

**ECM Remote Education Review
Note of Visit
Re Review
Callands Community Primary**

Headteacher: Lisa Littler	Date of visit: 02.03.21.
School email address: headteacher@callandsprimary.co.uk	Governors: N/A
ECM Leadership Partner: Louise McArdle	
Summary note of visit:	
<ul style="list-style-type: none"> Senior leaders passionately believe that 'all subjects are of equal value at Callands' and, as such, have continued to develop the quality of RE, alongside all other subjects. The school's website is highly informative and provides a wealth of information about the school's values and ambition, as well as helpful information about the curriculum, including the school's approach to RE. The RE leader is extremely enthusiastic and committed and has made a significant contribution to the development of the subject. She is very knowledgeable, and teachers unanimously report that she continues to provide excellent support to them in terms of developing their own knowledge, suggesting resources and securing ongoing high-quality training. During interviews with senior leaders, governors, the RE leader and class teachers, it is highly evident that there is strong shared vision in terms of the RE intent, implementation and impact. Some of the teachers interviewed highlighted strategies such as developing a strong sense of 'awe and wonder' and the school enquiry-based approach to learning as key strategies which are used across all subjects. During learning walks, the displays around school reflect leaders' ambitions that all subjects are equally valued and there are a plethora of displays celebrating RE and other related elements such as charity work, PHSE and RSE and British Values. At the time of the review, the school is still educating pupils remotely as well as in school. The way that teachers seamlessly and confidently manage to simultaneously teach pupils in school and at home is very impressive. The school follows the Lancashire locally agreed RE syllabus (last updated by the LA in 2014). However, within this framework, the school recognises the importance of ensuring that the curriculum is well sequenced and cumulative and long-term plans and 'On target indicators' clearly show what children will learn and understand from Reception to Year 6. Teachers also use the OTI statements as an effective summative assessment tool. The four key strands for RE which are 'Beliefs and Values, Living Religious Traditions, Shared Human Experience and Searching for Personal Meaning' build progressively year on year. Key conceptual vocabulary is also detailed on the OTI documents, during lesson visits, this vocabulary is being developed sequentially. Nothing is left to chance at Callands and everything is planned as part of a cohesive curriculum which enables pupils to develop a growing knowledge of the different religions and faiths. Children show that they can refer back to previous learning and use this knowledge to offer their own opinions and insights. For example, in the collective worship session looking at St David, children in lower key stage 2 are able to refer back to previous learning such as the story of Jonah and the Whale to show the similarities between key messages from other areas of RE learning. The learning does not stop at the end of the session as the RE leader ensures that teachers continue to further develop and apply children's knowledge and understanding with planned follow ups in class. During lesson visits, there is a consistently strong emphasis on developing ambitious tier 2 and subject specific tier 3, language such as 'spire' in EYFS and 'pulpit' and 'pew' etc in Key stage 1 for example, this clearly aligns to the planning document for RE. Children are also consistently using a range of artefacts to develop their understanding. There are opportunities across the school for children to reflect and offer their opinions. In upper key stage 2, the strands of shared human experience and searching for personal meaning are very evident as children confidently discuss sensitive ethical and philosophical issues such as 'can murder ever be forgiven?'. During the remote interview with some of the children observed in lesson visits, many are able to confidently name the religions that they have studied as well as provide examples of key differences and similarities. Children demonstrate that they are learning more and remembering more as they are able to not only confidently explain what terms such as atonement and even transubstantiation mean, some can also use this conceptual vocabulary accurately into context. Planned activities such as Inter faith week are having a positive impact on deepening pupils' understanding, respect and tolerance for other religions and viewpoints. When tracking key learning as outlined in the long-term plan in work scrutiny, there are many examples to show that the planned curriculum is being taught in each year group and how this is building progressively. For example, looking at the development of the concept of Jesus, God and Christianity. From the interview with the RSE/PHSE lead, it is evident subject leaders collaborate effectively so that other areas of the curriculum further contribute to and enrich children's understanding of RE and the school's vision and values are all inextricably linked together to contribute to an extremely strong curriculum offer. 	

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Actions Agreed

Further build upon the very strong practice observed by:

- developing the growing confidence and knowledge of the RE subject leader by enhancing her understanding of curriculum leadership under the new framework so that she can further support and challenge teachers through effective monitoring and evaluation;
- considering ways to further enhance and embed ongoing assessment practice in RE, particularly with reference to the '**I see, I think, I wonder,**' strategy to ensure that pupils are reflecting on their learning many times during the unit of work and linking this back to what they have learnt and continue to build on highly effective strategies so that all pupils know more, remember more and apply more in RE;
- checking that all teachers are confidently able to articulate (and apply) the vision and intent for RE and the key pedagogical strategies used to achieve long term impact in the subject;
- checking that teachers are focusing on developing the four key strands equally, so that both substantive knowledge and disciplinary knowledge in RE is being built consistently across the school in an age/ability appropriate manner;
- considering implementing models such as the ABC model (Agree, build on and challenge) and elements of P4c to further build on particularly strong practice observed in upper key stage 2 to support teachers to develop children's ability to discuss and debate religious, ethical and philosophical issues lower down the school;
- continuing to utilise effective support and challenge from external partnerships such as NATRE and consider ways to share the good practice beyond the immediate locality and build up evidence to apply for the gold standard as part of the RE Quality Mark.

Triangulation of actions taken:

Analysis of: RE policy, website, OTI's		Monitoring of: Learning walk / Remote and face to face observations of learning/ School monitoring documents		Discussion with: Headteacher / Deputy Head/RE leader and PHSE/RSE leader/Teachers Governors / / Pupils	
Training course titles and dates shared and discussed.		Bookings made: through the website		ECM to contact school about the following courses	
Date of next visit: 16.03.21. HTPM Mid Year Review		Future dates agreed:28.06.21. Computing Review		ECM to contact school about the following services:	
				Subject Leadership for RE lead/other leaders	
				Follow up support to support the school in achieving the above agreed actions/Next Steps	