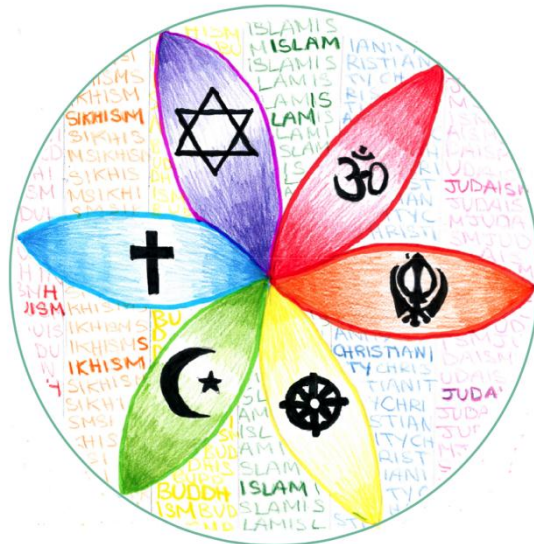


# The Annual Report of the Hertfordshire Standing Advisory Council on Religious Education (SACRE) 2013/2014



Cover competition winners for the Hertfordshire Agreed Syllabus of Religious Education 2012-2017

Lola Kingelsey Johnson, aged 5 years  
Templewood Primary School  
Welwyn Garden City

Hasina Manzoor, aged 12 years  
Watford Grammar School for Girls  
Watford

Hertfordshire SACRE is a member of the National Association of SACREs

# **HERTFORDSHIRE SACRE ANNUAL REPORT 2013/14**

## **Introduction**

The SACRE promotes good standards in RE and advises the Local Authority about matters concerned with collective worship and religious education in accordance with the Hertfordshire Agreed Syllabus.

I am pleased to present to you this, the twenty-third, annual report of the Hertfordshire SACRE.

The period 2013-2014 marked a year of review and change for the Hertfordshire SACRE, membership changed and SACRE agreed and implemented a new constitution.

### **(Appendix 1)**

A subcommittee explored the impact of the 2011 census and representation on SACRE and membership was amended accordingly. I became the new county appointed chairman for the Hertfordshire SACRE in October 2013, our vice chair Carol-Anne Chandler was re elected and new clerking arrangements were provided through Herts for Learning. The newly formed company Herts for Learning (HfL) was commissioned by Hertfordshire County Council (HCC) to deliver the statutory contract for SACRE.

Our work took place against the findings of the Ofsted triennial report on RE 'Realising the Potential' published on 6<sup>th</sup> October and the Religious Education Council's RE Review launched on 23<sup>rd</sup> October at the House of Commons at the meeting of the APPG for RE.

This report details this period of change and the continued work of the SACRE to monitor standards of religious education in our schools through analysis of public examination results and through our online survey for RE and collective worship. In addition, details of the development of the local faith communities grants, the annual Hertfordshire Holocaust Memorial Day Commemoration event, the recognition of Hertfordshire schools by the RE Quality Mark and the Ambassadors of Faith and belief project are also set out in the report.

The following offers an insight into the working of the Hertfordshire SACRE during the academic year 2013/14 and I recommend it to you.

Councillor Peter Ruffles MBE (Chair Hertfordshire SACRE)

## BACKGROUND

The Education Reform Act 1988 required Local Education Authorities to convene a SACRE consisting of members appointed by the Authority to represent:

<b>Group A</b>	Christian denominations and other religions and religious denominations
<b>Group B</b>	The Church of England
<b>Group C</b>	Teachers' Associations
<b>Group D</b>	The Authority

After considerable consultation and discussion with interested bodies throughout Hertfordshire to ensure the SACRE would be representative, the Authority appointed the members as required by legislation. Membership is for a period of four years and full members of the SACRE may co-opt non-voting members to the Council. Mrs Sally Spear, Mr Michael Shaw, Mrs Juliet Lyal, Mrs Ellie Olmer and Mr Pete Bennett have been co-opted. Membership for the period 2013-2014 can be found in **Appendix 2**. SACRE meetings are open to the public.

The SACRE can advise the Authority upon matters connected with RE and collective worship in County schools, matters such as teaching methods, materials and teacher training are mentioned in the Act. The advice offered by the SACRE carries no statutory force.

SACRE has two particular functions. It can require the LA to review its current Agreed Syllabus, and it may determine, on application by the head teacher, that the requirement for collective worship in county schools to be wholly or mainly of a broadly Christian character shall not apply to the collective worship provided for some or all of the pupils in a particular school. Each SACRE must publish an annual report on its work. This should:

- specify any matters on which it has advised the LA
- broadly describe the nature of the advice
- set out its reasons for offering advice on any matters which were not referred to in the first place by the LA.

### Purpose of the Report

The Education Act 1996, Section 391 (6) and (7) requires that each year the Standing Advisory Council for Religious Education (SACRE) of each local education authority will 'publish a report as to the exercise of its functions and any action taken by representative groups on the Council during the last preceding year.'

In particular, the report shall:

- specify any matters in respect of which the Council has given advice to the Authority;
- broadly describe the nature of the advice given; and
- where any matter was not referred to the Council by the Authority, give the Council's reason for offering advice on the matter.

This report deals with these matters in summary, for the academic year September 2013 to July 2014.

The Hertfordshire SACRE met three times during the year and considered a diverse range of topics.

## **Main Findings**

### **1. Promoting improvement in the standards, the quality of teaching and provision in RE**

In 2013-2014 the Hertfordshire SACRE issued an online survey to monitor responses from schools to a Religious Education self-evaluation questionnaire. This information is required by SACRE to fulfil its statutory duty to monitor the quality and provision of RE in community schools and foundation and voluntary schools without a religious character. The survey continues an annual cycle in which primary, middle, secondary and special schools receive a questionnaire each year. The evaluation is used to support and promote pupil entitlement.

### **2. Evaluating the effectiveness of the locally Agreed syllabus**

The Hertfordshire Agreed Syllabus for Religious Education 2012-2017 provides statutory requirements for planning, teaching and assessment procedures. Continued professional development sessions are offered to all schools to ensure the effective implementation of the syllabus, training is not well attended by secondary colleagues, however primary colleagues are regularly provided with professional advice through staff meetings and training days.

### **3. Promoting improvement in the provision and quality of collective worship**

The self evaluation monitoring individual school responses highlight that little reference is made by inspection teams to collective worship. Some non-compliant schools were inspected during this year but non-compliance was not highlighted by Ofsted. It has proved difficult for SACRE to follow up monitoring of this situation. Advice and training has been provided in support of pupil entitlement.

### **4. Managing the SACRE and building the partnership between the SACRE the LA and other key stakeholders**

Hertfordshire County Council (HCC) commissioned Herts for Learning (HfL) to deliver the statutory contract for SACRE. The Head of Achievement, Secondary, SSE at HfL provides a link with the Local Authority as a Servicing Officer, in addition an independent RE Adviser ensures that SACRE developments take place when required. County Councillors are pleased to join the Hertfordshire SACRE and supportive of the work. The regular formation of sub committees and self-review all form part of a regular cycle for the Hertfordshire SACRE, as issues are highlighted by the process, they are followed up and inform future priorities for development.

### **5. Contributing to cohesion across the community and the promotion of social and racial harmony**

The SACRE brings together voices from many different communities in Hertfordshire and gives a clear purpose for their effective communication. Diversity is acknowledged and celebrated through the very fabric of the SACRE and in the work undertaken to promote tolerance and understanding of the diverse nature of the county. Faith communities are supported and monitored for their provision of visits and visitors for Hertfordshire pupils in state schools during term time. The Hertfordshire SACRE Holocaust Memorial Day commemoration involves a wide range of Hertfordshire schools and multi-ethnic local community supporting education about the Holocaust, other contemporary genocides and the nature of prejudice and intolerance. SACRE meetings are regularly held in different places of religious importance.

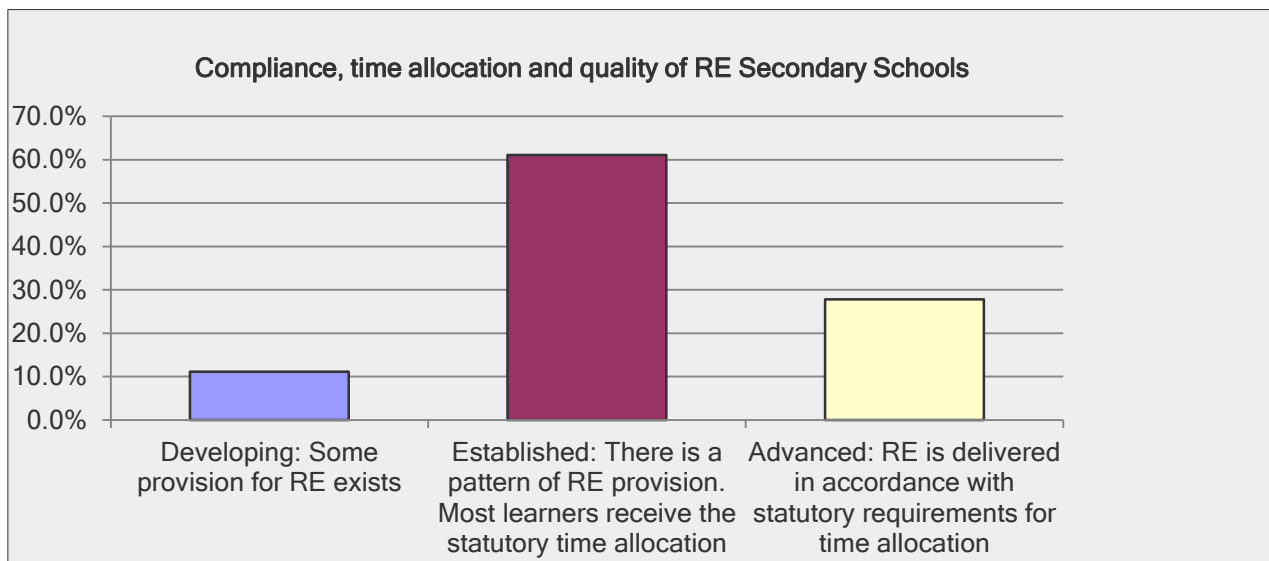
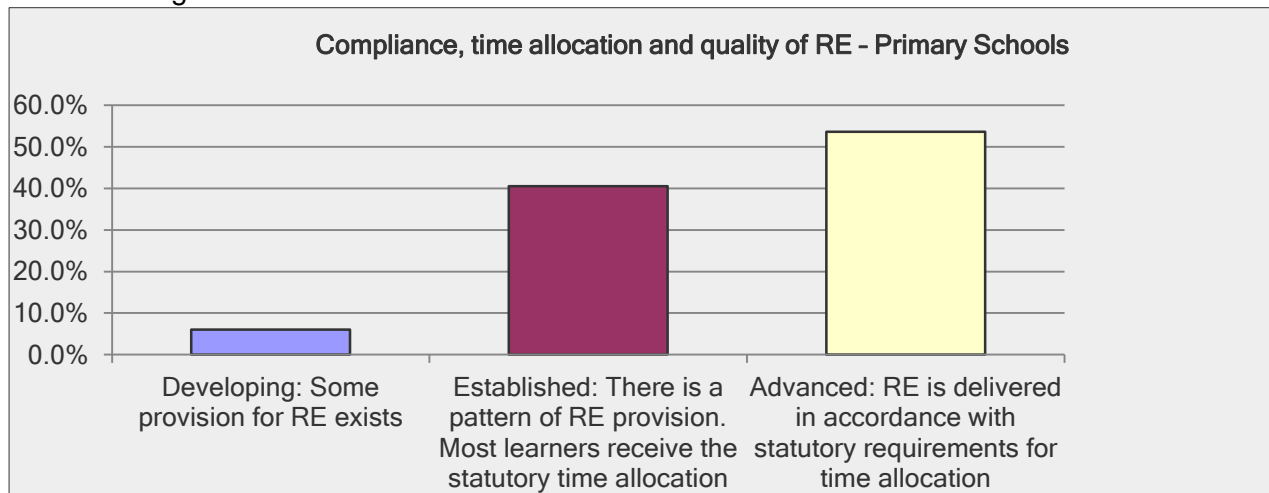
# 1. Promoting improvement in the standards, the quality of teaching and provision in RE

## 1a Provision across the LA - compliance and time allocation

SACRE requested for the second year that schools complete an electronic survey as a Religious Education self evaluation. This data has provided a snapshot which has enabled the Hertfordshire SACRE to report on the standards and quality of provision in RE. (See charts below)

In March 2014 the 'survey monkey' package was sent to 498 Hertfordshire schools, 396 primary, 80 secondary, 15 special and 7 education support centres. There were 126 returns for Religious Education, approximately 29% primary and secondary, 20% special schools and ESCs.

**Compliance, time allocation and quality of RE** - Statutory requirements are met in all primary school settings where self - evaluations were returned.



The SEF provides some evidence that primary provision remains strong, teachers report that the Agreed Syllabus is delivered in the majority of primary schools through the non statutory scheme of work for Religious Education.

Secondary schools are not meeting requirements of the Agreed Syllabus for time allocation. Special schools and ESC's provision is according to the nature of the setting.

## **1b Standards of achievement and Public examination entries**

As in 1a above, the comments made on standards and achievement are based on the sample of schools returning self-evaluation questionnaires.

### **Standards and achievement - using categories 'developing', 'established', 'advanced'.**

Primary schools judged themselves to be largely 'established' in terms of standards and achievement. Assessment continues to be a key area for development.

The majority of secondary schools sampled judged themselves to be 'advanced' or 'established' and pointed to evidence from rigorous monitoring, evaluation and summative assessments.

Special schools and ESC's self evaluated as established or advanced, identifying some tracking of pupil progress and use of 'P' levels.

### **Public examination entries**

The SACRE uses the SEF to establish how well learners are doing in KS1-3 and is provided with examination entries and standards in secondary schools and how these relate to national figures. Examination statistics were presented to SACRE at the spring term meeting. They were discussed and members noted that Hertfordshire public examination figures are still above national figures but the gap was closing. **(Appendix 3)**

## **1c Quality of learning and teaching**

In addition to the SEF, information is also gathered during school visits, continuing professional development (CPD) and local teachers' network meetings. Information about national courses and support mechanisms are circulated to schools.

## **1d Quality of leadership and management including the provision and management of resources**

Hertfordshire SACRE is well aware that the quality of leadership and management is of the utmost importance, monitoring of this has been carried out through the sample of schools returning self-evaluations.

Primary schools self evaluated as 'developing' where there were new or recently appointed subject leaders the majority were established. Primary school subject leaders are offered training when they are new to the leadership role.

Secondary schools self evaluated as 'established' with a small number 'developing' and 'advanced'. Special schools and ESCs graded themselves as at least 'established' in terms of teaching and management of RE, the minority 'developing' and the majority 'advanced'.

Hertfordshire teachers continue to make good use of recommended web-based ideas and resources, including the RE resources on the Hertfordshire Grid for Learning. The non-statutory Hertfordshire primary scheme of work contains links to web-based resources for use from EYFS through to the end of Key Stage 2. Local RE network groups such as SARETT draw on expertise in effective schools to support other schools in the locality.

### **1e Recruitment and retention of skilled specialist RE staff**

Concern remains over the quality of provision in primary schools, RE is being routinely being taught during PPA time and there are a growing number of TA's or HLTA's who are teaching RE, this will continue to be reviewed.

The Hertfordshire SACRE has links with our local initial teacher training provider and they have active representation on SACRE.

### **1f Relations with academies and other non-LA maintained schools**

The SACRE has received information regarding academy conversions and the changing landscape of Hertfordshire schools and recognises this new diversified scenario. SACRE has maintained a channel of communication with academies through representation in group C membership. The SEF returns provide information about the RE situation in a number of academies.

### **1g Formal complaints concerning RE**

A complaint was received from parent by a member Cllr and was discussed, it was not made through a school and therefore was not received as a formal complaint. However, the document referred to in the complaint was agreed by numerous members of SACRE to be inappropriate. The group therefore moved to resolve the issue as a matter of urgency. The material regarding the Jewish practice of circumcision was removed from the Hertfordshire website and a working party convened to update non-statutory guidance for Key Stage 3 RE.

## **2. Evaluating the effectiveness of the local Agreed Syllabus**

### **2a The Review process**

The locally agreed syllabus is the bedrock on which schools build robust sequences of effective learning experiences in RE. Academies and other non-maintained LA schools are in principle free to choose their own RE syllabus. The SACRE continue to guide these schools to adopt local guidance. The decision to hold back £3000 per year from the annual SACRE budget aims to ensure that the agreed syllabus review and implementation will have £15,000 Financial support in the fifth year of the review cycle. The syllabus is due for review in 2017.

### **2b The quality of the Agreed Syllabus**

SACRE is content that the current agreed syllabus provides a clear framework for expectations of learning in RE. It makes clear the value of RE in school both in terms of learning and wider issues. Any revision required in the light of national curriculum changes and reviews is discussed with members. Hertfordshire SACRE was represented at the RE review launch, Westminster October 2013, members have considered the non-statutory framework for the future agreed syllabus conference.

### **2c Launching and implementing the agreed syllabus**

Clear arrangements are in place for training teachers on implementing the syllabus. The SACRE provides additional guidance and extended training on using the agreed syllabus over the life of the agreed syllabus. Guidance includes the provision of model schemes of work from EYFS - KS3.

### 3. Promoting improvement in the provision and quality of collective worship

#### 3a Supporting pupil entitlement

Training for collective worship and SMSC development has been provided for primary schools. The 'Faith Communities Directory' is partly designed to support schools by signposting volunteers who are willing to visit schools to help lead collective worship. SACRE members are involved with this aspect, either by providing names of faith community personnel, or offering themselves to schools in this way.

#### 3b Enhancing the quality of provision of collective worship

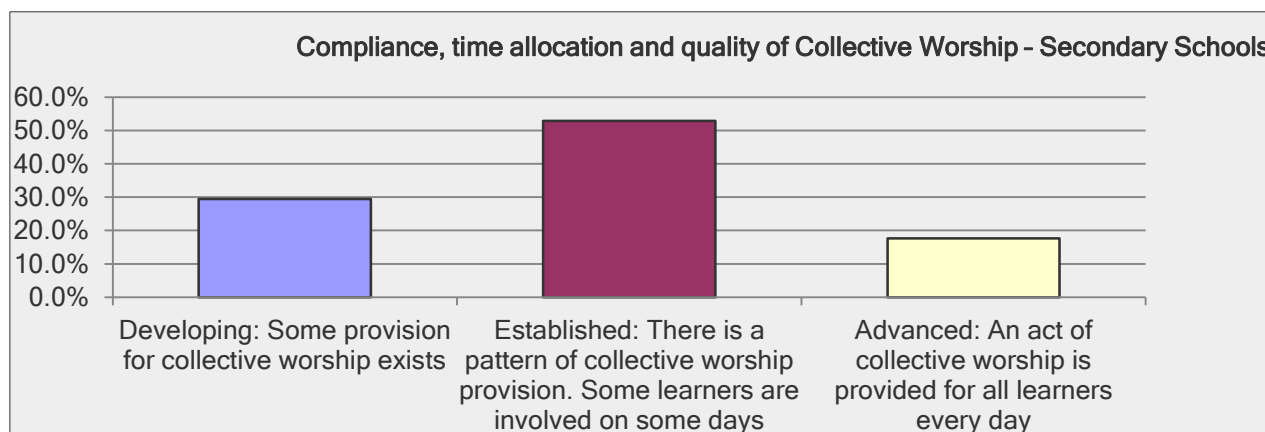
The Hertfordshire SACRE is responsible for the ongoing monitoring and support of collective worship in Hertfordshire schools. In 2013-2014 the Hertfordshire SACRE electronic 'survey monkey' questionnaire was issued to all schools. The 'survey monkey' self evaluation questionnaire received 140 returns for collective worship allowing monitoring of 28% of Hertfordshire schools. See responses from Hertfordshire schools regarding collective worship (**Appendix 4**) these comments were shared with schools to provide useful prompts when reviewing their practice in collective worship.

**Primary Schools:** The vast majority of primary schools who self evaluated are complying with the legal requirements for collective worship. More than half say CW provision is daily and 40% Established

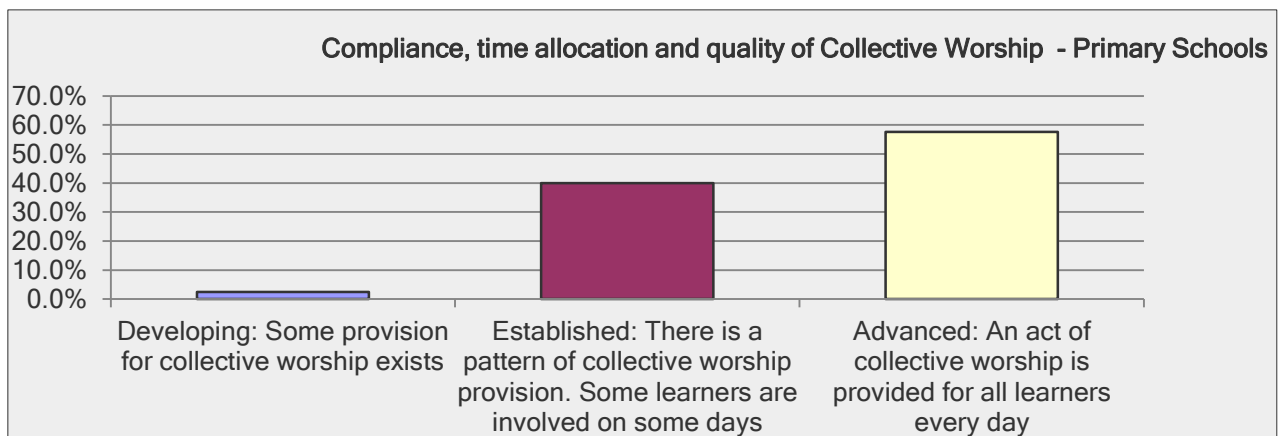
7/101 primary schools identified as not providing daily collective worship, some schools were contacted as a result.

**Secondary Schools:** Compliance with the requirement to hold a *daily* act of collective worship continues to be a key issue for the majority of secondary schools, not daily in 9/26 who returned self evaluation.

**Special Schools:** None of the special schools or ESC's who responded reported any difficulty with compliance.







Some non compliant schools were inspected this year but this was not picked up by Ofsted. 36/101 primary schools, 5/26 secondary schools and 3/13 special schools and ESC had collective worship observed by an inspector in their 2013-2014 inspections, increase on previous years. The monitoring and further support of self evaluating schools is limited by time and budget constraints.

**Determinations:** There are two Determination orders in place - Chater Infants' School and Chater Junior School, SACRE will review these determination orders 2015.

There have been no official complaints concerning collective worship in 2013/14.

## **4. Managing the SACRE and building the partnership between the SACRE the LA and other key stakeholders**

### **4a SACRE meetings**

There were three full SACRE meetings in the academic year 2013/14.

Wednesday 10<sup>th</sup> October 2013 - County Hall, Hertford.

Thursday 13<sup>th</sup> February 2014 - The Diocesan Office, Hollywell Lodge, St Albans

Thursday 26<sup>th</sup> June 2014 - St Albans Masorti Synagogue, Campfield Road, St Albans

Meetings are well attended. The following key matters were discussed.

- SACRE members revised and implemented a new constitution under legal advice from Hertfordshire County Council, a copy is attached to this report (**Appendix 1**)
- SACRE considered an application for membership from the British Humanist Association members voted for a Humanist member to be co-opted
- The length of membership to SACRE is in line with the County Council cycle of elections and membership must be renewed every 4 years. Each Member required to provide a new endorsement from the body/group they represent. Each group elected a leader for their group to enable voting to take place
- A profile for a SACRE representative was created and accepted by members to assist in recruitment
- A sub committee monitored the results of the RE and collective worship self evaluation survey
- Faith community grants were awarded to religious communities actively involved with Hertfordshire community schools. £10,000 was allocated and distributed

- A Holocaust Memorial Day event was planned with support from a SACRE sub committee and took place on 30th January 2014. It took place at Edwinstree Middle School, Buntingford. Faith communities represented in Hertfordshire attended and pupils and teachers from Key Stages 2-5, took an active part in the event
- The Religious Education Quality Mark was introduced and Watford Grammar School for Girls reported on achieving their Gold Award
- Updates were received and discussions took place related to several national conferences, meetings and papers

#### **4b SACRE Membership and training**

During the year a revised constitution for SACRE was drawn up. The new document reflects the change in the demography of the county between the census in 2001 and the one in 2011.

In particular, the number of representatives from faith groups in Committee A was adjusted to reflect the new census data. **(Appendix 2)**

The census and membership subcommittee recommended the inclusion of an additional member in Group A to represent the Free Churches and two new co-opted members, one to represent the Hindu community and one the Muslim community. Vacancies for a Catholic and Church of England representative were filled. Hertfordshire SACRE approved the application for the co-option of a Humanist representative. The Infant teacher vacancy was filled by a previously co-opted member and a holocaust educator was co-opted. We said goodbye to our longstanding member representing the Sikh religion on Group A, Mr Gulzar Sahota. Induction training was provided for all new members in February 2014.

#### **4c Improvement/development planning**

As a result of undertaking a self-evaluation a development plan has been constructed. This is linked to the local authority plan and budget requirements. The requirements will be discussed with the local authority.

#### **4d Professional and financial support**

The Hertfordshire SACRE is supported by two servicing officers, an independent RE Adviser and an LA officer. The meetings have administrative support from a named person who is the central point of contact. The clerking of meetings from the Governance team ended and a new clerk from Herts for Learning joined the SACRE team. In 2013-2014 SACRE had a budget **of £21,164**

**Financial Report** SACRE members were informed that HCC funding would now be provided to cover the statutory duties/functions only. In 2013-2014 SLA money was also being used for non-statutory work. Additional work such as HMD commemoration event, Afab and REQM needs to be paid for by generated income. SACRE convened a finance working party to consider which activities they would like to prioritise to fund.

#### **4e Information and advice**

A senior LA representative is the joint servicing officer for the SACRE and is involved in attending and presenting at meetings, receiving minutes and all papers and giving advice when required. An additional independent RE adviser also supports SACRE as a servicing officer. The independent adviser visits schools and places of worship, leads CPD and, where necessary, publishes advice. Published advice is always considered by SACRE and appears in SACRE's name.

#### **4f Partnerships with key stakeholders**

Hertfordshire continues to offer a comprehensive training course programme. In 2013-2014 the following CPD was offered in response to local and national priorities:-

Leading RE for the First Time

REleasing rhinos - REenergising primary humanities

Developing SMSC through quality collective worship

InspiRE - developing Key Stage 2 RE

Help! I'm teaching RE

Creative RE - putting Christianity in the picture

Active and engaging RE

In addition, Making progress in secondary RE: deeper thinking, better RE was cancelled due to low numbers.

### **5. Contributing to cohesion across the community and the promotion of social and racial harmony**

#### **5a Representative nature of SACRE**

The SACRE is representative of all the main religious groupings in Hertfordshire (**Appendix 3**). In 2013/14 SACRE invited Hindu and Muslim representatives for co-option. Despite meeting attendance by a Hindu representative, there remain two co-option vacancies.

#### **5b Knowledge and understanding of the local religious, cultural and ethnic minority**

Hertfordshire SACRE regularly holds its meetings in schools or faith community buildings. In 2013/14 the summer term meeting was held at a newly opened Masorti Synagogue in St Albans. At the beginning of such meetings there is always an informative guided tour, leading to greater levels of understanding and respect for cultural and religious difference. Several members of SACRE belong to multi-faith forums.

In 2013/14 a grant of £10,000 was distributed amongst those faith communities who work with Hertfordshire pupils. The SACRE monitored work by all faith communities in receipt of funding.

#### **5c Understanding the intrinsic contribution that RE can make to social, racial and religious harmony and to community**

SACRE members promoted 'Ambassadors of Faith and Belief' scheme from Redbridge and welcomed members to schools in St Albans for a successful trial of the scheme. Funding was committed to develop the AfaB project across Hertfordshire, starting from September 2014.

#### **Holocaust Memorial Day Commemoration 2014**

The Hertfordshire SACRE HMD commemoration involves a wide range of Hertfordshire schools and multi-ethnic local community. In response to a lack of expressions of interest from East Hertfordshire schools, the SACRE provided fully funded staff training, resources and support to give Hertfordshire students in East Hertfordshire schools the opportunity to learn about the Holocaust and other contemporary genocides to explore the nature of prejudice and intolerance.

Hertfordshire SACRE (Standing Advisory Council on Religious Education) were proud to deliver our 9<sup>th</sup> successful Holocaust Memorial Commemoration Day. After almost five months in the planning, the 230 strong audience was well represented by students, adults, faith representatives and local dignitaries. Held in Buntingford at Edwinstree C of E Middle School on Thursday 30<sup>th</sup> January, the programme incorporated powerful presentations from participating schools including primary, middle and secondary and powerful guest speaker Sir Erich Reich (child of the Kindertransport).

### **Faith Communities in Hertfordshire**

The Local Authority continues to provide faith communities grant funding to support the following work with Hertfordshire pupils in state schools:

1. The faith community must make available its services or place of worship for school visits during school term time
2. The faith community should provide speakers/guides who are knowledgeable about their faith, have some understanding of the Religious Education curriculum in Hertfordshire schools and are able to enthuse pupils
3. The amount of any monies given to the faith community will be determined in the main by the usage made of the service by Hertfordshire schools
4. The faith community must provide an annual summary to the Hertfordshire SACRE outlining the schools that have used the services, the number of pupils involved and any feedback from those schools
5. The fund is not designed to support salaries but rather to devise new initiatives and support existing ones.

### **In 2013-2014 funds were allocated to the following establishments;**

Bridge Builders Christian Trust, Church of St Francis of Assisi, ISKON Education Service, Northwood Holocaust Memorial Day Events, Ramgaria Gurdwara Society, St Albans and Harpenden Education Project (STEP), St Benedict's Church and Stevenage Muslim Community Centre, SARETT.

The Hertfordshire SACRE is grateful to our faith communities for their work in enriching the RE curriculum and collective worship provision in schools. SACRE undertakes monitoring and provides feedback to support the services provided

## **Appendix 1: SACRE Constitution**

### **HERTFORDSHIRE STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)**

#### **CONSTITUTION**

(Revision 05/13)

#### **1. PREAMBLE**

1.1 The legislative authority for a Standing Advisory Council on Religious Education is detailed in Chapter III of Part V of the Education Act 1996 (as amended). Other responsibilities of SACRE's are outlined in, but are not limited to, the Religious Education in English Schools; Non-statutory guidance 2009, SACRE and Self Evaluation: A guide to OFSTED 2005 and Circular 1/94 Religious Education and collective worship.

#### **2. NAME**

2.1 The name of the Council is the 'Standing Advisory Council on Religious Education' (SACRE) and is established by Hertfordshire County Council (the "Local Authority") under the provisions of section 390 of the Education Act 1996.

#### **3. MEMBERSHIP**

3.1.\* SACRE will consist of the members appointed by the Local Authority to represent respectively:

- a. Christian dominations (other than the Church of England) and other religions and denominations as in the opinion of the Local Authority reflect the principal religious traditions in Hertfordshire. The number of representatives approved under the category shall, so far as consistent with the efficient discharge of this group's functions, reflect broadly the proportionate strength of that denomination or religion in the area.
- b. The Church of England.
- c. Associations representing teachers.
- d. The Local Authority.

3.2 The list attached as Appendix 1 outlines the composition of SACRE in Hertfordshire. The Servicing Officer will review Appendix 1 in accordance with census data and will update SACRE at the annual constitution review if any changes need to be made.

3.3 The length of membership as determined by the Local Authority is 4 years following the County Council cycle.

3.4 Each constituent group must elect a leader. That leader will normally represent the group on SACRE working parties which require one representative from each group.

3.5\* Meetings of the full SACRE will be open to members of the public except when items of a confidential nature are to be discussed.

#### **4. DUTIES**

4.1. The broad role of SACRE is to develop a supportive partnership with schools within Hertfordshire in order to raise standards and achievement in Religious Education (RE) and collective worship. The Local Authority will work with its SACRE to review existing provision for RE and collective worship and consider any action which might be taken.

4.2 The functions of SACRE are:

- a. To advise the Local Authority on such matters connected with RE and collective worship in Hertfordshire community schools and foundation schools without a religious character;
- b. To monitor the provision and quality of RE taught according to its Agreed Syllabus together with the overall effectiveness of the syllabus;
- c. To provide advice and support on the effective teaching of the Agreed Syllabus;
- d. To provide advice to the Local Authority and its schools on methods of teaching, the choice of teaching material and the provision of teacher training;
- e. \*To require the Local Authority to set up a statutory conference to review the Agreed Syllabus if, in the opinion of the SACRE, this becomes necessary. The Agreed Syllabus must be reviewed and updated every five years but a majority of representative groups on the SACRE, other than that consisting of persons chosen to represent the Local Authority (Group D), may at any time require a review of the Agreed Syllabus which is currently being used by the Local Authority ;
- f. In partnership with the Local Authority, consider whether any changes need to be made to the Agreed Syllabus or in the support offered to schools in the implementation of the Agreed Syllabus, to improve the quality of RE and the learning of pupils;
- g. Offer schools and the Local Authority advice concerning how an existing syllabus can be interpreted so as to fit in with wider changes in education;
- h. To receive and determine whether applications from head teachers, that the requirement for collective worship in community or foundation schools to be wholly or mainly of a broadly Christian character shall not apply to the collective worship provided for some or all of the pupils at that particular school. SACRE will give the head teacher written notification of their decision on the application, the determination order;

- i. \*To publish an annual report on its work and on actions taken by its representative groups, specifying any matters on which it has advised the Local Authority, broadly describing the nature of that advice, and setting reasons for offering advice on matters which were not referred to it by the Local Authority. This report will be presented to the Local Authority's County Councilors, schools, MPs in Hertfordshire and neighboring Local Authorities and is to be delivered to the National Association for SACREs. This report will also be made available to the public. Responsibility for the production of the annual report will be the Servicing Officers', who may delegate the task to an Independent Advisor.
- j. SACRE is encouraged to develop its own role working with inter-religious bodies to demonstrate that the study of religion and belief can be an important contribution to community cohesion and to the combating of religious prejudice and discrimination;
- k. The SACRE may offer advice to the Local Authority on any matters related to its function as it sees fit.

4.3.\* SACRE can also advise the Local Authority upon matters concerned with collective worship in community and foundation schools and RE to be given in accordance with an agreed syllabus. These matters (which the Education Act 1996 provides can include teaching methods, teaching materials and teacher training) can be referred by the Local Authority or may be determined by SACRE. The advice offered by SACRE carries no statutory force, but the Local Authority should give careful consideration to advice offered. The Education Act 1996 requires a SACRE to send a copy of any advice on RE to any grant maintained school within its area which is required to use an agreed syllabus of RE.

4.4. SACRE can also exercise its powers to discuss any matter related to its functions as it sees fit including and not limited to the provision of RE in Academies and Free Schools and any other matters that may be referred to it.

## **5. FREQUENCY OF MEETINGS**

5.1 SACRE will meet as a full body each term. The dates of these meetings will be decided at the summer meeting.

5.2 Meetings may be called by the Local Authority, the Chair or by the agreement of members of SACRE by way of vote. Special meetings may be further meetings of the full SACRE, representative groups or sub – committees.

5.3 Details of the business to be considered by the meeting, which will be included in the agenda, must be received by the Clerk no later than 15 school days before the meeting.

5.4 The Clerk will, no later than 5 school days before the meeting, circulate the agenda and supporting papers to the members.

5.5 The Clerk will, no later than 15 school days following the meeting, circulate a copy of the minutes of the meeting to the members of SACRE.

## **6. QUORUM**

6.1 In order for the SACRE to be a quorate a minimum of one-third of the representatives from each constituent group must be in attendance at the meeting.

## **7. VOTING**

7.1.\* On any questions to be decided by SACRE, only the representative groups listed in Appendix 1 have a vote and each such group has a single vote.

7.2 Decisions within a group about how that vote is to be cast do not require unanimity. Each group is to regulate its own proceedings.

7.3 Representatives of the Local Authority appointed under group 3.1 (d) above cannot vote on the question of whether to require the County Council to review the Agreed Syllabus.

7.4 In the event of an equality of votes on any issue the Chair will have a casting vote. In the absence of the Chair, the Vice-Chair will have a casting vote.

7.5 Any motion or amendment which would have the same effect as any motion that has been rejected at a meeting of SACRE within the previous calendar year may not be brought before SACRE.

## **CHAIR AND VICE-CHAIR**

8.1.\* The Local Authority will appoint the Chair of SACRE whose term of office will be for a period of 4 years.

8.2 The Chair is eligible for re-election at the discretion of the Local Authority.

8.3 The Vice-Chair of SACRE, whose term will be for a period of 4 years, will be appointed by SACRE by way of a vote. The vote will be determined by a simple majority with each representative group being assigned one vote. In the event that the Vice-Chair wishes to resign within the period of their tenure, they should give at least a terms' written notice so that a new Vice-Chair may be elected.



8.4 The Vice-Chair is eligible for re-election by a vote of a simple majority with each representative group being assigned one vote.

8.5 In the absence of both the Chair and the Vice-Chair at any meeting SACRE shall elect one of its members to act as the Chair for that meeting.

8.6 The Chair will be responsible for:

- a. the management of meetings;
- b. representing the SACRE to other bodies;
- c. such other duties as the County Council or SACRE considers appropriate.

8.7 The Vice-Chair will be responsible for:

- a. deputising for the Chair as required;
- b. representing SACRE to other bodies in the absence of the Chair or in agreement with the Chair;
- c. such other duties as SACRE considers appropriate.

## **9. CO-OPTED MEMBERS**

9.1\* Full members of SACRE may, if they wish, co-opt persons on to SACRE.

9.2 SACRE will decide co-options following nominations from members of SACRE or representative groups. In making their decision SACRE should give consideration to the contribution co-option would bring to professional expertise, and/or breadth of representation of the community and religious and beliefs perspectives.

9.3 Co-opted members will have no voting rights.

9.4 Co-opted members shall hold office on such terms as may be determined at the time of co-option by the representative members and shall hold office at the pleasure of, and may be removed at any time by, the representative members, through a vote.

## **10. END OF MEMBERSHIP**

10.1 A member shall be removed from SACRE if:

- a. they write to SACRE or the Clerk and tender their resignation;
- b. they reach the end of their term of office and have not been re-nominated by their representative group;
- c. they were appointed by virtue of holding a particular office and they no longer hold that office;

- d. they are absent for 3 or more consecutive meetings for any reason not acceptable to the Local Authority or SACRE and if they failed to send an appropriate representative. In this situation it shall be deemed that there is a vacancy to be filled by the Group responsible.
- e. their representative group states, in writing that the member should no longer act as one of its representatives on SACRE, where the member was nominated by the representative group;
- f. in the opinion of the Local Authority they cease to be representative of the denomination or association they were appointed to represent;
- g. in the opinion of the Local Authority, on reasonable grounds, the member is unable, unwilling or an unsuitable person to continue these duties.

10.2 A sub-group shall be removed from SACRE if in the opinion of the Local Authority they cease to be representative of the religious or cultural structure of Hertfordshire.

10.3 If SACRE have concerns regarding the Servicing Officer or the Independent Advisor then SACRE may raise these concerns with the Commissioner of Schools Services.

## **11 GENERAL**

11.1 The Local Authority will service SACRE through an appropriate Servicing Officer or representative.

11.2 In addition to the Clerk other Local Authority Officers may attend SACRE meetings at the discretion of the Director of Education and Early Intervention, the Servicing Officer and/or SACRE. These persons may speak but can not vote.

11.3\* The validity of proceedings of SACRE or of the members of SACRE of any particular category shall not be affected:

- a. by a vacancy in the office of any member of SACRE; or
- b. on the grounds that a member of SACRE appointed to represent any denomination or association does not at the time of the proceedings represent the denomination or association in question.

## **12. THE CONSTITUTION**

12.1 This Constitution will be reviewed annually by SACRE at a normal or special meeting.

12.2 Any member of SACRE may contribute to the review under 12.1 above and submit a proposal for change to the Constitution for consideration by the Local Authority. Any such proposal must be in accordance with the statutory provisions that apply to SACRE.

### **13. STANDARDS**

Members of SACRE shall comply with any code of conduct which is applicable to their professional body and/or the organisation that they represent.

**NB: Those items marked \* are required by statute**

**2013**

## Appendix 2: SACRE Membership 2013-14

GROUP A Christian denominations and other religions and religious denominations	GROUP B The Church of England	GROUP C Teachers' Associations	GROUP D The Authority	Co-opted Members
Krishnayesha Das Hindu community	Mrs J Chipperton Diocese of St Albans	Mr G Rowlands Woolgrove School	Cllr J Barfoot Conservative	Mrs E Olmer Holocaust Educator
Kavaljit Kaur Dev Sikh community	Mr A Wellbeloved Headteacher Townsend School	Ms J Monahan University of Hertfordshire	Cllr M Crawley Conservative	Mrs S Spear Bahá'í community
Reverend J Fellows Free Church (Methodist)	Mrs S Whales Broxbourne Primary School	Mrs C. A Chandler - Vice Chair Watford Girls Grammar School	Cllr D Gordon Labour	Mr M Shaw Jewish community
Mr S Haq Muslim community		Mr A Pickering Knights Templar School	Cllr A Plancey Conservative	Mr P Bennett Humanist
Ms A Little Free Church (Baptist)		Mrs A Mackintosh Little Green Primary School	Cllr P Ruffles - Chair Conservative	
Mr G Sahota Sikh community		Mr R Woodhouse Essendon Primary School	Cllr A Stevenson	
Rabbi M Salasnik Jewish community		Mrs J Lyal Cunningham Hill Infants School	Cllr M Watkin Liberal Democrat	
Mrs M Steed Roman Catholic Diocese of Westminster		Emma Fenn Abbey CE VA School		
Mrs G Williamson Buddhist community				
Maggie Wright Roman Catholic Diocese of Westminster				

## Appendix 2: SACRE Meeting Attendance 2013-2014

Group	Member	10.10.13	13.02.14	26.06.14
Group A	Krishnavesha Dasi	Indriyasha Das	Present	Present
Group A	Kavaljit Kaur Dev		Absent	Present
Group A	Reverend J Fellows	Present	Present	Present
Group A	Mr S Haq	Present	Absent	Present
Group A	Ms A Little	Present	Present	Present
Group A	Mr G Sahota	Present		
Group A	Rabbi M Salasnik	Present	Present	Present
Group A	Mrs M Steed	Present	Present	Absent
Group A	Mrs G Williamson	Absent	Present	Present
Group A	Maggie Wright		Present	Present
Group B	Mrs J Chipperton	Absent	Absent	Absent
Group B	Mr A Wellbeloved	Absent	Absent	Absent
Group B	Shirley Whales		Present	Present
Group C	Mrs C.A Chandler	Present	Present	Present
Group C	Mrs J Lyal	Present (as coopted)	Present	Present
Group C	Mrs A Mackintosh	Present	Present	Present
Group C	Ms J Monahan	Absent	Present	Present
Group C	Mr A Pickering	Present	Absent	Present
Group C	Mr G Rowlands	Absent	Absent	Present
Group D	Councillor J Barfoot	Present	Present	Present
Group D	Councillor M Crawley	Present	Present	
Group D	Councillor D Gordon		Present	Present
Group D	Councillor A Plancey	Present	Present	Absent
Group D	Councillor P Ruffles	Present	Present	Present
Group D	Councillor A Stevenson			Present
Group D	Councillor M Watkin	Sandy Walkington	Absent	Present
Coopted	Mr M Shaw	Absent	Absent	Absent
Coopted	Mrs S Spear	Present	Present	Erica Leith
Coopted	Mrs E Olmer	Present (as guest)	Present	Present
Coopted	Mr Pete Bennett			Present
Servicing Officer	Mr D Kilgallon	Present	Present	Present
Servicing Officer	Mrs L Kassapian	Present	Present	Present

### Appendix 3: Public Examinations in Religious Education

#### Hertfordshire RE Examination Results 2005 - 2014

##### Full GCSE Results 2005 - 2014

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
% A* - A										39
% A* - C	76.1	78.9	78.7	76.7	78.9	78.9	80.2	78.6	79.8	81
% A* - G	98.5	98.9	99.3		98.8	99	99.2	99.4	99.3	n/a
Total Entries	2779	2919	2998	3155	3065	3245	3509	3810	3775	4220
Boys	1141	1266	1244	1381	n/a	1470	1584	n/a	n/a	n/a
Girls	1638	1653	1754	1774	n/a	1775	1925	n/a	n/a	n/a

##### **National Results 2014:**

**A\* - A: 29%**

**A\* - C: 72%**

**Short GCSE Results 2005 - 2014**

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
% A* - A							22	24	19	n/a
% A* - C	60.1	58.9	58.9	58.8	61.4	62.5	58.3	60.8	56.4	n/a
% A* - G	94.8	97.5	97.8		97.9	97.4	96.6	96.1	96	n/a
Total Entries	3911	4070	4275	5533	5238	5085	4264	4016	4185	n/a
Boys	2158	2171	2420	2939	n/a	2885	2180	n/a	n/a	n/a
Girls	1753	1899	1855	2594	n/a	2200	2084	n/a	n/a	n/a

**National Results 2014:**

**A\* - A: n/a**

**A\* - C: n/a%**

**A Level Results 2005 - 2014**

**The new A\* grade was introduced in 2010**

**A\*- A replaces A\*- E from 2012**

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
% A*-A	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25.1	24.7	25
% A*-C	83.3	79.7	82.6	88.5	80.9	55.9	81.2	83.1	81.7	78
% A*-E	99.2	98.8	99.1	100	99.7	100	99.7	n/a	n/a	n/a
Av. Points score	226.25*	224.07	226.92	233.89	226.2	229.8	229.8	n/a	n/a	n/a
Total Entries	510	567	562	621	669	656	633	570	656	667
Boys	142	161	153	198	198	243	224	n/a	n/a	n/a
Girls	368	406	409	423	471	413	409	n/a	n/a	n/a

**National Results 2014:**

**A\* - A: 22%**

**A\* - C: 78%**

\*New point scoring system introduced in 2004 (Section 96)



**AS Level Results 2005 - 2014**

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
% A*-A	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16.7	16.3	12
% A*-C	48.3	60.9	47.1		52	52.7	56.8	63.9	62.2	57
% A*-E	87.1	87.5	85.9		86.7	90.7	88.7	n/a	n/a	n/a
Av. Points score	93*	95.39	85.59		90.7	93.2	94.2	n/a	n/a	n/a
Total Entries	209	64	85		248	226	257	233	246	227
Boys	71	25	32		98	74	85	n/a	n/a	n/a
Girls	138	39	53		150	152	172	n/a	n/a	n/a

***National Results 2014:***

**A\*-A: 11%**

**A-C: 49%**

## **Appendix 4: Hertfordshire Collective Worship Monitoring Evidence of good practice 2014**

The self evaluation form for collective worship provides a snapshot of good practice for collective worship in Hertfordshire schools, the following evidence has been provided by schools completing our 2014 survey.

### **Primary School comments**

- Promotes SMSC development of learners
- Offers rich variety of experiences
- Learners take part and are actively engaged
- Weekly staff memo makes it clear what the theme of the week is and the links to the collective worship work they can do. Collective worship is done in assembly and links to a moral development tying it in with our SMSC
- Collective Woprship policy has recently been reviewed and is published on school website
- Robust planning, termly, weekly, daily reviewed by Governance
- Annual overview of themes and record of collective worship kept centrally
- Collective worship around multi faiths, values and behaviour for the whole school, core values and friendships is focus.
- The school year has been divided into half termly themes which encompass religious festivals, known national or international events, a focus on developing the social and emotional dispositions required to promote good working and learning within our community and aspects taken from the school calendar. Staff leading worship can then plan around the themes and a development of ideas can build up.
- Monitoring quality of collective worship
- Staff and pupil response, SIAS inspection report, Governors' monitoring
- Encompasses key events from all religions
- Planned themes for weeks include visitors and regular opportunities for reflection. Learners are involved with the delivery and occasionally the planning of collective worship. There is a wide range of experiences including singing, drama, story, pupil challenge, celebration of achievement, reflection and community involvement
- Visitors are invited, these include leaders of other religions, key speakers or children including those from other local primary schools (eg. Year 6 presenting to KS1)
- Visitors from each faith to come in and speak to the whole school
- Learners participate in reflection time, children reflect on their own spiritual development and think about how they can deepen this.
- School values are reflected and referenced
- SMSC lead monitors assemblies and provides staff CPD session based on observations
- Songs are taken from a variety of cultures and types. The words are considered carefully to make this a reflective and responsive experience
- Celebration of positive role models and achievement
- Opportunities for quiet reflection are sometimes provided by music at beginning and ends of Collective worship and encouragement to reflect offered in moments of stillness or use of the words of Christian prayers where children are given the opportunity to participate if they desire
- Children are involved, reflective and engrossed in the range of collective worship offered. Behaviour problems are minimal in these sessions
- Visual reminders / prompts for reflection eg. question words displayed
- Pupils interact with the speaker, they are able to be quiet and prayerful at the appropriate times, and they are also able to be joyful, to laugh and have fun at appropriate times also. They learn that worship includes awe and wonder
- Parents are positive about our collective worship.

- Although parents have the right to withdrawal from collective worship, there are no families who have requested this because we have made it so inclusive

Middle School – exemplar comment

*'An act of collective worship is provided for all learners every day as set out in the rota and includes opportunities for pupils as year groups, Key Stages and as the whole school each week. A record is kept which documents the Social, Moral, Spiritual, Cultural aspects of the provision as well as whether it was staff led, included visiting speakers and if pupils were involved in leading it. The monitoring sheet of daily collective worship provides evidence of a rich variety of experiences offered to pupils. These experiences are well planned and enhance the school ethos. In addition, the school provides a significant number of opportunities across the curriculum and through unique themed days, for example, a day in which pupils work across year groups to focus on a theme such as 'Forgiveness'. Visitors are welcomed to promote SMSC development of learners.'*

### **Secondary Schools**

- Assembly rota of collective worship in place
- All assembly content shared with all colleagues
- Planned programme of delivery by senior leaders, directors of learning and both internal and external speakers throughout the year
- Student led, but linked to our assembly themes
- Shared content following SMSC guidance. Reflection opportunities in every assembly
- Celebration of World religions and religious festivals
- Active Christian Union, Jewish club and Muslim club and opportunities for all students to use non denominational Reflection Room
- Visitors are monitored for quality assurance with evaluations of outcome - there is monitoring of provision by senior leaders to ensure high quality and consistency of messages/values.
- Students provide feedback on assemblies.
- Students are always provided with the opportunity to reflect and make sense of the act of collective worship. There is a rich range of experiences provided for the students.
- Students are increasing involved directly in the planning and delivery of the collective worship and any related follow up work.
- Collective worship strengthens the school community and is supporting the ethos of the school. We regularly refer to the core values of Respect, Responsibility and Relationships – the 3Rs in our themes of the week
- Daily Assemblies by year group and tutorials
- Guest speakers to speak to every KS once a term this is mainly Christian in character
- Weekly briefing includes collective worship guidance for learning managers to use in ATM (form); this is broadly Christian, but involves other faiths as well
- Most worship is via reflection, thoughts for the week and students devised 'parts' of assemblies
- Assemblies and Thought For The Day quotes for Tutor Groups, the Daily Thought For The Day is e-mailed to all students and staff
- Student voice is incorporated
- Assemblies are engaging, thoughtful, varied, pluralistic and spiritual
- Assemblies are delivered by a range of Staff. They often link to the religious year or awareness days
- Citizenship and Religious Studies classes re-enforce, discuss and embed these message

## Appendix 5: Glossary of Educational Terms

<b>Academy</b>	Academies are state-maintained but independently run schools in England which have more freedom to control their own budgets and curriculum. They are, however, still required to deliver RE and follow the locally Agreed Syllabus unless they have a religious character
<b>Afab</b>	Ambassadors of faith and belief
<b>Agreed Syllabus</b>	A non-denominational syllabus of religious education required to be used in Community and Voluntary Controlled schools and drawn up by a SACRE (see below)
<b>Agreed Syllabus Conference</b>	An occasional body convened to review the LA's Agreed Syllabus for Religious Education
<b>AS Level</b>	Advanced Supplementary Level (Year 12 exams)
<b>ATL</b>	Association of Teachers and Lecturers
<b>Attainment targets</b>	These establish what children of differing ability should be expected to know and be able to do by the end of each Key Stage of the National Curriculum and the Agreed Syllabus for Religious Education
<b>Baseline assessment</b>	Assessment of pupils' attainment on their entry into a school
<b>Basic Skills</b>	Reading, writing and arithmetic
<b>Catchment area</b>	The area from which a school takes its pupils
<b>Circulars</b>	Documents issued by the DfE to explain, interpret and give guidance about legislation
<b>Community Schools/Community Special Schools</b>	Terms used to describe former LA-maintained schools and Special Schools or Grant Maintained schools and Special schools which opted to become Community schools and Special Schools
<b>Continuity and Progression</b>	Appropriate sequencing of learning which builds on previous learning to extend and develop pupils' capabilities
<b>Co-ordinator</b>	A teacher responsible for leading and co-ordinating the teaching and learning within a subject, curricular or Key Stage. Chiefly primary though some secondary schools have co-ordinators for cross-curricular elements
<b>Coursework</b>	Work undertaken by pupils in class and in their own time, the assessment of which contributes to the overall grade or mark awarded on completion of the course (particularly in GCSE and other external examinations)

<b>CPD</b>	Continuing professional development - staff training
<b>DfE</b>	Department for Education
<b>Differentiation</b>	The organisation of teaching programmes and methods specifically to suit the age, ability and aptitudes of individual children
<b>E Bacc</b>	English Baccalaureate: a new performance measure for good GCSE or accredited Certificate passes in English, mathematics, history or geography, two sciences (including computing science) and an ancient or modern foreign language
<b>ESL</b>	English as a second language
<b>EYFS</b>	Early years foundation stage
<b>Foundation Special schools</b>	Name now given to former Grant Maintained Special schools
<b>Foundation schools</b>	New Category of schools, usually former Grant Maintained schools
<b>GCSE</b>	General Certificate of Secondary Education
<b>Group Work</b>	A way of organising pupils where the teacher assigns tasks to groups of children, to be undertaken collectively, although the work is completed on an individual basis
<b>GTP</b>	Graduate Teacher Programme
<b>HCC</b>	Hertfordshire County Council
<b>HfL</b>	Herts for Learning
<b>HLTA</b>	Higher Level Teaching Assistant
<b>HMD</b>	Holocaust Memorial Day
<b>HMI</b>	Her Majesty's Inspector
<b>I(C)T</b>	Information (and Communication) Technology
<b>IEP</b>	Individual Education Plan for pupils with special educational needs
<b>INSET</b>	In-Service Education and Training – courses for practicing teachers
<b>KS1-4</b>	Key Stages – the four stages of the National Curriculum: KS1 for pupils aged 5-7; KS2 for 7-11; KS3 for 11-14; KS4 for 14-16
<b>LA</b>	Local Authority
<b>LSA</b>	Learning Support Assistant

<b>Mixed ability</b>	A teaching group in which children of all abilities are taught together
<b>NAHT</b>	National Association of Headteachers
<b>NASACRE</b>	National Association of SACREs
<b>NAS/UWT</b>	National Association of Schoolmasters/Union of Women Teachers
<b>National Curriculum</b>	This was established by the 1988 Education Reform Act to ensure that all pupils receive a broad and balanced education which is relevant to their needs
<b>NLE</b>	National Leader Of Education
<b>NQT</b>	Newly Qualified Teacher
<b>NUT</b>	National Union of Teachers
<b>OFSTED</b>	Office of Standards in Education. The body which arranges and sets standards for school inspections
<b>PAT</b>	Professional Association of Teachers
<b>PGCE</b>	Post-Graduate Certificate of Education. A teaching qualification which includes a period of practical teaching experience
<b>PPA</b>	Planning preparation and assessment
<b>Programme of Study (PoS)</b>	The subject matter, skills and processes which must be taught to pupils during each Key Stage in order that they may meet the objectives set out in attainment targets
<b>QCDA</b>	Qualifications and Curriculum Development Authority
<b>QTS</b>	Qualified teacher status: usually attained by completing a Post graduate Certificate in Education (PGCE) or a Bachelor of Education (Bed) degree or a Bachelor of Arts/Science degree with Qualified teacher status (BA / BSc(QTS)) or the Graduate teacher programme (GTP)
<b>RE</b>	Religious Education
<b>REC</b>	Religious Education Council for England and Wales
<b>REQM</b>	Religious Education Quality Mark
<b>SACRE</b>	Standing Advisory Council on Religious Education. Local statutory body which advises on religious education and collective worship
<b>SARETT</b>	St Albans RE teachers together

<b>SEF</b>	Self Evaluation Form
<b>SEND</b>	Special Educational Needs and Disability. Learning difficulties for which special educational provision has to be made. May include children with physical disabilities or emotional and behaviour disorders
<b>Setting</b>	A system of organising pupils into ability groups for particular subjects
<b>SHA</b>	Secondary Heads Association
<b>Short Course</b>	A course in a National Curriculum Foundation subject, such as RE, which is worth half a full GCSE
<b>SIP</b>	School Improvement Partner
<b>SLE</b>	Specialist Leader in Education
<b>SMSC</b>	Social moral spiritual and cultural
<b>Special School</b>	A school for children whose special educational needs cannot be met within a mainstream school
<b>SSE</b>	Standards and School Effectiveness
<b>Streaming</b>	Placing pupils in classes according to their ability
<b>TA</b>	Teaching assistant
<b>TDA</b>	Teacher Development agency
<b>VA</b>	Voluntary Aided. School maintained by the LA except for some particular aspects, such as paying 15% towards some building costs. Usually a denominational school in which the governors have particular religious rights and also responsibilities
<b>Value Added</b>	When pupils are enabled to achieve above their assessed performance levels; the additional benefits accruing from, eg a school's ethos or extra-curricular activities
<b>VC</b>	Voluntary Controlled. A denominational school wholly maintained by the LA but with certain residual rights regarding religious worship
<b>VLE</b>	Virtual Learning Environment