



## Report to Lancashire SACRE: February 2022

- The following training opportunities are planned for the spring term:
  1. 25<sup>th</sup> February 2022 – Subject Leader training for the Yarrow Schools Teaching Alliance (30 schools)
  2. 25<sup>th</sup> March 2022- training for trainee teachers who access the School Centred Initial teacher training programme (SCITT)
  3. Assessment training for all key stages to support schools in submitting secure summative end of key stage outcomes and establishing effective formative assessment procedures  
<https://lpds.lancashire.gov.uk/courses.asp?subject=REL>
- The SACRE annual report has now been submitted to the DFE/ NASACRE following scrutiny at the Quality and Standards Sub Committee  
[http://www.lancsngfl.ac.uk/curriculum/re/index.php?category\\_id=79](http://www.lancsngfl.ac.uk/curriculum/re/index.php?category_id=79)
- The spring 22 RE newsletter has been circulated and is attached.
- A survey has been sent to special schools in authorities that use our syllabus. We are gathering views on what adaptations are needed and what training would be welcomed to enable teachers to best meet the needs of their pupils.
- A range of new subject leader resources are now available to teachers: pupil voice monitoring tool, quality of education evaluation proforma, model policy document, website evaluation tool.
- The QSS intend to amend the NASACRE website evaluation tool following feedback after a trial run in the autumn term.
- Actions taken to date have been highlighted on the current SACRE Development Plan – attached.

### Lancashire SACRE

#### Monitoring of Ofsted Reports published between

1<sup>st</sup> September 2021 – 21<sup>st</sup> January 2022.

#### Primary

*51 reports were published in total; 18 were inspections of community or voluntary controlled schools. The quality of religious education is not mentioned in any report.*

**Banks Methodist (VC):** Section 8 – remains a good school.

Pupils have opportunities to learn about different faiths and cultures. This helps them to respect differences between people. Pupils learn about British values, including democracy.

**Banks St Stephens (VC):** Section 5 OE: Good

They understand the importance of tolerance and respect for the views of others.

**Bowerham Primary and Nursery:** Section 5 OE: Good

Pupils understand the importance of tolerance and mutual respect.

**Brookfield Community:** Section 8 – Outcome 3

**Deepdale Community:** Section 5 OE: Good

**Fishwick:** Section 8 – remains a good school.

**Gisburn Road Community:** Section 8 – remains a good school

**Higham St Johns (VC):** Section 8 – remains a good school

**Holme Primary:** Section 8 – remains a good school

**Ingol Community:** Section 5- OE: Good

**Lancaster Road:** Section 8- remains a good school

Pupils know that people come from families, faiths and cultures that may be different from their own. They respect and celebrate these differences.

**Leyland Methodist Junior:** Section 5 – OE: Good

**Longsands Community:** Section 8- remains a good school

**Lytham Hall Park:** Section 5 – OE: Outstanding

Pupils know how to build and maintain healthy relationships. They talk confidently about faiths and beliefs that differ from their own.

**Morecambe Bay:** Section 5- OE Good

They learn about differences and similarities in faiths and cultures.

**Oswaldtwistle St Andrews VC:** Section 8 – remains a good school

**Balladen Rawtenstall:** Section 5- OE Requires Improvement.

**Sabden:** Section 8 – remains a good school

### Secondary

*21 secondary schools had reports published during this period, 3 of which were Lancashire community schools or voluntary controlled schools who had section 5 or section 8 inspections.*

**Carr Hill Hall:** Section 5 OE Requires Improvement

**Longridge High School:** Section 5 OE Requires Improvement.

**Moor Park High:** Section 5 OE Good

Pupils learn about the cultures and beliefs of others. This helps them to understand the diversity of the world in which they live,