



Lancashire Standing Advisory Council on Religious Education (SACRE)

Monday, 24th November, 2014 at 10.00 am in Cabinet Room 'C' - The Duke of Lancaster Room, County Hall, Preston

Agenda

No. Item

Part 1 (Open to Press and Public)

- 1. Nomination of Chair and Deputy Chair**
- 2. Apologies**
- 3. Minutes of the last meeting** (Pages 1 - 6)
- 4. SACRE Annual Summary Report 2013-14** (Pages 7 - 14)
- 5. Better Inspection For All (Ofsted Consultation)** (Pages 15 - 26)
- 6. Arrangements for SACRE Members Visiting Schools** (Pages 27 - 28)
- 7. SACRE Hub** (Pages 29 - 30)
- 8. National Update**
Oral Report
- 9. Report of the Quality and Standards Sub-group** (Pages 31 - 34)
- 10. Observers' Contributions**
- 11. Members' News**
- 12. Correspondence**
- 13. Date of Next Meeting**
The next scheduled meeting of the SACRE will be held at 10.00am on Monday 16 March 2015 in Cabinet Room 'C' – the Duke of Lancaster room – at County Hall, Preston.

County Hall
Preston

Roy Jones
Clerk to the SACRE

Agenda Item 3

Lancashire Standing Advisory Council on Religious Education (SACRE)

**Minutes of the Meeting held on Monday, 29th September, 2014 at 10.00 am
in Cabinet Room 'C' - The Duke of Lancaster Room, County Hall, Preston.**

**Christian and other religious groups
appropriately reflecting the principal
traditions in the area.**

The Roman Catholic Church	Ms J Busby Mr B McMullen Mr S Jones
The Free Churches Group	Mr C Wills Mrs A C Tidswell Mr P Baker Reverend P Clarke
Hinduism	Mrs H Shukla
Church of England	Mr J Wilson
Teacher Associations	Mr P Martin (ASCL) - Chair Ms J Crabtree (NUT) Mr D Fann (NAHT) Mrs S Greenhow (NAS/UWT) Mr L Ridings (ATL)
Local Authority	County Councillor A Cheetham County Councillor K Ellard County Councillor Y Motala Mr F Williams
Co-opted Members	Mrs J Hamid (Lancashire Association of School Governing Bodies)* Ms K Murry (Teachers in the Secondary Sector)
Observers	Mrs J Sabour (Bahá'í Faith) Mr A Brennand (Paganism)

* Mrs Hamid replaced Mrs K Cooper for this meeting only.

Officers in attendance

Mr J Hewitt - Head of Quality and Continuous Improvement, Lancashire County Council, Children and Young People Directorate.

Mr J Mynott - Committee Support Team Leader, Lancashire County Council,
Office of the Chief Executive.

Mr M Neville - Senior Committee Support Officer, Lancashire County Council,
Office of the Chief Executive.

1. Apologies

Apologies were presented on behalf of Ms V Chauhan, Mrs J O'Rourke, Mrs H Sage, Miss L Fenton, County Councillor P Buckley, Ms J Harris and Mr N Anwar.

2. Minutes of the last meeting

Resolved: That the Minutes of the meeting held on the 16th June 2014 are confirmed as an accurate record and signed by the Chair.

3. Minutes from the SACRE Quality and Standards Sub Group.

Resolved: That the Minutes from the SACRE Quality and Standards Sub Group are noted.

4. SACRE Development Plan 2014/15.

Mr Hewitt presented the Lancashire SACRE Development Plan 2014/15 which had been amended in response to various comments made at the last meeting of the Quality and Standards Sub Group; including providing timelines and identification of Officers responsible for implementing specific points.

Priority 1 - To fulfil SACRE's statutory role by providing effective leadership of RE and collective worship.

With regard to monitoring Mr Hewitt reported that information would be collated from a variety of sources, including the results from Key Stage 4. Responses from a sample of schools and Youth Voice would also inform the future monitoring of the quality of provision for Religious Education. He added that a report on the outcomes of the monitoring would be presented to SACRE in March 2015. The value of the Youth Voice was emphasised in this area and in the work of the SACRE in general.

Priority 2 – To raise achievement in Religious Education.

It was reported that the Religious Education website would be developed to assist schools to share examples of good practice and enable teachers to network and exchange ideas. It was noted that as part of the developments the website would be made more easily accessible and navigable for teachers.

The low take-up of courses was discussed and it was suggested that many schools were finding it difficult to release staff to attend courses for a range of reasons. Whilst courses would continue to be offered it was recognised that there needed to be a range of approaches in order to reach as many schools and teachers as possible.

It was also noted that there was a role for Governors in terms of raising the profile of Religious Education and Collective Worship and in ensuring that the subject had a place in School Improvement Plans so that it would be allocated the necessary resources.

The high quality of school support services in Lancashire was discussed and it was recognised that there was an opportunity for services to be marketed to those adjacent local authorities who were keen to improve standards in schools within their area.

With regard to the government decision not to set national levels and the impact this would have on monitoring the progress of pupils, Mr Hewitt reported that arrangements were being made to establish a group to develop an approach around the assessment of RE for Secondary Schools. In response to a query Mr Hewitt undertook to communicate the planned course of action to schools in order to reassure teachers that action was being taken to address concerns around levels.

Priority 3 – To improve the provision of Collective Worship.

The importance of Collective Worship (and Religious Education) in relation to community cohesion and the promotion of 'British values' was recognised. It was noted that there was a range of excellent material available via the SACRE website though it was suggested that many schools had difficulty in accessing the information. As a result Mr Hewitt informed the meeting that details of how to access the website would be circulated to all schools.

Priority 4 – To ensure that the provision of Religious Education is informed by the views of stakeholders.

The Council acknowledged the importance of the Youth Voice and the contribution which it made to the work of the SACRE in Lancashire. It was also recognised that the Religious Education offer from the Burnley and Pendle Faith Centre would continue to be developed and made available across all of Lancashire.

Priority 5 – To develop the contribution of Religious Education to Community Cohesion.

The importance of the objectives included in this section of the Development Plan were recognised in view of recent events in Birmingham. It was noted that

community cohesion would be a key theme in developing training for teachers in order to assist them in tackling inequalities/controversial topics.

Resolved:

1. That the revised Lancashire SACRE Development Plan for 2014/15, as presented, is approved.
2. That a report on the outcomes of the monitoring process be presented to the SACRE in March 2015.
3. That teachers are informed of the intention to form a group (including representatives from Primary Schools) to meet in the New Year to develop an offer around English/Maths in relation to levels for Secondary Schools.
4. That details of how to access the Religious Education website are circulated to all schools.

5. Feedback from the SACRE North West Hub.

Mr Hewitt informed the meeting that the SACRE Hub had met in July and September and continued to provide an opportunity for a valuable and productive discussion between representatives of local authorities in the northern part of the North West. Students from Broughton High School had attended the last meeting of the Hub and made an excellent contribution to the discussions.

It was also reported that a number of local authorities in the Hub had expressed an interest in RE training and support which would be discussed further at the next meeting. Mr Hewitt suggested that involving Youth Voice in the process of sharing best practice and experience with other local authorities also presented an opportunity to develop young people within Lancashire.

It was noted that the next meeting of the SACRE Hub would be held on the 24th February 2015.

Resolved: That the update in relation to the work of the SACRE Hub is noted.

6. Update on Religious Education.

It was reported that the latest version of the handbook from Ofsted highlighted the need for School Inspectors to satisfy themselves that schools followed a 'broad and balanced' curriculum.

Members of the SACRE gave examples of their experience of recent inspections and acknowledged that greater emphasis had been placed on Religious

Education provision, the promotion of 'British values' and challenging young people in relation to their social, moral, spiritual and cultural development.

The Chair also reported that he had been contacted by the ACCORD Coalition for Inclusive Education regarding the availability of the Inclusive Schools Award 2015 and suggested that details of the Award be circulated to members of the SACRE so that schools in Lancashire could consider submitting an entry for consideration.

Resolved: That details of the ACCORD Inclusive Schools Award 2015 are circulated to all members of the SACRE for information.

7. Observers contributions.

There were no additional contributions from the Observers present at the meeting.

8. Date of Next Meeting

It was noted that the next scheduled meeting would be held at 10.00am on the 24th November 2014 in Cabinet Room 'C' – The Duke of Lancaster Room at County Hall, Preston.

Roy Jones
Clerk to the SACRE

County Hall
Preston

**Annual Report of the
Lancashire Standing Advisory
Council
on Religious Education
2013 - 2014**



CHAIRMAN OF LANCASHIRE SACRE

SACRE chairman's report 2013-14



Foreword from Peter Martin, Chairman of Lancashire SACRE & representative on the SACRE of the Association of School and College Leaders (ASCL).

The SACRE has had to find new ways of working as the climate of change affects all aspects of education in the county and the country. This year we have been able to count more on the expertise of some of the very able teachers from our schools - now willing to lead network meetings, which help to disseminate best practice, and complementing the work of our consultant. This development makes excellent use of teachers' talents.

From meeting with other SACRE leaders at the national conference, we have also tried to learn from the best, and recognise that we also need to maintain pressure on politicians to recognise the importance of our subject, both for the development of young minds, and for its effect on a wider community. SACRE does not campaign, but it seeks to uphold the principles established in statute for the place of Religious Education, locally determined, as a vital element of the curriculum.

Lancashire SACRE has embarked on a series of meetings with members of other SACREs in the north-west of England, and our invitation has been warmly accepted. It is clear that we can all learn something from other contexts, which may not mirror our own exactly. After initial discussions, we have been proud to include a presentation by members of the Youth Voice from one of our High Schools, who have also been working as Young Ambassadors for RE.

My personal thanks are due to the officer to the SACRE, the clerking service, and to our consultant for their very focussed and professional contribution to our work.

Peter Martin
Chairman, Lancashire SACRE

STANDARDS AND QUALITY OF PROVISION

Meetings of Lancashire SACRE

Lancashire SACRE met four times over the year. Minutes of the meetings can be accessed on the SACRE web site

http://www.lancsngfl.ac.uk/curriculum/re/index.php?category_id=19

A list of members and their attendance at these meetings can be found at is

<http://council.lancashire.gov.uk/mgOutsideBodyDetails.aspx?ID=385>

The SACRE was pleased to welcome reports and information related to their work from:

Jo Crabtree, Primary teacher of RE and executive member for NATRE
Youth Voice – update on their work and future planning
RE Consultant Helen Harrison in relation to her service on the executive bodies of the RE Council and the National Association of SACREs

Quality and Standards Sub-Committee

The QSS meets between meetings of the full SACRE to drive forward the SACRE's business.

Through active consultation with members of the SACRE and Lancashire Youth Voice students, the QSS monitors and develops the Lancashire SACRE Development Plan. This body receives and responds to national policy, is closely involved in producing the SACRE development plan and considers end of key stage data. Reports of QSS meetings are available on the RE web site [as above].

Standards and Quality of Provision

SACRE recognises the high quality of religious education in Lancashire schools and appreciates schools' support in gathering end of key stage data.

At the end of KS1 performance rose by about 2% in 2014 with around 84% of pupils reaching the expected levels of attainment. At the end of KS2 attainment improved further with about 83% of pupils reaching the level expected of 11 year olds. A review of attainment at the end of Key Stage 3 also indicates that pupils continue to build on their prior attainment with around 84% of pupils reaching the expected level of attainment, a rise of 2% on the previous year.

In 2014 Key Stage 4 entries for the full Religious Studies GCSE course remained very similar to 2013 at around 41% in Community Schools. This is just below the national average for all schools. The proportion of pupils entered for the full course in all Lancashire schools rose by over 7% to 60% in 2014. Levels of attainment in Community Schools were 3% above the national average for all schools, with over 73% of pupils gaining a GCSE at grade A*-C. There was a 4% rise in the proportion of pupils gaining a grade A*-A in

RE in Community Schools and attainment is now in line with the national average for all schools.

SUPPORT FOR SCHOOLS

The county continues to offer a highly regarded support programme for teachers of RE. This includes:

- Consultancy and Support
- A marketed course programme
- Support through network meetings for teachers of RE

Details of professional development opportunities for teachers including the implementation of the Lancashire Agreed Syllabus for RE 2011 can be found at www.lancashire.gov.uk/cpd

All network groups are affiliated to the National Association of Teachers of RE.

RE Quality Mark

Lancashire SACRE has been pleased that a number of schools in Lancashire have gained the REQM in the last year including:

Gold Award

The Hollins Technology College, Accrington

All Hallows Catholic High School, Penwortham

St Michael's Church of England High School, Chorley

St Christopher's Church of England Academy , Accrington

Silver Award

St Matthew's Church of England Primary School, Preston

Bishop Rawstorne Church of England Academy, Croston

This takes the total number of schools in Lancashire gaining the RE Quality Mark to ten. If you are interested in gaining this award, details of how to apply are available on <http://reqm.org/>

YOUTH VOICE



Lancashire SACRE Youth Voice

Young people are key partners to Lancashire SACRE. Currently Broughton Business and Enterprise College, Ashton Community Science College, All Hallows High, Penwortham Girls, Fearn Community Sports College and The Hollins Technology College are our active schools. We always welcome schools who wish to participate in this work. During the last year Lancashire SACRE Youth Voice has:

- Advised on and contributed to the development of the agreed syllabus for RE 2011
- Considered the SACRE development plan focusing on aspects of the plan. A particular focus has been involving parents in RE.
- Planned and delivered the 9th Lancashire SACRE Youth conference- working with SACRE faith members and the Burnley and Pendle Faith Centre
- Attended meetings of the full SACRE to showcase best practice
- Worked with members of different faith communities across Lancashire – meeting in a variety of faith venues.

Lancashire Youth Conference

'Joining together to make RE the best it can be'



'Being able to run a workshop was a privilege' [Student workshop leader]

'A big thank you as the day was so enjoyable and it was fun. I learnt a lot from today' [Pupil delegate]

'Thank you for allowing our children to have this worthwhile learning experience. 'A thoroughly enjoyable day. Workshops well run by confident and positive students.' [Teachers]

The 9th Annual Youth Conference was planned and delivered by Lancashire SACRE Youth Voice schools, Broughton BBEC, the Hollins TC and Fearn's CSC in conjunction with Christian, Buddhist, Hindu and Muslim SACRE members, Afrasiab Anwar and the Burnley and Pendle Faith Centre . Students created workshops that empowered students to be able to work with peers to contribute questions and planning for KS2 and KS3 sections of the syllabus.

The legacy of this conference was to address issues in the Lancashire SACRE's development plan, especially in creating a relevant and engaging syllabus. The RE Council of England and Wales [REC] and other interested groups were informed of the outcomes of this youth voice exercise. A student reporter from Broughton Business and Enterprise College created a BBC Schools Report to share thoughts and processes from the day.

COLLECTIVE WORSHIP

Collective Worship has continued to be an area of importance for Lancashire SACRE.

The Lancashire guidance of Collective Worship,, Mirrors and Doors 2, gives support as well as guidance to Lancashire schools, providing proformas and ideas to create meaningful acts of collective worship. This is available on line to eligible schools www.lancsngfl.ac.uk/curriculum/re/ and is password protected. All eligible schools have been sent the password via the Lancashire Portal. They can also access this through the 'Contact Details' part of the Lancashire SACRE web site. Support can be accessed by contacting Tracy Matheson on 01772 531904 or email tracy.matheson@lancashire.gov.uk

CONTRIBUTION OF THE SACRE TO THE WIDER DIVERSITY AGENDAS

Lancashire SACRE reflects the religious and ethnic diversity of the local/regional community. This year time has been spent by the full SACRE and its QSS sub committee to ensure that membership serves the needs of Lancashire Schools and supports the Lancashire Agreed RE Syllabus.

Lancashire SACRE Youth Voice have met over the year in places of worship in order to forge links and consider effective ways to develop learning with living faith communities.

A website http://www.lancsngfl.ac.uk/urriculum/re/index.php?category_id=62 is available to support linking schools with faith groups and the Learning Outside The Classroom [LOTC] agenda in the Lancashire area.

A development session was held with faith leaders in Burnley to outline the aims, objectives and philosophy of the Lancashire Agreed Syllabus for RE. This was well attended and was highly valued by the participants.

Community Cohesion

During the year SACRE considered the All Party Parliamentary Group (APPG) report on Community Cohesion and discussed ways in which it could contribute towards this agenda. As a result it was agreed that a section of the 2014-15 development plan should be dedicated to promoting Community Cohesion.

RE Hub

Following attendance at the National Association of SACRE's (NASACRE) annual conference in May 2014 it was decided that Lancashire would contact a number of local authorities in the northern part of the North West region to explore the value of working together to raise issues of common concern and share good practice and ways of working together. The meeting was attended by representatives of SACREs in Bolton, Bury, Cumbria, Lancashire and Wigan and was well received. This initiative will be taken forward in the coming year.

Agenda Item 5

Ofsted Consultation

Background

Ofsted is consulting (until 5 December) on a new inspection framework which will include all settings on the Early Years Register, maintained schools and academies, non-association independent schools, and FE and skills providers. This will mean that the same judgements will apply to each of these remits in full inspections.

The proposals include an increased focus on the curriculum and pupils' personal development which is clearly of interest to SACRE.

There are also proposals about new short inspections as well as the inspection of independent schools. Ofsted describes these proposals as 'some of the most far-reaching reforms to education inspection in the last quarter of a century'.

Attached are the key questions from the consultation in the areas which SACRE may wish to consider.

SACRE is asked to consider its response to the consultation.

Ofsted Consultation

What inspectors will consider when making judgements

Effectiveness of leadership and management

19. Inspectors will make a judgement on the effectiveness of leadership and management by evaluating, where this is applicable, the extent to which leaders, managers and governors:

- demonstrate an ambitious vision, have high expectations for what all learners can achieve and attain high standards of care, quality and performance
- improve teaching and learning through rigorous performance management and appropriate professional development
- evaluate the quality of the provision and outcomes through robust self-assessment, taking account of users' views, and use the findings to develop capacity for sustainable improvement
- provide a curriculum that has suitable breadth, depth and relevance so that it meets any relevant statutory requirements, as well as the needs and interests of children, learners, employers and the local community and nationally
- successfully plan and manage the curriculum, learning programmes and careers advice so that all children and learners get a good start and are well prepared for the next stage in their education or training
- actively promote equality and diversity and fundamental British values, tackle bullying and discrimination and narrow any gaps in achievement between different groups of children and learners
- influence improvement in other local or national providers, and provision for children and families across their community and local economy, including by working directly with other providers and employers
- make sure that arrangements to protect children, young people and learners meet all statutory requirements and promote their welfare.

20. We will always report on whether or not arrangements for safeguarding children and learners are effective.

Do you agree or disagree with the proposed 'effectiveness of leadership and management' judgement

- 1 Strongly agree**
- 2. Agree**
- 3. Neither agree nor disagree**
- 4. Disagree**
- 5 Strongly disagree**
- 6. Don't know**

Issues

The increased focus on the curriculum is welcome, but it is important that the curriculum goes beyond the prescribed national curriculum to include Religious Education as this is a key curriculum area which has a major part to play in promoting equality and diversity.

Quality of teaching, learning and assessment

21. Inspectors will make a judgement on the effectiveness of teaching, learning and assessment by evaluating, where this is applicable, the extent to which:

- teachers, practitioners and other staff have consistently high expectations of what each child or learner can achieve, including the most able and the most disadvantaged
- a positive ethos, sense of achievement and commitment to learning are evident across the whole learning environment
- teachers, practitioners and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to children and learners
- assessment information is gathered from looking at what children and learners already know, understand and can do, and is informed by their parents and previous providers as appropriate
- assessment information is used to plan appropriate teaching and learning strategies, including to identify children and learners who are falling behind in their learning or who need additional support to reach their full potential
- except in the case of the very young, children and learners understand how to improve as a result of regular and accurate feedback from staff and, where relevant, parents, carers and employers understand how learners should improve and how they can contribute to this
- reports to parents, carers and employers help them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve, and there is engagement with parents and carers about how they can support their child's learning
- equality of opportunity and recognition of diversity are promoted through teaching and learning
- where relevant, English, mathematics and other skills necessary to function as an economically active member of today's British society are promoted through teaching and learning.

Do you agree or disagree with the proposed 'quality of teaching, learning and assessment' judgement (paragraph 21)?

Do you agree or disagree with the proposed 'effectiveness of leadership and management' judgement

- 1 Strongly agree**
- 2. Agree**
- 3. Neither agree nor disagree**
- 4. Disagree**

5 Strongly disagree

6. Don't know

Issues

There is no direct mention of social, moral, spiritual and cultural development in this section but the way people teach and learn has a major impact on these aspects of the curriculum.

Personal development, behaviour and welfare

22. Inspectors will make a judgement on the personal development, behaviour and welfare of children and learners by evaluating, where this is applicable, the extent to which the provision is successfully promoting or supporting children and learners':

- prompt and regular attendance at sessions or work (for children and learners of school age and older)
- following of any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and around bullying, and how they relate to others
- understanding of how to keep themselves safe from relevant risks such as exploitation and extremism, including when using the internet and social media
- personal, social, moral, cultural and spiritual development, including through access to cultural experiences and work experience so that they are well prepared to respect others and contribute to wider society and life in Britain today
- knowledge of how to keep themselves healthy, including through exercising and healthy eating
- self-confidence, self-assurance and knowledge of their potential to be a successful learner
- choices about the next stage of their education, employment, self-employment or training, where relevant, from independent careers advice and guidance
- where relevant, employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training.

23. While the inspection criteria for this judgement will be consistent across maintained schools, academies, FE and skills providers, non-association independent schools and registered early years settings, it may be reported on under an age-specific heading (for example 'behaviour and welfare' for schools and 'personal development and welfare' for FE and skills) in order to ensure that it is well understood by the sector in question.

Do you agree or disagree with the proposed 'personal development, behaviour and welfare' judgement (paragraphs 22–23)?

Do you agree or disagree with the proposed 'effectiveness of leadership and management' judgement

1 Strongly agree

2. Agree

3. Neither agree nor disagree

- 4. Disagree**
- 5 Strongly disagree**
- 6. Don't know**

Issues

It is very good to see this clear focus on pupils' personal development including social, moral, cultural and spiritual development.

Outcomes for children and learners

24. Where appropriate, reports will include a short factual summary of key published performance data with a brief commentary from the inspector. Inspectors will take account of current standards and progress and make a relevant judgement on academic and other learning outcomes for children and learners by evaluating the extent to which:

- all children and learners progress well from their different starting points and achieve or exceed the expected age-related standards, and/or attain relevant qualifications so that they can progress to the next stage of their education into courses that lead to higher-level qualifications and into jobs

Do you agree or disagree with the proposed 'outcomes for children and learners' judgement (paragraph 24)?

- 1 Strongly agree**
- 2. Agree**
- 3. Neither agree nor disagree**
- 4. Disagree**
- 5 Strongly disagree**
- 6. Don't know**

Issues

It is not clear how the key outcomes will be defined and it is important that inspection does not marginalise some aspects of achievement and areas of the curriculum by a narrow focus on core subjects.

Subjects, aspects or themes

27. The new common inspection framework will allow inspectors to gather evidence about a subject, aspect or theme. Evidence gathered in this way will help to evaluate how well a particular subject is being taught across the different remits or in different parts of the country or to evaluate the quality of an aspect of education or care that is not otherwise routinely considered. Findings may be reported on but no specific grade will be given. Any evidence gathered will be taken into account when arriving at inspection judgements, as relevant, in the overall report.

A graded judgement for the quality of the curriculum

In future, we propose to ensure a high level of scrutiny of the curriculum or range of courses offered by schools and other providers. This consultation proposes that, in doing so, we continue to report on the curriculum as part of the judgement on leadership and management. See paragraph 18 of the full consultation document for more detail.

In future, we propose to ensure a high level of scrutiny of the curriculum or range of courses offered by schools and other providers. In the framework proposed by this consultation document, this forms part of the judgement on effectiveness of leadership and management. We are interested in your views as to whether or not there should be a separate graded judgement for the quality of the curriculum on offer or whether it should continue to be reported on as part of the judgement on leadership and management.

Do you agree or disagree that Ofsted should continue to report on the curriculum as part of the judgement on leadership and management?

- 1 Strongly agree**
- 2. Agree**
- 3. Neither agree nor disagree**
- 4. Disagree**
- 5 Strongly disagree**
- 6. Don't know**

Issues

This is a welcome change but training for inspectors on looking at RE is essential as each syllabus is locally determined.

Short Inspections

32. We propose that, from September 2015, schools that are already judged to be good will no longer be subject to a full inspection every three to five years. Instead, they will usually receive a short inspection once every three years unless their performance has dropped markedly. Alongside this, an annual summary dashboard of school performance data will be available on the Ofsted website.

33. The introduction of short inspections will make inspection more proportionate. Short inspections will free most schools from the burden of full inspection and allow us to focus its resources on the schools where performance is dipping.

34. There will be no change for schools judged as requires improvement or inadequate. They will be subject to the same frequency and type of monitoring and inspection as they are now.

Conduct of short inspections

37. The short inspections in **schools and academies** will be carried out usually by no more than two inspectors on site for one day and will focus on whether the quality of the provision is being sustained. Inspectors will consider:

- the performance of the school
- its leadership and management, including of the teaching, the curriculum and the ethos of the school.

38. Where no concerns arise about the performance of the school or its leadership and management, then a brief formal report for parents will be provided in letter format that sets out the main inspection findings.

39. If a significant concern arises that the school is no longer good, then Her Majesty's Inspectors may recommend that a full inspection of the school takes place. If concerns are urgent, the short inspection may be deemed a section 5 inspection and will either be extended in time or more inspectors will be sent to the school to carry out further inspection activity in order to arrive at judgements.

40. Where the indications are that the school may have improved to the point that inspectors believe the school would have a high likelihood of being judged outstanding under a full inspection, Her Majesty's Inspectors may also recommend that a full inspection is scheduled in due course.

Do you agree or disagree with the proposals for short inspections of good maintained schools and academies (paragraphs 32–34 and 37-40)?

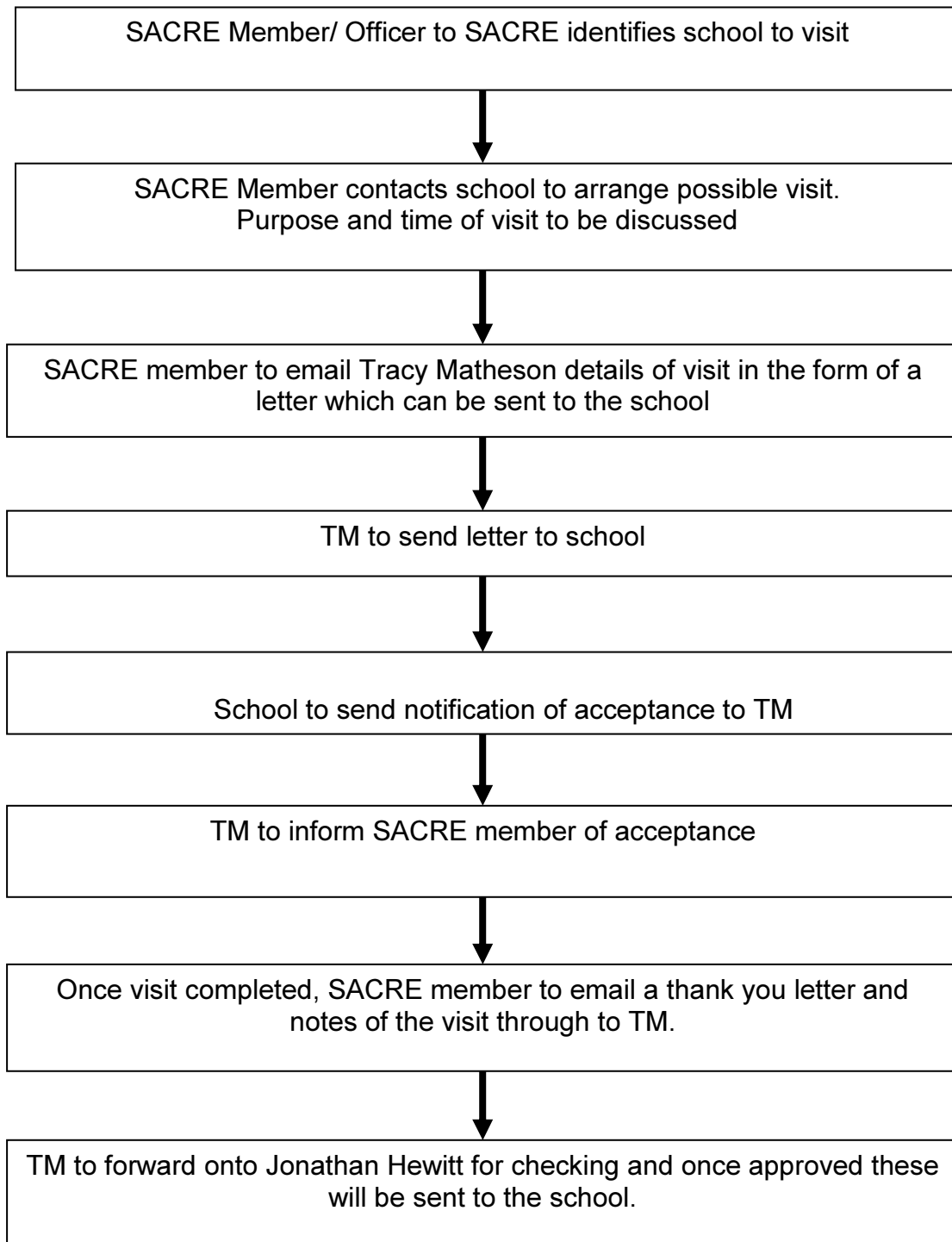
Do you agree or disagree that Ofsted should continue to report on the curriculum as part of the judgement on leadership and management?

- 1 Strongly agree**
- 2. Agree**
- 3. Neither agree nor disagree**
- 4. Disagree**
- 5 Strongly disagree**
- 6. Don't know**

Issues

There is a concern that shorter inspections for good schools will not provide sufficient time or focus on curriculum issues and pupils' personal development.

Agenda Item 6



SACRE Member	Link School
CC Anne Cheetham	Dave Fann – Sherwood Primary
Peter Martin	Kate Murry – The Hollins
Harsha Shukla	

Agenda Item 7

North North West SACRE Hub

The next meeting of the NNW SACRE Hub will take place on Tuesday 24th February at Woodlands conference Centre in Chorley at 2.00pm.

The main focus of the meeting will be:

- To identify key training needs across the Hub local authorities
- To outline the range of support available for RE in each of the Hub local authorities
- To identify regional and national sources of support for RE
- To explore ways in which local authorities can improve the support to schools in the Hub local authorities

In addition to this Lancashire SACRE's Quality and Standards Sub-group suggested that it would be good to raise the following issues for consideration:

- Community cohesion
- Working together to voice common issues / concerns regarding the work of SACRES on a regional / national level

SACRE are asked to note and comment on the proposals.

Lancashire County Council

Lancashire SACRE - Quality and Standards Sub-group

Minutes of the Meeting held on Monday, 20th October, 2014 at 10.00 am in Cabinet Room 'B' - The Diamond Jubilee Room, County Hall, Preston

Present:

1. Apologies

Apologies for absence were given by Steve Jones, Reverend Phil Clarke, Nasrullah Anwar, Zakarya Anwar, Helen Sage, John Wilson, Joanne Harris, Jacquie Clarke, Carrie Mercier, Dr Malcom Craig and Francis Williams

2. Minutes of the last meeting

Noted

3. Annual Report of SACRE

The draft Annual report was presented to the meeting. It was reported that the report followed the same format as in recent years, being intended as a reasonably brief overview of the work of the SCARE. It was recognised that some sections were still to be completed, where further information was awaited.

Attention was drawn to the section "Standards and Quality of Provision", where it was reported that issues with the reporting of KS4 results nationally mean that this was not yet available. Non-statutory data collected by the County Council on a voluntary basis from schools indicated that there had been improvements in attainment at KS1, KS2 and KS3.

In relation to future assessments, it was reported that Joanne Harris would be leading discussions on the future arrangements in Lancashire for the assessment of progress and attainment in RE following the government's decision to remove the current assessment levels in the national curriculum.

In the section on the Youth Voice, it was advised that quotes from young people involved would be added. It was also confirmed that an acknowledgement of the SACRE's contribution to the APPG report on community cohesion would be included.

Resolved: That the draft SACRE Annual Report be approved for consideration by the full SACRE

4. Review of the 2014/15 development plan

The QSS considered the current Development Plan as agreed by the full SACRE.

It was reported that progress was on track on all priorities. However, it was felt there was a need to give further, more detailed, consideration to the actions and activities under Priority 5 – "To develop the contribution of RE to Community Cohesion" in the light of the "Trojan Horse" issues, which had increased the attention on community cohesion issues, the need for a "broad and balanced" curriculum and the promotion of British values. It was clear that significant attention was being directed at RE in relation to this, although it was clear that this wasn't simply an RE or a Faith issue. It was recognised, therefore, that this would be an area requiring further thought in the development plan, especially in the area of supporting teachers to enable them to become confident in discussing and addressing difficult issues.

It was reported that the Chair of SACRE would be attending a national conference on the "Trojan Horse" issue in November, and would report back.

Resolved: That the Development Plan update be noted, and that further consideration be given to actions under Priority 5

5. Visits to schools

Following the training session held following the last full SACRE meeting, a process chart had been created showing the procedure to be followed for visits to schools by SACRE members acting on behalf of the SACRE. It was confirmed that it had been agreed that only those SACRE members who had attended the training would be able to undertake such visits. A draft letter for SACRE members to send to schools in advance of visits was also circulated

It was agreed that a further training session, lasting approximately 1 hour, could be offered following the next QSS meeting on 9th February 2015.

6. Areas to raise at the next meeting of the RE Hub

The QSS were invited to suggest topics for discussion at the next meeting of the RE Hub. It was felt that a discussion on dealing with difficult issues around community cohesion and increasing the confidence of teachers to do this would be useful. It was also suggested that the RE Hub could, in acting as a voice for several local authorities, act as a more powerful voice in speaking to politicians and others about the value of RE. Training for teachers was also a key area for discussion at the next Hub meeting.

7. National Update including Ofsted consultation

A number of issues were identified:

The new Ofsted inspection framework is currently out for consultation. It was noted that the consultation proposes a focus on the curriculum itself, and also on the issue of what is meant by "British Values". The consultation also proposes a much lighter touch inspection for "good" or "outstanding" schools. The new inspection framework will also consider "pupil development" indicating a possible move back towards an emphasis on the all-round development of young people.

It was agreed that the consultation would be shared with SACRE to consider a response.

The QSS also noted that bursaries had been reinstated for trainee RE teachers, although the value of the bursaries was still low. It was also reported that the REC had attended all of the main party conferences, and it was felt this had been a success.

The QSS were also presented with a list of the large range of organisations currently provided support for RE and RE teachers. It was emphasised that this represented a significant resource, and that it was important for the Lancashire SACRE to be cognisant of what was available before developing its own offer, in order not to duplicate effort and resource.

8. Date of the next meeting

The next meeting of the SACRE QSS will take place on 9th February 2015, at 10:30am in Cabinet Room B (the Diamond Jubilee room), County Hall, Preston

