

Standing Advisory Council on Religious Education

Wednesday, 13 May 2009

2.00 pm

Kingston Centre, Fairway, Stafford ST16 3TW

John Tradewell
Director of Law and Governance
5 May 2009

A G E N D A

1. **Apologies**
2. **Welcome to New Members**
3. **Declaration of Any other Business**
4. **Minutes of the meeting held on 26 February 2009** (Pages 1 - 6)
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9. **Professional Development Opportunities for SACRE Members** (Pages 15 - 16)
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11. **SACRE Development Plan** (Pages 19 - 28)
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12. **The SACRE Budget 2009 - 2010** (Pages 29 - 30)
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13. **Any Other Business**
14. **Date of next meeting**

The next meeting of SACRE is scheduled for Wednesday 18 November 2009, 2.00 pm, Kingston Centre, Stafford.

Membership

| | |
|---------------------|-----------------------------|
| Rummy Bajaj | Colin Hopkins |
| Blackmore | Janet Kemp |
| Catherine Brandrick | Dr Laow |
| Pat Budd | Dave Lyons |
| Christine Chadwick | John McCarthy |
| Davies, P.R. | Michael Metcalfe (Chairman) |
| G Devadason | Sydney Morris |
| Veronica Downes | Liz O'Brien |
| Drinkwater, E.N. | Muhammad Parekh |
| Frankie Durairatnam | Sam Phillips |
| Finn, T.V. | Bill Walley |
| Mary Gale | Wilkins, A.J. |
| Lynn Godden | Rosemary Woodward |
| Hifsa Haroon-Iqbal | |

Minutes of the Standing Advisory Council on Religious Education Meeting held on 26 February 2009

Present:

Attendance

| | |
|---------------------|-------------|
| Rummy Bajaj | Committee A |
| Sue Blackmore | Committee B |
| Pat Budd | Co-opted |
| Christine Chadwick | Committee A |
| Peter Davies | Committee D |
| Veronica Downes | Committee D |
| Frankie Durairatnam | Co-opted |
| Terry Finn | Committee A |
| Mary Gale | Committee B |
| Colin Hopkins | Committee B |
| Janet Kemp | Committee A |
| Karen Knobbs | Committee A |
| Dr Laow | Committee A |
| Michael Metcalfe | Committee B |
| Sydney Morris | Committee A |
| Liz O'Brien | Committee A |
| Muhammad Parekh | Committee A |
| Sam Phillips | Committee A |
| Bill Walley | Committee A |
| Rosemary Woodward | Committee B |

Also in attendance: The following officers were also in attendance: Heather Farr, Senior Advisor for RE; Emma Senior, Advanced Skills Teacher for RE; and Helen Phillips, Senior Members and Democratic Services Officer, Law and Governance.

Apologies: Catherine Brandrick, Drinkwater, E.N., Lynn Godden, Mr John McCarthy and Wilkins, A.J.

PART ONE

44. Welcome to New Members

The Chairman welcomed new members to SACRE, including Mrs Sue Blackmore, Committee B, and the Venerable Dr. Phramaha Laow Panyasiri, Buddhist representative on Committee A.

Although Mrs Karen Knobbs had attended SACRE previously this was her first meeting as a SACRE member, as a Methodist representative on Committee A.

45. Minutes of the Meeting held on 19 November 2008

RESOLVED - That the minutes of the meeting held on 19 November 2008 be confirmed and signed by the Chairman.

Members felt it would be useful to include an item listing officers and non members also in attendance at each meeting.

Members considered the Annual SACRE Lecture, specifically whether the cost influenced attendance. It was suggested that this year they would trial serving refreshments only, rather than a meal, thus reducing the cost and hopefully improving attendance.

46. Update on Key Issues

(Schedule 1)

SACRE received an update on key issues that had developed or arisen since their last meeting. The issues raised included:

- i) the Student Council;
- ii) NASACRE conference for new SACRE members (Staffordshire had been well represented at this event and members heard details of the conference programme. SACRE were pleased to note that both their Annual Report and Terms of Reference were to be included on NASACRE's website as exemplar documents.);
- iii) Ofsted subject focused inspections (Staffordshire had been the subject of four secondary and one primary RE subject focused Ofsted inspections within the last twenty-one months. There was some concern at the number of these inspections within this timescale and it was agreed that SACRE would support a letter being sent to Ofsted highlighting this concern);

- iv) QCA Annual Analysis of SACRE reports from 2006/07 (members were pleased to note that for the first time Staffordshire SACRE was mentioned in this report); and
- v) Examination results 2008 (a letter had been sent to all schools that had done particularly well).

RESOLVED – That the report be noted.

47. NASACRE Update

The Chairman gave an oral report updating members on the key issues raised by the National Association of SACRE's (NASACRE), including: capacity building for SACRE's and how to recruit and prepare new members; interfaith network project; interfaith work with young people awards; and the NASACRE annual meeting held in Birmingham during June 2009.

RESOLVED – That the oral report be noted.

48. The Agreed Syllabus Review 2009

(Schedule 2)

At their meeting of 17 June 2008 SACRE had convened an Agreed Syllabus Conference and set in motion the Agreed Syllabus Review for Staffordshire.

Members received copies of the revised draft and an update and presentation on the Review's progress, including:

- i) consultation with teachers at network meetings;
- ii) consultation with all schools through a questionnaire circulated in the autumn term;
- iii) taking into account best practise whilst retaining those areas of the current syllabus that work well and support high quality teaching and learning;
- iv) take account of the Non- Statutory Framework for RE;
- v) syllabus drafted and shared with SACRE at their meeting of 19 November 2008;
- vi) review of draft and recommendations by a working group of teachers from all phases of schools;
- vii) second draft produced; and,
- viii) media team involved in layout and presentation of the document.

SACRE considered the revised draft and made the following comments and suggestions:

- a) dividing reception/foundation and Key Stage 1 within the syllabus;

- b) giving equal parity to pupils with Special Educational Needs (SEN), including references to their attainment targets and levels;
- c) members supported the proposal for an examination syllabus to be followed at KS4;
- d) members supported the move to a single aim for RE;
- e) members supported the proposal that, where schools proposed to offer RE through citizenship or humanities at Key Stage 4, they should submit their proposals to SACRE for consideration in advance of implementation;
- f) members supported a reduction in the previous seven elements of the Syllabus to six, in line with the Non Statutory Framework; and,
- g) the inclusion of conceptual and experiential faiths and how these could be measured.

SACRE also considered teacher development and their awareness of other faiths.

Members were asked to forward any further comments they may have on the revised syllabus to Heather Farr.

RESOLVED – That a) the progress made so far be noted; and
b) any further comments or suggestions be forwarded to Heather Farr.

49. The New Staffordshire Website for RE

(Schedule 3)

The Staffordshire website for RE had moved to a new site and had a new format. Members were shown the key changes and content of the new website, and saw the SACRE section of this site.

RESOLVED – That the report and the new website be noted.

50. The SACRE Budget 2008-2009

(Schedule 4)

Members received a copy of the SACRE budget for the financial year 2008-09.

RESOLVED – That the report be received.

51. Any Other Business

SACRE were informed that the Friends of Faith Forum was now meeting in Staffordshire and several members of SACRE were also represented on this Forum. Details of these meetings would be reported to SACRE.

Chairman

Documents referred to in these minutes as Schedules are not appended, but will be attached to the signed copy of the Minutes of the meeting. Copies, or specific information contained in them, may be available on request.

**Standing Advisory Council on Religious Education
13th May 2009
Report of the Corporate Director (Children and Lifelong Learning)**

An Update on Key Issues

1 Purpose of Report

1.1 To present members of SACRE with a brief update on key issues that have developed or arisen since the last meeting of SACRE.

2 Summary

2.1 Members of SACRE will receive a brief report on a number of key issues. These are matters which have either been raised at previous SACRE meetings and which have moved forward, or matters on which it is appropriate to brief members of SACRE.

3 Recommendation

3.1 That members of SACRE receive the report and note the contents

4 Background

4.1 Since the spring meeting of the SACRE there have been developments in a number of areas which had previously been agenda items for SACRE or which have local or national importance for RE.

4.2 Members will be briefed on these key developments. A summary is attached to this paper.

5 Equal Opportunities

5.1 This report has been prepared in accordance with the County Council's policies on equal opportunities.

6 Financial implications

6.1 Financial implications may be raised by individual items. These have been dealt with elsewhere, or will be raised at future meetings of SACRE.

Contact Officer
Telephone number:

Heather Farr
01785 277997

Frequency of subject inspections

At the spring term meeting members requested that a letter be sent to the HMI with responsibility for RE to express concern about the frequency of subject inspections within the county. A letter was sent from Bill Dewar, head of School Improvement Division, and a response was received from Alan Brine HMI. Copies of the letters are attached.

Subject inspection report, Endon High School

The sixth subject focused inspection in the county took place on the 16th and 17th March 2009. The department was judged to be good overall.

Achievement and standards, teaching and learning, leadership and management were all judged to be good, with the quality of the curriculum deemed to be satisfactory. Examination results were judged to be 'particularly impressive'. The subject leader was commended for 'excellent use of the analysis of assessment data to evaluate achievement'.

Areas for improvement were identified as:

- establishing a clearer focus on the key skills and concepts of the subject that builds upon students' prior knowledge when planning the Key Stage 3 curriculum
- ensuring that marking consistently provides precise information and advice to students about how to improve their work.

Overall the judgements on the six county schools inspected to date have been three good, two satisfactory and two inadequate. The county has been involved in work with both schools judged to be inadequate.

Reports from subject focused inspections can be read in full on the Ofsted website at

http://www.ofsted.gov.uk/oxcare_providers/list

The Student Council



The summer term meeting of the Student Council was held at the Seabridge Centre on Thursday 23rd April. Attendance was a little lower than usual as many students were focused on revision for forthcoming examinations, but there was good representation from both Year 12 and Year 13. As always, Michael Metcalf's support was much appreciated, and the AST, Emma Senior also attended, offering to organise a visit to a highly regarded conference at the end of June for members. Frankie Durairatnam gave a talk on the essential aspects of the Baha'i faith and Councillors asked questions that were interesting, challenging and searching.

Minutes of Council meetings are now lodged on the Staffordshire website and can be found at <http://education.staffordshire.gov.uk/Curriculum/Subjectareas/ReligiousEducation/studentcouncil/>

Staffordshire SACRE web page

Further material has been added to the Staffordshire SACRE site, and members can view information, including minutes, at <http://education.staffordshire.gov.uk/Curriculum/Subjectareas/ReligiousEducation/SACRE/>

Monitoring of provision

At the spring term meeting members were advised of monitoring information received relating to proposed changes in provision at a school in North Staffordshire. Concern was expressed that the suggested changes may not be in keeping with arrangements outlined in the new Agreed Syllabus. Members asked that a letter be sent to the school to advise them of forthcoming changes. A letter has been sent but to date no reply has been received. A copy of the letter will be tabled at the meeting.

The SACRE Awards

This year the SACRE Awards are to be held on Thursday 2nd July. A letter will shortly be sent to schools inviting nominations in the four categories. SACRE members are cordially invited to join in the celebrations at the Seabridge Centre from 1.30 on that afternoon.

Persona Dolls

Articles of Faith has supported the offer of a range of persona dolls representing a variety of faith communities. This has been made available to all primary teachers and there has been a reasonable uptake.

2007 27/3 - 1st class

Children & Lifelong Learning Directorate

Bill Dewar, Assistant Director

Kingston Centre, Fairway, Stafford, ST16 3TW

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Please ask for: Bill Dewar

Mr A Brine
HMI with responsibility for RE
Royal Exchange Buildings
St Anne's Square
Manchester
M2 7LA

My ref: BD/HF/2503L.02/CJC Your ref:

Date: 26th March, 2009

Dear Mr. Brine

Religious Education Survey Inspections, Staffordshire

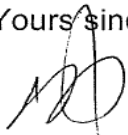
Since May 2007 six survey inspections for religious education have taken place in Staffordshire. Schools have found the process rigorous and have appreciated the professionalism of the inspections. The judgments, ranging from inadequate to good, have been seen by the schools as fair and the even-handed approach of the inspectors has been commented upon.

As an authority we have welcomed these inspections which have helped to raise the profile of the subject with schools within the county. The letters written to schools following inspection and the development points identified have helped to clarify the standards expected for departments and senior managers. This has been very supportive for the subject within the LA.

Concern has been expressed, however, by teachers and by the SACRE, at the frequency of the inspections. Three of the six taking place in Staffordshire occurred between January 28th and March 17th 2009. In view of the fact that, when asked, HMI specified that selection for survey inspections is random, and that there are only thirty in each phase in each year it is not clear as to why Staffordshire schools have been visited on so many occasions.

Whilst on the one hand the support and guidance this provides is appreciated, the number of these particular inspections appears to have become proportionately high. We wonder if you can offer some explanation for this and we would ask that this be taken into account when schools are being chosen for subject survey inspections in RE in the future.

Yours sincerely



Bill Dewar
Assistant Director

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06 April 2009

Mr W Dewar
Assistant Director
Children and Lifelong Learning Directorate
Staffordshire County Council
Kingston Centre
Fairway
Stafford
ST16 3TW

Dear Mr Dewar

Thank you for your letter of 26 March 2009 concerning RE survey inspections in Staffordshire. I am pleased to hear that these inspection visits and the subsequent letters have proved useful to your schools and to SACRE.

I can confirm that the selection of schools is done on a random basis although, in the case of RE and because of its local determination, we do seek to visit more than one school in a local authority in order to gain a broader picture of the way in which the agreed syllabus is being implemented and supported. In addition, the deployment of inspectors seeks to take into account their home location.

You are, however, right to point out that we have visited rather more schools in Staffordshire than is usual and there was an imbalance in our sample. I had identified this and have already informed our Research Division to ensure that this does not happen in the future.

Yours sincerely,

 **Alan Brine**
Subject Adviser for Religious Education

Standing Advisory Council on Religious Education
13th May 2009
Report of the Corporate Director (Children and Lifelong Learning)

The Agreed Syllabus Review 2009

1 Purpose of Report

- 1.1 To consider progress to date on the Staffordshire Agreed Syllabus review.
- 1.2 To invite approval of the Staffordshire syllabus prior to becoming an Agreed Syllabus Conference.
- 1.3 To consider arrangements for the launch of the new syllabus with a view to introducing the document into schools from September 2009.

2 Summary

- 2.1 At the summer term meeting 2008 the SACRE became an Agreed Syllabus Conference and requested that the LA take steps to review the current Agreed Syllabus for Religious Education.
- 2.2 At the summer term meeting 2009 members will receive an update regarding progress to date and will be invited to approve the syllabus.
- 2.3 Members will be invited to consider arrangements for a launch in the autumn term 2009.

3 Recommendation

- 3.1 That members receive a report on the progress of the review.
- 3.2 That members approve the syllabus for implementation from September 2009.
- 3.3 That members agree outline arrangements for the launch of the new syllabus.

4 Background

- 4.1 At the spring term meeting of the SACRE in 2008, the SACRE approved, in principle, the draft Agreed Syllabus as presented, with the following comments/recommendations:
 - 4.1.1. dividing reception/foundation and Key Stage 1 within the syllabus;
 - 4.1.2 giving equal parity to pupils with Special Educational Needs (SEN), including references to their attainment targets and levels;
 - 4.1.3 members supported the proposal for an examination syllabus to be followed at KS4;
 - 4.1.4 members supported the move to a single aim for RE;
 - 4.1.5 members supported the proposal that, where schools proposed to offer RE through citizenship or humanities at Key Stage 4, they should submit their proposals to SACRE for consideration in advance of implementation;
 - 4.1.6 members supported a reduction in the previous seven elements of the Syllabus to six, in line with the Non Statutory Framework; and,
 - 4.1.7 the inclusion of conceptual and experiential faiths and how these could be measured.
- 4.2 The following action has been taken:
 - 4.2.1 The Early Years Adviser has been consulted and it has been decided to leave the sections on Early Years Foundation Stage and Reception/Key Stage 1 as they are in the statutory section of the syllabus to reflect the legal position of RE in these phases. Full account will be taken of SACRE's comments in the guidance material where careful attention will be paid to addressing the specific needs of each area.

- 4.2.2. It is not a requirement for special schools to follow the locally agreed syllabus and therefore is not appropriate to include guidance in the statutory section of the syllabus for this sector. For teachers of pupils with Special Educational Needs (SEN) in other schools an information box has been added to the section **How can pupils and teachers recognise progress in religious education?** referring them to the guidance material which will include planning information and the 'P' (performance) scale for RE, a set of descriptions for recording the achievement of pupils with SEN. This is in keeping with the way in which requirements are presented for other subject areas by QCA.
- 4.2.7 The text has been amended as appropriate to include full reference to conceptual and experiential faiths
- 4.3 The draft has been circulated to all subject leaders in secondary and middle schools, to all primary subject leaders on the current mailing list and to SACRE members. All responses have been taken into account.
- 4.4 Members are invited to discuss the amendments and to approve the syllabus for publication, subject to any changes, prior to becoming an Agreed Syllabus Conference.
- 4.5 It is proposed that the new syllabus be launched on the evening of the SACRE lecture, Tuesday 22nd September 2009. A light buffet will be provided and those attending will be offered the opportunity to stay to the lecture by Bishop Gordon, Bishop of Stafford. Members may wish to suggest individuals or groups who should be invited to the launch.
- 4.6 Copies of the syllabus will be available at the launch. Hard copies will be sent to all schools and it is proposed to make the document available on the RE website.
- 4.7 A second document 'Policy Guidance for Religious Education in Staffordshire' is now available in draft form.
- 4.8 Work has begun on a further document of guidance for teachers which will be made available as soon as possible.

5 Equal Opportunities

- 5.2 This report has been prepared in accordance with the County Council's policies on equal opportunities.

6 Financial implications

- 6.2 Production costs and costs incurred by the launch will be met from the SACRE budget.

Contact Officer
Telephone number:

Heather Farr
01785 277997

Standing Advisory Council on Religious Education
13th May 2009
Report of the Corporate Director (Children and Lifelong Learning)

Staffordshire Agreed Syllabus Conference: Agreeing the Syllabus

1 Purpose of Report

- 1.1 To invite members to convene an Agreed Syllabus Conference with a view to agreeing the 2009 Agreed Syllabus for Religious Education for Staffordshire.

2 Summary

- 2.1 SACREs are required by law to convene an Agreed Syllabus Conference in order to agree a new syllabus for the local authority
- 2.2 As an Agreed Syllabus Conference, members may vote to ratify the syllabus as discussed by the SACRE.

3 Recommendation

- 3.1 That the chair convene an Agreed Syllabus Conference
- 3.2 That members approve the Agreed Syllabus for Staffordshire 2009

4 Background

- 4.1 The role of an Agreed Syllabus Conference is to produce and recommend an agreed syllabus which meets fully the requirements of legislation and is educationally sound.
- 4.2 Only an Agreed Syllabus Conference may recommend an agreed syllabus and its recommendations must be unanimously agreed by the committees constituting the conference.
- 4.3 The local authority may give effect to the recommendation of the Agreed Syllabus Conference if it is unanimous in recommending the new syllabus and provided the syllabus complies with legal requirements.

4 Equal Opportunities

- 4.2 This report has been prepared in accordance with the County Council's policies on equal opportunities.

5 Financial implications

- 5.2 Production costs of the Agreed Syllabus will be met from the SACRE budget.

Contact Officer
Telephone number:

Heather Far
01785 277997

Standing Advisory Council on Religious Education
13th May 2009
Report of the Corporate Director (Children and Lifelong Learning)

Professional Development Opportunities for SACRE Members

1 Purpose of Report

- 1.1 To present members with a draft copy of the professional development programme available to teachers of RE in Staffordshire for 2009-2010
- 1.2 To invite members to consider an opportunity for their own professional development in the autumn term 2009.

2 Summary

- 2.1 Members will be presented with a draft copy of professional development arrangements for 2009-2010.
- 2.2 Members will be invited to consider their own professional development arrangements.

3 Recommendation

- 3.1 That members receive the information
- 3.2 That members discuss possibilities for their own professional development

4 Background

- 4.1 Each year the local authority offers a programme of professional development to teachers of religious education. Members will receive a draft copy of the programme to be made available in the academic year 2009-2010. An invitation is extended to SACRE members to attend any of the events. Advance notice should be given to the Senior Adviser for RE if members wish to participate.
- 4.2 At the summer term meeting members would normally receive an update on the uptake on professional activities for the academic year. As the meeting is taking place earlier than usual this information will be presented in the autumn when numbers have been finalised.
- 4.3 At an earlier meeting members discussed the possibility of an activity focusing on their own professional development. It has been suggested that an extended meeting be held in the autumn term, with refreshments being provided. This could be, for example, a lunch with a focused business meeting, refreshments and a training session. Alternatively the business meeting could start a little later followed by a buffet and a training session. Members will be invited to consider the suggestion and, if appropriate, to decide on a theme for their own professional development.

4.4

4 Equal Opportunities

- 4.2 This report has been prepared in accordance with the County Council's policies on equal opportunities.

5 Financial implications

- 5.1 The cost of refreshments will be met from the SACRE budget.

Contact Officer
Telephone number:

Heather Far
01785 277997

**Religious Education
Provisional Professional Development Opportunities
2009 - 2010**

DRAFT

| Date | Primary/Secondary | Title |
|-------------|--------------------------|---|
| 17.09.09 | Primary REN | Special Schools Primary Network PM |
| 22.09.09 | All REB | The Fifth Annual SACRE Lecture: Guest Speaker Bishop Gordon |
| 08.10.09 | Primary REB | Religious Education for Teaching Assistants |
| 15.10.09 | Primary REB | To be decided (AM) |
| 15.10.09 | Primary REN | Religious Education Network (Primary Strategy) Kingston (PM) |
| 21.10.09 | Secondary REN | Special Schools Secondary Network PM |
| 22.10.09 | Primary REN | Religious Education Network (Primary Strategy) Coton Centre (PM) |
| 03.11.09 | Primary REN | Religious Education Network (Primary Strategy) Seabridge (Twi) |
| 10.11.09 | Secondary REN | Religious Education Network (Secondary Strategy) Kingston (day) |
| 11.11.09 | Primary REN | Religious Education Network (Primary Strategy) Chasewater (Twi) |
| 25.11.09 | Primary REB | Managing RE in the Primary School |
| 03.12.09 | Secondary REB | Religious Education Network for NQTs (Secondary) PM |
| 09.12.09 | Middle REN | Religious Education Network (Middle Schools) Kingston (AM) |
| 09.12.09 | Middle REB | Leading and Managing Religious Education in Middle Schools (PM) |
| 13.01.10 | Primary REN | Special Schools Primary Network PM |
| 21.01.10 | Primary REB | Getting started in RE in Staffordshire (for NQTs) |
| 27.01.10 | Secondary REN | Special Schools Secondary Network |
| 25.02.10 | All REB | The RE Conference 2010: Guest speaker Lat Blaylock |
| 20.04.10 | Secondary REB | Religious Education Network for NQTs (Secondary) |
| 22.04.10 | Primary REN | Special Schools Primary Network |
| 18.05.10 | Primary REN | Religious Education Network (Primary Strategy) Kingston (Twi) |
| 20.05.10 | Primary REB | Getting the best from the Staffordshire Agreed Syllabus (Primary) |
| 20.05.10 | Primary REN | Religious Education Network (Primary Strategy) Seabridge (PM) |
| 25.05.10 | Primary REN | Religious Education Network (Primary Strategy) Chasewater (PM) |
| 27.05.10 | Primary REN | Religious Education Network (Primary Strategy) Coton Centre (Twi) |
| 10.06.10 | Secondary REN | Special Schools Secondary Network |
| 24.06.10 | Secondary REN | Religious Education Network (Secondary Strategy) Kingston (AM) |
| 24.06.10 | Secondary REB | Getting the best from the Staffordshire Agreed Syllabus (Secondary) |

National Inter Faith Week 15th to 21st November 2009

1 Purpose of Report

- 1.1 To alert members to the proposed National Inter Faith Week November 2009
- 1.2 To invite members to consider any action to be taken

2 Summary

- 2.1 The Inter Faith Network for the UK and the Department for Communities and Local Government is facilitating a one off Inter Faith Week in 2009.
- 2.2 Faith groups, interfaith bodies, schools and educational institutions, local authorities and public agencies are being invited to hold events and to highlight the importance of inter-faith understanding and co-operation.

3 Recommendation

- 3.1 That members receive the information
- 3.2 That members consider any action they wish to take or recommendations they would like to make

4 Background

- 4.1 The National Inter Faith Week 2009 is to be a one off event and is designed to:
 - strengthen good inter faith relations at all levels;
 - encourage local faith groups and communities to reach out to each other and build stronger bonds of understanding and cooperation;
 - increase awareness of the different and distinct faith communities in the UK, with a particular focus on the contribution which their members make to their neighbourhoods and to wider society;
 - to gain positive profile for inter faith initiatives, locally, regionally and nationally as well as for the overall work of building good inter faith relations;
 - increase understanding between people of religious and non-religious beliefs;
 - encourage the development of new partnerships within local communities and by faith communities with statutory and third sector partners.
- 4.2 A website is being developed to provide basic information at www.interfaithweek.org.uk
- 4.3 Members are invited to consider possible action that the SACRE might take or the advice which might be offered to schools in relation to the Inter Faith Week.

4 Equal Opportunities

- 4.2 This report has been prepared in accordance with the County Council's policies on equal opportunities.

5 Financial implications

- 5.1 There are no financial implications.

Contact Officer
Telephone number:

Heather Far
01785 277997

**Standing Advisory Council on Religious Education
13th May 2009
Report of the Corporate Director (Children and Lifelong Learning)**

SACRE Development Plan 2009-2010

1 Purpose of Report

1.1 To review the development plan for 2008-2009 and to set targets for 2009-2010.

2 Summary

2.1 At the meeting held in June 2007 it was agreed to merge the existing Staffordshire action plan with the Ofsted self-evaluation documentation to create a single document addressing the key issues.

2.2 It was also proposed that progress against the self-evaluation document be reviewed at the summer term meeting annually, with targets also being set and agreed for the forthcoming academic year.

3 Recommendation

3.1 That members review the development plan and set targets for the academic year 2009-2010.

4 Background

4.1 SACREs are strongly encouraged to use the self-evaluation documentation provided by Ofsted to review their own practice. Staffordshire SACRE first addressed this process during the meetings held in 2005 and has reviewed its finding on a regular basis.

4.2 At the summer term meeting 2007 members agreed to merge the SACRE action plan with the self-evaluation document to form a single development plan which would clearly identify areas of good practice and issues to address.

4.3 A copy of the current development plan is attached to this document. Changes to practice and achievements over the year are highlighted in italics

4.4 Members are invited to note changes and progress and to review targets for the coming academic year.

4.5 Key areas for action in 2009-2010 could be identified as:

- Making greater use of the county's monitoring and progress check initiative to gather information
- Members' own professional development
- Closer monitoring of recruitment in the authority
- Commissioning work from the Student Council
- Supporting the development of guidance materials to accompany the 2009 syllabus.

5 Equal Opportunities

5.1 This report has been prepared in accordance with the County Council's policies on equal opportunities.

6 Financial implications

6.1 There are no immediate financial implications.

Contact Officer **Heather Farr**
Telephone number: **01785 277997**

Staffordshire Standing Advisory Council on Religious Education

Self evaluation and Development Plan

1. Standards and quality of provision of religious education

How effectively does the SACRE, in partnership with the LA, monitor and evaluate standards and the quality of provision for RE in schools?

How effective are the strategies to improve standards and the quality of provision?

| Key area | Established | Advanced | Current practice | Action to be taken Meeting at which to be discussed |
|---|---|---|--|---|
| 1a Compliance and time allocation for RE | Informed about levels of compliance and time allocations but limited opportunities to establish strategies for action where evidence of non-compliance or inadequate time allocation is reported. | Well informed about levels of compliance and time allocations and factors impacting on these. Clear understanding of effective ways schools can provide adequate time for RE. Established strategies to take action to support schools which are non-compliant and receive feedback on the impact of interventions. | Questionnaires sent annually to special, middle and secondary schools Questionnaires sent once every three years to primary schools Summary of provision presented annually to SACRE <i>Questionnaires suspended for 2008-2009 to allow for questionnaire on the Agreed Syllabus Review</i> | Members to consider establishing a process for raising issues of concern with schools, particularly in the case of non-compliance Autumn 2009 |
| 1b Public examination entries in RE | Informed about the number of pupils in the LA entered for GCSE, AS and A2 examinations and how this compares with national figures but few strategies to increase the number of entries. | Well informed about the number of pupils in the LA entered for GCSE, AS and A2 examinations and how this compares with national figures. Clear strategies in place to increase the number of entries. | Detailed analysis of examination entries in RE presented annually by the LA, including a breakdown by gender. Through the agreed syllabus and the LA, the SACRE promotes examination courses as a means of fulfilling statutory requirements. | Members to review provision at Key Stage 4 in the context of the 2009 syllabus. Autumn term 2009 |
| 1c Standards and achievement: including standards at the end of Key Stages 1, 2 and 3, GCSE, AS and A2 level | Informed about standards of RE in schools locally and by comparison with national figures, but limited analysis of the data and little opportunity to develop strategies to address weaknesses. | Detailed information about standards with careful analysis of data against national figures and trends. Information about standards extends to primary schools and Key Stage 3. Clear strategies in place to tackle areas of weakness. Developing independent mechanisms to gather data about performance. | Detailed analysis of examination performance in RE presented annually by the LA Schools that are performing well against a range of criteria are congratulated. From September 2007 the LA has, on behalf of the SACRE, collated performance data on RE for Key Stage 3. | Members to review their response to the analysis of examination results, in particular to schools that are underperforming Autumn term 2009 |

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| <p>1d Quality of teaching</p> | <p>Information provided about findings in relation to quality of teaching derived from LA intelligence and RE subject self-evaluations, but limited analysis of strengths and weaknesses and little opportunity to develop strategies to tackle weaknesses.</p> | <p>Clear and detailed information about the quality of teaching, with some analysis of trends and strengths and weaknesses. Good strategies to share good practice and target improvement strategies on areas of weakness.</p> | <p>Presentations by teachers are an occasional feature of SACRE's termly meetings</p> <p>The SACRE endorses the LA programme of professional development which offers support and guidance on teaching and learning</p> <p><i>The SACRE has endorsed the county's subject monitoring initiative over a period of four years</i></p> | <p>Members to suggest ways to extend their knowledge and understanding of the quality of teaching in the LA, for example through presentations at the meeting 2009-2010</p> <p>Outcomes to be presented to SACRE 2009-2010</p> |
| <p>1e Quality of Leadership and management.</p> <p style="text-align: center;">Page 21</p> | <p>Information provided about findings in relation to quality of leadership and management derived from LA intelligence and RE subject self-evaluations, but limited analysis of strengths and weaknesses and little opportunity to develop strategies to tackle weaknesses.</p> | <p>Clear and detailed information about the quality of leadership and management, with some analysis of trends and strengths and weaknesses. Good strategies to share good practice and target improvement strategies on areas of weakness.</p> | <p><i>Some information gleaned from the county's monitoring initiative.</i></p> <p>The SACRE endorses the LA programme of professional development which includes training for new subject leaders as well as regular network meetings to support middle managers.</p> <p>The SACRE supports the development and publication of support materials for subject leaders</p> | <p><i>Information to be shared with members 2009-2010</i></p> <p>Members receive information about professional development opportunities for subject leaders annually and are invited to make recommendations. Summer term</p> <p>Members to continue to endorse support materials for subject leaders, <i>in particular in relation to the 2009 Agreed Syllabus</i></p> |
| <p>1f Recruitment and retention issues. Level of specialist provision</p> | <p>Some investigation and analysis of subject recruitment and retention issues. The SACRE is aware of the level of non-specialist teaching of RE but has limited opportunity to take action to deal with its concerns.</p> | <p>Detailed knowledge of patterns of recruitment, retention and specialist provision. The SACRE is active in promoting strategies to improve recruitment and provide training to address the needs of non-specialist teachers of RE.</p> | <p>A comprehensive analysis of questionnaire returns gives members a clear picture of RE staffing including the use of non-specialists and Teaching Assistants</p> <p>In partnership with the LA, the SACRE supports professional development opportunities for non-specialists and Teaching Assistants through the central programme</p> | <p><i>Members to be informed of recruitment patterns from autumn 2009</i></p> |
| <p>1g Resources</p> | <p>Some information about issues related to resources for RE in schools but limited opportunity to address areas of concern.</p> | <p>Detailed knowledge of issues related to resources for RE in schools. The SACRE is active in promoting the development of resources and setting benchmarks about appropriate levels of funding for the subject in schools.</p> | <p>The SACRE supports, through the LA, a subject website</p> <p>The SACRE endorses, through the LA, the regular offer of high quality resources at reduced rates.</p> <p>The SACRE works in partnership with the LA to alert teachers to high quality resources through regular electronic newsletters</p> | <p>Members may wish to consider further ways to support teachers with appropriate resources.</p> |

2 Management of the SACRE and partnership with the LA and other key stakeholders

How far does the SACRE's partnership with the LA enable it to carry out its responsibilities effectively?

| Key area | Established | Advanced | Current practice | Action to be taken |
|--|--|--|--|---|
| 2a SACRE meetings | Attendance is good and all four committees are well represented. Agendas and papers are distributed well in advance ensuring all members have time to consider them carefully. Meetings are well managed with strong contributions from a wide range of members. Meetings move beyond routine matters to consider wider issues about the quality of RE and collective worship. | SACRE members contribute to development of the agenda. Meetings are lively and purposeful with wide variety of contributions. Teachers and representatives of faith communities regularly attend and participate fully in meetings, sharing their experience and insights. Meetings are held in a variety of venues, including local places of worship and schools. | Feedback from NASACRE is a standing agenda item. SACRE members have been involved in a series of presentations outlining their beliefs and commitments Teachers, including the local AST, have attended the meetings. Teachers have also made presentations highlighting good practice. Members of the Student Council have also attended the meeting | Members to consider increasing the number of presentations from teachers 2009-2010 Members to commission work from the Student Council 2009-2010 |
| 2b Membership and training Page 22 | The membership strongly reflects the diversity of the wider religious and professional community. There are some opportunities for SACRE members to participate in training activities. | Very good use is made of co-option to ensure membership of the SACRE is well informed and is highly representative of the diversity of the local community. There is a strong and co-ordinated programme of induction, and training opportunities for SACRE members. | The membership is, overall, representative of the local community and <i>was reviewed autumn 2008</i> Regular efforts are made to extend the representation of a range of faith communities on SACRE Teachers are represented in all appropriate groups SACREs terms of membership have been reviewed, including those relating to membership | Members are invited to make suggestions about a programme of induction and training opportunities for new members Summer term 2009 |
| 2c Improvement/development planning | The SACRE has a basic action plan which is reviewed regularly and updated on an annual basis. This provides an effective focus for the SACRE's work. There is some attempt to link the plan to the wider LA priorities. | The SACRE has a well-defined action plan with clear objectives and success criteria. Resource implications are clearly defined. There is a clear link between the plan and the wider objectives of the LA. The SACRE is regularly represented at national events relevant to its work; for example, NASACRE. | The SACRE has a development plan which is linked to the self-evaluation document and identifies actions against meetings. This is presented to members on a regular basis and updated before each meeting From September 2007 the self-evaluation document links directly with the LA objectives of raising standards, improving the quality of leadership and management, providing the appropriate level of support and challenge and promoting community cohesion The chair of SACRE is the treasurer of NASACRE and also represents the | |

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| | | | SACRE at national level | |
| 2d Professional and financial support | The SACRE has some access to subject specialist advice. The LA is represented at meetings and can provide a means of communication with the wider LA. The SACRE has a modest budget which enables it to fund some initiatives. | The SACRE is well supported by a subject specialist who provides effective advice and is well informed about the provision and quality of RE in the LA and about national developments. The SACRE is also attended by a lead officer from the LA who can provide a strong link between the work of the SACRE and the wider LA. The SACRE has access to funds to enable it to make decisions about its priorities and ensure these can be properly resourced. | A Senior Adviser with responsibility for RE supports the SACRE A Deputy Director (C&LL) has oversight of the SACRE at senior management level. There is an open invitation to attend meetings. The SACRE is provided with an annual budget to pay for the support of the Senior Adviser. This also funds the development of support materials and a range of initiatives to promote RE in schools, including the SACRE Awards, the Student Council and the Sixth form Conference | |
| 2e Information and advice Page 23 | The SACRE is regularly provided with clear information relevant to the quality and provision for RE and collective worship in local schools. The SACRE receives the information in a way that enables it to challenge and question the LA's work. | The SACRE receives detailed and well-analysed information about the quality and provision for RE and collective worship. As a result SACRE uses this information effectively to give advice to the LA which leads to strategic action to improve standards and quality in schools. The SACRE has a strong partnership with the LA and plays an active role in promoting ideas and initiatives. | Responses to annual questionnaires are collated and presented to members to give a picture of the quality and provision for RE The SACRE makes recommendations and requests further information as appropriate A questionnaire relating to practice in collective worship was circulated to a sample of schools in spring 2008 and the findings were presented to members at the summer term meeting 2008. There is a strong partnership with the LA. The LA supports the SACRE with funding and provides the services of an officer whose brief is to support RE and collective worship across the authority. | |
| 2f Partnerships with other key stakeholders | The SACRE is well informed about other key stakeholders supporting RE and has some contact with the groups involved. (for example pupils, parent, ASTs, specialist schools, ITT providers, local religious organisations and groups, Commission for Racial Equality) | The SACRE has opportunities to hear the views and experience of pupils and parents about RE. Representatives of key support networks such as ASTs and higher education providers are regularly involved with the SACRE. The SACRE's activities build effectively on local networks. | Members of the Student Council attend the meeting as appropriate to present the views of students. <i>The Advanced Skills Teacher attends meetings when these coincide with her schedule of work</i> The vice-chair of SACRE is also a representative of Staffordshire University. | Members to consider commissioning projects from the Student Council to collect the views of students and parents. 2009-2010 |

3 The effectiveness of the locally agreed syllabus

How effectively does the SACRE, in partnership with the LA, monitor the impact of the agreed syllabus in raising standards, use national guidance (e.g. the non-statutory national framework) and evaluate the effectiveness of the previous agreed syllabus?

| Key area | Established | Advanced | Current practice | Action to be taken |
|--|--|--|--|---|
| <p>3a Review of the agreed syllabus</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 24</p> | <p>The SACRE has a good idea of the strengths/weaknesses of the previous agreed syllabus. Teachers' views and some external evaluation are carefully taken into consideration and there is a clear action plan and sufficient budget for the agreed syllabus review.</p> | <p>The SACRE has a clear and systematic process for reviewing the agreed syllabus including full consultation with schools and other key stakeholders, particularly faith communities. The budget is clearly allocated including consultation meetings, external evaluation and printing/distribution costs. There is strong sense of ownership of the agreed syllabus review, with clear targets for what needs to be achieved.</p> | <p>The agreed syllabus, introduced in 1991/92 was reviewed in 1997/8 and 2003/4 and has been reviewed in 2009.</p> | <p>Members are invited to support the launch and implementation of the 2009 syllabus 2009-2010</p> |
| <p>3b Using the National Framework for Religious Education</p> | <p>The SACRE is aware of the National Framework and uses it in their agreed syllabus review but does not extend the Framework to reflect local circumstances.</p> | <p>The SACRE fully uses the National Framework in the construction of the revised agreed syllabus, understanding fully the importance of retaining the coherence and integrity of the Framework. It uses and extends the Framework in a coherent way to reflect local circumstances.</p> | <p>The SACRE is aware of the Non-statutory framework and its status</p> <p><i>The SACRE has taken full account of the Non-statutory Framework and the QCA non-statutory secondary curriculum for RE in its review of the Staffordshire syllabus.</i></p> | |

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| <p>3c Developing the revised agreed syllabus.</p> | <p>The SACRE has clear objectives for the revision and involves a wide range of local expertise in its construction. The SACRE ensures that strong direction is provided to design an agreed syllabus which is coherent, clear and accessible. The SACRE, in partnership with the LA, holds consultation meetings which are reasonably supported.</p> | <p>The SACRE ensures that high quality advice is sought to review and advise on the revisions as they develop. The SACRE, in partnership with the LA, holds very well attended consultation meetings and briefings to ensure teachers are fully involved in, and have a sense of ownership of, the revision process.</p> | <p><i>The review has been supported by the Senior Adviser with responsibility for RE and the AST for RE</i></p> | |
| <p>3d Consultation / launch / implementation of the agreed syllabus</p> | <p>A launch event is organised and other forms of communication (for example the LA website) are used to promote the launch. There are clear arrangements for training teachers on implementing the syllabus; this training is well supported and managed.</p> | <p>A successful launch, involving the wider community and strong media coverage, gives the agreed syllabus a high profile as an important development in the work of the LA and SACRE. Effective training on implementing the agreed syllabus, which is supported by all schools, leads to teachers being clear about standards and expectations in the agreed syllabus and the implications for teaching and learning.</p> | <p>An effective launch is planned for the 2009 revision of the agreed syllabus.</p> <p>Training opportunities will be available to all through the LA central programme</p> <p>Currently all training offered through the central programme focuses on the effective implementation of the syllabus</p> | <p>Members may wish to make recommendations about an appropriate launch of the syllabus on completion of the revision</p> <p>Meetings 2009</p> |
| <p>3e Additional guidance / monitoring and evaluating the agreed syllabus</p> | <p>The SACRE, through its costed development plan, has arrangements in place to develop additional guidance. The SACRE is able to monitor the impact of the agreed syllabus, particularly in raising standards.</p> | <p>The SACRE has fully costed precise plans for further guidance and support and has consulted extensively with schools on what these should be. Teachers are actively involved in the development of support materials ensuring the process provides a strong professional development opportunity. There are clear arrangements in place to monitor the impact of the new agreed syllabus and to measure its effectiveness in raising standards.</p> | <p><i>Support materials to accompany the 2009 syllabus will be produced during the academic year 2009-2010</i></p> <p><i>Monitoring the impact of the 2009 syllabus will be incorporated in the annual monitoring visit and the annual questionnaire to schools.</i></p> | <p>On completion of the 2009 review, members to consider ways to support and monitor its implementation</p> <p>Meetings 2009</p> |

4 Collective worship

How effectively does the SACRE fulfil its responsibilities for the provision and practice of collective worship?

| Key area | Established | Advanced | Current practice | Action to be taken |
|---|---|--|---|--------------------|
| 4a Practice and provision for collective worship | The SACRE has not provided guidance to schools on collective worship which focuses on good practice. Meetings of the SACRE regularly focus on provision and practice in collective worship, and schools consider they are well supported by their SACRE on matters related to collective worship. The SACRE is aware of national developments in collective worship. Training is provided for schools and is reasonably supported. | The SACRE provides high quality advice and support on collective worship , sharing best practice, which leads to improvements in the quality of children's learning experiences. The SACRE regularly focuses on collective worship in its meetings and updates schools on new resources. The SACRE is actively involved in national developments in collective worship. High quality, well-supported training enhances provision. | A guidance document on collective worship is available to all schools, including advice on writing a policy A questionnaire to identify current practice was sent to schools in the spring term 2008. Professional development for collective worship was part of the central programme 2008-2009 | |
| 4b Monitoring the provision of collective worship and tackling issues of non-compliance | The SACRE monitors provision of collective worship and is aware of non-compliance issues and the demands collective worship places on schools. As a result of monitoring, further advice is provided to schools but members of the SACRE have limited 'hands-on' experience of collective worship in schools. | The SACRE closely monitors provision for collective worship, and provides guidance and support for schools, particularly on non-compliance. Members of the SACRE have direct experience of collective worship in schools through first-hand observation. They discuss key issues with staff and pupils and provide further advice in the light of their findings. | A questionnaire to identify current practice was sent to schools in the spring term 2008. | |

5 Contribution of the SACRE to the social and racial harmony agenda

How effectively does the SACRE, in partnership with the LA, contribute to the wider social and racial harmony agenda?

| Key area | Established | Advanced | Current practice | Action to be taken |
|---|---|--|---|--------------------|
| 5a Representative nature of the SACRE | The SACRE and the LA ensure representation broadly reflects the religious diversity of the local community. | The SACRE has strong representation from all major local religious communities, including different groups within the same religious tradition (for example, different Muslim communities). | The current membership of the SACRE offers a fair representation of the communities present in the authority The SACRE through the clerk and the LA Adviser actively seeks to recruit members for groups which may be under-represented | |
| 5b Knowledge and understanding of the local religious, cultural and ethnic community | The SACRE is well aware of different groups representing the diversity within the local area. | The SACRE is very aware of the nature of the religious, ethnic and cultural diversity in the local area and takes active steps to inform itself about the distinctive needs and opportunities created by this diversity. | The SACRE has been provided with a detailed analysis of the religious and cultural diversity within the LA. <i>The membership of the SACRE was reviewed in autumn 2008 in accordance with the terms of reference</i> | |
| 5c Understanding the intrinsic contribution which RE can make to social and racial harmony | The SACRE has a clear commitment to the part RE can play in promoting the social and racial harmony agenda and seeks to promote this throughout its work. | The SACRE plays a key role in promoting activities to extend the contribution of RE to the development of social and racial harmony. It ensures that this is embedded explicitly in the agreed syllabus and related guidance. | The LA syllabus focuses clearly on developing religiously educated young people with a knowledge and understanding of religion and religions. It emphasises in particular the importance of employing skills gained through problem solving and challenges to promote mutual understanding and code for living in a diverse, rich and harmonious society. | |

Standing Advisory Council on Religious Education
13th May 2009
Report of the Corporate Director (Children and Lifelong Learning)

SACRE Budget 2009 - 2010

1 Purpose of Report

1.1 To advise members of SACRE of the current budget position

2 Summary

2.1 A breakdown of the SACRE budget for the financial year 2009 - 2010 to date will be presented at the meeting.

3 Recommendation

3.1 That members of SACRE receive the report

4 Background

4.1 A budget has been made available to support the work of SACRE during the financial year 2009 – 2010 as approved by the Corporate Director (Children and Lifelong Learning).

4.2 An account of the monies spent to date in relation to the budget for 2009-2010 will be presented at the meeting.

4.3 Continuing priorities for the year 2009-2010 include:

Support for the Student Council for RE

Development of guidance materials to accompany the 2009 Agreed Syllabus

The Sixth Form Conference

The SACRE Awards 2010

The SACRE Lecture

5 Equal Opportunities

5.1 This report has been prepared in accordance with the County Council's policies on equal opportunities.

6 Financial implications

6.1 Financial implications are indicated in the budget account.

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