

**Leicester City Standing Advisory Council on  
Religious Education  
(SACRE)**

**ANNUAL REPORT 2015-16**



## **Leicester Annual Report 2015-16**

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## From the Chair



### Annual Report 2015-16

Those of us who live in Leicester are very fortunate. We live in one of the most ethnically diverse communities in Europe. Most of us have the opportunity to work, study or live besides someone whose beliefs, skin colour or language is different to our own. Through these interactions, we can appreciate our differences but we can also celebrate what we share. However, even in a diverse

community like Leicester there are some local neighbourhoods and schools where some children lack the opportunity to mix with children from a background different to theirs.

With this in mind the challenge Leicester SACRE set itself for 2015-2016 was to ensure that our work helped local schools to promote a greater understanding of different faiths and cultures. With the support of the Local Authority and the RE Adviser Wendy Harrison Leicester SACRE was able to develop new initiatives and resources which encouraged greater understanding of each other and our beliefs.

As Chair of Leicester SACRE I am extremely proud of the 'British Values in a Multi-Cultural Society' Film that we were involved in producing. Although the film is meant to be used to train governors and teachers it has far greater potential and reach. Not every child, school or community is fortunate to have faith speakers visit schools and talk about their beliefs and values therefore this film can be used to teach children everywhere about the values and morals we share.

Besides the British Values film, Leicester SACRE has been involved in many other projects this year including the Challenging, Affirming Religious Education (CARE) Project, involvement in updating the 'Religion Boxes' and developing links between schools in Leicestershire and Lincolnshire. These projects have helped to strengthen understanding of both the main and lesser-known faiths and developed greater links with local communities. Teachers who took part in these initiatives felt that learning first-hand about different religions from faith speakers and visiting faith venues enhanced their knowledge. Supporting these projects demonstrated Leicester SACRE's commitment to the importance we place on high quality collective worship and RE being taught in local schools.

Leicester SACRE is keen to continue developing new initiatives and resources that can enhance understanding of world religions and beliefs, challenge injustice, engage young people in social action and use our shared values to build a better society together.

Salma Ravat

Chair of Leicester SACRE 2015-16

## **1. Leicester SACRE: Background**

The Education Reform Act (1988) established Standing Advisory Councils on Religious Education (SACRE). The main function of a SACRE is to advise the Local Authority (LA) on matters connected with RE and collective worship. SACREs also oversee the five yearly revision of the Religious Education (RE) locally agreed syllabus and consider any complaints about the provision and delivery of RE referred to it by the LA. The review of the Leicester agreed syllabus took place during 2014-15.

The membership of SACRE comprises four groups, together with nominated Advisers. The groups are:

Committee A: Christian denominations and other religions and religious denominations

Committee B: The Church of England

Committee C: Teachers' associations

Committee D: The Local Authority.

[See Appendix A, p.11 for details of membership.]

## **Types of school in Leicester**

**Secondary:** 14 Maintained

**Primary:** 63 maintained

**Special:** 9 Maintained

19 primary academies

2 free schools

4 secondary academies

1 special academy

## **1. Meetings of SACRE**

There were six meetings of Leicester SACRE during the academic year 2015/2016 - in September 2015, November 2015, January 2016, March 2016, May 2016 and July 2016. The March meeting was used to launch SACRE's film, 'British Values in a Multi-Cultural Society.' (See item 3.1) Fixed items on the agenda included the monitoring of inspection reports in relation to spiritual, moral, social and cultural (SMSC) development, reports on the RE Adviser's monitoring visits to schools, on-going monitoring of SACRE's Action Plan and updates on local and national initiatives.

## **2. SACRE membership**

In September 2015 the Chair, Salma Ravat and Vice-Chair, Peter Shepherd, resumed their roles. Membership was reviewed throughout the year and it was acknowledged that there were gaps in terms of representation from some faith groups. There was less concern about numbers and more about attracting new members who were committed and willing to make an active contribution. During the autumn term SACRE welcomed Daud Sameja to the group, initially as an observer, then as a full member. Daud is a school governor and Chair of the Muslim and Christian dialogue forum at St Phillips Centre in Leicester. During the summer term the Chair of SACRE announced her resignation from the group due to work commitments. For 2016-18 one nomination was received and seconded for both Chair and Vice Chair. Jean Denton was duly elected as a Chair and Seema Ahmad as Vice-Chair from September 2016 onwards.

### **3. SACRE Agenda items**

#### **3.1: 'British Values in a Multi-Cultural Society' Film**

Leicester City Council supported the production of this film, which involved SACRE members and pupils from local schools. It was made to support schools in meeting the government's requirements and could be used to train teachers, governors, etc. The film was completed during the spring term of 2016 and launched at a special event at City Hall, Leicester. SACRE members, headteachers, LA representatives, members of different faith communities and the City Mayor, Sir Peter Soulsby, attended the event. After the film was shown Sir Peter gave a speech in which he congratulated SACRE on producing a resource that would make a significant contribution to the understanding of British values in schools. The film, along with supporting materials, was given out all Leicester schools as well as to members of different groups and communities.

#### **3.2: Challenging, Affirming Religious Education (CARE) Project**

The course, funded by the LA and delivered by Riaz Ravat (from the St. Phillip's Centre) and the Consultant RE Adviser, was offered to RE teachers as part of their CPD entitlement and ran over four days (teachers could opt in and out of certain aspects) over two terms. The purpose was to provide a high quality training programme for RE teachers and co-ordinators with the aim of improving the quality of RE in schools as well as strengthening the links between schools and the communities. The first introductory day was in September 2015. Teachers engaged in a range of activities, which enabled them to explore different beliefs in some depth, for example, by meeting and talking to representatives of different communities. The course highlighted some of the lesser-known faiths such as Baha'i, Jain and Pagan. Visits to places of worship were also organised. Overall, the course was very well received although attendance was disappointing. Twenty-eight teachers attended, mainly from primary schools. Teachers gave positive feedback and many requested on-going support.

#### **3.3: Westhill Project**

The joint bid with Lincolnshire SACRE, to strengthen links between the two LAs was not successful. However, Mark Plater, a lecturer from Bishop Grosseteste University in Lincoln set up an opportunity for students from the University to meet up with some pupils from a Leicester secondary school. A SACRE member who is head of RE at Soar Valley College hosted a group of these PGCE students at her school. The students attended for a day to enhance their understanding of living in a multi-cultural society.

#### **3.4: Freedom of information Act (FOIA) requests**

One FOIA request was received, asking for information on how many schools have applied for a determination in the past three years.

#### **3.5: Religion Boxes**

Money from the SACRE budget had previously been made available to update the religion artefact boxes stored at the Global Learning library (GLL). During the autumn term Claire Plumb from the GLL brought a selection of the boxes to the meeting so that members could make suggestions about how they could be improved. Different SACRE members had previously visited the GLL and made suggestions to help with this. Claire asked for help in updating them by removing out of date items and replacing them with more relevant artefacts and resources. She was keen to highlight similarities as well as differences between religions and suggested additional boxes on common themes. SACRE's humanist representative suggested having a virtual box to

enrich reaching about humanism containing links to websites and photographs and be available to all schools.

### **3.6: Avaes Mohammed Project**

The Chair of SACRE AND the Consultant RE Adviser reported back to SACRE about their meeting with Avaes Mohammed. Avaes is a playwright, poet and performer who is working on a project titled 'An Unknown and Untold Story – The Muslim Contribution to The First World War' – which seeks to raise public awareness during the centenary of the First World War. He was hoping to bring together Muslim and non-Muslim communities to explore this shared history and its relevance to modern-day Britain. It was agreed that SACRE members would help in any way they could with this project.

### **3.7: Links with Lincolnshire SACRE**

During the summer term three members of Leicester SACRE attended Lincolnshire SACRE. One of the agenda items was a presentation by a Lincolnshire teacher during which she gave an inspirational talk about her school's links with Wyvern Primary School in Leicester. Overall, this was a very successful exchange of ideas.

### **3.8: SACRE training: Academies**

SACRE took part in a training activity examining the role of academies in relation to RE and collective worship. It was explained that at present there is no clear guidance about the ways SACREs can operate in academies so SACRE needs to be clear about its role and be proactive.

### **3.9: Local and national updates**

Throughout the year the Consultant RE Adviser provided updates about local activities, national reports. This included information about:

- Support for schools – through SACRE, monitoring/support visits and training.
- Support for governors on RE, collective worship, SMSC and British values.
- Primary and secondary network groups – attendance at the primary meetings has increased significantly and this is now a very strong, supportive network for teachers.
- National reports and conferences on RE and collective worship

### **3.10: Analysis of spiritual, moral, social and cultural (SMSC) development in Ofsted reports.**

The Consultant RE Adviser provided members with regular analyses of inspection reports with a focus on SMSC, RE and British values. An analysis was made of 18 primary schools (including infant and junior schools), four secondary schools and 2 special schools. In all cases comments were positive with some referring to outstanding practice.

#### **Positive comments from reports**

'The culture of tolerance, respect and calmness which pervades the school leads to outstanding elements in pupils' spiritual, moral, social and cultural development.' (*Primary school*)

'There is a strong focus on helping pupils to understand values in life, and in particular, British values.' (*Primary school*)

'Pupils develop respect and tolerance of other beliefs through learning about other religions.' (*Primary school*)

'The spiritual, moral, social and cultural development of students is outstanding..' (*Secondary school*)

'This is an inclusive school where diversity is celebrated.' (*Junior school*)

'Pupils have a profound understanding of the multi-cultural nature of their school and the city within which they live.' (*Primary school*)

### **3.11: Annual report**

The 2014-15 report was approved and submitted to NASACRE.

### **3.12: Action Plan**

This was discussed during the year. Members suggested amendments and some items were archived. It was suggested that it would be helpful to add an additional column showing evidence or evaluation of actions.

### **3.13: Consultant RE Adviser's visits to schools**

During 2015-16 the Consultant RE Adviser visited 14 schools – 13 primary (including infant and junior schools) and 1 secondary. RE co-ordinators continued to say that they value the visits in terms of support as well as challenge and headteachers appreciated the opportunity to discuss SMSC and other aspects of inspection. The initial letter sent out to schools is very clear in explaining the supportive nature of these visits. Members are kept updated about these monitoring visits. Schools are generally selected on the basis that an inspection is thought to be imminent, though they may request a visit themselves. The visit consists of all/any of the following: a discussion with the headteacher/RE co-ordinator, lesson observation(s), scrutiny of pupils' work and interviews with pupils. A report of the visit is sent to individual schools and a summary, outlining of strengths and areas for development is regularly presented to SACRE. As in previous years, the main areas for development are monitoring and assessment.

## **4. Determinations**

### **Wyvern Primary School**

The headteacher presented the school's determination. The school has a diverse intake and has successfully made links with a Lincolnshire school in order to broaden pupils' understanding of a contrasting area. There are strong links with parents and the community. Teachers and pupils work hard together to ensure all major festivals are celebrated in a meaningful way. There are regular visits to places of worship and the school plans to invite more representatives from faith communities to contribute to RE and acts of worship. The daily acts of worship are based on the SEAL themes and each one includes time for reflection. Friday assemblies are usually class led, linked to a religion and one of the school's key values. Although it appears that nobody would withdraw from collective worship even without a determination, the school would like to pursue this to enable staff and pupils to share their beliefs, to celebrate together and show unison. Members were very impressed with the way collective worship is organised in the school and agreed to renew determination.

### **Uplands Junior School**

The headteacher provided additional material to support the determination application. The current pattern of collective worship uses the SEAL themes and draws on human values. The number of responses received from parents to the renewal questionnaire was reasonable compared to responses to other questionnaires the school has sent out. Collective worship takes place within assemblies. Pupils are given time to reflect on different themes and are provided with quotes from different faith to help them. The school may be converting to Academy status so the determination may have a limited time-span. SACRE agreed to renew Uplands Junior's determination with the offer of further support.

### **Linden Primary school**

The headteacher of Linden PS presented his school's determination and distributed supporting evidence. The school serves a very diverse community. SACRE members were impressed with the proportion of parents that had responded to the school's questionnaire. Quotes from parents in support of the determination were shared. A small minority expressed opposing views. All pupils have an opportunity to visit a variety of places of worship to enrich their understanding of different faiths. The school also welcomes representatives from faith communities to talk to pupils. Collective worship incorporates a 'thought of the day' and 'thought of the week' and all pupils participate. The headteacher believes that the continued determination would help to demonstrate inclusivity and engage pupils, parents and the local community. In his powerpoint presentation he displayed photographs of assemblies that had taken place during 2015. Some were based on moral issues and some were based on faith, with a strong sense of balance in terms of religious and non-religious worldviews. SACRE members were pleased that the headteacher made reference to SMSC and explained collective worship clearly. It was agreed to renew the determination.

### **Moat Community College**

SACRE members raised some issues based on the college's application form. It was not clear whether the school has visitors in from different faiths, or whether the students visit places of worship. There was little evidence of parents being consulted widely. Members also wanted to know what prayer/reflection facilities the college provided for non-Muslim students and those with no religious beliefs. Around 90% of the students are practising Muslims and around 30 students are Romanian Christians. The school has an excellent relationship with the community and local mosques. A local church group runs a Friday club at the school and carries out charitable projects. This group put on a Christmas carol concert, which is attended mainly by Christian students. Due to students having mainly Muslim backgrounds, it was felt that many would withdraw if acts of collective worship were mainly Christian and it could cause a degree of resentment. The Principal agreed that it was important to accommodate the needs of non-Muslim students and he would give some thought to how this could be improved. He was also asked whether there might be a danger of some students being isolated in their outlook as they may not socialise with or encounter students/ people from non-Muslim backgrounds. The Principal is aware of this and accepted that more work may need to be done to try and integrate the students with the wider population. The determination had been discussed with governors and the Principal stated that they represented the views of the parents and the community. The Chair of SACRE explained that in future it would be preferable if parents were consulted directly rather than through the governors. This would help to ensure that their views were properly represented. A timetable of assemblies/ACWs is kept for for each week to provide evidence for SMSC development. Overall, SACRE was pleased with the presentation and encouraged that the Principal took on board various comments and suggestions. It was agreed to renew the determination with the offer of further support to the school.



### **Herrick Primary School**

The headteacher gave a powerpoint presentation to support the school's determination application. This consisted of photographs of celebrations, themes and a general overview of school assemblies. Five pupils are withdrawn from faith assemblies, from 3 families. The parents have requested that their children are withdrawn from all aspects of faith based learning including RE lessons, school assemblies and visits to places of worship. The headteacher explained that assemblies included a time for prayer and reflection. Every class teacher keeps a log of assemblies. The headteacher agreed that the low response to the parents' consultation was disappointing but said this was fairly typical. He acknowledged that parents should have been consulted during the regular parent clinics held at the school. Governors had discussed the determination and the appropriate minutes of that meeting were provided. Unfortunately, the explanation of the structure of weekly assemblies confused members and it appeared as if the majority focused on the celebration of celebrating festivals. There was no mention of SMSC or British values in the presentation and there seemed to be some confusion between collective worship, assemblies and RE. It was decided to defer making a decision on the determination until the Consultant RE Adviser had visited the school gained some clarity about these issues. Following Herrick's request for a determination the Chair of SACRE and the Consultant RE Adviser visited the school to talk to the headteacher and deputy headteacher. They were given a detailed explanation of how the school provides acts of worship and this was backed up with evidence. Both left the meeting satisfied that requirements were being met and as a result SACRE agreed to renew the determination. The Consultant RE Adviser agreed to attend one of the school's assemblies later in the year.

### **Catherine Infant School**

The RE co-ordinator presented the school's application for the renewal of their determination and was accompanied by the headteacher. It was clarified that some acts of collective worship were classroom based, some in larger groups. At the beginning of the week all the teachers are given a programme to follow of the themes they need to cover. Reflection time is included. SACRE agreed to renew the determination.

### **Charnwood Primary School**

The headteacher gave a powerpoint presentation to support the renewal of the determination. Collective worship usually takes place in classrooms at the end of the day or occasionally in the morning. The headteacher carries out monitoring walks and random checks. Whole school assemblies take place for some year groups but due to lack of space the school is unable to hold a whole school assembly. The assemblies are very well attended by parents. Although the majority of pupils are Muslims, parents are happy for their children to celebrate non-Muslim festivals and visit different places of worship. The headteacher stressed that communicating with parents was essential in breaking down barriers. The school collaborates with Glebelands Primary School in Lichfield to enable the pupils to encounter different cultures. SACRE agreed to renew the determination.

## **5. 2016 Examination results**

### **National overview from the National Association of Teachers of Religious Education (NATRE)**

The number of pupils in England and Wales taking the GCSE Religious Studies (RS) full course in 2016 was at its highest since 2002. There were 284,057 entries, up 0.1% on figures for 2015. This increase is particularly impressive given an overall fall in full course GCSE entries across all subjects of 0.5%. This increase has been achieved despite RS having been excluded from the EBacc, suggesting that it has been due to the popularity of the subject and the desirability of the qualification.

However, there has been a drop in the number of entries for the GCSE short course in RS. There were 22.9% fewer entries in England than in 2015. This represents a steep decline. This is due to DfE performance tables which no longer take account of results for short courses. Changes in entries for short courses have a disproportionately significant impact on RS than on other subjects as almost two thirds of all short course GCSEs taken in England and Wales are in RS.

The impact of the exclusion of short course GCSEs from performance tables in England can be seen by the stark contrast with figures for Wales where performance tables are calculated using a different formula. In Wales there were 18,206 entries for the GCSE short course in 2016, up 2.3% on 2015.

The decline in entries for the short course in RS means that despite the increasing numbers of pupils taking the full GCSE, there are now more than 100,000 fewer pupils in England taking a GCSE in RS (full or short) than there were on 2010. This represents a decline of 23.6% over six years. NATRE is concerned that this suggests an increase in the number of pupils not been given the opportunity to study RS at key stage 4.

The increase in entries for the full course GCSE parallels the increase in A level entries which are up by 6.8% on 2015.

### **Key outcomes (England and Wales)**

- There were 284,057 entries for the full course GCSE RS – a rise of 0.1% from 2015.
- There were 71,299 entries for the short course GCSE – a decline of 17.7% from 2015.
- There were 355,356 entries for GCSE RS (combined full and short courses), a decline of 4.1% from 2015.
- Research by NATRE published in January 2016 found that 30% of community schools and 40% of academies without a religious character are failing to meet their legal or contractual agreements to provide RE for this key stage.
- 29.2% of entries for the full course in GCSE RS were awarded an A\* or and A.
- 19.2% of entries for the short course in GCSE RS were awarded an A\* or an A.

## Results in Leicester schools

### GCSE Full Course

**Number of entries:** 2368 (1211 girls, 1157 boys) compared to 2099 in 2015.

	<b>National 2016 (2015 in brackets)</b>	Leicester 2016	Leicester 2015	Leicester 2014
<b>A*-C</b>				
All pupils	71.7% (72.2%)	67.4%	67.5%	68.4%
Girls	78.1% (78.5%)	73.9%	73.2%	76.1%
Boys	63.9% (65.0%)	60.5%	62.2%	62.0%

Leicester results for A\* - C are below the national average and in line with 2015 results. Girls out-performed boys, with girls and boys both achieving below the national average.

Leicester schools achieving in line/above the national average at A\*-C (71.7%):

1. Beaumont Leys School: 79.5%
2. Fullhurst Community College (19 entries): 89.5%
3. Judgemeanow Community College: 80.2%
4. Madani Boys' School: 78.7%
5. Madani Girls' School: 83.3%
6. New College (19 entries): 78.9%
7. Saint Paul's Catholic School: 72.4%

### GCSE short course, AS and A level

Numbers are too low to make a significant analysis.

## Appendix A: SACRE membership and attendance 2015-16

### Composition of SACRE

Group A		Christian denominations and other religions (excluding Church of England)
Group B	up to 7 Members	Church of England
Group C	up to 7 Members	Teacher Associations
Group D	up to 7 members	Local Authority (LA)

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#### SACRE A

Baha'i	Stephanie Maude
Baptist	Rev Dr Peter Shepherd
Catholic	Michael Johnson
Free Evangelical	Pastor Brian Niblock
Hindu	Dipak Kumar Fakey
Hindu	Rameshbhai Majithia
Hindu	Hiten Bhatt
Methodist	Stephen Thompson
Muslim	Salma Ravat
Muslim	Seema Ahmad
Orthodox Jewish	Sheila Markham
Quakers	Ann Fishenden
Salvation Army	Jean Denton
Sikh	Amandeep Singh Rai
Sikh	Daljit Makan
Sikh	Kartar Singh Bring
The Church of Jesus Christ of Latter-Day Saints	David Parker

#### SACRE B

Church of England	Miss Elizabeth Wayne
Church of England	Jill Carr
Church of England	Revd Alison Roche
Church of England	Revd Liz Rawlings
Church of England	Carolyn Lewis
Church of England	Michael Morris

#### SACRE C

Teacher Associations	Ken Wheatley (ATL)
Teacher Association	Martin Ward (ASCL)
CLARET	Jill Patterson

#### SACRE D

LA	Cllr Deepak Bajaj
LA	Cllr Inderjit Gugnani
LA	George Ballantyne
LA	Michel Laurent-Regisse

**NON-VOTING MEMBERS**Humanist  
Leicester Council of FaithsAllan Hayes  
Kehar Singh**Record of Attendance of Members of the Leicester City SACRE****Group A**

Faith	Name	17/09/14	13/11/04	15/01/15	11/03/15	16/06/15
Baha'i	Mrs Stephanie Maude	P	A	P	P	P
Baptist	Rev Peter Shepherd	P	P	P	P	P
Catholic	Michael Johnson	-	-	-	P	-
Free Evangelical	Pastor Brian Niblock	P	P	-	P	P
Hindu	Dlpak Fakey	-	-	P	-	A
Hindu	Rameshbhai Majithia	P	A	P	P	A
Hindu	Hiten Bhatt	A	P	P	-	P
Methodist Church	Stephen Thompson	P	P	A	P	P
Muslim	Salma Ravat	P	P	P	P	P
Muslim	Seema Ahmad	P	-	P	P	P
Orthodox Jewish	Sheila Markham	P	A	A	P	A
Quakers Religious	Ann Fishenden	P	P	P	P	P
Salvation Army	Jean Denton	P	A	P	P	A
Sikh	Amandeep Singh Rai	-	-	-	-	-
Sikh	Daljit Makan	-	-	-	-	-
Sikh	Kartar Singh Bring	-	-	-	-	-
Church of Jesus Christ of LDS	David Parker	-	-	P	-	-

### Group B

Faith	Name	17/09/14	13/11/04	15/01/15	11/03/15	16/06/15
Church of England	Elizabeth Wayne	P	P	A	P	P
Church of England	Jill Carr	P	A	P	A	A
Church of England	Revd Alison Roche	P	P	P	P	P
Church of England	Revd Liz Rawlings	A	P	P	-	P
Church of England	Michael Morris				P	A

### Group C

Teacher Associations	Name	17/09/14	13/11/04	15/01/15	11/03/15	16/06/15
ASCL	Martin Ward	A	P	P	-	-
ATL	Ken Wheatley	P	P	P	P	A
CLARET and NATF	Jill Patterson	P	P	P	A	-

### Group D

Members from the Local Authority		17/09/14	13/11/04	15/01/15	11/03/15	16/06/15
Cllr Deepak Bajaj		-	-	P	P	P
Cllr Inderjit Gugnani		P	A	P	P	P
George Ballantyne		-	P	P	P	A
Michel Laurent-Regisse		P	P	P	P	A

### Co-opted Non-Voting

Faith	Name	17/09/14	13/11/04	15/01/15	11/03/15	16/06/15
Humanist	Allan Hayes	A	P	P	A	A
Leicester Council of Faiths	Kehar Singh	-	-	-	-	-

### Visitors

School/Establishment	Name	17/09/14	13/11/04	15/01/15	11/03/15	16/06/15
Mellor PS Headteacher	Karen Hammo		P			
Mellor PS	Rahila Esmail		P			
Shenton PS Headteacher	Gita Patel		P			
Shenton PS Deputy Headteacher	Smita Lad		P			
The Respect Programme	Rabiha Hanna			P		
Prevent	Will Baldet			P		
Diocesan and Cathedral Social Responsibility Enabl	Alison Adams			P		

#### Key to Attendance:

P Present

A Absent with apologies

- Absent



Attended for a session to present determinations or an item on the Agenda / new member or resigning member

## Appendix B: Leicester SACRE Action Plan 2014-2016

<b>Priority 1: To monitor and support teaching and learning in RE in order to raise standards</b>					
<b>Key tasks</b>	<b>Target group(s)</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Resources</b>	<b>Success Criteria</b>
<b>1.1 Introduce the revised LAS and monitor its effectiveness</b>	Selected schools	Consultant RE Adviser Fiona Moss	Spring term 2015 then ongoing	Consultant RE Adviser's time	Improvements in provision and outcomes in RE as shown through impact of CPD and monitoring visits.
<b>1.2 Work with primary and secondary RE network groups – provide advice, share relevant resources</b>	Teachers of RE in all schools  SACRE members to be informed of dates and attend when possible	Consultant RE Adviser  Key teachers from each group	Ongoing	Consultant RE Adviser – two twilight meetings per term  Occasional invited speakers	Teachers kept up to date on current local and national initiatives in RE. [See 1:6 below]  Increase in teacher confidence as a result of support from group.
<b>1.3 Analyse key SMSC judgements from Ofsted reports</b>	SACRE members and LA	Consultant RE Adviser	Ongoing	Consultant's time – approx one day per term	SACRE members well informed about SMSC in schools.  Knowledge of strengths and weaknesses in schools resulting in improved, focused support.
<b>1.4 As part of Annual Report, analyse exam results and provide support where</b>	All secondary schools	Consultant RE Adviser	Annually	Consultant's time	Targeted monitoring and support for schools (email and actual contact), leading to improved standards.



**Priority 1: To monitor and support teaching and learning in RE in order to raise standards**

<b>Key tasks</b>	<b>Target group(s)</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Resources</b>	<b>Success Criteria</b>
<b>results are below expectations</b>					
<b>1.5 Carry out monitoring visits to selected schools and provide follow up support where necessary</b>	Selected schools, mainly those where inspection is imminent	Consultant RE Adviser  SACRE members accompanying visits	Ongoing	Consultant's time – approx 7 visits per term with follow up report.	Strengths and weaknesses identified and support provided where necessary.  Good/outstanding RE identified, with a view to sending out letters of commendation from SACRE
<b>1.6 Ensure that schools are kept informed about local and national initiatives</b>	All schools	Consultant RE Adviser, LA and SACRE members	Ongoing	No significant cost	Schools respond according to need and improve provision and outcomes in RE. Initiatives include: <ul style="list-style-type: none"> <li>i) GCSE review – new specification</li> <li>ii) Ofsted requirements</li> <li>iii) Removal of levels – measurement and maintaining of standards</li> </ul> Local projects and CPD
<b>1.7 Continue to support and provide training for governing bodies in their statutory</b>	School governors	Consultant RE Adviser and SACRE members who are involved with governing bodies	Ongoing	Costs mitigated by Governor Services	Governors confident about their responsibilities, enabling them to have a positive impact upon RE, SMSC and ACWs.

**Priority 1: To monitor and support teaching and learning in RE in order to raise standards**

<b>Key tasks</b>	<b>Target group(s)</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Resources</b>	<b>Success Criteria</b>
<b>responsibilities in relation to RE, SMSC and ACWs.</b>					
<b>1.8 Provide in house and centralised CPD for RE and SMSC</b>	All schools	Consultant RE Adviser, SACRE members, outside providers	Ongoing	Time/cost of providers	CPD programme up and running, impact monitored in relation to improved teaching and learning.

<b>Priority 2: To support the work of the Youth SACRE</b>					
<b>Key tasks</b>	<b>Target group(s)</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Resources</b>	<b>Success Criteria</b>
<b>2.1 Plan and support RE conference</b>	All schools	Fiona Moss, supported by SACRE	01.07.14	Mainly self financing	Impact shown in schools' outcomes
<b>2.2 Ambassadors of faith and belief project</b>	All schools	Fiona Moss, Youth SACRE, supported by Leicester SACRE	Ongoing	FM's time and costs	Higher profile given to RE in schools with improved outcomes.
<b>2.3 Plan and support secondary schools' debating competition</b>	Selected schools	Consultant RE Adviser, secondary teachers on SACRE	Summer term 2015 <b>This item was postponed.</b>	Consultant's time, other expenses – covered by SACRE budget	Development of students' debating skills in relation to 'big' issues.

<b>Priority 3: To provide guidance and support for schools to ensure effective provision for acts of collective worship, (including determinations) and support for RE</b>					
<b>Key tasks</b>	<b>Target group (s)</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Resources</b>	<b>Success Criteria</b>
<b>3.1 Support schools in the process of applying for a determination Question: Should schools be</b>	All schools with over 50% of pupils from minority ethnic groups	Consultant RE Adviser, SACRE members	Ongoing	No cost involved	Schools granted determinations provide effective alternative provision.

**Priority 3: To provide guidance and support for schools to ensure effective provision for acts of collective worship, (including determinations) and support for RE**

<b>Key tasks</b>	<b>Target group (s)</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Resources</b>	<b>Success Criteria</b>
given more notice about determinations?					
<b>3.2 i) Provide direct support to schools with determinations</b>	Schools with determinations	SACRE members	Ongoing	SACRE members' costs.	Better understanding about faith in the community and strengthened relationships between schools and SACRE.
<b>3.4 When requested, SACRE members from different faith communities to link with schools to meet RE teachers and provide support and guidance</b>	All schools requesting support	SACRE members	Ongoing	SACRE members' costs	Leicester SACRE members better known by schools. Closer links between SACRE and schools. Improved outcomes in teaching and learning about different beliefs and worldviews – schools to be followed up after visits to assess impact on learning.
<b>3.5 Continue</b>	All schools	Consultant RE Adviser	Ongoing	Cost of website	Schools better informed

**Priority 3: To provide guidance and support for schools to ensure effective provision for acts of collective worship, (including determinations) and support for RE**

<b>Key tasks</b>	<b>Target group (s)</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Resources</b>	<b>Success Criteria</b>
<b>to develop the Engaging With Faith Communities website</b>				development - LA	about: a) requirements of pupils from different faith communities b) Places of worship in Leicester – key features, contact details, etc. c) Profile of SACRE members
<b>3.6 Produce 'British Values' film</b>	All schools, governors, faith/belief groups	Consultant RE Adviser	December 2015	Costs met by LA	All parties better informed about British Values and links to SMSC and RE. Effective practice in schools, evidenced through school visits and Ofsted inspections
<b>3.7 Develop religion boxes at the Global Learning Library, supported by CPD</b>	All schools	Consultant RE Adviser Claire plumb, GLL SACRE members	Boxes - January 2016 CPD- summer term 2016	Costs met (approx. £2400) by LA	More effective use of artefacts in the classroom leading to deeper knowledge and understanding of different beliefs.

**Priority 4: To support the work of SACRE**

<b>Key tasks</b>	<b>Target group(s)</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Resources</b>	<b>Success Criteria</b>
<b>4.1 Ensure that SACRE members are kept updated</b>	All SACRE members	Consultant RE Adviser and SACRE Chair	Ongoing	No financial cost involved. Consultant RE Adviser and	Members well informed about current initiatives in RE which will enhance discussions during

**Priority 4: To support the work of SACRE**

<b>Key tasks</b>	<b>Target group(s)</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Resources</b>	<b>Success Criteria</b>
and informed about organisations such as NASACRE, AREIAC, REC, NATRE, etc. and attend conferences, training, as and when appropriate.				Chair's time.	meetings.
<b>4.2 Ensure necessary activities take place to support members, e.g. writing of Annual Report, provision of training, well planned SACRE meetings.</b>	SACRE	Consultant RE Adviser and SACRE Chair	Ongoing	Consultant Adviser, Clerk to SACRE and Chair's time	Meetings are well planned, attended and resourced, resulting in positive outcomes for schools.
<b>4.3 Plan activities to enhance SACRE members'</b>	All SACRE members	LA, Consultant RE Adviser	2015/16	Costs met by LA from SACRE budget	Improved links between SACRE and schools

**Priority 4: To support the work of SACRE**

<b>Key tasks</b>	<b>Target group(s)</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Resources</b>	<b>Success Criteria</b>
understanding of teaching and learning in schools, e.g. Prevent session, visit to Holocaust Centre					