

Further information on the school visit for SACRE members and school staff

School visits for determinations

The process of application for a determination includes a school visit by one or more representatives of Ealing SACRE. Their task is to ensure that the school provides a suitable opportunity for collective worship or reflection for all pupils every day. During the visit the SACRE representatives will:

- Observe an act of collective worship
- Hold a discussion with the headteacher and other relevant members of staff about the school's approach to collective worship.

The school visit is unlikely to last more than one hour. Following the visit, the SACRE representatives will compile a report for a SACRE meeting to consider, in which they will recommend whether or not a determination should be granted or renewed. The pro-forma on page 4 may be used for the report.

Definitions

The terms 'assembly', 'collective worship' and 'reflection' are not synonymous. They have specific meanings and their correct use is summarised here:

Assembly

- a gathering of part or all of the school for general announcements
- part of the secular curriculum
- not required by law
- no pupil withdrawal; staff may have to attend
- may include an act of collective worship, if there is reflection or prayer

Collective Worship (CW) is a daily act which:

- is mandatory for all pupils in all maintained schools
- comprises pupils who are part of same educational community; they may possess diverse religious, agnostic and non-religious life stances (NB called 'corporate worship' if all share the same religious beliefs)
- may take many forms but always presents pupils with specific concepts, themes and thoughts
- can use structures of religious worship but does not require actual worship
- allows deep thinking and individual spiritual response to the concepts explored

Reflection

- part of every daily act of collective worship
- allows thinking about the specific concepts, themes and thoughts presented
- encourages the pupil to apply these ideas to their own life
- helps pupils develop the capacity to appreciate introspection
- CW and Reflection can support the RE programme e.g. by focus on special features of the calendar.

Traditionally, Ealing SACRE has used the term 'Reflection' in carrying out its statutory duty in order to enhance inclusivity in a very diverse population.

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Aspects to be considered by the SACRE representative(s) on the school visit

The SACRE representatives should be familiar with the paperwork and information submitted by the school to support its application for a determination. The following are suggestions about what might be considered in observing the school and in discussion with the school staff. It is not designed to be an exhaustive list of questions, merely to provide an understanding of the school in this context.

1. Number of pupils in

- a) The school
- b) Each year group
- c) Each tutor group

2. Context of Collective Worship/Reflection

- a) Within assemblies
- b) Within tutor, form or teaching group

3. Frequency of Collective Worship/Reflection for

- a) The whole school
- b) Each year group
- c) Each class group
- d) On the days when a child does not have school or year group CW/reflection, what provision is made within the class setting?

4. Location of Collective Worship/Reflection

- a) School hall
- b) Classroom
- c) Sports hall
- d) School grounds

5. Time of Collective Worship/Reflection

- a) at the beginning of the school day
- b) at the end of the school day
- c) during the school day

6. Duration of Collective Worship/Reflection

How much time is allowed for the specific act of CW/reflection?

7. Leaders of Collective Worship/Reflection

- a) Headteacher
- b) Teacher(s)
- c) Pupil(s)
- d) Governor(s)
- e) Representative(s) of a faith community

8. Delivery of Collective Worship/Reflection

- a) the spoken word including stories, poems, prayers, discussions, interviews, prose
- b) the sung word including hymns, pop songs, rhymes
- c) Visual stimuli including pictures, posters, slides, religious artefacts, natural objects, video
- d) Performance including dance, drama, role play, movement, mime, simulation
- e) Music: recorded or live
- f) Atmosphere enhancers including subdued or coloured lighting, candles, incense, drapes, central visual focus

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9. Theme

- a) Does the school have a weekly, monthly or termly theme?
- b) How and by whom are these themes decided?
- c) To what extent does the CW/reflection provision reflect the theme?
- d) What is the scope for reinforcing the message of the CW/reflection in other situations?

10. Collective Worship/Reflection content

- a) Does the CW/reflection reflect the faith groups with which the parents of the school body identify?
- b) How is provision made for those with no religious affiliation?
- c) How is provision made to reflect those faith groups that are not represented within the school body?

11. In the context of the school curriculum

Relationship between the CW/reflection programme and the secular curriculum, including RE, PSHE, Citizenship, British values, SMSC (Spiritual, moral, social and cultural development)

12. Withdrawal

- a) Are any pupils withdrawn by parental request? Please explain why.
- b) Is the request discussed with parents?
- c) Is there a substitute activity?
- d) How are withdrawn pupils presented with opportunities for reflection?

13. Other issues

- a) How is potential friction between children from different faith backgrounds managed?
- b) How are children who are not fluent in English included?
- c) Does display around school reflect themes, rights etc.?
- d) Are pupils engaged and responsive?

Guidelines for observation of Collective Worship/Reflection

- How is CW/R introduced and differentiated from any previous activity?
- Levels of pupil engagement and responsiveness
- Accessibility of language for ages and belief backgrounds
- Clarity of core theme/thought
- Appropriateness of atmosphere
- Delivery styles used (words, song, candles, artefacts etc.)
- How much time allotted for act of CW/R?

References

1. Circular 1/94: 'Religious Education and Collective Worship', Department for Education, 1994.
2. Collective Worship Guidelines. Education Department Advisory and Support Service, London Borough of Hounslow

Applying for a Determination from Ealing SACRE: maintained schools

Ealing SACRE member(s) visit report for application for or renewal of a determination

School:

Headteacher:

Date of visit:

SACRE members:

Summary of visit

Brief details about the school:

Assemblies and collective worship: brief summary of the approach in the school

Assembly/ collective worship observed: brief summary of what was observed

Conclusion/summary: overview of visit and documentation, recommendation for renewal of the determination