



## **Lancashire Standing Advisory Council on Religious Education (SACRE)**

**Monday, 16th March, 2015 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. Apologies**
- 2. Minutes of the last meeting** (Pages 1 - 4)
- 3. Monitoring Report on Attainment and the quality of provision in RE** (Pages 5 - 10)
- 4. Progress report on the SACRE Development Plan** (Pages 11 - 18)
- 5. Update on support for RE teaching** (Pages 19 - 28)
- 6. Report on the NNW Hub meeting** (Pages 29 - 30)
- 7. Letter from the Under Secretary of State for Schools** (Pages 31 - 32)
- 8. Report of the Quality and Standards Sub-group** (Pages 33 - 36)
- 9. National Update**
- 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 15 June 2015 in Cabinet Room D – The Henry Bolingbroke Room at County Hall, Preston.

County Hall  
Preston

Roy Jones  
Clerk to the SACRE

# Agenda Item 2

## Lancashire Standing Advisory Council on Religious Education (SACRE)

Minutes of the Meeting held on Monday, 24th November, 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<br>Mr B McMullen<br>Mr S Jones   |
| The Free Churches Group     | Mr C Wills<br>Mrs Anita Tidswell  |
| Islam                       | Mr N Anwar<br>Mr S Jogi   |
| Hinduism                    | Mrs H Shukla<br>Ms V Chauhan  |
| <b>Teacher Associations</b> | Mr P Martin (ASCL) – Chair<br>Mr D Fann (NAHT)<br>Mrs A Robinson (ATL)  |
| <b>Church of England</b>    | Mrs J O'Rourke<br>Mr J Wilson   |
| <b>LCC</b>                  | County Councillor A Cheetham<br>County Councillor K Ellard<br>County Councillor Y Motala<br>County Councillor P Buckley |
| <b>Observers</b>            | Dr M Craig (Bahá'i Faith)   |

### **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

### **1. Nomination of Chair and Deputy Chair**

**Resolved:** That

- i. Mr Peter Martin be appointed Chair of the SACRE for the ensuing year.
- ii. County Councillor Yousuf Motala be appointed Vice-Chair of the SACRE for the ensuing year.

### **2. Apologies**

Apologies were received from Peter Baker, Andrew Brennand, Phil Clarke, Jacque Clarke, Sue Greenhow, Jo Crabtree, Joanne Harris.

### **3. Minutes of the last meeting**

**Resolved:** That the minutes of the meeting held on 29 September 2014 be confirmed as a correct record.

### **4. SACRE Annual Summary Report 2013-14**

The SACRE Annual Summary Report was presented. It was explained that it had been produced in a shortened format, as in recent years, as previous reports in a longer format were not as widely read or used as would have been hoped.

Comments on the draft were invited from the meeting. SACRE members paid tribute to the enthusiasm and commitment Mr. Hewitt has displayed towards SACRE.

It was reported that levels of attainment in Key Stages 1, 2 and 3 all continue to rise, with A-\*A grades in Religious Education up 4%, showing more students are excelling at GCSE at the end of Key Stage 4.

It was recognised that it has become increasingly difficult for schools to arrange for staff to attend training courses, due to the difficulties associated with arranging appropriate cover. The SACRE requested further information on the take up of courses at a future meeting.

It was recognised that a relatively significant number of schools in the Lancashire area had achieved RE Quality Mark (REQM) status, although this still amounted to only 10 out of approximately 600 schools in the area. It was understood that more schools were engaging with the REQM as a best practice tool, whilst not going for formal accreditation. It was agreed that further detail on the number of schools engaging in this way would be brought back to SACRE.

The SACRE noted the excellent work being done by Joanne Harris and Kate Murry with Youth Voice.

**Resolved:** That the draft SACRE Annual Summary report 2013-14 be approved.

### **5. Better Inspection For All (Ofsted Consultation)**

The SACRE considered the "Better Inspection for All" Ofsted consultation. It was noted that the consultation closed on the following Friday, and that all individuals and bodies were entitled to respond directly to the consultation if they wished.

In relation to a response from the SACRE, the key elements of the consultation as they related to the work of SACRE were highlighted and considered. In general, the approach set out by Ofsted was felt to be more focussed on the curriculum, more based on nurturing and less on simplistic measurements, and was broadly welcomed.

In relation to the specific proposals relevant to SACRE, there was agreement with the proposals on the "Effectiveness of Leadership and Management", with comments about what was meant by "appropriate" in relation to performance management and professional development. It was also strongly felt by SACRE that it would be essential for individual inspectors to know and understand the local RE curriculum in use at any school in order to make appropriate judgements. Additionally, it was felt that this section should include reference to social inclusion and the holistic development of children and young people.

On "Personal Development and Leadership", there was strong agreement from the SACRE, and there was agreement on the proposals on "outcomes". In relation to this latter issue, the attention of SACRE was drawn to a You Tube video called "Tim Oates on Assessment", the transcript of which was also available online.

On "Quality of teaching, learning and assessment", it was agreed to highlight Social, Moral Spiritual and Cultural (SMSC) development and how this is developed in the way young people learn and are taught.

**Resolved:** That a further draft would be produced based on the comments of SACRE and circulated to all members before submission.

## **6. Arrangements for SACRE Members Visiting Schools**

The proposed arrangements for SACRE members visiting schools were discussed. It was agreed that only SACRE members who had attended the training would be able to undertake these visits on behalf of SACRE, and that an additional training session would be arranged following the QSS meeting on 9 February.

**Resolved:** That the proposed arrangements for SACRE members visiting schools be approved.

## **7. SACRE Hub**

SACRE members were invited to suggest any future topics of the North North West SACRE Hub. It was suggested that consideration could be given in future for the Hub to access Culham St Gabriel's funding for joint working projects.

## **8. National Update**

A number of national issues were highlighted to the SACRE.

It was noted that the DfE has emphasised the responsibility of schools for demonstrating a "broad and balanced" curriculum, and the statutory duty for schools to publish details of their curriculum on their websites was highlighted. It was additionally noted that Ofsted were making increasing use of school websites in influencing decisions about when to inspect schools. It was confirmed that the County Council was offering advice and support to schools on this.

Recent indications from government have suggested that there is an understanding of the need to protect RE / RS as a subject, and the reliance on the position of the subject as a legal requirement has not been sufficient.

The Chair of the SACRE will attend a conference arranged by AREIAC and NASACRE on the "Trojan Horse" investigations and outcomes in Birmingham, and will report back as appropriate.

The GCSE syllabus has been made more "rigorous". There is now a requirement to study two religions, although faith schools can give more emphasis to their own faith in doing so. It is intended that this new syllabus comes into effect in September 2016

**Resolved:** That the updates be noted.

#### **9. Report of the Quality and Standards Sub-group**

The report of the Quality and Standards Sub-group was noted.

#### **10. Observers' Contributions**

None.

#### **11. Members' News**

The Chair reported on a conference on Jesus in Islam at Lancaster University which took place in November. He reported that it was an extremely interesting day, and that he had met with several other attendees whose work could be of future interest to SACRE.

#### **12. Correspondence**

There was no correspondence reported.

#### **13. Date of Next Meeting**

It was noted that the next scheduled meeting would be held at 10am on 16 March 2015 in Cabinet Room C – The Duke of Lancaster Room, County Hall, Preston.

Roy Jones  
Clerk to the SACRE

County Hall  
Preston

## SACRE Monitoring report 2014/15

### Achievement

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 higher level attainment is now in line with the national average for all schools.

A more detailed review of attainment indicates that of the schools reporting attainment at Key Stage 1, 2 and 3:

- More than 80% of pupils reached Level 2 or above at the end of Key Stage 1 in 89/128 primary schools reporting results
- More than 80% of pupils reached Level 4 or above at the end of Key Stage 2 in 83/117 primary schools reporting results
- More than 80% of pupils reached Level 5 or above at the end of Key Stage 3 in 10/18 secondary schools reporting results
- Fewer than 70% of pupils reached Level 2 or above at the end of Key Stage 1 in 11/128 primary schools reporting results
- Fewer than 70% of pupils reached Level 4 or above at the end of Key Stage 2 in 14/117 primary schools reporting results
- Fewer than 70% of pupils reached the expected level at the end of both Key Stage 1 and 2 in 4 primary schools reporting results
- Fewer than 70% of pupils reached Level 5 or above at the end of Key Stage 3 in 4/18 secondary schools reporting results

### Quality of provision

**The following paragraphs are taken from OfSTED reports on Social, Moral, Spiritual and Cultural development in published inspection reports for Community Schools (since 23<sup>rd</sup> October 2014)**

## **Primary Schools**

### **Seven Stars CPS – Overall Effectiveness (OE) Requires Improvement**

Pupils take on responsibility in a variety of roles, for example as members of the school and eco councils; and older pupils support younger children during lunchtime and on the playground. These all contribute to pupils' good spiritual, moral, social and cultural development.

### **Chaucer PS – OE Good** (Good levels of attainment)

The school has developed a varied and interesting 'values-led' curriculum that is effective in promoting pupils' spiritual, moral, social and cultural development. The curriculum is full of interesting experiences for the pupils and is enhanced by a good range of extra-curricular opportunities.

Pupils are well -prepared for life in modern Britain. Pupils are given positions of responsibility in the school and have had a strong influence in the design of the refurbished school. Pupils learn about democracy through the election of the school council and house captains. Close links are established with local churches and pupils' understanding and tolerance of other faiths is promoted well.

### **Highfield PS – OE Good**

Pupils' spiritual, moral, social and cultural development is good. Opportunities are taken to teach pupils how to value and respect one another and this is reflected in their good behaviour. The pupils take pride in their school. They have a good understanding for their age of British and other cultures. Events such as a Faith Week help pupils to respect others with different beliefs from their own.

### **Brunshaw PS – OE Good**

Spiritual, moral, social and cultural development is promoted well. Pupils become considerate, tolerant individuals who respect the views and lifestyles of others, have a clear understanding of the difference between right and wrong and know they are responsible for their actions. They are well prepared for life in modern Britain.

### **Nether Kellet – OE Outstanding**

Pupils' spiritual, moral, social and cultural development is excellent. There is a clear focus on social and moral issues, and the school works very effectively to raise pupils' spiritual and cultural awareness and understanding of the wider world. For example, there have been visits from Brazilian samba musicians, as well as a rabbi and an imam. Pupils are very well prepared for life in modern Britain.

### **Longton – OE Outstanding**

(Good levels of attainment)

The school's work to promote pupils' spiritual, moral, social and cultural development is highly effective across the school, including in the early years, and contributes well to their outstanding achievement. Pupils are very mature in their approach to learning. They enjoy participating in class, and have many opportunities to visit theatres and museums, play various musical instruments, including the piano and flute, engage in dance and drama productions and participate in gymnastics.

□ Pupils understand the local, as well as the global dimensions of cultural diversity. The school's links with a school in Malawi, pupils' visits to places of worship, including a Hindu cultural temple and a synagogue, and opportunities for them to learn about different cultures and traditions have all helped the school to be nationally recognised for its race equality work

### **Town Green – OE Good**

The curriculum takes a full account of the skills and knowledge pupils need to learn, with a clear focus on developing their basic skills in literacy and numeracy. There are well-planned activities to promote pupils' personal, social and health education. All of this has a positive impact on their spiritual, moral, social and cultural development and prepares them well for their future lives in modern Britain.

### **Barden – OE Good**

(Good levels of attainment)

Pupils enjoy a rich and exciting curriculum, which supports their spiritual, moral, social and cultural development well and is beginning to prepare pupils for life in modern Britain. The approach to topics, which ensures all pupils have opportunities to go on visits, inspires pupils to participate enthusiastically and to talk knowledgeably about their different topics.

### **Broadway – OE Outstanding**

(Good levels of attainment)

Both classes make regular visits to a partner school to meet pupils from minor ethnic groups. These rich and diverse experiences, together with the wide range of sport and music opportunities, make a strong contribution to pupils' spiritual, moral, social and cultural development and prepare pupils very effectively for life in modern Britain.

## **Secondary Schools**

### **Penwortham Girls High School – OE Outstanding**

(Good levels of attainment)

Students' spiritual, moral, social and cultural education is a strength and is outstanding. It is strongly promoted through the culture of the school and relationships between staff and students as well as through the high-quality curriculum. It plays a key role within the firmly established ethos of the school and promotes tolerance and understanding among students. It is an important element in

how the school promotes equal opportunities for all students and in ensuring excellent relationships between members of the school community.

**Whitworth High School - OE Good**  
(Good levels of attainment)

Students' spiritual, moral, social and cultural development is good and helps them prepare for life in modern Britain. Through a range of activities, students are given opportunities to talk about current issues, different religions and beliefs. There exists a vibrant debating society where any issue can be discussed in an atmosphere of tolerance, respect and trust. Students appreciate being able to debate such issues and see this as gaining a deeper understanding of fundamental British values. Equality of opportunity is promoted well and any form of discrimination, should it appear, is tackled with urgency.

**Special schools**

**The Coppice – OE Good**

Theme days and weeks, such as stone-age history week and science week and the celebration of occasions such as Children in Need, strongly promote pupils' spiritual, moral, social and cultural development. During the inspection, pupils of all abilities held the two minutes silence on Remembrance Day and it was clear that many of them understood the reason for reflection and the effect on their lives in modern Britain.

**Brookfield School – OE Good**

The wide range of learning opportunities that take place prepare students for life in modern Britain. For example, there are plenty of chances for them to meet with others from different backgrounds and communities when they go out of school on trips and visits. Visitors from the different communities in the north-west of England are invited into school to speak with the students.

**The Rose School – OE Good**

Students' spiritual, moral, social and cultural development underpins much of the school's work and instances of bullying and discrimination are very rare. This prepares them well for life in modern Britain.

**Quality of provision and attainment**

Of the 4 primary schools where attainment is below 70% at the end of both Key Stages 1 and 2, three schools are currently judged to be good and 1 requires improvement

Of the 4 secondary schools where attainment is below 70% at the end of Key Stage 3, 1 is currently judged to be good and 3 are in a category of concern.

## **Pupils' views**

The Pupil Attitude Questionnaire indicates that: the great majority of pupils are positive about the schools' work on other cultures and are positive about racist behaviour in their school. . (see below)

Around 95% of Y6 pupils say that their school helps them understand and care about other people. This has been consistent over the past 3 years.

Around 95% of pupils are positive about racist behaviour in school. This has been consistent over the past 3 years.

Around 82% of Y9 pupils say that their school helps them understand and learn about other cultures. This has improved by around 3% over the past 3 years.

Around 84% of Y9 pupils are positive about racist behaviour in school. This has improved by 2% over the past 3 years.

Around 82% of Y11 pupils say that their school helps them understand and learn about other cultures. This has been consistent over the past 3 years.

Around 73% of Y11 pupils are positive about racist behaviour in school. This has improved by 3% over the past 3 years.

It is worth noting that:

- Pupils' responses generally become less positive as they grow older
- Girls are generally more positive than boys
- There is an improving trend over the past 3 years

## **Some observations**

**From the evidence it seems that:**

- **Attainment in RE is increasing across Lancashire at all Key Stages**
- **At the end of Key Stage 4 attainment in Community schools in Lancashire is above the national average for all schools**
- **Over 80% of pupils reached or exceeded the expected level in RE at the end of Key Stage 1 and/or 2 in around 70% of the primary schools reporting their results.**
- **Over 80% of pupils reached or exceeded the expected level in RE at the end of Key Stage 3 in around 55% of the secondary schools reporting their results.**
- **Over 70% of pupils reached or exceeded the expected level at the end of Key Stages 1 and 2 and 3 in the great majority of schools reporting their results.**
- **Whilst there is no direct correlation between the overall effectiveness of a school and attainment in RE, there is no evidence to suggest that RE attainment and provision is markedly different from overall effectiveness.**
- **Feedback from OfSTED inspections indicates that provision for pupils' personal development, including their awareness of cultural issues, is**

effective. It also suggests that schools place a high priority on pupils' personal (Social, Moral, Spiritual and Cultural) development.

- The fact that there are some substantial differences between attainment in RE at the end of Key Stage 1 and Key Stage 2 suggests that there may be some issues about the consistency of assessment in some primary schools.
- Pupils' views about work on other cultures and dealing with racist issues are very positive.

### **Recommendations**

In order to gain a greater understanding of the quality of RE provision in Lancashire, SACRE should:

- Gather information from teachers, headteachers and pupils about RE and Collective worship including:  
Professional development needs  
The effectiveness of support for teaching RE  
The strengths and weaknesses of the Agreed Syllabus  
The strengths and weaknesses of support for Collective Worship

In order to sustain and further develop the quality of RE in Lancashire SACRE should:

- Continue to provide a range of support for schools in the teaching of RE which respond to school needs
- Develop approaches to assessment in RE and provide support for schools on assessing RE
- Ensure that the revision of the Agreed Syllabus for RE continues to meet the needs of schools and their pupils

## Lancashire SACRE Development Plan 2013/15 (Jan 15)

| <b>Priority 1 To fulfil SACRE's statutory role by providing effective leadership of RE and Collective Worship [CW]</b> |   |                             |         |
|--|---|-----------------------------|---------|
| Objectives   | Activities  | Lead                        | Date    |
| a) Providing an appropriate Agreed Syllabus  | <ul style="list-style-type: none"> <li>Further develop the Agreed Syllabus through exemplification materials and links to support materials from different faiths</li> </ul>  | JHe/JC/JH                   | Ongoing |
| b) Effective communication with schools about the work of SACRE  | <ul style="list-style-type: none"> <li>Maintain and update SACRE web site</li> <li>SACRE members are supported to visit schools</li> <li>Share information with schools through the LA advisory service</li> <li>Provide marketed network meetings for primary schools</li> <li>Provide marketed network meetings for secondary schools</li> <li>Work with Governor services to update governors on the work of SACRE</li> </ul>        | JHe                         | Ongoing |
|  |   | JH/Teacher members of SACRE | Dec 14  |
|  |   | JHe                         | Dec 14  |
|  |   | JC                          | Dec 14  |
|  |   | JH/Km                       | Dec 14  |
|  |   | JHe                         | Mar 15  |
| c) Monitoring the quality of provision   | <ul style="list-style-type: none"> <li>Monitor and respond to complaints re RE/CW</li> <li>Monitor OfSTED Section 5 inspection reports</li> <li>Monitor OfSTED subject inspection reports for RE and identify strengths / weaknesses in Lancashire's provision</li> <li>Carry out a review of RE in a sample of Community /Controlled schools (10)</li> <li>Gather feedback from schools via network meetings and conference</li> </ul> | JHe                         |         |
|  |   | JHe                         |         |
|  |   | JHe                         |         |
|  |   | JHe                         | Apr 15  |
|  |   | JC/JH/KM                    |         |

|   |   |                                      |               |
|---|---|--------------------------------------|---------------|
|   | <ul style="list-style-type: none"> <li>• Gather feedback from pupils using the Pupil Attitude Questionnaire</li> <li>• Gather feedback from pupils through the Youth Voice</li> <li>• To monitor the implementation of the SACRE development plan and report to SACRE</li> <li>• Create an annual report including feedback from Youth Voice</li> </ul> | <p>JHe<br/>JH/KM<br/>JHe<br/>JHe</p> | <p>Nov 15</p> |
| <p>d) Monitoring achievements in RE</p>   | <ul style="list-style-type: none"> <li>• Analyse GCSE/A level results</li> <li>• Analyse Teacher Assessments at KS1,2 and 3</li> </ul>  | <p>P D/K<br/>JHe</p>                 | <p>Nov 15</p> |
| <p>Success criteria</p> <ul style="list-style-type: none"> <li>• Feedback from schools indicates that the RE syllabus supports the teaching and learning of RE</li> <li>• OfSTED reports identify spiritual development as an area of strength</li> <li>• The trends in achievement are monitored and both strengths and weakness are identified</li> <li>• There is an improving trend in achievement in RE at all Key Stages</li> <li>• Positive feedback from Pupil Attitude Questionnaire on the provision of RE</li> </ul> |   |                                      |               |
| <p><b>Progress January 2015</b></p> <p><b>On track</b></p> <p>Professional development programme has been established and three courses will have been provided by March 2015 with over 40 attendees</p> <p>Monitoring programme is underway and has been strengthened in line with the plan</p> <p>Training for SACRE members has been provided and will continue</p>  |   |                                      |               |

## Priority 2 : To raise achievement in RE

| Objectives   | Activities   |   |                            |
|--|--|---|----------------------------|
| a) Ensuring that the Agreed Syllabus is easily accessible and navigable for teachers | <ul style="list-style-type: none"> <li>• Developing the structure of the RE website to make it more easily accessible to and navigable by teachers</li> <li>• Developing the system to respond to queries from teachers in a timely and effective way including:                             <ul style="list-style-type: none"> <li>• Information about web site passwords</li> <li>• Passing on queries to JHe/JC/JH/KM as appropriate</li> <li>• Information about available support e.g. networks, good practice schools</li> </ul> </li> </ul> | HH/TM                                     | Dec 14                     |
| b) Reviewing and augmenting the exemplification materials                            | <ul style="list-style-type: none"> <li>• Updating exemplification through sharing good practice</li> <li>• Use the expertise of SACRE members to enhance/update the materials to support the Agreed Syllabus</li> </ul>  | JC/JH/KM/<br>SACRE members<br>JC/JH/NATRE | Mar15<br>Jul 15            |
| c) Providing opportunities to share and develop good practice                        | <ul style="list-style-type: none"> <li>• Provide a course / conference programme for RE/CW</li> <li>• Provide marketed networks for RE/CW</li> <li>• Develop the website to share good practice in the Quality Mark schools</li> </ul>   | JC/JH/KM<br>JH/JC<br>JH/JC/TM             | Jul 15<br>Dec 15<br>Dec 15 |

|  |  |                            |         |
|--|--|----------------------------|---------|
|  | <ul style="list-style-type: none"> <li>• Develop the work of the Burnley and Pendle Faith Centre in supporting RE</li> <li>• Explore the development of a NW RE hub</li> </ul>                               | JH/AAnwar                  | Mar 15  |
|  |  | PM/JHe                     | Sept 15 |
| d) Providing opportunities to connect with different living religious traditions | <ul style="list-style-type: none"> <li>• Liaise with Lancashire Inter Faith partners and SACRE members to identify existing opportunities to share in different religious traditions</li> </ul>              | Lancs FF/ SACRE members/YV | Jul 15  |
| e) Develop the use of assessment in RE   | <ul style="list-style-type: none"> <li>• Develop models of assessment in RE</li> <li>• Establish a working group to create assessment framework</li> <li>• Share assessment guidance with schools</li> </ul> | JH<br>JH<br>JH             | Dec 15  |

#### Success criteria

- Positive feedback on the RE website and increased usage
- Positive feedback on the development of the Agreed Syllabus from teachers
- Positive feedback from networks on impact of RE on pupil achievement
- Positive feedback from Pupil Attitude Questionnaire (PAQ) on the provision of RE
- Positive feedback from Youth Voice conference / meetings on the impact of RE
- OfSTED reports identify spiritual development as an area of strength
- Positive feedback from OfSTED subject inspections

#### Progress January 2015

##### On track

Positive response from schools to the RE professional development programme on the Agreed Syllabus

Sample feedback from schools indicates that the Agreed Syllabus is effective in supporting RE teaching

Feedback from the PAQ is positive about schools helping pupils learn about other cultures

Positive feedback from OfSTED inspections on Social, Moral, Cultural and Spiritual development

### 3. To improve the provision of Collective Worship:

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| Objectives   | Activities  |               |         |
|--|---|---------------|---------|
| a) Ensuring that schools are aware of the support materials and guidance (Mirrors and Doors 2) | <ul style="list-style-type: none"> <li>• Share information with schools through network meetings</li> <li>• Work with Governor services to update governors on the provision of CW</li> <li>• Develop marketed CPD via Learning Excellence</li> </ul> | JC/JH/KM      | Ongoing |
|  |   | JHe           | Mar 15  |
|  |   | JC            | Jul 15  |
| b) Augment exemplification materials   | <ul style="list-style-type: none"> <li>• Develop resources through linking to wider available resources</li> </ul>  | JC/JH/KM      | Jul 15  |
| c) Providing opportunities to share and develop good practice                                  | <ul style="list-style-type: none"> <li>• Case studies gathered from SACRE members visits to schools</li> <li>• Share good practice through networks/Hubs</li> </ul>   | SACRE members | Jul 15  |
|  |   | YV schools    | Jul 15  |

#### Success criteria

- Positive feedback from OfSTED Section 5 inspections on the provision for CW
- Increased usage of the CW support materials including Mirrors and Doors 2
- Positive feedback from SACRE members' visits to schools on CW

Progress January 2015

**On track**

Positive feedback from OfSTED inspections on Social, Moral, Cultural and Spiritual development

#### 4. To ensure that the provision of RE is informed by the views of stakeholders by:

| Objectives   | Activities  |  |         |
|--|---|--|---------|
| a) Providing opportunities for Children and Young People to participate in the development of RE | <ul style="list-style-type: none"> <li>Develop the role of Youth Voice and plan for 10<sup>th</sup> SACRE Youth Conference to address the development plan priorities</li> </ul>  | JH/KM  | Jul 15  |
| b) Further developing links with people of different faiths, beliefs and traditions              | <ul style="list-style-type: none"> <li>Identify and establish effective and appropriate faith/ belief contacts for visits and visitor resourcing for schools</li> <li>Develop the role of the Burnley and Pendle Faith Centre in supporting RE across Lancashire</li> <li>Share the work of SACRE with faith and community groups through:               <ul style="list-style-type: none"> <li>- Sharing the work of SACRE and the principles of the Agreed Syllabus with faith leaders</li> </ul> </li> </ul> | SACRE members + nominated bodies/A Anwar/Lancs Forum of Faiths | Jul 15  |
| c) Maintaining links with national bodies who lead on RE   | <ul style="list-style-type: none"> <li>Maintain active membership of NASACRE</li> <li>Access regular information from The RE Council [REC], Ofsted, AREIAC, NATRE</li> </ul>  | JHe/PM/JC [NATRE rep]  | Ongoing |

#### Success criteria

- The development plan is informed by stakeholders including:
  - SACRE members
  - Youth Voice

- QCI Partnership Development Group
- The provision for RE is enriched through links with people of different faiths, beliefs and traditions
- SACRE's work informs and is informed by national developments in RE

**Progress January 2015**

**On track**

## 5. To develop the contribution of RE to Community Cohesion:

| Objectives   | Activities   |              |        |
|--|--|--------------|--------|
| a) Review intercultural education within the syllabus and the contribution which could be made by SACRE members. | <ul style="list-style-type: none"> <li>• Identify ways in which the Agreed Syllabus can contribute to Community Cohesion</li> <li>• Provide guidance on the development of Community Cohesion through RE</li> <li>• Review the role of SACRE members in promoting Community Cohesion through RE</li> </ul> | JHe/JC/JH/KM | Jul 15 |
| b) Develop training and resources to support teachers to tackle controversial issues such as inequalities.       | <ul style="list-style-type: none"> <li>• Provide / signpost training and resources through the networks and/or course provision</li> </ul>   | JHe/JC/JH/KM | Jul 15 |

|   |  |       |        |
|---|--|-------|--------|
| c) Include in the SACRE Annual Report a section on how the Lancashire syllabus can help to tackle issues around community cohesion and socio economic inequality. | <ul style="list-style-type: none"> <li>• Report on steps taken to promote Community Cohesion through RE</li> </ul> | JHe   | Nov 15 |
| d) Refer the report of the All Party Parliamentary Group on RE on community cohesion to the Youth Voice as a topic for future work.                               | <ul style="list-style-type: none"> <li>• Youth Voice report on Community Cohesion to SACRE</li> </ul>              | JC/KM | Mar 15 |

Success criteria

- Strategies to promote Community Cohesion through RE are identified on the website
- Positive feedback from teachers on support for developing Community Cohesion through RE
- Increased confidence amongst teachers in tackling inequalities/controversial topics
- Increased confidence amongst pupils in discussing inequalities/controversial topics

**Progress January 2015**

**On track**

Positive feedback from OfSTED inspections on Social, Moral, Cultural and Spiritual development

Key

JH Joanne Harris

JHe Jonathan Hewitt

KM Kate Murry

PM Peter Martin

PD-K Paul Dyson-Knight

HH Helen Harrison

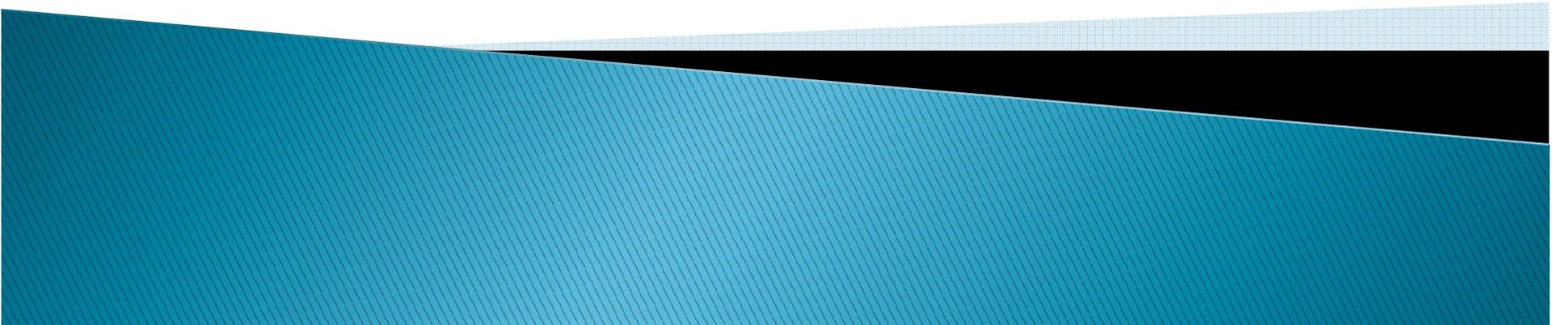
JC Joanne Crabtree

TM Tracy Matheson

YV Youth Voice

# Supporting Teachers of Religious Education

[Helenjharrison@btinternet.com](mailto:Helenjharrison@btinternet.com)



# The Isolated teacher of RE?

## National Support

NATRE – [www.natre.org.uk/](http://www.natre.org.uk/)

[local representation]

RE Today – [www.retoday.org.uk](http://www.retoday.org.uk)

[inc webinars/subscriptions to mailing]

The RE Council of England and Wales –

[www.religiouseducationcouncil.org.uk/](http://www.religiouseducationcouncil.org.uk/)

[eg. [Educators](#) Latest news eg GCSE/GCE guidance]

RE Quality Mark –

<http://www.reqm.org/>

[use to audit]

SUPPORT



HELP



ASSISTANCE



# Help on line

- ▶ the [RE CPD handbook](#) is an authoritative source of help and information and has a section on RE subject leadership eg. [leading and managing, resourcing and planning religious education](#) sections give information about different religious and belief traditions
- ▶ For up to date information on all aspects of the subject, [RE Online](#) is a very helpful portal with a section on subject leadership.
- ▶ The RE directory [www.theredirectory.org.uk](http://www.theredirectory.org.uk) includes the RE portal to locate training possibilities

# PD Opportunities nearer home



Eg. Lancashire  
Conferences

# Networks – local and NATRE



Jo Crabtree – primary



Joanne Harris – secondary

# National Guidance documents

- ▶ Non Statutory Guidance [2010]

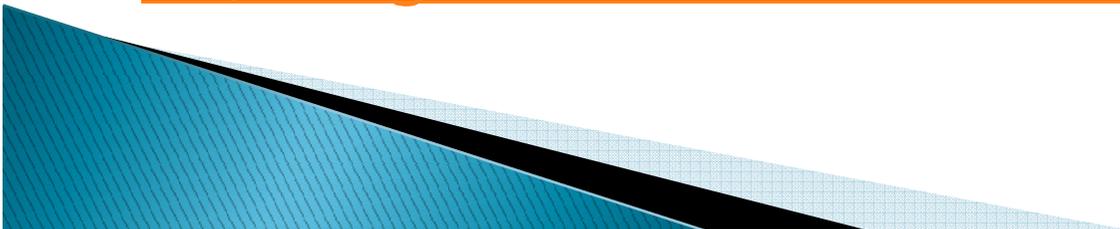
[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190260/DCSF-00114-2010.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf)

- ▶ RE Review –

[www.resubjectreview.recouncil.org.uk/re-review-report](http://www.resubjectreview.recouncil.org.uk/re-review-report)

- ▶ Latest Ofsted RE Subject report

[www.religiouseducationcouncil.org.uk/media/file/Religious\\_education\\_-\\_realising\\_the\\_.pdf](http://www.religiouseducationcouncil.org.uk/media/file/Religious_education_-_realising_the_.pdf)



# Help from religious communities



SACRE member Harsha Shukla



Youth voice question the Salvation Army

# Other sources of support and encouragement



Face to Faith – eg. Broughton, The Hollins, Highfield

Opportunities for teachers to research –

[www.farmington.ac.uk/fellowships\\_and\\_awards/fellowships.html](http://www.farmington.ac.uk/fellowships_and_awards/fellowships.html)

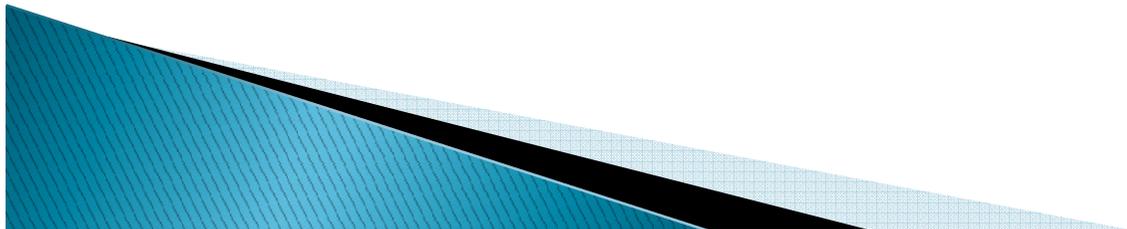
see also local NW universities eg Hope

Farmington Fellowship etc

# Others?

## Teachers' own SACREs... opportunities and challenges

### Over to you .....





# Agenda Item 6

## NNW SACRE Hub

Meeting held on 24<sup>th</sup> February 2015

The meeting included representatives from the following SACREs:

Bolton

Bury

Cumbria

Lancashire

Warrington

Wigan

Apologies were received from Blackpool SACRE

### **Professional Development Support**

The main item for discussion was support for the teaching and learning of RE and Helen Harrison (RE consultant) provided information on a range of sources of support for RE. These include:

- The Religious Education Council (REC)
- RE today
- National Association of Teachers of RE (NATRE)

Specific sources of support were also highlighted:

- The RE Handbook
- RE Online
- The RE Directory

Local RE support was also discussed and this includes:

- The Lancashire Course programme
- Annual conferences for RE teachers
- Local Network meetings for RE teachers
- Governor conferences
- Good practice schools
- The use of social media (Facebook and Twitter)

The importance of supporting those who teach RE was agreed and it was recognised that as minimum expectation:

- All RE teachers should have access to national resources (e.g. being a member of an RE Association)
- Governors should be aware of the support given to teachers of RE
- All schools should have access to support in teaching about world religions from practising members of faith communities who understand and can promote the aims of Religious Education

The value of sharing resources and ideas was agreed and strategies to achieve this include:

- Sharing events across the local authorities in the Hub so that schools can access support from beyond their local authority area
- Use of IT to share information between the Hub representatives
- Advertising professional development opportunities on the national database
- Social media

### **Increase in withdrawal from RE**

There was also a discussion about an increase in the number of incidents across the Hub area where pupils are being withdrawn from particular aspects of RE which relate to a particular faith e.g Islam, Judaism. In addition, there was some evidence that the number of Racist incidents was increasing. A range of strategies to support schools in dealing with these issues were explored and it was agreed that the following would be valuable:

- Support from faith communities, including visitors to schools and membership of SACREs
- Support for teachers in dealing with difficult issues

### **Letter from Lord Nash**

The letter from Lord Nash, Parliamentary Under Secretary of State for Schools was discussed and it was agreed that responses would be sent by individual SACRES. It was also agreed that, following the General Election, the NNW SACRE Hub should request a meeting with government to discuss the issues facing RE.

Next meeting: Monday 15<sup>th</sup> June



**Lord Nash**

Parliamentary Under Secretary of State for Schools

Sanctuary Buildings Great Smith Street Westminster London SW1P 3BT  
tel: 0370 000 2288 [www.education.gov.uk/help/contactus](http://www.education.gov.uk/help/contactus)

7 January, 2015

Dear colleague

I am writing to you as Minister responsible for faith schools. I have recently had many conversations about the important role SACREs and local authorities have in supporting this area, which have encouraged me to write.

I would like to emphasise the importance of good teaching of religious education and the central role of SACREs and local authorities. All pupils benefit from good quality religious education teaching. RE makes a significant contribution to pupils' academic and personal development. It also plays a key role in promoting social cohesion and the virtues of respect and empathy, which are vitally important in our diverse society. The recent events in some schools in Birmingham have highlighted the importance of promoting the crucial values of respect and tolerance in our schools.

The role of a SACRE is to support the religious education curriculum and collective worship within schools. Local authorities have a duty to enable SACREs to fulfil their statutory responsibilities in these areas. They should assure themselves that the SACRE is functioning well and holding regular meetings. It may also be appropriate for the local authority to support the SACRE's work to provide teacher training in RE and collective worship training.

It is vital to continue to improve the academic rigour of RE in schools so that pupils develop their knowledge and understanding of this subject. The last Ofsted review of the subject found that the potential of RE was not being realised in many schools. The introduction of the new and more demanding national curriculum makes the importance of improving religious education even clearer.

The recent events in Birmingham schools have also highlighted the importance of all schools promoting the fundamental British values of the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. In some schools in Birmingham, inappropriate religious education teaching and a distorted school ethos served to undermine those fundamental British values. We have recently publishing guidance for all schools to make clear their responsibilities in this area, and have introduced new legislation for independent schools, academies and free schools to actively promote fundamental British values. The guidance is available at <https://www.gov.uk/government/publications/improving-the-sm-sc-development-of-pupils-in-independent-schools>.

Good progress has been made recently to improve religious education. All students studying a GCSE in religious studies will now be expected to study two religions along

with textual analysis, or philosophy and ethics, which will broaden their knowledge and understanding. We have also taken measures to ensure we have sufficient high-quality religious education teachers, who have detailed subject knowledge and expertise. We have introduced a new bursary scheme for the recruitment of high-quality RE teachers in 2015/16. Trainees who hold a 1st class degree qualify for a £9,000 bursary, and those with a 2:1 £4,000.

SACREs are well placed to contribute to this important work through their development of appropriate and demanding RE syllabuses, and their support to schools on the effective teaching of RE, including continuing professional development for RE teachers.

It is inappropriate for any school, whether they are a faith school or not, to offer their pupils a narrow interpretation of religious education. All schools should ensure their pupils are aware of the tenets of all the major faiths represented in Great Britain. SACREs can support this through their development of locally agreed RE syllabuses, and their advice to schools on collective worship and on effective RE teaching. I would encourage SACREs to consider the ways in which their locally agreed syllabus helps pupils to develop an understanding of Christianity, whilst also learning about the teaching and practices of the other principal religions represented in Great Britain.

As part of their responsibilities, SACREs must provide an agreed syllabus to support the religious education curriculum in schools, which must be reviewed every five years. A report must also be produced annually outlining the activities of the SACRE. All SACREs are encouraged to submit their annual reports to NASACRE for inclusion on their website to enable members to showcase the important work that is going on around the country, share knowledge and learn from best practice. The Department intends to commission a review of SACRE annual reports to identify good practice, and ensure that all SACREs are fulfilling their statutory duties.

SACREs would not be able to exist without the advice, help and support of the many dedicated individuals and communities, who work together to fulfil their many and varied roles. I understand that many members offer their time and expertise voluntarily, and they continue to offer professional and personal support to schools and communities in an increasingly complex and demanding environment. I would like to offer my sincere thanks to everyone who serves the pupils in their area in such a way.

Yours sincerely



JOHN NASH

# Agenda Item 8

## Lancashire SACRE - Quality and Standards Sub-group

**Minutes of the Meeting held on Monday, 9th February, 2015 at 10.00 am in Cabinet Room 'B' - The Diamond Jubilee Room, County Hall, Preston**

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

The Free Churches Group  
**Teacher Associations**

Rev. P Clarke  
Mr P Martin (ASCL) - Chair  
Mrs S Greenhow (NAS/UWT)  
Mrs A Robinson (ATL)  
Ms J Crabtree (NUT)

**Church of England  
LCC**

Mrs J O'Rourke  
County Councillor P Buckley  
County Councillor A Cheetham  
County Councillor Y Motala

**Co-Optee Members**

Mrs J Hamid  
Ms J Harris

### **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

### **1. Apologies**

Apologies for absence were received from Ben McMullen, Colin Wills, Anita Tidswell, Vijayanti Chauhan, Kelsang Pagpa, John Wilson, David Fann, Francis Williams, Carrie Mercier and Dr Malcolm Craig.

### **2. Minutes of the last meeting**

**Resolved:** That the minutes of the meeting held on 20 October 2014 be confirmed as a correct record.

### **3. Monitoring Report**

As requested by the SACRE, the QSS received a Monitoring Report for 2014 setting out a range of indicators on the quality and impact of religious education in Lancashire.

Members noted that the report on a small sample of schools was not yet complete, but that the current report included information on achievement, quality of provision, and pupils' views.

On attainment, it was reported that the position in Lancashire was improving, and was at the national standard at all Key Stages. It was recognised that a comparison of community schools with other community schools nationally was not possible, as that data was not collected nationally.

Whilst the general picture was positive, there were a few schools at primary and secondary level where fewer than 70% of pupils reached the expected levels at Key Stages 1, 2 and 3. It was felt that there may be a number of factors in these cases, for example, the quality of assessment, teacher confidence, or a strong focus on core subjects. It was confirmed that school advisors would discuss any issues with the head teacher where it was appropriate.

It was noted that, at primary level, there was no clear link between the overall Ofsted judgment and the attainment in RE. However, in the secondary phase, 3 of the 4 schools with attainment below 70% were in an OfSTED category of concern.

The report also presented Ofsted comments on Social Moral Spiritual and Cultural development from all inspections undertaken of community schools from 23 October 2014, as well as pupils' views taken from the Pupil Attitude Questionnaire.

**Resolved:** That the full report be taken to the next SACRE meeting with key issues highlighted.

#### **4. Letter to SACREs from Lord Nash**

The QSS considered a letter received from Lord Nash, Parliamentary Secretary of State for Schools, addressed to all SACREs.

It was noted that, whilst the letter appeared to contain some misunderstandings of the role of SACREs, the principal points made in the letter were positive and significant and demonstrated the renewed interest from central government in the role of RE in supporting the promotion of British values.

It was agreed that a response to the letter should be considered at the next meeting of the NW SACRE Hub in order that a joint reply could be drafted. It was also recognised that this would provide a good basis for future face to face meetings with appropriate government representatives.

**Resolved:** That NW SACRE Hub be requested to consider drafting a joint response from all members, and that efforts be made to organise discussion with government representatives on the issues covered.

## **5. Review of SACRE Development Plan**

The QSS considered an update on the Development Plan.

In relation to Priority 1, it was reported that NATRE were working on content knowledge for teachers, in recognition of the number of non-specialist teachers leading on or teaching RE.

In relation to Priority 5, it was reported that head teachers were keen to develop contacts with people of different faiths to come in to schools to work with pupils. It was confirmed that SACRE itself did not have the resources to provide an "authorisation" system, but it was highlighted that individual members of SACRE who represented different faiths may wish to acknowledge the position and how they could respond.

**Resolved:** That the update be noted.

## **6. National Update**

1. It was reported that the guidance had now been published by the government on British Values and that copies of this will be circulated to members.
2. It was noted that RE continued to feature in Ofsted inspections, largely in connection with SMSC and the promotion of British values. However, there was some concern that inspectors would not be familiar with the content of locally agreed syllabuses when carrying out inspections.

## **7. Planning for Hub Meeting**

Plans for the next Hub meeting will be to address Lord Nash's letter; and professional development opportunities for teachers.

## **8. Date of the next meeting**

The next meeting of the SACRE QSS committee will take place on 18 May 2015, at 10:00am in Cabinet Room B (the Diamond Jubilee room), County Hall, Preston.

Roy Jones  
Clerk to the SACRE

County Hall  
Preston

