**MONITORING QUESTIONNAIRE: RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP**

**AT [NAME of] SCHOOL / ACADEMY**

**DATE: [....]**

**RE LEADER/MANAGER: [.....] EMAIL: [.....]**

**Please put your answers to the questions in the right hand column.**

**A. RELIGIOUS EDUCATION**

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|  | What is your type of school, e.g., community, CofE voluntary controlled / aided, Roman Catholic voluntary aided, foundation without religious character, boys / girls / academy, specialist arts, PRU, Special etc: |  |
|  | What is the age range designation of your school? |  |
|  | How many **minutes** of timetabled time is allocated to RE **on average**, each week? |  |
|  | What is the annual budget **per pupil** for RE resources (not counting staffing costs or costs of visits)? e.g., £1.50 | £ |
|  | How many children are withdrawn from **all** of their RE by their parents? |  |
|  | How many children are withdrawn from **parts** of RE by their parents? |  |
|  | On a scale of 1 (= high) 2 (= above average) 3 (= average) to 4 (= low), how would you estimate the current overall **attainment** of pupils in relation to the expected levels in the locally agreed syllabus for RE? \* |  |
|  | On a scale of 1 (= outstanding) 2 (= good) 3 (= requiring improvement) to 4 (= inadequate), how would you estimate the current overall standard of pupils’ **learning and** **progress** in RE? \* |  |
|  | Is there an RE-coordinator/ Head of RE/ Teacher in charge of RE in post? | YES / NO |
|  | At **Key Stages 1 & 2**, how many teachers teach RE – as a proportion of the whole school’s full time equivalent teaching staff? e.g. 12.5 out of 14 | out of |
|  | At **Key Stages 3 & 4**, of those teaching RE, how many are doing so for 80% or more of their teaching timetable? e.g., 1 out of 5 | out of |
|  | How many of the teachers have taken part in RE specific CPD during this academic year?   1. in school? 2. on a one-day course or equivalent 3. on a course of more than one day | a.  b.  c. |
|  | How many RE focused visits (or visits where RE is a major learning objective) have been offered to pupils in the last 12 months? |  |
|  | How many RE sessions / lessons have involved visitors in the last 12 months? |  |
|  | How often - in a typical year - do you have contact with an RE / Diocesan / Faith adviser in support of RE? |  |
|  | Do you have your own collections of artefacts to illustrate aspects of the faiths being studied in RE? | YES / NO |
|  | Do you make use of the SACRE Resource Collections?  <http://www.banes-sacre.com> | YES / NO |
|  | Do you subscribe to *RE Today*? [www.retoday.org.uk](http://www.retoday.org.uk) | YES / NO |
|  | Do you belong to NATRE – the National Association of Teachers of RE? [www.natre.org.uk](http://www.natre.org.uk) | YES / NO |
|  | Is your school fully compliant with the requirements of your RE Syllabus?   1. in the Foundation Stage 2. at Key Stage 1 3. at Key Stage 2 4. in Year 7 5. in Year 8 6. in Year 9 7. in Year 10 8. in Year 11 9. at Post-16 | a.  b.  c.  d.  e.  f.  g.  h.  i. |
|  | Do you consider that there is sufficient curriculum time given to RE to fulfil the requirements of the statutory RE syllabus for your school? |  |

**B. COLLECTIVE WORSHIP**

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|  | At present, how many children in the school are withdrawn from collective worship by their parents? |  |
|  | How often – in a typical school year of about 40 weeks – does a local minister of religion contribute to the acts of collective worship? |  |
|  | How many assemblies/acts of collective worship in the last 12 months have involved visitors *other* than a local minister of religion?\* |  |
|  | How many times in an **average week** do you consider that a genuine opportunity for pupils to participate in *collective worship* takes place? |  |
|  | On a scale of 1 (= outstanding) 2 (= good) 3 (= requiring improvement) to 4 (= inadequate), how would you estimate the **quality** of pupils’ experience of assemblies / acts of collective worship in the school? \* |  |

\***Guidance for making judgements in questions 7, 8 and 26 – see next page >>**

**Please use the grade criteria below to answer Questions 7, 8 and 26:**

**Q7.** On a scale of 1 (= high) 2 (= above average) 3 (= average) to 4 (= low), how would you estimate the current overall **attainment** of pupils in relation to the expected levels in the RE syllabus?

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| --- | --- | --- | --- |
| **High (1)** | **Above Average (2)** | **Average (3)** | **Low (4)** |
| Overall, the standards that pupils achieve are significantly above the expectations of the RE syllabus for the large majority of pupils. | Overall, the standards that pupils achieve are above average. | Overall, the standards that pupils achieve meet the expectations of the RE syllabus, i.e. Level 2 at the end of KS1; Level 4 at the end of KS2; between Level 5 & 6 at the end of KS3; Grade C at GCSE at the end of KS4. | Overall, the standards that pupils achieve are significantly below average. |

**Q8.** On a scale of 1 (= outstanding) 2 (= good) 3 (= requiring improvement) to 4 (= inadequate), how would you estimate the current overall standard of pupils’ **learning and** **progress** in RE?

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| --- | --- | --- | --- |
| **Outstanding (1)** | **Good (2)** | **Requiring Improvement (3)** | **Inadequate (4)** |
| Taking account of their different starting points, pupils’ progress is at least good in all major respects and is exemplary in significant elements, as supported by a range of data about past performance together with observations and other evidence of current progress. | Taking account of their different starting points, most pupils meet challenging targets and make good progress in their knowledge and skills; some may make very good progress. | Only a minority of pupils make the progress which is expected of them. Progress is not good overall. | Pupils overall, or particular groups of pupils, are consistently making less than expected progress given their starting points. |

**Q26.** On a scale of 1 (= outstanding) 2 (= good) 3 (= requiring improvement) to 4 (= inadequate), how would you estimate the **quality** of pupils’ experience of assemblies / acts of collective worship in the school? (Criteria adapted from the Statutory Inspection of Anglican Schools Descriptors for the impact of collective worship on the school community.)

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| --- | --- | --- | --- |
| **Outstanding (1)** | **Good (2)** | **Requiring Improvement (3)** | **Inadequate (4)** |
| All members of the school community, regardless of background, feel included and affirmed by worship. Learners are always engaged during worship. They enjoy the worship and express enthusiasm for it. | Most members of the school community, regardless of background, feel included and affirmed by worship. Learners are consistently engaged during worship. They enjoy the worship and talk about it with interest. | Some members of the school community, regardless of background, feel included and affirmed by worship. Not all learners are engaged during worship. Most, but not all, enjoy the worship and are positive about it. | Only a minority of learners feel included or affirmed by worship. Learners are not consistently engaged during worship or the behaviour of some prevents the engagement of others. A significant number do not enjoy worship or express negative attitudes toward it. |