers understand the distinctiveness of a Catholic School. E.g. New Staff Induction / Training	Fully in place ✓	Partly in place	Not yet in place
Comments:	The RE Coordinator has for the last year been modelling good practice of class liturgy for all staff and worked with pupils in each class. This is seen by the school as having an impact on pupil led liturgy. The Diocesan adviser has supported the school in ways to develop the liturgical experiences for pupils and the impact of this was clearly evidenced during the visit. Staff new to the school and NQTs attend diocesan training and have mentoring support in school beyond induction.		
Recommended Actions:			

Religious Education	Fully in place	Partly in place	Not yet in place
Staff development ensures all teachers/support staff are equipped to deliver the RE programme. E.g. New staff induction & CPD opportunities	✓		
Comments:	New staff and current teaching staff attend Diocesan training when appropriate. The school report that the Headteacher, Deputy Head teacher and the RE Coordinator work very closely on delivering an induction programme that includes RE teaching and learning. The HT attends Diocese conferences and training and the RE Coordinator regularly attends Coordinator meetings at the diocese and accesses CPD when appropriate. Year group partners work together and there are regular pupil progress meetings. Staff meetings to inform all staff regarding the New Standards of Assessment have taken place and these statements have been included on the school tracking system – SIMS. Moderation takes place in school and there are plans to be more involved in Deanery moderation. RE books from year 6 were shared in term 3 with a deanery school to show coverage, depth of responses and marking feedback.		
Recommended Actions:	Ensure that moderation of all year groups, at Deanery level, is followed up to ensure good practice can be shared. Consider adding RE to pupil progress meetings to allow closer tracking of pupil progress and attainment in RE.		
RE teaching is clearly evident in all classrooms through displays.	Fully in place ✓	Partly in place	Not yet in place
Comments:	All RE displays around the school and in classrooms are of a high quality. Clear labelling allows any visitor to the classroom to know the topic being taught and the liturgical time of year. There is a consistent approach throughout the school and all displays have key words, scripture and pupils work on them. Where practice is very good, questions are posed to engage, and support pupil progress and pupils have commented or answered them.		
Recommended Actions:			
RE features in School Improvement Plan.	Fully in place ✓	Partly in place	Not yet in place
Comments:	The school improvement plan shows RE as a priority. Teaching and learning and the areas for development from the last inspection are a key focus. The school use the Inspection Framework Toolkit to identify areas for further development.		
Recommended Actions:			
RE / EPR/RSE Policies are current	Fully in place ✓	Partly in place	Not yet in place
Comments:	All policies are in place and have recently been reviewed.		
Recommended Actions:	Ensure that the RE Policy and Collective Worship Policy are added to the school website.		
10 % curriculum time is devoted to RE	Fully in place ✓	Partly in place	Not yet in place
Comments:	During a 'book look' it was evident that at least 10% is devoted to the teaching and learning of RE.		
Recommended Actions:			

There are rigorous monitoring and evaluation procedures in place for RE.	Fully in place	Partly in place ✓	Not yet in place
Comments:	The Headteacher and Deputy Head teacher lead the monitoring of RE lessons. The RE subject lead has monitored planning and assessment. The school report that these fall in-line with other core curriculum subject monitoring and evaluation. The key areas identified during these observations are fed back to staff and become a focus for the next round of monitoring.		
Recommended Actions:	Ensure that the RE Coordinator continues to use outcomes of monitoring and evaluation so that she can identify strengths and areas for development and ensure CPD and support is made available for all staff.		
There is regular scrutiny of Pupils' work to ensure continuity and progression.	Fully in place ✓	Partly in place	Not yet in place
Comments:	The school has evidence of regular book scrutiny. Areas to celebrate and areas for development are fed back to all class teachers formally and followed up at the next round of monitoring.		
Recommended Actions:			
Assessment is embedded and informs planning.	Fully in place	Partly in place ✓	Not yet in place
Comments:	The new Interim Standards of Assessment are beginning to be embedded. Further CPD is planned to support teachers in this new development. The Assessment strands have been added to SIMS.		
Recommended Actions:	Continue to develop ways to use the new standards of assessment to inform where pupils are and planning is founded on this data, building on strengths and ensuring outcomes are consistently good or better.		
Within lessons the needs of all pupils are addressed including challenge for more able pupils and support for those with SEN-D	Fully in place	Partly in place ✓	Not yet in place
Comments:	Teaching observed during the monitoring visit was engaging and pupils in all classes demonstrated excellent behaviour. Teachers communicated a clear understanding of the subject, were confident when delivering lessons and as a result appropriate resources were used to promote learning. During the observations the areas to celebrate included; good questioning that developed learning, activities to engage pupils, willing pupils that participated well during paired learning, clear modelling of 'what a good one looks like' opportunities for role play and spontaneous prayer. Pupils were encouraged in the upper Key Stage to use Bibles and find references, which they did with accuracy. In the early years, pupils were encouraged to retell all they knew about the Easter story. Work stations, in and outside the classroom, were well equipped to further develop their understanding. Excellent religious literacy was observed in all classes from YR to Y6. A Y3 class was observed experiencing 'A walk with Jesus' Here pupils were encouraged to work together and support and scaffold each-others' learning. Pupils demonstrated their understanding of each station that was set up for them through answering questions, writing reflections and spontaneous prayers. This activity was an excellent way to enthuse, engage and promote very good independent learning. The opportunity for		

	pupils to discuss/share what they had learned that they didn't know before was an excellent way for the teacher to monitor the impact of the lesson. One child said *'I have learnt that Jesus took our place on the cross so that we don't suffer'*
Recommended Actions:	**Consider staff observing each-others' practice and visiting other schools in the Deanery to both observe practice and share the good practice that is already in place.** **Allow pupils to be more independent in their learning – build-in opportunities for choice of how pupils show their understanding not purely by choice of activity.** **Use support staff to their full potential, either through differentiated starting points for groups of pupils or by making observations that can inform future planning.**

Key Issues from previous Section 48 Report Inspection - December 2016

- Continue to work on raising standards in teaching and learning in religious education by sharing good practice and modelling lessons.
- Continue to develop and embed the current good practice in religious education assessment, including more consistent use of peer assessment.

Key issues have been addressed	Ongoing and form key objectives in the school improvement plan
Progress has been made since the last Section 48 Inspection	YES - the school has introduced the New Standards of Assessment
The school has robust systems in place to evaluate its Catholic Character and standards in RE	YES
A further visit is required	NO

Areas to celebrate:

- **The school leadership team is deeply committed to ensuring that the Catholic life of the school is at the centre of all they do and are ambitious for all staff and pupils.**
- **The learning environment in classes and around the school is exemplary, of a consistently high standard and used by pupils to enhance their understanding of what it means to learn in a Catholic school.**
- **Prayer tables and RE displays are consistent and of a high standard throughout the school.**

- Displays around the school celebrate pupils' achievements and display their work which pupils are proud of *'we feel proud when our work is on a display'*
- Pupils' sense of belonging to the community of St Thomas A Becket is a strength of the school. When interviewed pupils said *'Our Mission Statement is special, knowing about it helps us to be close to God'*
- Pupils wear their uniform with pride and talk about the school as a *'community where we make really nice friendships' 'we must set a good example to others' 'when people come to our school we must look smart and show respect'*
- Prayer is central to the life of the school and is articulated well by pupils of all ages *' we pray so that we can follow the example of Jesus' ' when we pray we have the chance to talk to Jesus and God' 'we can go to our prayer room, it is a place where we can pray in peace'*
- Liturgy leaders are proud of their role in the school and are very excited about going to Wintershall. *'one of our jobs that we are most proud of is setting up the prayer tables' 'when a teacher (supply) doesn't know our prayers, we help them'*
- The schools' programme of charitable giving is a high priority in the school and pupils' sense of living out the mission of the Catholic school is clearly present in the fundraising that they are proud to talk about *'Sometimes we put money in a box for CAFOD, it helps people across the world' 'It is important to raise money for the poor people who don't have any food ad give food to the food-bank' ' we fill up bags with our clothes for those who are less fortunate than us'*
- Behaviour observed during the monitoring visit was exemplary, in class and around the school.
- The school benefits form strong links with the parish community and chaplaincy provision is of a high calibre.
- Worship opportunities created for pupils and by pupils is of a high standard.

Recommended actions:

- The Chair of Governors now has to ensure that he is setting challenges for the school and that this is evident through highlighted questioning in governors' minutes, and where challenges have been set, the impact of these.
- Consider developing the Mini - Vinnies through Our Lady of Ransom Parish as you have planned. Further develop the wonderful 'Big Books' of evidence by adding pupil voice; speech bubbles, post-its etc.
- Ensure that moderation at Deanery level is followed up where good practice can be shared. Consider adding RE to pupil progress meetings to allow closer tracking of pupil progress and attainment in RE.
- Ensure that the RE Coordinator continues to use outcomes of monitoring and evaluation of RE teaching and learning so that she can identify strengths and areas for development and ensure CPD and support is made available for all staff.
- Consider staff observing each-others' practice and visiting other schools in the Deanery to both observe practice and share the good practice that is already in place.
- Allow pupils to be more independent in their learning – build-in opportunities for choice of how pupils show their understanding not purely by choice of activity.
- Use support staff to their full potential, either through differentiated starting points for groups of pupils or by making observations that can inform future planning.

Recommendations following this visit:

- Share good practice of evidencing the Catholic life of the school with other Deanery schools.
- Continue to develop ways to use the new standards of assessment to inform where pupils are and planning is founded on this data, building on strengths and ensuring outcomes are consistently good or better.

Headteacher Comments: ***The school welcomes this interim monitoring visit. It was a positive and helpful day. There continues to be strong team work at St Thomas a Becket with staff at all levels working together to improve standards. We believe that our school ethos and shared mission have been outstanding for a number of years; it is regularly commented on by advisers during Local Authority visits, supply teachers, students, clergy, parents and visitors. We are clear about our areas for development, understand what needs to be done and will continue to improve still further.***

Signed:

Primary RE Adviser

Date: 23rd April 2019

Copies to:

Director of Education Service	☑	Education Service File	☑
Headteacher	☑	Chair of Governors	☑