

Standing Advisory Council on Religious Education

Friday, 17 June 2011

2.00 pm

Kingston Centre, Fairway, Stafford ST16 3TW

John Tradewell
Director of Law and Democracy
9 June 2011

A G E N D A

1. **Apologies**
2. **Declaration of Any other Business**
3. **Minutes of the Previous Meeting** (Pages 1 - 6)
4. **An Update on Key Issues** (Pages 7 - 8)
Report of the Director of Children's Services
5. **NASACRE Update** (Pages 9 - 10)
Oral Report of the Chairman
6. **The Student Council** (Pages 11 - 12)
Report of the Director of Children's Services
7. **SLN2** (Pages 13 - 14)
Report of the Director of Children's Services
8. **Applications for Variations of Practice** (Pages 15 - 16)



Report of the Director of Children's Services

9. **The SACRE Awards 2011 and the SACRE Lecture 2011** (Pages 17 - 18)

Report of the Director of Children's Services

10. **The SACRE Development Plan 2010-2011 and 2011-2012** (Pages 19 - 28)

Report of the Director of Children's Services

11. **The SACRE Budget 2010-2011** (Pages 29 - 30)

Report of the Director of Children's Services

12. **AOB**

Membership

Jane Essex	Mary Gale
Christine Chadwick	Colin Hopkins
G Devadason	Rosemary Woodward
Lynn Godden	Dorothy Kirkham
Hifsa Haroon-Iqbal	Dave Lyons
Rev. Preb. M. Metcalf (Chairman)	Peter Davies
Karen Knobbs	Veronica Downes
Dr Laow	Terry Finn
Sydney Morris	Ivan Jennings
Liz O'Brien	Liz Staples
Muhammad Parekh	Tricia Budd
Sam Phillips	Frankie Durairatnam
Gurmeet Singh	Liz Williams
Sue Blackmore	Rev. J. Kime

MINUTES

Standing Advisory Council on Religious Education Meeting - 15 February 2011

Present: **Rev. Preb. M. Metcalf**

Christine Chadwick, Hifsa Haroon-Iqbal, Karen Knobbs,
Muhammad Parekh, Sam Phillips, Sue Blackmore, Peter Davies, Veronica Downes,
Terry Finn, Frankie Durairatnam and Liz Williams

Apologies for absence: Sydney Morris, Liz O'Brien, Mary Gale, Colin Hopkins,
Rosemary Woodward, Dave Lyons, Ivan Jennings and Liz Staples

Also in attendance -

PART ONE

1. Minutes of the Previous Meeting

RESOLVED – That, with the inclusion of Liz Williams as having been present, the minutes of the meeting held on 17 November 2010 be confirmed and signed by the Chairman.

2. The New Education Bill

The Chairman informed SACRE that, following a number of enquiries from schools, he had written on behalf of the Staffordshire SACRE to all headteachers in connection with the teaching of RE and the proposed English Baccalaureate (EBacc). Members received a copy of the Chairman's letter which referred to the impact on the secondary curriculum of the Schools White Paper 2010 "The Importance of Teaching".

The letter reminded schools of a pupils RE entitlement, specifically at Key Stage (KS) 4 and, whilst appreciating each schools dilemma, emphasised the need not to subvert RE teaching expertise to other subject areas and pointed out the importance of being religiously literate.

Members shared the Chairman's concern and supported the action he had taken. SACRE members were urged to take every opportunity to act as advocates for RE.

RESOLVED – That SACRE supports the Chairman's action.

3. An Update on Key Issues

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

- i. Letters of congratulation had been sent to schools on their GCSE and A level results;

- ii. Letters to academies had not yet been sent out;
- iii. The Student Council for Religious Education (the Council had already had their first meeting which was successful, their second meeting would be visiting Hindu and Sikh temples in Wolverhampton);
- iv. Farmington fellows (Jan Young from Queens Croft High School, Lichfield had agreed to share her fellowship work at a special schools network meeting. Her work had explored effective strategies for facilitating visits to faith buildings for children with special educational needs);
- v. The Best of British Islam offer; and,
- vi. Resignation of Rummy Bajaj (the Chairman asked that a card expressing SACRE's thanks and best wishes be sent).

RESOLVED – That the report be noted.

4. NASACRE Update

The Chairman gave an oral update on recent NASACRE developments, including;

- i. Involvement in discussions over the future of RE with schools and the Government;
- ii. NASACRE conference in Birmingham on 31 March 2011 entitled "Whose RE is it anyway" for which there would be no charge for attendance;
- iii. NASACRE AGM was scheduled for May 11th, also in Birmingham, at a cost of £70.00 per delegate. If any SACRE member wished to attend they should contact Emma Senior; and,
- iv. The Westfield Trust awarded funding for development projects with young people through SACRE. Emma Senior was exploring the possibility of entering a project for this award. The Chairman declared an interest in this as he also Chaired and co-ordinated the Panel that considered applications for this funding.

RESOLVED – That the oral report be noted.

5. Interfaith week events in November 2010

SACRE received a summary of events that had taken place during the very successful Interfaith week on 21-27 November 2010. Photographs showing various events were now available on the SACRE website.

Many SACRE members had been involved in different ways throughout the week and members gave a brief outline of these, including visits to schools, a spiritual space at King Edwards High School and the Exploring Islam exhibition.

RESOLVED – That the summary of events be noted.

6. Celebrate RE March 2011: Staffordshire Initiatives

Celebrate RE was due to take place in March 2011 and would be a month long celebration of religious education in England and Wales.

SACRE members received an update on new developments for this month of celebrations. The events would included:

- a. the Staffordshire RE Conference on 2 March;
- b. school displays within the Kingston Centre throughout March; and,
- c. two free Continuing Professional Development (CPD) opportunities for teachers of RE.

RESOLVED –That the new developments within Celebrating RE be noted.

7. Examination Results debrief 2009-2010

SACRE received a summary and statistical analysis of the standards achieved in GCSE full and short courses, and in A level and Advanced Subsidiary GCE Religious Studies in 2010.

Key issues identified in the analysis were:

Overall

- a) In 2010 a total of 6952 students were entered for GCSE Religious Studies, either Full or Short Course.
- b) A developing trend was for schools to offer both Full and Short Course at KS 4. 23 schools now offered both examinations. 44 out of 55 schools offered the short course, 33 schools also offered the full course.
- c) Overall 76 students were entered for AS level and 212 students for A2 at the end of KS5. There was a rise in the number of entries at AS level

Full Course GCSE

- a) The number of schools entering pupils for the Full Course had remained relatively steady since 2004, with four county schools entering over 50% of pupils for this examination.
- b) The percentage of pupils attaining grades A* to C had risen above the national average for 2010 despite falling below the national average last year. The differential was +1.8 percentage points.
- c) Attracting boys to the course continued to be an issue. The number of girls entered had remained steady however there had been a fall in the number of boys entered this year.

Short Course GCSE

- a) 44 out of 55 Staffordshire secondary schools now entered pupils for the Short Course. The number of entries had risen in 2010.
- b) The number of Staffordshire students gaining the higher grades A* to C continued to be below the national level for boys and girls, the Staffordshire average being 3.6 percentage points below the national figure.

Advanced Subsidiary (AS) GCE

- a) The number of entries at AS level had increased.
- b) Recruitment of boys to the course remained an issue, with the ratio at approximately 3:1 in both years.

- c) The percentage of pupils gaining higher grades remained below the national average.
- d) Attainment in AS level continued to be an issue.

Advanced (A2) GCE

- a) The number of pupils entered for A Level (A2) had fallen slightly in 2010.
- b) Attracting boys to the course remained an issue with the ratio remaining at about 3:1.
- c) At the higher grades Staffordshire pupils continued to attain below the national average.

Members received details of the different examination boards used and the courses chosen, with philosophy and ethics being the most popular course choice, and Islam being the usual faith studied alongside Christianity.

SACRE members wished to congratulate Staffordshire teachers and pupils on their hard work and continued efforts to raise the standard of attainment in the County.

RESOLVED –That the report be received.

8. Any Other Business

- a. Pupils from Alleyne’s High School had been invited to attend this meeting to give a presentation on their involvement with the Holocaust Education Trusts “Lessons from Auschwitz” project, but had been unable to attend at the last minute. This would be considered for a future meeting.
- b. Shahid Hussain had contacted Cllr Peter Davies in connection with becoming a member of SACRE. He had given Mr Hussain the contact details of the clerk to SACRE and the Chairman suggested that, when he contacted the clerk, he be invited to attend the next SACRE meeting as an observer.
- c. Training for those SACRE members who go into schools could be considered.
- d. Any ideas about how to highlight the work and role of SACRE should be forwarded to Emma Senior.

9. Dates of future meetings:

RESOLVED –That a new date be considered for the next SACRE meeting, sometime during the week beginning 6 June, and that the subsequent dates for SACRE meetings be agreed as:

Monday 14 November 2011, 2.00pm

Tuesday 7 February 2012, 2.00pm

Monday 14 May 2012, 2.00pm

**Rev. Preb. M. Metcalf
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
17th June 2011
Report of the Director of Children's Services**

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 autumn term 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:

Emma Senior
01785 277997

Letters to Academies

A letter has now been written and sent to Academies. The letter gives guidance on legislation, invites Academies to continue using the Staffordshire Agreed Syllabus and offers appropriate support.

The Student Council for Religious Education

The student council members had a very successful second and third meeting. They attended a visit to a Hindu Mandir and Sikh Temple in Wolverhampton. The results of which will be shared during item 8 on the agenda SLN2.

**Standing Advisory Council on Religious Education
17th June 2011
Report of the Director of Children's Services**

An Update NASACRE

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 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 NASACRE is the national body of SACRE's. National meetings are held to which members of SACRE are invited and encouraged to attend. Issues are discussed which have local or national importance for RE.

4.2 Members will be briefed on any key developments.

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:**

**Emma Senior
01785 277997**

**Standing Advisory Council on Religious Education
17th June 2011
Report of the Director of Children's Services**

The Student Council

1 Purpose of Report

- 1.1 To brief members of SACRE on the planned changes to the organisation of the Staffordshire Student Council for Religious Education (SSCRE).

2 Summary

- 2.1 SSCRE has been in existence for several years and has been an effective body. As a group they meet four times a year, feedback to SACRE, design posters etc.

3 Recommendation

- 3.1 That members of SACRE are updated on new developments in this area.

4 Background

- 4.1 Members meet approximately four times each year. The SACRE logo was designed by members of the Council, as was the logo for the Council itself which features on members' black polo shirts. These are worn on all official occasions. Posters promoting religious education are produced and circulated to all secondary schools in the county. The SACRE receives feedback from the Council to inform its business, an annual report is produced as a record of what has been achieved each year. Some members have gone on to careers involving religious education.

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
Telephone number:**

**Emma Senior
01785 277997**

Changes to SSCRE

Currently there are 20 members of the student council. Attendance at meetings has been sporadic due to the examination and work commitments of members. They have had some great experiences including a visit to Wolverhampton yet the impact of their work is not as great as it could potentially be.

As the students are based across Staffordshire transport to and from SSCRE events and meetings is very costly.

The new proposal being trialled this year is for the members of the student council to attend the Global Student Forum (GSF). GSF is held annually at Westminster. It is a national student conference organised by the Damaris Trust. This years theme is: **DYING FOR LIFE: *Save the mothers, save the world***. It engages students with current ethical and moral issues, discusses faith, trains the students as peer educators and then challenges them to go back to their schools and peer educate 1000 other students and fundraise for a charity of their choosing.

SACRE has paid for an annual membership to GSF to allow the student councillors to attend. This has cost £340, roughly the cost of taxis for one student council meeting! £900 has also been sent into schools to contribute towards the cost of transport and to help fund the activities that will follow on from GSF once the students are back in their schools. This £900 was what remained of the 2010/11 budget.

Following GSF rather than the students meeting at Seabridge as has happened in the past I will expect to be invited to attend their own student led conference within school. This could be within their own school or within their feeder schools. The students will be expected to take assemblies and potentially contribute to RE lessons where appropriate. Through taking on such activities they will raise their own profile as members of SSCRE, raise the profile of RE within their own and other schools and have a far wider reaching impact than they currently achieve.

I will evaluate the success of this trial next year to see how best to organise the council the following year.

It should be noted that The Damaris Trust were extremely pleased with my suggestion of bringing a student council to GSF. They felt it was an innovative approach and are also interested to see the impact of bringing a range of students from different schools across a county as apposed to a small group from one school. They are hopeful that the information shared at the conference will reach more students in this way.

**Standing Advisory Council on Religious Education
17th June 2011
Report of the Director of Children's Services**

SLN2

1 Purpose of Report

1.1 To present members of SACRE with an update on developments with SLN2.

2 Summary

2.1 Members of SACRE will receive an update on developments with SLN2. As this will have an impact on all aspects of religious education 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 SLN2 is Staffordshire's learning Platform. 84% of primary schools are using SLN2 and just over half of all secondary schools have also subscribed to it.

4.2 SLN2 is password protected and allows information to be shared with subscribers only. It incorporates the option to share blogs, documents, hold discussions, carry out surveys etc.

4.3 Members will be briefed on the new RE page on SLN2.

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:

Emma Senior
01785 277997

Standing Advisory Council on Religious Education
17th June 2011
Report of the Director of Children's Services

Applications for variation of practice

1 Purpose of Report

1.1 To consider any applications for variation of practice to religious education and or collective worship.

2 Summary

2.1 Upon receipt of a written application from a Headteacher of a county school SACRE should determine whether it is appropriate to disapply the requirement for broadly Christian collective worship and/or make amendments to the way the Agreed Syllabus is followed in the case of that school.

3 Recommendation

3.1 That members of SACRE are updated on any new developments in this area.

4 Background

4.1 No applications have been received at this time.

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
Telephone number:

Emma Senior
01785 277997

Standing Advisory Council on Religious Education

17th June 2011

Report of the Director of Children's Services

The SACRE Awards 2011 and the SACRE Lecture 2011

1 Purpose of Report

1.1 To advise members of arrangements for the SACRE Awards and the SACRE Lecture 2011.

2 Summary

2.1 The SACRE Awards 2010-2011 will be held at the Gatehouse Theatre on Thursday 7th July.

2.2 The SACRE Lecture will be held at the Kingston Centre on the evening of Tuesday 20th September 2011.

3 Recommendation

3.1 That members of SACRE receive the report and make any recommendations regarding these two SACRE initiatives

4 Background

4.1 The **SACRE Awards** have been held annually since 2006. It is an opportunity to celebrate achievement and excellence in RE in Staffordshire. Nominees have previously been invited to an informal afternoon at the Seabridge Centre, where refreshments and entertainment are followed by presentation of certificates. This year in a change to proceedings and to raise its profile it has been proposed that we join together with Stafford Friends of Faith and hold a joint evening event. The event has always been much appreciated by those who attend and this year will be no different. Awards will continue to be given in four categories: pupils, teachers, schools/departments, members of the wider community.

4.2 Schools have been invited to submit nominations for the 2011 awards, but it is proposed that, on this occasion, the evening is also a celebration of peace and harmony between people of faith and a recognition of the success that interfaith networking can bring.

4.3 Members of SACRE are invited to attend along with other dignitaries including the Mayor and Councillors.

4.4 The speaker for the **SACRE Lecture** has been booked provisionally. Lat Blaylock, a high profile figure in the RE world and editor of RE Today Magazine, has agreed to speak. Lat spoke at the very first SACRE lecture and attracted a large crowd. Members are invited to note the date and to make suggestions regarding the format of the evening.

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 The cost of the Awards will be jointly funded by SACRE and Friends of Faith and the Lecture will be met from the SACRE budget.

Contact Officer
Telephone number:

Emma Senior
01785 27799

Standing Advisory Council on Religious Education

17th June 2011

Report of the Director of Children's Services

SACRE Development Plan 2010-2011

1 Purpose of Report

1.1 To review the development plan for 2010-2011 and to set targets for 2011-2012.

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 2011-2012.

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 2011-2012 could be identified as:

Supporting the further development of web-based guidance materials to accompany the 2009 syllabus with a focus on SLN2 (3e)

Developing electronic systems to monitor and gather information from county schools (2e, 2f, 4b)

Commissioning work from the Senior Teacher Consultant for RE to develop resources (3e)

Considering ways to financially support professional development for teachers (1d, 1e 1g)

Organising a joint celebratory event with Friends of Faith (2f,5c)

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

Emma Senior

Telephone number:

01785 277997

Staffordshire Standing Advisory Council on Religious Education

Self evaluation and Development Plan 2010/11

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>A set of procedures introduced to establish contact and develop a protocol for schools causing concern</i>	Members to consider establishing a process for raising issues of concern with schools, particularly in the case of non-compliance Autumn 2009 In place
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. <i>Schools to inform SACRE where there is a variation from preferred practice as stated in the Agreed Syllabus. The SACRE to encourage examination entries wherever practicable.</i>	Members to review provision at Key Stage 4 in the context of the 2009 syllabus. Autumn term 2009 Procedures in place to monitor provision and to encourage schools to work towards preferred practice.
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. <i>Schools causing concern are contacted.</i> 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 Procedures in place for contacting schools causing concern

<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>The SACRE has endorsed the county's subject monitoring initiative over a period of four years</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 Outcomes to be presented to SACRE Delayed to 2010-2011 AST presented at SACRE meeting</p> <p>SUGGESTED ACTION 2011/12 Considering ways to financially support professional development for teachers</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>Some information gleaned from the county's monitoring initiative.</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>Information to be shared with members 2009-2010. Delayed to 2010-2011 In Place, information shared at Autumn term meeting</p> <p>Members receive information about professional development opportunities for subject leaders annually and are invited to make recommendations. Summer term In Place</p> <p>Members to continue to endorse support materials for subject leaders, in particular in relation to the 2009 Agreed Syllabus. <i>Support materials available on the LA RE website</i> On going</p> <p>SUGGESTED ACTION 2011/12 Considering ways to financially support professional development for teachers</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>Members to be informed of recruitment patterns from autumn 2009 In place as part of termly update 2010</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. In place: Support materials to accompany the 2009 Agreed Syllabus are now on the LA RE website</p> <p>SUGGESTED ACTION 2011/12 Considering ways to financially support professional development for teachers</p>
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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
<p>2a SACRE meetings</p> <p style="text-align: center;">Page 22</p>	<p>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.</p>	<p>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.</p>	<p>Feedback from NASACRE is a standing agenda item.</p> <p>SACRE members have been involved in a series of presentations outlining their beliefs and commitments</p> <p>Teachers, including the local AST, have attended the meetings. Teachers have also made presentations highlighting good practice, <i>including in Early Years</i></p> <p>Members of the Student Council have also attended the meeting in the past.</p>	<p>Members to consider increasing the number of presentations from teachers 2009-2010 On going: time constraints and availability of teachers</p> <p>Members to commission work from the Student Council 2009-2010 In place: Student council contribution to SLN2</p>
<p>2b Membership and training</p>	<p>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.</p>	<p>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.</p>	<p>The membership is, overall, representative of the local community and was reviewed autumn 2008</p> <p>Regular efforts are made to extend the representation of a range of faith communities on SACRE</p> <p>Teachers are represented in all appropriate groups</p> <p>SACREs terms of membership have been reviewed, including those relating to membership</p> <p><i>Members are invited to all LA RE CPD activities and are offered training focusing on their role as appropriate</i></p>	<p>Members are invited to make suggestions about a programme of induction and training opportunities for new members Summer term 2009 On going</p>
<p>2c Improvement/development planning</p>	<p>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.</p>	<p>The SACRE has a well-defined action plan with clear objectives and success criteria. Resource implications are clearly defined. There</p>	<p>The SACRE has a development plan which is linked to the self-evaluation document and identifies actions against meetings.</p>	

	There is some attempt to link the plan to the wider LA priorities.	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.	<p>This is presented to members on a regular basis and updated before each meeting</p> <p>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</p> <p>The chair of SACRE is the treasurer of NASACRE and also represents the SACRE at national level</p>	
2d Professional and financial support Page 23	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.	<p>A Senior Adviser with responsibility for RE supports the SACRE</p> <p>A Deputy Director (C&LL) has oversight of the SACRE at senior management level. There is an open invitation to attend meetings.</p> <p>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. <i>Additional funding to support the Student Council is made available from the Study Support budget.</i></p>	
2e Information and advice	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.	<p>Responses to annual questionnaires are collated and presented to members to give a picture of the quality and provision for RE</p> <p>The SACRE makes recommendations and requests further information as appropriate</p> <p>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.</p> <p><i>A protocol for contacting schools causing concern has been agreed and is in place.</i></p>	SUGGESTED ACTION 2011/12 <i>Developing electronic systems to monitor and gather information from county schools</i>

<p>2f Partnerships with other key stakeholders</p>	<p>The SACRE is well informed about other key stakeholders supporting RE and has some contact with the groups involved.</p> <p>(for example pupils, parent, ASTs, specialist schools, ITT providers, local religious organisations and groups, Commission for Racial Equality)</p>	<p>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.</p>	<p><i>The Student Council feeds back comments to members and is available for commissioned research.</i></p> <p>The Advanced Skills Teacher attends meetings when these coincide with her schedule of work</p> <p>The vice-chair of SACRE is also a representative of Staffordshire University.</p> <p><i>A significant number of members of SACRE also attend the local Friends of Faith Forum.</i></p>	<p>Members to consider commissioning projects from the Student Council to collect the views of students and parents. 2009-2010 On going, see new action below:</p> <p><i>SUGGESTED ACTION 2011/12</i> <i>Developing electronic systems to monitor and gather information from county schools</i> <i>Organising a joint celebratory event with Friends of Faith</i></p>
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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 again in 2009.</p> <p>A significantly revised syllabus was agreed in the summer of 2009</p>	<p>Members are invited to support the launch and implementation of the 2009 syllabus 2009-2010 Achieved</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>The SACRE has taken full account of the Non-statutory Framework for RE. the QCA non-statutory secondary curriculum and the proposed primary curriculum in its review of the Staffordshire syllabus.</p>	

<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>The most recent review was supported by the Senior Adviser with responsibility for RE and the AST for RE</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 of the 2009 syllabus took place in September 2009.</p> <p>Training opportunities have been made 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 Meetings 2009 Achieved</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>Support materials to accompany the 2009 syllabus <i>have been</i> produced during the academic year 2009-2010. <i>Further support materials will become available during the academic year 2010-2011.</i></p> <p>Monitoring the impact of the 2009 syllabus will be incorporated in the annual monitoring visit and the annual questionnaire to schools.</p>	<p>On completion of the 2009 review, members to consider ways to support and monitor its implementation Meetings 2009 On going: see new action below</p> <p>SUGGESTED ACTION 2011/12 Supporting the further development of web-based guidance materials to accompany the 2009 syllabus with a focus on SLN2 Commissioning work from the Senior Teacher Consultant for RE to develop resources</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. <i>No requests for CPD on collective worship have been received in recent years.</i>	
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.	SUGGESTED ACTION 2011/12 <i>Developing electronic systems to monitor and gather information from county schools</i>

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. The membership of the SACRE was reviewed in autumn 2008 in accordance with the terms of reference	
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.	<i>SACRE members and the LA Adviser are also actively involved in a local inter-faith group.</i> <i>The SACRE actively supports the 'Explore Islam' exhibition which runs twice a year.</i> <i>The central CPD programme is currently promoting a series of 'Meet the faith communities' informal sessions.</i> 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.	Suggested Action 2011/12 Organising a joint celebratory event with Friends of Faith

Standing Advisory Council on Religious Education
17th June 2011
Report of the Director of Children's Services

The SACRE Budget 2010 - 2011

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 2010 - 2011 will be presented at the meeting.

2.2 The budget allocated for 2011/12 is £12030

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 2010 – 2011 as approved by the Corporate Director (Children, Young People and Families).

4.2 An account of the monies spent to date in relation to the budget for 2010-2011 will be presented at the meeting.

4.3 Continuing priorities for the year 2010-2011 included:

Professional development for SACRE members

Support for the Student Council for RE

Development of guidance materials to accompany the 2009 Agreed Syllabus

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.

Contact Officer
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SACRE Budget 2010/2011

Cost Centre EM1100

Expenditure from 01/04/10 to 31/03/11

Allocation	-11920.00
	-11920.00

<u>Expenditure</u>	£
E Senior Time (Attendance at meetings, preparing papers, student council, monitoring duties)	8132.28

Other	
SACRE AGM	90.00
SACRE Membership	95.00
Laurie Rosenberg - SACRE Lecture	364.00
SACRE Awards 30/06/10	1467.20
SACRE Awards Coach - St Lawrence	225.00
SACRE Award Trophies - S Joseph	38.19
SACRE 17/05/10	158.00
SACRE Meeting 17/10/10	50.00
SACRE Meeting 19/11/10	140.00
Student Council Meeting 19/11/10	310.50
Embroidered Polo Shirts	134.85
SACRE Meeting 15/02/11	50.00
Wolverhampton Student Council Trip	126.00
Printing	529.55
Postage	9.43
	11920.00

Total	0.00
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Updated 18/04/2011