



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

**Monday, 23rd November, 2015 at 10.00 am in Cabinet Room 'B' - The Diamond Jubilee 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. Report of the Quality and Standards Sub-group** (Pages 7 - 12)
- 5. Review of SACRE Development Plan 2014/15** (Pages 13 - 20)
- 6. SACRE Development Plan 2015/16** (Pages 21 - 28)
- 7. Annual Report of SACRE** (Pages 29 - 36)
- 8. Agreed Syllabus 2015/16** (Pages 37 - 40)
- 9. Review of Monitoring Process for 2015** (Pages 41 - 46)  
Paper attached is March 2015's report for review.
- 10. Correspondence** (Pages 47 - 48)
- 11. National Update**
- 12. Lancashire Youth Voice**
- 13. Observers' Contributions**
- 14. Members' News**
- 15. Date of Next Meeting**

The next scheduled meeting of the SACRE will be held at 10.00am on 22 February 2016 in Cabinet Room B – the Diamond Jubilee Room at County Hall, Preston.

Paul Bond  
Clerk to the SACRE

County Hall  
Preston

# Agenda Item 3

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

**Minutes of the Meeting held on Tuesday, 29th September, 2015 at 10.00 am  
in Cabinet Room 'B' - The Diamond Jubilee Room, County Hall, Preston**

<b>Hinduism</b>	Mrs H Shukla
<b>Free Churches Group</b>	Mr C Wills
<b>Church of England</b>	Ms M Pate Mrs H Sage Mr J Wilson Mrs J O'Rourke
<b>Teacher Associations</b>	Mr P Martin (ASCL) – Chair Ms J Crabtree (NUT)
<b>LCC</b>	County Councillor A Cheetham County Councillor K Ellard County Councillor Y Motala Mr F Williams

### **Officers in attendance**

Mr J Hewitt – Head of School Improvement, Lancashire County Council, Children and Young People Directorate

Mr H Patel – Democratic Services Officer, Lancashire County Council, Office of the Chief Executive

### **1. Apologies**

Apologies for absence were received from Jo Busby, Ben McMullen, Steve Jones, Pete Baker, Reverend Phil Clarke, Kelsang Pagpa, Lisa Horobin, David Fann, Alice Robinson, CC Peter Buckley, Joanne Harris, Kath Cooper, Jacquie Clarke, Dr Malcolm Craig, Andrew Brennand and Rabbi Ephraim Guttentag.

The Chair welcomed Moira Pate (Diocese of Blackburn) to the meeting, and the board was informed that Rabbi Ephraim Guttentag would be attending as a representative of St Anne's Hebrew Congregation.

The board also noted that Reverend Phil Clarke and Kate Murry had resigned from their respective roles within SACRE, and the Chair reported of the death of Sue Greenhow in August.

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

**Resolved:** That the minutes of the meeting held on 15 June 2015 be confirmed as a correct record.

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

**Resolved:** That the minutes of the meeting of the Quality & Standards Sub-group held on 6 July 2015 be confirmed as a correct record.

## **4. Review of Agreed Syllabus for RE**

The board considered the minutes of the QSS held in July, where members discussed the review and agreed that no major changes were currently required moving forward – the current Syllabus proved to be continuously successful in Lancashire and beyond.

Key questions from the HMI report were presented to the board, and it was suggested that a small working group of select members meet and review the syllabus to answer these questions.

**Resolved:-**

1. That the working group consists of the following members:
  - i. Peter Martin (Chair)
  - ii. CC Yousuf Motala (Vice-Chair)
  - iii. Moira Pate (Church of England)
  - iv. Harsha Shukla (Hinduism)
  - v. Jo Crabtree and Joanne Harris (Teacher Associations)
2. That a report on the Agreed Syllabus be presented at the annual general meeting of the SACRE, 23 November 2015

## **5. Visit to Schools - Autumn 2015**

The board was asked if there were any trained members who wished to take part in visiting schools.

**Resolved:** That the following members be appointed to make visits:-

- Peter Martin (Chair) - The Hollins, Accrington
- CC Anne Cheetham - East Lancashire
- John Wilson - East/North Lancashire
- CC Peter Buckley - Fylde
- CC Yousuf Motala – unspecified

## 6. Draft Development Plan 2015/16

The board was asked to discuss the priorities of the Development Plan in groups.

**Priority 1** – Members were informed of an issue under Objective D, whereby the monitoring of Primary schools' achievements was trickier due to the process of gathering information. Some teachers felt accessing the information on the SACRE website was difficult, and primary teachers currently need more time to carry out their analyses of results.

**Priority 2** – The board discussed succession planning and asked if teachers had sources who could share any exemplification material with the SACRE – it was confirmed that this would be possible but not at present, due to capacity. With regards to Objective A, members asked if the password to access the Agreed Syllabus could be provided on Portal for teachers; The Board was made aware that the feedback from teachers on the website was generally positive, with the only issue remaining as the website being difficult to navigate.

The board was asked how feedback on the website would be collected, and an issue on the back of Objective D concerned the benefit and usefulness of visits to schools when schools don't use them to their full potential.

**Priority 3** – Issues were raised on the provision of Collective Worship; it was uncertain if training had been issued to teachers, but members felt this could be looked at once the Syllabus has been reviewed. Another issue was the confusion between Collective Worship and RE.

The board was advised that the Diocesan Education Officer would be a useful resource when it came to visits and training for teachers.

**Priority 5** – Members discussed that there was no mention of supporting inter-faith groups and other associations, which would prove difficult to develop contribution towards Community Cohesion – members asked if there should be more activity regarding contact with religious groups.

Members debated that teachers were in need of further guidance, but as the national direction changes the problems remain for schools and communities – one such problem, it was said, was the confusion children and teachers both faced when talking about religion. The board agreed that the essence of Community Cohesion should ideally start from the ground up when considered by the governing bodies of schools.

### **Resolved:-**

1. The following actions be carried out per priority of the Development Plan:
  - a. **Priority 1**
    - i. That a reminder be sent out to primary teachers for the collection and collation of results alongside a specified, additional length of time

- b. **Priority 2**
  - i. That succession planning be discussed and considered for raising achievement in RE.
  - ii. That the latest NASACRE report be considered for adding to the SACRE website for teachers to view.
  - iii. That an invitation be provided to Afrasiab Anwar for the next meeting of the Quality and Standards Sub-group.
- c. **Priority 3**
  - i. That Collective Worship be considered for moving up the list as a priority.
- d. **Priority 5**
  - i. That the contribution of RE to Community Cohesion continues to be developed, whilst encouraging inter-faith groups to take part.

## 7. Annual Summary

Members discussed the DfE audit of SACRE Annual Reports and noted that the board was still required to send a copy of these to the Secretary of State by the end of each calendar year.

The overall feeling of the board was that the Lancashire SACRE didn't appear to have received any complaints when it came to the delivery of RE within the SACRE's syllabus; Members considered whether the SACRE does advise local authorities to the extent as stated in the report, but agreed that 'Standards and Quality of Provision' could easily be provided as Lancashire was considered a "good practice area".

Issues raised by members included the impact brought by the change of EBac, notably the replacement of short courses for full courses and non-compulsory RE within Key Stage 4, as well as the uncertainty of any determination within schools which comply with collective worship, although it was mentioned that Lancashire had received no complaints on collective worship to date. Regarding 'Management of SACRE', it was recognised that there was generally good attendance for each meeting, and on the 'Contribution of SACRE' members raised concern of a structural issue whereby the SACRE could not emphasise their particular strengths.

### Resolved:-

1. That, looking at suggestion 3 of the report – 'Standards and Quality of Provision of RE' – with focus on EBac, some information be presented on its detrimental impact
2. That, looking at suggestion 7 of the report – 'Contribution of SACRE to the wider Local Authority agenda' – with focus on the aforementioned structural issue, some information on the SACRE's fortes be presented

## 8. Feedback on the Youth Voice Conference

This item was deferred to the meeting of the SACRE on 23 November 2015.

#### **9. National Update**

The board was informed of an issue, raised by the National Association of Teachers of Religious Education (NATRE), when going through the content on the SACRE website, suggesting that basic information be boosted for quicker viewing.

#### **10. Members' News**

Harsha Shukla reported that she had received an invitation to a meeting of the Inter Faith Network (IFN) Faith Forum in the near future.

#### **11. Correspondence**

The Chair informed the board of an email received from Rabbi Dr Jonathan Romain MBE (Chair of the Accord Coalition for Inclusive Education) with regards to providing a 'local inclusive school' with national recognition.

#### **12. Observers' Contributions**

No observer's contributions were presented.

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

The next scheduled meeting of the SACRE will be held at 10:00am on 23 November 2015 in Cabinet Room B – The Diamond Jubilee room at County Hall, Preston – the Agreed Syllabus Conference will take place immediately after the meeting at 12:00pm.

Paul Bond  
Clerk to the SACRE

County Hall  
Preston





# Agenda Item 4

## **Lancashire SACRE - Quality and Standards Sub-group**

**Minutes of the Meeting held on Tuesday, 13th October, 2015 at 10.00 am in Cabinet Room 'B' - The Diamond Jubilee Room, County Hall, Preston**

### **Teacher Associations**

Mr P Martin (ASCL) – Chair  
Mrs A Robinson (ATL)  
Mr S Ud-din (LASGB)

### **Church of England**

Mr J Wilson

### **LCC**

County Councillor A Cheetham  
County Councillor P Buckley

### **Officers in attendance**

Mr J Hewitt – Head of School Improvement, Lancashire County Council, Children and Young People Directorate

Mr H Patel – Democratic Services Officer, Lancashire County Council, Office of the Chief Executive

Ms A Lloyd – School Improvement Advisor, Lancashire County Council

Mr A Anwar – Asset Management Community Faith Coordinator, Lancashire County Council

The Chair welcomed everyone to the meeting and introduced Mr Arasiab Anwar who would be contributing to Item 6 and also Ms Alison Lloyd who was attending the meeting as an observer.

### **1. Apologies**

Apologies for absence were received from Vijayanti Chauhan, Harsha Shukla, Joan O'Rourke, County Councillor Y Motala, Joanne Harris, Kath Cooper, Malcolm Craig and Moira Pate.

Sam Ud-din replaced Kath Cooper for this meeting as a representative of LASGB.

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

It was noted that Ian Young's signature on the minutes for the last meeting of the Quality and Standards Sub-group should have 'Clerk to the SACRE' beneath his name instead of his full job title.

**Resolved:** That, with the exception of the information noted, the minutes of the meeting held on 6 July 2015 be confirmed as a correct record.

### **3. SACRE Development Plan 2015/16**

The sub-group was informed of the discussion that took place at the meeting of the full SACRE in September, and the issues and suggestions that were raised were incorporated into the revised Development Plan presented.

**Priority 1** – The sub-group suggested that the success criteria should highlight how SACRE makes an impact, especially referencing the impact that is created from visiting schools. Therefore, further wording has been added to incorporate the visits by members. It was also noted that, following a query on the collection of assessment results at Key Stages 1 and 2, the closing date for this would be extended to 23 October 2015.

**Priority 2** – An issue was raised on Objective 'A' regarding the accessibility of the Agreed Syllabus on the website, and it was said in response to this that the password was readily as it was available but would not be put on the website protected site. With reference to Objective 'D', the text had been amended to emphasise work in partnership.

**Priority 3** – Responding to an issue on the provision of collective worship, the sub- group was advised that many schools work differently when discussing this particular topic and gathering information from individual schools was difficult – following on from this, members agreed that there was a clear problem when it came to schools confusing collective worship with 'assembly'.

**Priority 4** – There were no suggested changes from the previous meeting, but the sub-group discussed the potential to reinvigorate Youth Voice to try and increase attendance – examples of this included developing the Young Ambassador Scheme and splitting Youth Voice into separate events.

**Priority 5** – Further text was added to Objective 'B' regarding the issue of encouraging interfaith groups.

As part of succession planning, it was reported that Alison Lloyd would be taking over from Jonathan Hewitt, as the Officer to the SACRE after the annual general meeting in November. Professional leadership activity would still be carried out by Joanne Harris and Jo Crabtree as well as any other supporting practitioners.

**Resolved:**

- i. That the following actions be carried out per priority:
  - a. **Priority 2:**
    - i. That the website continue to be monitored for improvements to navigation

- ii. That, following members suggestions, 'Google Analytics' be considered for the website to calculate the demographic(s) of website users
- b. **Priority 3:**
  - i. That support for teachers and head teachers on Collective Worship be continued
- c. **Priority 4:**
  - i. That Youth Voice be reviewed

#### **4. Annual Report**

The draft report for 2015 was presented to the sub-group. This is based upon the structure from the NASACRE Guidance including advice given to the Council, schools etc. It was, however, noted that no major pieces of advice were provided within the last year, and no complaints had been received.

Attainment data on RE for 2014 – 2015 was presented to the sub-group , highlighting the fact that the attainment for Key Stages 1 – 3 had all improved on 2014, as collected from 45% of Primary schools and 25% of Secondary schools. It was also recognised that awards had been received by 4 new schools – members suggested that this information be recognised by the Full Council as both a record of achievement and an insight into the work of the SACRE for other councillors.

It was concluded that the final draft of the annual report would be presented at the annual general meeting of the SACRE in November. Several particular areas of strengths were voiced by members; the SACRE's work in community cohesion, Youth Voice, the NNW Hub, the support and the commitment from County Councillors and other members of SACRE. The fact that Lancashire's Agreed Syllabus was being used by some other local authorities was also highlighted as a strength.

#### **5. Youth Voice**

The sub-group agreed, due to Joanne Harris' absence, that the report on Youth Voice be deferred to the AGM of the full SACRE in November.

#### **6. Working in partnership with the Community Faith Coordinator**

Afrasiab Anwar was introduced to the board as a Community Faith Coordinator from the Burnley & Pendle Faith Centre. Information was presented to members on the services offered by the traded service of the Faith Centre, as well as how many schools had bought into these services to take part in visits to several places of worship around Lancashire.

Members were provided with a document from Stoneyholme Community Primary School, which evaluated the work carried out by the Faith Centre in a positive light, as well as a brochure advertising the Burnley & Pendle Faith Centre. It was

also noted that assemblies and training carried out touched on particular issues such as collective worship.

The Community Faith Coordinator was conscious that transport costs were often prohibitive, and the Faith Centre has begun to take their services to the schools as an alternative. Another key issue raised was that the funding for the Faith Centre was under review, and so a re-shaped offer should be considered to offer to schools which are interested in the visits.

Suggestions were raised by members including the possibility of classes from different schools twinning to attend/receive visits from the Faith Centre together, and for the Faith Centre to broaden its offers to the wider community (police etc.)

**Resolved:** That Afrasiab Anwar be invited to future meetings of the full SACRE and Sub-group as a co-opted member.

## **7. NNW Hub Meeting Report**

There was nothing to report for the NNW Hub.

The sub-group was asked if anything should be raised as an item for the next meeting's agenda, and it was suggested that the Burnley faith centre be advertised as an available, traded service.

## **8. Visit to Schools**

The sub-group was informed that contact had been made with some schools for visiting by members at the meeting of the full SACRE in September, and further contact would be made with head teachers to arrange these visits.

## **9. Agreed Syllabus Review**

The sub-group was informed that the Agreed Syllabus review would be finalised in March. The Agreed Syllabus Conference will be established in November 2015.

## **10. Future plans for SACRE**

Jonathan Hewitt advised the sub-group that information on available resources, funding and the planned structure of support for the rest of 2016 would be presented in April, following a discussion to be held between himself, Joanne Harris, Jo Crabtree, Alison Lloyd and Afrasiab Anwar.

## **11. National Update**

There was nothing to report for the National Update.

**12. Date of the next meeting**

The next meeting of the Sub-group will be held at 10am on 11 January 2016, in Cabinet Room B – the Diamond Jubilee Room at County Hall, Preston.

Paul Bond  
Clerk to the SACRE

County Hall  
Preston



## Lancashire SACRE Development Plan 2013/15 (June 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> </ul>	JHe JH/Teacher members of SACRE	Ongoing Dec 14
	<ul style="list-style-type: none"> <li>Share information with schools through the LA advisory service</li> </ul>	JHe	Dec 14
	<ul style="list-style-type: none"> <li>Provide marketed network meetings for primary schools</li> </ul>	JC	Dec 14
	<ul style="list-style-type: none"> <li>Provide marketed network meetings for secondary schools</li> </ul>	JH/Km	Dec 14
	<ul style="list-style-type: none"> <li>Work with Governor services to update governors on the work of SACRE</li> </ul>	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> </ul>	JHe	Apr 15
	<ul style="list-style-type: none"> <li>Monitor OfSTED Section 5 inspection reports</li> </ul>	JHe	
	<ul style="list-style-type: none"> <li>Monitor OfSTED subject inspection reports for RE and identify strengths / weaknesses in Lancashire's provision</li> </ul>	JHe	
	<ul style="list-style-type: none"> <li>Carry out a review of RE in a sample of Community /Controlled schools (10)</li> </ul>	JHe	
	<ul style="list-style-type: none"> <li>Gather feedback from schools via network meetings and conference</li> </ul>	JC/JH/KM	
	<ul style="list-style-type: none"> <li>Gather feedback from pupils using the Pupil Attitude Questionnaire</li> </ul>	JHe	
	<ul style="list-style-type: none"> <li>Gather feedback from pupils through the Youth Voice</li> </ul>	JH/KM	
<ul style="list-style-type: none"> <li>To monitor the implementation of the SACRE development plan and report to SACRE</li> </ul>	JHe		
d) Monitoring achievements in RE	<ul style="list-style-type: none"> <li>Create an annual report including feedback from Youth Voice</li> </ul>	JHe	Nov 15
	<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 D/K JHe	Nov 15
Success criteria			
<ul style="list-style-type: none"> <li>Feedback from schools indicates that the RE syllabus supports the teaching and learning of RE</li> </ul>			

- OfSTED reports identify spiritual development as an area of strength
- The trends in achievement are monitored and both strengths and weakness are identified
- There is an improving trend in achievement in RE at all Key Stages
- Positive feedback from Pupil Attitude Questionnaire on the provision of RE

**Progress October 2015**

**Good progress**

The Lancashire Agreed Syllabus has been adopted by a NW local authority following a presentation and meetings with schools in the local authority

Professional development programme has been established and three courses ran with over 40 attendees

Monitoring programme has been strengthened and a monitoring report was presented to the SACRE highlighting key strengths and areas for development including:

- Gathering 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

Training for SACRE members has been provided and will continue but SACRE members should carry out visits to schools

**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> </ul>	HH/TM	Dec 14



	<ul style="list-style-type: none"> <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>	JHe/TM	Oct 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/ SACRE members JC/JH/NATRE	Mar15 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> <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>	JC/JH/KM JH/JC JH/JC/TM  JH/AAanwar  PM/JHe	Jul 15 Dec 15 Dec 15  Mar 15  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 JH JH	Dec 15
<b>Success criteria</b> <ul style="list-style-type: none"> <li>Positive feedback on the RE website and increased usage</li> <li>Positive feedback on the development of the Agreed Syllabus from teachers</li> <li>Positive feedback from networks on impact of RE on pupil achievement</li> <li>Positive feedback from Pupil Attitude Questionnaire (PAQ) on the provision of RE</li> </ul>			

- 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 October 2015**

#### **Good Progress**

Attainment in RE continues to improve at all key stages in Lancashire from the results reported. At the end of Key Stage 1, 2 and 3 around 85 % of pupils reach the expected levels of attainment.

At the end of Key Stage 4 attainment in Lancashire is above the national average with around 75% of pupils gaining a grade C or above and around 30% gaining grades A/A\*

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

Support is required on the following:

Marketed training and support for schools on the teaching of RE and Collective Worship

- Develop the course programme on the content of the Agreed Syllabus and how to make best use of it
- Provide teacher networks on RE for Primary schools
- Organise a primary school conference on RE
- Provide support on progress and achievement in RE
- Support Headteachers in implementing the Agreed Syllabus
- Develop guidance for teachers on knowledge about World Faiths
- Provide support in self evaluation of RE

Developing support in the assessment of RE

- Establish a working group on Assessment in RE with a primary phase focus and secondary phase focus

Improving the accessibility of the RE website

- Develop the website so that it is easier to use

Promoting and supporting Community Cohesion

- To provide training for teachers on tackling controversial issues in RE

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

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 JHe JC	Ongoing Mar 15 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 YV schools	Jul 15 Jul 15
Success criteria <ul style="list-style-type: none"> <li>Positive feedback from OfSTED Section 5 inspections on the provision for CW</li> <li>Increased usage of the CW support materials including Mirrors and Doors 2</li> <li>Positive feedback from SACRE members' visits to schools on CW</li> </ul>			
<b>Progress October 2015</b> <b>Satisfactory progress</b> Positive feedback from OfSTED inspections on Social, Moral, Cultural and Spiritual development No complaints were received about Collective Worship[ from Governing Bodies of Lancashire community and controlled schools			

### 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 October 2015**

**Good progress**

Youth Conference took place and was well received with 8 schools attending

Faith Friends involved in work with schools in East Lancashire through the Faith Centre

Feedback from NASACRE, NNW Hub meetings, NATRE and REC informs SACRE decisions

- Develop further work with the Faith Centre
- Review the work of Youth Voice

## 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 October 2015

#### Good progress

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

Positive feedback from PAQ evident in the SACRE Monitoring Report (Spring 2015)

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

## DRAFT Lancashire SACRE Development Plan 2015/16

<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) Review the membership of SACRE	<ul style="list-style-type: none"> <li>• Review membership of SACRE</li> <li>• Develop role of SACRE members including visits to schools</li> </ul>	JHe/PM	July 2016
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>• Share information with schools through the LA advisory service</li> <li>• Provide marketed network meetings for primary schools</li> <li>• Provide marketed training for schools on the Agreed Syllabus</li> <li>• Work with Governor services to update governors on the work of SACRE</li> </ul>	JHe JHe JC JH JHe	Ongoing Sept 16 Ongoing Ongoing July 16
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>• Gather feedback from schools via network meetings and conference</li> <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> </ul>	JHe JHe JHe  JC/JH JHe JH JHe  JHe JHe	Ongoing July 16 July 16  Ongoing March 16 July 16 March 16 & Nov 16 Nov 16
d) Monitoring achievements in RE	<ul style="list-style-type: none"> <li>• Analyse GCSE results</li> <li>• Analyse Teacher Assessments at KS1,2 and 3</li> </ul>	P D/K JHe	Nov 16 Nov 16
Success criteria			
<ul style="list-style-type: none"> <li>• Members of SACRE play an important role in promoting and developing RE including members being encouraged to visit schools to observe practice in RE and Collective Worship and to visit any other appropriate activities e.g Interfaith Week Programmes.</li> </ul>			

<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>	
<b>Progress</b>	

<b>Priority 2 : To raise achievement in RE</b>			
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> </ul>	JH/JC/TM	Dec 16
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/ SACRE members JC/JH/NATRE	Mar16 Jul 16
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>• Promote school self-evaluation through the RE Quality Mark materials</li> <li>• Develop the work of the Burnley and Pendle Faith Centre in supporting RE</li> <li>• Maintain the support for NW RE hub</li> </ul>	JC/JH/ JH/JC JH/JC/TM JH/AAanwar PM/JHe	Ongoing Ongoing July 16 July 16 Sept 16
d) Providing opportunities to connect with different	<ul style="list-style-type: none"> <li>• Liaise and work in partnership with Lancashire Inter Faith and Community</li> </ul>	Lancs FF/ SACRE	Jul 16



living religious traditions	<p>organisations , SACRE members and the Burnley and Pendle Faith Centre to promote opportunities to share different religious traditions</p> <ul style="list-style-type: none"> <li>On the web site, provide links to resources which can be accessed in different parts of the County e.g in Burnley visits to and from any faith group can be arranged</li> </ul>	members/YV/ Afrasiab Anwar	
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 JH JH	March 16
<p>Success criteria</p> <ul style="list-style-type: none"> <li>Positive feedback on the RE website and increased usage</li> <li>Positive feedback on the development of the Agreed Syllabus from teachers</li> <li>Positive feedback from networks on impact of RE on pupil achievement</li> <li>Positive feedback from subject leaders on their confidence in leading RE</li> <li>Positive feedback from Pupil Attitude Questionnaire (PAQ) on the provision of RE</li> <li>Positive feedback from Youth Voice conference / meetings on the impact of RE</li> <li>OfSTED reports identify spiritual development as an area of strength</li> <li>Positive feedback from OfSTED subject inspections</li> </ul>			
<b>Progress</b>			

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

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> </ul>	JC/JH JHe	Ongoing Mar 16
b) Augment exemplification materials	<ul style="list-style-type: none"> <li>Develop resources through linking to wider available resources</li> </ul>	JC/JH	Jul 16

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 YV schools	Jul 16 Jul 16
<b>Success criteria</b> <ul style="list-style-type: none"> <li>• Positive feedback from OfSTED Section 5 inspections on the provision for CW</li> <li>• Increased usage of the CW support materials including Mirrors and Doors 2</li> <li>• Positive feedback from SACRE members' visits to schools on CW</li> </ul>			
<b>Progress</b>			

#### 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 11<sup>th</sup> SACRE Youth Conference to address the development plan priorities</li> </ul>	JH	Jul 16
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 16
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
<b>Success criteria</b> <ul style="list-style-type: none"> <li>• The development plan is informed by stakeholders including:               <ul style="list-style-type: none"> <li>• SACRE members</li> <li>• Youth Voice</li> <li>• QCI Partnership Development Group</li> </ul> </li> <li>• The provision for RE is enriched through links with people of different faiths, beliefs and traditions</li> </ul>			

- SACRE's work informs and is informed by national developments in RE

**Progress**

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

Objectives	Activities		
a) 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> <li>• Consider provision of guidance on the role of RE in promoting Community Cohesion</li> <li>• Develop the role of Community faith Coordinator to promote community cohesion across Lancashire</li> </ul>	<p>JHe/JC/JH</p> <p>SACRE QSS</p> <p>JHe/Afrasiab Anwar</p>	<p>Jul 16</p> <p>Jul 16</p> <p>Dec 15</p>
b) Ensure that SACRE promotes Community Cohesion through its work	<ul style="list-style-type: none"> <li>• Report on steps taken to promote Community Cohesion through RE</li> <li>• 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</li> <li>• Identify, as a result of contacts, visits to schools, activities and events, ideas and opportunities schools can use, and make these known</li> </ul>	<p>JHe</p>	<p>Nov 16</p>

**Success criteria**

- Strategies to promote Community Cohesion through RE are identified on the website
- Support is provided for schools in relation to RE and its role in promoting Community Cohesion
- 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**

<b>6. To review the Agreed Syllabus:</b>			
Objectives	Activities		
a) Review the Agreed Syllabus	<ul style="list-style-type: none"> <li>Review the aims of the Syllabus</li> <li>Evaluate the approach to learning promoted by the Syllabus</li> <li>Evaluate the structure and content of the Syllabus</li> <li>Evaluate the effectiveness of the approach to assessment underpinning the Syllabus</li> </ul>	JHe/JC/JH	Dec 15
b) Identify areas for development in the Syllabus	<ul style="list-style-type: none"> <li>Present findings from the evaluation to the Agreed Syllabus Conference</li> <li>Agree areas for development with the Agreed Syllabus Conference</li> </ul>	JHe/JC/JH	March 16
c) Implement the recommendations of the Agreed syllabus Conference	<ul style="list-style-type: none"> <li>Make revisions to Agreed Syllabus</li> </ul>	JHe	May 16
d) Publish revised Syllabus	<ul style="list-style-type: none"> <li>Publish revised Syllabus for schools</li> <li>Provide training opportunities for schools on the Revised Syllabus</li> </ul>	JHe/JC/JH	July 16
<b>Success Criteria</b> <ul style="list-style-type: none"> <li>Revised Agreed Syllabus is effective in supporting the effective teaching and learning of RE</li> </ul>			
Progress			

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Key

JH Joanne Harris

PM Peter Martin

JC Joanne Crabtree

JHe Jonathan Hewitt

PD-K Paul Dyson-Knight

TM Tracy Matheson

YV Youth Voice



**Annual Report of the  
Lancashire Standing Advisory  
Council  
on Religious Education  
2014 - 2015**



## CHAIRMAN OF LANCASHIRE SACRE

### SACRE chairman's report 2013-14



SACRE Annual Report - 2014-5

#### **Chairman's Report**

The confluence of energy from our members who continue to attend meetings in good numbers has maintained the momentum for the Lancashire SACRE this year. As we approach the time for quinquennial review of the syllabus, we are also being asked to re-examine the strengths of local determination and the potential for collaboration at a national level. The debate will not be resolved quickly, but I feel confident that, with the style in which our proceedings have been conducted up to now, we can make constructive and collaborative progress in the coming months.

Inevitably, global and national events continue to influence our work, and the pressures which central government apply to state education. Never have we felt more strongly the importance of our role in making sense of what it is to be human, and sharing what it is we have in common rather than what promotes division in Britain today.

The regular meetings programme with representatives from other SACREs in the northwest has proved a valuable exercise, which we hope to continue.

Our professional support from Jonathan Hewitt as officer to the SACRE has been peerless. The work of our teacher and headteacher members keeps us grounded in what actually works in the classroom, and in this regard Joanne Harris, Kate Murry and Jo Crabtree have striven hard to spread best practice. We acknowledge with thanks the valuable contribution made by Josh Mynott, now succeeded by Habib Patel and the clerking of Kieran Doherty.

Peter Martin  
Chairman, Lancashire SACRE



## **Role of SACRE**

The role of the SACRE is:

- To provide advice to the LA on all aspects of its provision for R.E. in its schools (this does not include Voluntary Aided Schools);
- To monitor the effectiveness and appropriateness of the LA's Agreed Syllabus for R.E, decide when it needs to be reviewed and require that the LA carries out such a review, at least every five years;
- To provide advice to the LA on Collective Worship in its schools (this does not include Voluntary Aided or Voluntary Controlled Schools);
- To consider any requests from Head teachers to hold Collective Worship that is not of a broadly Christian character.
- To advise on matters relating to continuing professional development (training) for teachers in R.E. and Collective Worship;
- To provide advice on methods of teaching in R.E;
- To provide advice on the choice of teaching materials for R.E;
- To monitor the effectiveness of R.E. and Collective Worship in community schools

## **Advice**

SACRE has not provided advice to the local authority on RE during the 2014/15 academic year.

SACRE has provided advice to schools through the officer to SACRE on a number of issues relating to the use of the Agreed Syllabus and their statutory duties in the teaching of RE. Schools have responded well to the advice provided.

SACRE has not given any advice to HM Government on RE during the past academic year.

## **Determinations**

Determinations are made where a school, on behalf of a number of parents, requests Collective Worship other than that set down by statute. No such requests have been received by SACRE during the past year.

## **Complaints**

SACRE has a role in investigating complaints against schools in relation to RE and Collective Worship. No such complaints were received in the past year.

## **Support for SACRE**

The Lancashire SACRE is supported the following officers of the County Council:

Mr J Hewitt - Head of School Improvement

Mr H Patel - Democratic Services Officer,

Mr K O'Doherty - Democratic Services Officer

## **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](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

Joanne Harris, Secondary teacher of RE and

Youth Voice – update on their work and future planning

## **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 2015 with around 86% of pupils reaching the expected levels of attainment. At the end of KS2 attainment improved further with about 85% 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 86% of pupils reaching the expected level of attainment, a rise of 3% on the previous year.

The proportion of pupils entered for the full course in all Lancashire schools rose by just over 1% to 61% in 2015. Levels of attainment in Lancashire's Schools remained above the national average for all schools, with over 75% of pupils gaining a GCSE at grade A\*-C compared with 72% nationally. Just under 30% of pupils gained a grade A\*-A in RE.

In March 2015 a report was presented to SACRE on the quality of provision in RE in Lancashire's community and voluntary controlled schools. This report reviewed attainment in schools and also used OfSTED inspection reports to monitor the quality of provision. The main findings of this report were as follows:

- Over 80% of pupils reached or exceeded the expected level in RE at the end of Key Stage 1 and/or 2 in 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.
- 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.

### **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

During the year a range of courses has been offered to schools with over 50 teachers attending sessions to help them make best use of the Agreed Syllabus. 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](http://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

Springfield Primary School, Burnley

Silver Award

Newburgh Church of England primary School

Bronze Award

Green Haworth Church of England Primary School

Trumacar Primary School

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

### **Youth Voice**

On 8<sup>th</sup> July 2015 schools from across Lancashire took part in the 11<sup>th</sup> Annual Lancashire SACRE Youth Conference held at the Gujarat Hindu Society Centre in Preston.

The focus for this year's conference was *'Making RE the best it can be' How does good RE contribute to preparing young people for life in modern Britain?*

As part of its responsibility to support Religious Education, Lancashire SACRE is committed to providing engaging opportunities for young people to explore and consider the development of the Lancashire RE syllabus 2011, and this conference has been acknowledged nationally as an example of excellent practice in youth voice.

The conference was attended by 54 pupils from 8 different schools across the area consisting of 1 Primary, 1 Special and 6 Secondary schools.

### **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/](http://www.lancsngfl.ac.uk/curriculum/re/) and is password protected. All eligible schools can access this resource 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](mailto:tracy.matheson@lancashire.gov.uk)

### **Contribution 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 Conference took place in July 2015. A website [http://www.lancsngfl.ac.uk/urriculum/re/index.php?category\\_id=62](http://www.lancsngfl.ac.uk/urriculum/re/index.php?category_id=62) is available to support linking schools with faith groups 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 its role in promoting fundamental British Values and carried out a number of actions to support Community Cohesion. These actions included providing support and advice to schools on the value of RE in promoting British Values and the work of the Burnley and Pendle Faith Centre. A letter from Lord Nash, Parliamentary Under Secretary of State for Schools, was also considered in some detail and it was agreed that a section of the 2015-16 development plan should be dedicated to promoting Community Cohesion.

### **RE Hub**

During the year Lancashire SACRE continued to host a network meeting of a number of SACREs in the northern part of the North West region to raise issues of common concern and share good practice and ways of working together. The meeting was attended by representatives of SACREs in Blackpool, Bolton, Bury, Cumbria, Lancashire, Warrington and Wigan and was well received.

Areas discussed included:

- Response to the letter from the Parliamentary Under Secretary of State for Schools
- The Young Ambassadors for RE scheme
- Constitution of SACREs
- Strategies to support one another in developing professional development in RE

This initiative will be taken forward in the coming year.



**Report to the Cabinet Member for Children, Young People and Schools**  
**Report submitted by: Head of Service School Improvement**  
**Date 5 November 2015**

**Part I**

Electoral Division affected:  
All

## **Lancashire Religious Education Agreed Syllabus Conference** (Appendix 'A' refers)

Contact for further information:  
Jonathan Hewitt, 01772 531663, Head of School Improvement  
[Jonathan.hewitt@lancashire.gov.uk](mailto:Jonathan.hewitt@lancashire.gov.uk)

### **Executive Summary**

The appointment of an Agreed Syllabus Conference on the 23<sup>rd</sup> November for the purpose of reviewing the Lancashire Agreed Syllabus of Religious Education.

### **Recommendation**

The Cabinet Member for Children, Young People and Schools is recommended to approve that an Agreed Syllabus Conference be convened and that the persons who sit on the representative groups on the Lancashire Standing Advisory Council for Religious Education (SACRE), excluding the Co-opted Members, be appointed as members of the Agreed Syllabus Conference.

### **Background and Advice**

It is a statutory requirement that the Authority should convene an Agreed Syllabus Conference for the purpose of reviewing the Religious Education (RE) syllabus. The syllabus sets out what should be taught to pupils in all key stages and the standards expected of them at the end of each key stage. The syllabus must be reviewed within five years from the date on which it was adopted. The current Lancashire Agreed Syllabus of Religious Education was adopted in December 2010, and is therefore now due for review. It is proposed that the Authority convenes an Agreed Syllabus Conference to produce an agreed syllabus for RE.

The composition of the Conference is very similar to that of the Lancashire Standing Advisory Council on Religious Education (SACRE) with committees of persons representing the same four groups that constitute the representative groups on the SACRE, namely:-

- (a) Such Christian and other Religious Denominations as, in the opinion of the Authority, would appropriately reflect the principal religious traditions in the area;

- (b) The Church of England;
- (c) Such Associations, representing teachers as, in the opinion of the Authority, ought having had regard to the circumstances of the area be represented; and
- (d) The Authority.

The current membership of the SACRE is set out at Appendix 'A'. There is however, unlike the SACRE, no provision for co-opted members on the syllabus conference. The conference may ask for contributions and advice from anyone who will be useful in reviewing the syllabus.

### **Consultations**

The Lancashire Standing Advisory Council on Religious Education (SACRE) has been consulted.

### **Implications:**

This item has the following implications, as indicated:

### **Risk management**

The Education Act 1996 requires the Authority to produce an agreed syllabus for Religious Education by bringing together an Agreed Syllabus Conference. Failure to do so would mean that the Authority was in breach of the requirement and the Secretary of State could intervene to take over that role.

### **List of Background Papers**

Paper	Date	Contact/Tel
Lancashire Religious Education Agreed Syllabus Conference	17 <sup>th</sup> May 2010	Habib Patel/(01772) 536099

Reason for inclusion in Part II, if appropriate

N/A



**LANCASHIRE STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE) – MEMBERSHIP**

**Christian and other Religious Groups appropriately reflecting  
The Principal Traditions in the Area**

<b><u>The Roman Catholic Church (3)</u></b>	-	Ms J Busby
	-	Mr B McMullen
	-	Mr S Jones
<b><u>The Free Churches Group (3)</u></b>	-	Mr C Wills (UR)
	-	Mr P Baker (AoG)
	-	Mrs A Tidswell (M)
<b><u>Islam (5)</u></b>	-	Mr N Anwar
	-	Ms I Hussain
	-	Mr S Jogi
	-	Mr H Mulla
	-	Mr Z Anwar
<b><u>Hinduism (2)</u></b>	-	Ms V Chauhan
	-	Mrs H Shukla
<b><u>Judaism (1)</u></b>	-	Mr E Guttentag
<b><u>Sikhs (1)</u></b>	-	VACANCY
<b><u>Buddhism (1)</u></b>	-	Kelsang Pagpa
<b><u>Teacher Associations (4)</u></b>	-	Mr P Martin (ASCL)
	-	Ms J Crabtree (NUT)
	-	Mr D Fann (NAHT)
	-	Mrs A Robinson (ATL)
<b><u>Church of England (5)</u></b>	-	Mrs J O'Rourke (Liverpool)
	-	Miss L Horobin (Blackburn)
	-	Ms M Pate (Blackburn)
	-	Mrs H Sage (Blackburn)
	-	Mr J Wilson

**Local Authority** (5)

- Mr F Williams
- CC P Buckley
- CC A Cheetham
- CC Y Motala
- CC K Ellard

**Co-opted Members** (6)

- Joanne Harris (Teachers in the Secondary Sector)
- Mrs K Cooper (Lancashire Association of School Governing Bodies)
- Ms J Clarke (NATRE)
- Carrie Mercier (Teacher/Trainer from the Higher Education Sector)
- Mrs J Sawyer (Teachers in the Primary Sector)
- Mr F Farrell (Teacher/Trainer in the Higher Education Sector)

**Observers** (3)

- Dr Malcolm Craig (Bahá'í Faith)
- Ms J Jarvis (BHA)
- Mr A Brennand (Paganism)

1 April 2010

## 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**



# Agenda Item 10

Dear Peter, Josh & Jonathon,

*Your details have been accessed from the NASACRE (National Association of SACREs) contacts list. Please forward to the appropriate person if you are no longer involved with Lancashire SACRE.*

To date 0 (zero) returns have been made by Lancashire SACRE members, so this email is being sent as a reminder, following the one sent in mid-August.

Would you please forward the following details to all members of your SACRE, in the hope that they will complete the short online SACRE member survey that it draws attention to. This only takes 10 minutes to complete, and explores the purpose of Religious Education (RE) in schools. It can be accessed from the NASACRE website or at:

<https://bishopg.onlinesurveys.ac.uk/sacre-what-is-re-for-2> If your SACRE members might prefer to complete paper copies of the survey these can be downloaded from the NASACRE website, or you could contact me directly for a copy/copies. The survey may be completed by members, regular observers, advisers, clerks, etc. - anyone who has regular engagement with a local *Standing Advisory Council for RE*. The NASACRE website also contains details of the survey results so far, which might provide an interesting paper for discussion at your SACRE meetings.

In recent years many RE professionals have suggested that RE is trying to achieve too much, and that this has led to confusion for teachers. The survey asks SACRE members (who have ultimate and legal responsibility for RE in their area) what they consider to be the most important dimensions of the subject: What should be the subject's main focus? What should it give most attention to?

Your help in making the survey widely available to SACRE members would be much appreciated, and I hope that you will be willing to forward this email to those members of your local SACRE that you have email contacts for. Please also let me know if there is any other way in which I can help you in respect of the survey. Many thanks.

Best wishes,

Mark

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