

Calderdale Standing Advisory Council on Religious Education (SACRE)

Annual Report 2016 – 2017



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This annual report is prepared for Calderdale Standing Advisory Council on RE (SACRE) as part of its statutory responsibility. It may only be reproduced with permission from SACRE. For further information on the report or on RE and Collective Worship in Calderdale, please contact Ian Ross at ian@penninelearning.com

Foreword by Chair of SACRE

2016 – 17 proved a significant year in many ways, and national events during the year in particular highlighted the vital importance of religious literacy in today's society. High quality RE provision is a significant factor in fostering this literacy, and it is vital for meaningful and sustainable community cohesion.

This was highlighted at a meeting of joint West Yorkshire SACREs, held at Heckmondwike Grammar School with the local MP, Tracey Brabin. The evening happened to be the day after the Westminster Bridge atrocity, and the timing lent extra gravity to the discussions.

Given this and other events nationally and internationally, SACRE is determined to promote quality RE in Calderdale schools, and has worked hard to do so. It has endeavoured to do this by offering support to local schools to assess their current provision and how it could be improved, and in particular during this year their offering related to British Values.

We have also continued to develop the locally agreed syllabus, continuing to keep it relevant to schools' and pupils' needs. So extra units have been added and assessment criteria made clearer.

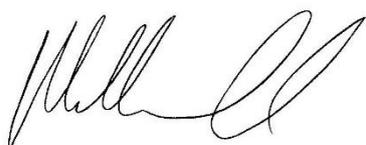
We have also provided every school with a list of potential visitors who others have found helpful in providing faith perspectives. Using local people of faith (and no faith) in an RE or Collective Worship context is an excellent way of building links with the local community and wider Calderdale community, and makes RE more than a 'text book' exercise.

Encouraging schools to explore the possibility of the RE Quality Mark is another way of promoting quality RE, and we are currently working on a local quality mark which hopefully will be a stepping stone in schools focussing more clearly on the quality of their provision in this area.

With all this, it is encouraging to see that the numbers of GCSE entries has increased this year, although we are still significantly behind the national average, and this fact is seriously concerning. It is worrying not only for the question of what RE provision those who are not doing examined courses receive, but perhaps even more importantly the longer term impact on communities who do not understand one another.

Once again I would like to thank the hard work of the members of SACRE, and the significant support and help they receive from the consultants. Most of all I would like to thank the teachers who provide RE for our young people. They often do an amazing and high quality job on limited resources. Thank you!

You will find further details of the work of SACRE in the report, and I commend it to you.



Rev John Hellewell, Chair of SACRE

Part 1: The Work of Calderdale SACRE

The Annual Report and SACRE's responsibilities

SACRE is required to produce an annual report as one of its statutory responsibilities. The main purpose of the annual report is to inform the Secretary of State and key partners about RE and collective worship in schools, together with any advice SACRE has given to the local authority during the year and the response to such advice.

SACRE has responsibility for advising a Local Authority (LA) on its schools:

- For Religious Education (RE), SACRE advises community, voluntary controlled and Trust and Foundation schools without a religious designation.
- For Collective Worship SACRE advises the LA on community, Trust and Foundation schools without a religious designation.

Although not part of its compulsory statutory role, Calderdale SACRE also seeks to serve and support all schools and academies within the area and makes its agreed RE syllabus freely available to all.

SACRE can report with insight and authority on the matters included in this report but does not have the resources to comment in detail on every aspect of the detailed provision of RE or collective worship in every school. However, through offering training and monitoring visits the RE Consultant is able to gain insight into many aspects of the provision of RE and collective worship in Calderdale. This knowledge has been included in this report. Detailed analysis of public examination results is also included.

Meetings of SACRE

There were four meetings of SACRE during the year 2016-2017. The meetings were held on the following dates and the minutes are included in Appendix 1: 10th October 2016, 6th December 2016, 23rd March 2017 and 22nd June 2017. A full programme has been arranged for 2017-2018 with meetings scheduled for 9th October 2017, 13th December 2017, 13th March 2018 and 28th June 2018. Venues will be published once these have been confirmed. Any subcommittee or working group arrangements will be published as appropriate.

Membership

SACRE membership includes representatives from all four constituent committees.

Committee A	Faiths and denominations except Anglicans
Committee B	The Church of England
Committee C	Teachers and schools
Committee D	Calderdale Council

A full list of members is included in Appendix 2.

Joint working and West Yorkshire SACREs

During the year there has been a commitment to work together among SACREs in West Yorkshire. This has developed through the implementation of joint and similar syllabuses in Leeds, Calderdale and Kirklees. Though not sharing this syllabus, Bradford has also been involved in this inter-SACRE collaboration. Joint meetings of West Yorkshire SACREs (WYSACRE) were held on 26th September 2016 in Leeds and on 23rd March 2017 in Heckmondwike. At this latter meeting, members were addressed by Tracey Brabin, MP for Batley and Spen focusing on importance of community cohesion. This was on the day after a terrorist attack near the Westminster Parliament. Notes of these meetings are also included in Appendix 1. Chairs and vice-chairs also met on 15th December, 31st January and 26th April.

The commitment to joint working will be developed in the year ahead. Ideas discussed included:

- Supporting teachers in dealing with controversial issues
- Exploring new cross curricular units of work with PSHE and citizenship
- Creating video material on 'hot potatoes' from faith perspectives
- Producing a SACRE presentation for heads and governors
- Instituting a West Yorkshire community cohesion award

Some of these ideas were being developed by other groups, while some were beyond the scope and resources of SACRE. However, a few clear possibilities are emerging, including the Calderdale SACRE

development of offering a WY RE accreditation, as a way of helping schools toward entering for the national RE Quality Mark. A development plan is being developed by the team of chairs and vice chairs to include this and other priorities.

Events and Developments

During 2016-17 the principle goal of SACRE has been to continue to embed the revised syllabus and non-statutory units of work. During the year a number of resources for the syllabus have been edited. These include:

- A slimmed down and more consistent version of the assessment protocols at the end of each unit
- A progression map in key concepts for Islam to support teachers plan effectively for progression. A Christianity version is due by the end of September 2017.
- A new Islam unit of work for KS3 and a simplified version for Y5 at KS2.
- A general review of all resources in the units of work and adding/ removing links to websites and videos.

We have also produced an information leaflet for LGBTQ and Faith which is included in the hub resources.

As part of preparation for the launch of the Calderdale Gold RE School award an audit and action planning toolkit has been prepared. This includes data analysis, pupil interviews and suggested learning walk prompts. This audit and action plan would form the basis of the Calderdale Gold evidence base.

School Based Support

As part of the contract with Calderdale, Pennine Learning has offered collective worship support and RE support through the 3 half days left of the contract. We have visited Bolton Brow Academy and Moorside Primary school to support them in planning long term for RE and collective worship.

Training offered

As part of the Calderdale contract 3 courses have been held this year. The first course ran was for RE Coordinators and was well attended by up to 30 coordinators. This is always a popular course and although many of the people who attend it are already coordinators they do share their good practice with the less experienced delegates. Other courses we have offered include planning for inclusive collective worship and British Values in your school. The average attendance at these two courses is about 10 delegates.

SACRE does not provide other training but recognises and encourages the comprehensive provision of training and support through Pennine Learning. It has also funded and supported specific events from time to time. Details of the provision for training and support are in Appendix 4.

Pennine Learning also provides separate network meetings for teachers of RE at primary and secondary level. These are held each term and are part of the Calderdale Network Package.

Fundamental British Values Health Checks

During the autumn of 2016, all primary schools in Calderdale were offered a half day review of their RE provision as part of an overall analysis of their promotion of fundamental British values. This offer was made without direct charge as part of SACRE's duty to monitor and support religious education, alongside an associated aim of promoting tolerance of different faiths and beliefs. Provision was made for up to ten schools to have this review. The participating schools were:

Barkisland CE Primary, Bowling Green Primary School, Christ Church (Pellon) CE (VC) Primary School, Colden Junior and Infant School, Dean Field Community Primary School, Moorside Primary School, Norland CE (VC) J and I School, St Michael and All Angels Primary School, St John CE Primary Academy, Clifton, Woodhouse Primary School.

An offer was made to further schools to take up the reviews but this was at a cost to the schools and no schools took this further.

Although these schools were self-selecting, they represent a reasonable proportion and cross section of primary schools in the authority. It would be dangerous to extrapolate the

findings too precisely but they will give a flavour of some of the key issues and priorities. All visits took place between October 2016 and February 2017 and were led by Alastair Ross or Ian Ross, RE consultants in Calderdale.

The aims of the review were:

- To explore and evaluate the school's promotion of fundamental British values;
- To evaluate how the curriculum provision, including RE, supports these values;
- To summarise strengths and areas for development.

The visits normally included:

- Initial meeting with head/member of SLT responsible
- Student voice group, selected by the school
- Staff group
- Meeting with RE Coordinator
- Meeting with the designated lead for SMSC/British Values
- Learning walk focussing on fundamental values
- Meeting with an appropriate member of SLT. Feedback and areas for development

The review was based around key questions, distilled from guidance and good practice.

These are included in an appendix at the back of this document.

Afterwards a concise report was prepared for each school, summarising the visit and outlining any areas of strength or action. The report was only sent to school but with the recommendation that this was shared with the school improvement partner and governing body. This general report summarises the overall findings and learning points but does not identify specific schools.

Summary of findings on RE and British Values

Ethos and commitment to SMSC and fundamental values

There is a strong and identified commitment to the promotion of spiritual, moral, social and cultural development in all the schools visited. This is manifested in different ways but is

well promoted by senior leaders and, in many cases, supported by curriculum leaders. In one school staff spoke eloquently about how critical SMSC is in developing the whole child. For example, in one school children linked democracy to voting opportunities, such as menu choice, deciding on topic based questions e.g. The Big Bad Wolf. Pupils overall in all schools visited could explain what each school's values were and how they could all work towards achieving them. One school encouraged children to vote for others to receive a badge if they had demonstrated one of the school values for others e.g. respect.

The use of assemblies varied across the schools. There are examples of high quality assembly programmes that promote values of tolerance and respect in a wide range of areas. Some schools effectively linked assembly themes with a theme for the day. In a few schools, assemblies are used to respond to needs or issues, such as questions about the European referendum and the presidential elections in America.

Learning points:

- **Schools would be wise to ensure there is adequate staff awareness training on fundamental British values so all can confidently articulate how these are promoted in school. This could also be included on the school website outlining the school's commitment to the Fundamental Values.**
- **It is prudent to ensure pupils can identify clearly what are British values and how these relate to school aims and ethos.**
- **There is scope to review the arrangements for content, delivery and monitoring of assembly time. Alongside this, explore how themes, visitors and content in assemblies can more effectively strengthen the values of diversity, equality and tolerance, especially in understanding of different faiths.**

Promoting knowledge, understanding and tolerance of different faiths

Overall, Religious Education is well led and supported by senior leadership in the schools visited. In 9 of the maintained schools and academies, the Calderdale Agreed Syllabus is

followed. The school which was not following the agreed syllabus has now adopted this and provided training for staff. The materials are adapted and sculptured to reflect the needs of the community. This approach nurtures students' understanding and appreciation of different religions and beliefs. In some cases, there are specific curriculum adjustments needed to ensure a balanced coverage of all world faiths but these have been shared with individual schools and are relatively simple to implement.

Pupils in all schools could recall and affirm their learning about world faiths. Work shows a balance of coverage of religious studies, philosophy and ethics. This is enabling students to develop their own values and beliefs as well as to affirm diversity and recognise different perspectives. Schools are working hard to ensure that contemporary and demanding questions are investigated by students.

In most schools RE is mostly taught by teaching staff, though some schools use a HLTA. In these schools the RE coordinator checks on planning regularly. This is very encouraging and ensures that all schools are compliant within the agreed syllabus.

Most schools and teachers feel strongly that there is scope for further widening the engagement of students with people of faith, possibly through visits to faith communities or by inviting visitors to participate in school. This is a practical and logistical matter. But more significantly the challenge is to find available people and places and to ensure that the experience is high quality. Another key area that most primary schools asked for help with is in school linking so that children's eyes could be opened to the wider community in which they live.

Learning Points

- **There is scope for further widening the engagement of students with people of faith, possibly through visits to faith communities or by inviting visitors to participate in school**

- **Schools could widen opportunities to link with schools in different areas of the borough and so help children experience a variety of different cultures and help prepare their pupils for life in modern Britain.**

Curriculum, including teaching about fundamental values

Teaching about democracy and the rule of law needs further embedding. In most of the schools surveyed teaching about these key areas takes place in PSHE lessons and children could describe what voting means and what rules are. They could not link this effectively with the democratic process or the law system in the country. It was recommended to schools to use the PSHE association and the parliament education service to plan for when these areas are taught comprehensively in the curriculum. There were many examples where students could engage directly with democracy. All schools had school councils, though generally it was felt that school councils need to share their achievements more within the school community and the wider communities surrounding school.

One of the key elements in promoting fundamental values is the confidence of all teachers to in dealing with controversial or sensitive issues. These may be pre-planned curricular topics, responses to topical events or responses to unplanned incidents or comments. As part of professional development, it is worth exploring how best to support staff in this area; this may well include sharing good practice and considering together how to tackle 'hot potatoes'. Most staff questioned through the visits explained they were confident at dealing with sensitive issues in the classroom. One member of staff commented that as they were dealing with quite young children often the children came out with questions or statements that they have heard at home without much understanding and that it is the job of the school to deal with these misconceptions. In every school visited it was recommended that the school develops a 'school script' to enable less confident members of staff to deal with controversial issues. This also comes back to the question of how to help children see the wider world and communities to break down barriers.

Learning point:

- **Recognising the constraints of timetable and priorities, it is critical to explore how PSHE education and citizenship can be delivered most effectively through comprehensive long term planning.**
- **Consider how schools can develop linking projects with others from different cultures, religions and socio economic backgrounds.**
- **Use the visits and visitors list to ensure that children meet people of faith and no faith and develop understanding of our multicultural society.**

Challenging prejudice and promoting equality

One of the greatest strengths apparent through this sequence of visits has been the commitment of staff and students to challenge prejudice and to promote equality. In all schools, it seems that discrimination is not tolerated and that rare examples of prejudiced bullying or language are tackled robustly and promptly by all staff. This is the view of pupils as well of senior leadership.

Generally, students feel they value and learn from differences. One said, 'We have to know about others so that we can all get on.' In several cases, there has been a comprehensive CPD programme including, for example, awareness of LGBT issues and disability. In most schools, incidents that could reflect prejudice are specifically recorded and monitored to enable a proactive and positive response. When rare examples of prejudice occur, these elicit a swift and restorative response.

Learning points:

- **Building on the evident excellent practice, there is a need for ongoing vigilance in some key areas, including xenophobia and prejudice based on sexual orientation and gender identity.**

- **Ongoing staff training is a key part of a CPD programme. There is a perceived need to build awareness of transgender issues. This would boost the confidence, understanding and ability of staff to work effectively with transgender students.**

Some priorities for 2017-2018 include:

- Editing and revising the units of work to provide for effective RE planning at all key stages.
- An initial review of the Local Agreed Syllabus taking soundings of all stakeholders for further reviews in the next year.
- Support for schools to take apply for REQM assessments and the launch of Calderdale Gold RE Award.
- Developing partnership working with Kirklees and other neighbouring SACREs

A more detailed explanation of the work to be carried out this year is included later on in the report.

Financial support

Calderdale SACRE has a budget of £1,000 a year provided by Calderdale Council as part of its statutory duties. Most of this budget funds meetings and other statutory roles. SACRE has now produced a work plan and budget for 2017-18 and hopes that funds will be made available to enhance RE provision in the borough.

During 2017 -18 the RE advisors, Alastair Ross and Ian Ross, are contracted to support SACRE and are funded by Calderdale Council. They are also contracted to deliver training in RE and other areas through Pennine Learning. The total amount of time allocated for SACRE and other related areas of RE is 17 days a year.

Partners, Support and advice

SACRE is grateful for the expertise of its members. Teacher and governor representatives continue to advise on the needs and progress of schools.

SACRE receives advice and information from a number of sources including: Calderdale MBC, NATRE (National Association of Teachers of RE), NASACRE (National Association of SACREs), The RE Council of England and Wales, Culham St Gabriel's.

There were no formal complaints registered to SACRE throughout the academic year.

Part 2: Provision of Religious Education

The Local RE syllabus

The Agreed Syllabus for Calderdale was revised during 2013 - 14 with an entirely new syllabus created to reflect national priorities and local needs. It was jointly produced and funded with Kirklees and also the Anglican Diocese of Wakefield. A joint steering group helped to guide this process. A scheme of work with over 50 units has been written to support the delivery of the syllabus and approximately 90% of schools now have access to these across Calderdale.

To achieve a broad and balanced curriculum, the syllabus is built around three aims. RE should ensure that all pupils:

- A. Investigate the beliefs and practices of religions and other world views (Religious Studies);
- B. Investigate how religions and other world views address questions of meaning, purpose and value (Philosophy);
- C. Investigate how religions and other world views influence morality, identity and diversity (Ethics and Community Cohesion).

To fulfil these aims, teaching and learning should be focused around rigorous investigation of key questions, an 'enquiry model'. Questions for enquiry should be contemporary, relevant and engaging. Study of religious and non-religious approaches to life can help to equip young people to explore personal questions of meaning and to engage with profound issues and contemporary questions that face our communities now and in the future.

The law requires all schools to teach about Christianity and another five world faiths: Buddhism, Hinduism, Islam, Judaism and Sikhism. However, there is enormous diversity within these traditions and this should be recognised in curriculum planning. The syllabus also encourages schools to study faiths and traditions not included in the six world religions defined in guidance. Schools have discretion in this and should reflect the community and context within which they work.

Teaching should explicitly include study of both religious and other world views at every key stage. This recognises that one of RE's most important contributions to education is enabling all learners to explore questions of meaning, purpose and value. This is important from a perspective of faith or non-religious understanding and recognises that most people do not adhere to formal religious structures.

Resources

The syllabus is supported by an extensive range of units of work for use by teachers. These are housed in the West Yorkshire RE Resources Hub shared by Leeds, Calderdale and Kirklees.

The Hub also contains a range of other support materials including:

- Anthology of religious stories
- Faiths background information
- Governors' guidance
- Ofsted guidance
- RE Council national framework
- RE policy template

The units of work are non-statutory and schools are free to use, adapt or change these in line with their local needs and the requirements of the syllabus. Indeed, schools are encouraged to devise their own curriculum reflecting their circumstances, resources and priorities. About 400 schools in West Yorkshire and beyond now subscribe to the Hub.

All units at KS1-2 have also been revised with information about learning outside the classroom and to include new assessment criteria that does not depend on level descriptors.

In the last few years a number of factors have put pressure on RE at KS3. These include a substantial number of schools implementing a two-year KS3 and a new GCSE specification making it important to prepare students with knowledge and skills in a different way.

In the light of these changes new exemplar units have been prepared for schools and the resources offer an alternative pathway for schools to follow at KS3. These units of work have been prepared by teachers in Leeds, Calderdale and Calderdale and supervised by the RE consultant. The new units of work are:

- 7.6 How do the Five Pillars guide Muslims?
- 8.6 Was the universe created by God?
- 8.7 How do beliefs grapple with evil and suffering?
- 9.6 Can religion cause or cure extremism?
- 9.7 How do beliefs make a difference to caring for the environment?

The new units offer an alternative pathway using these units of study. This does not change the statutory requirements of the syllabus; it is simply an alternative way of fulfilling the requirements while also recognising the different scenarios faced by schools. This pathway enables schools to fulfil the requirements by focusing on Religious Studies in Y7, Philosophy in Y8 and Ethics and Community in Y9. In reality, because the units do not purely cover one of these areas, students study Religion, Philosophy and Ethics throughout KS3, but the focus and emphasis is different in each year group. It also means that where schools start GCSE in Y9, they can cover the ethical issues within the GCSE, though in this case, schools must take care to ensure robust coverage of community cohesion and tolerance of diversity.

Visits and visitors

As an integral part of learning, pupils should be given the opportunity to engage with people and communities of faith within school or through visits outside school. This is often a difficult practical issue for schools. To assist, a directory of contacts was prepared and issued during the year.

This list is provided to help schools to make contact with faith communities and so enrich students' religious education and, more widely, enhance awareness, understanding and tolerance of religious diversity in our region.

It includes individuals who are willing to come into schools to support RE and to bring some direct engagement with faith communities. It also includes some general information about places and organisations. The list covers Calderdale, Kirklees and Leeds. The list can only be as good as the information offered and received. Additions and suggestions are welcomed from schools, faith communities and individuals.

It is clear that the purpose of visits is to support the education of young people, not in any way to persuade or proselytise. However, direct engagement with people of faith will enliven and inspire pupils' thinking so they can make their own judgments and develop their own understanding. Useful guidance has been published by the National Association of Teachers of RE (NATRE), 'Religious Believers Visiting Schools: guide and code of conduct' (2013).

Although due care was taken to check that individuals and organisations are appropriate and bona fide, it is neither apt nor possible for SACRE or the Council to conduct safeguarding or quality assurance checks in a comprehensive way. It is the responsibility of individual schools to undertake normal safeguarding and quality assurance procedures for themselves.

RE Quality Mark

This report also notes continuing positive developments in RE. The RE Quality Mark (REQM) has been developed to celebrate high quality religious education, providing community schools, church schools and academies with a framework to capture good practice. It encourages the development and celebration of school wide commitment to excellent teaching and learning in religious education. There are three award levels: bronze, silver and gold. After applying for the REQM an assessor will visit the school, interview learners and meet the subject leader and a member of the senior leadership team. SACRE wishes to encourage schools to enter for the REQM and wants to make the achievement of the REQM in schools a priority for the next year. Calderdale SACRE would like to congratulate Holy Trinity Primary Academy, Elland CE Primary and Sowerby Bridge High School for their achievement and attainment of the RE Quality Mark.

Public examination results

Please note that the analysis of data has been carried out on unvalidated data at the time of this report being prepared.

Exam entries for GCSE full course have increased this year compared to 2016. This year 859 students were entered compared with 652 students being entered in 2016. 35% of the total Yr11 cohort within Calderdale schools sat the full course. This is an increase from 26% entered in 2016. The numbers entered for full course RS is still below the national figure of 45%. As the short course option is not as valued as before due to Progress 8 and the EBACC, the number of entries for any examination at GCSE has dropped drastically. We do not have access to short course data at Local Authority level at this time, but we are aware that some schools have entered students for short course including the PRU. SACRE is once again concerned that it appears students are not offered entry for RS GCSE and would like to investigate what provision is in place for RE at Key Stage 4 for these students.

Only three schools in Calderdale entered more than half of their cohort and only one school entered the whole cohort for RS GCSE Full course. SACRE is naturally concerned that the low entry for GCSE in Calderdale is a reflection on how RE is valued in Calderdale schools.

Twelve schools entered students for GCSE. Only one secondary school did not enter any students for full course GCSE examination.

SACRE would like to congratulate the students who achieved so well in their examinations this year. 73.7% of students entered for GCSE Religious Studies attained A* - C. This was above the national average of 71.2%. Comparison data with neighbouring local authorities was not available at the time of this report being prepared.

Students that attained A* – G in GCSE full course compares well to the national average with Calderdale students achieving 99.4% and the national average being 97.9%. These high scores must be seen as a contributing factor for the percentage of GCSE students attaining 5A*-C (or equivalent) grades including English and Mathematics.

More girls were entered for GCSE than boys locally and the girls scored higher grades. 75.7% of girls entered scored A*-C compared to boys in Calderdale who scored 71.1%.

Eight schools entered students for A Level Religious Studies with 57 entries at this level. This number is lower than the number of entries in 2016. The same schools also entered students for AS level with 13 entries being made. There is no national comparative data for A Level and AS Level when this report was being prepared. However, compared with 2016 figures for Calderdale there was a continuing dip in attainment this year with 72.2% at A* - C in A Level compared to 77.94% in 2016. Boys did better than girls in A Level this year with 90% attaining A*-C compared with 74.5% for girls, though it is worth noting that the statistical set size is quite small.

From all of the analysis, SACRE has many questions for schools regarding how RE is valued and will be pressing the local authority to investigate further.

These are the questions SACRE would like to investigate:

1. What provision is in place for statutory RE for students at KS4 who do not take a GCSE in RS? This equates to about 65% of students in the local authority.
2. How many schools offer short course RS as an exam route?
3. What timetable allocation is offered to teachers of RS as the new GCSE specifications require a longer teaching time? We are aware that some schools start GCSE in Year 9 to fulfil the specifications brief, this then has an effect on how much RE is taught from Year 9 as well as in Key stage 4.

The recent State of The Nation report published by NATRE examined some of our concerns nationally. As one of our priorities for 2017 -18 we will be examining the State of the Nation Report in detail and making comparisons with the Calderdale figures. Here are some of the findings in the report:

- 28% of secondary schools told the Department for Education that they gave no dedicated curriculum time to RE. It is estimated that this equates to 800,000 pupils being deprived of their legal right to learn about major religions and beliefs, leaving them without the religious literacy they need for life in modern multi-faith Britain.
- The level of provision of RE is largely dependent on the type of school pupils attend, leading to widespread variation across the country.

- Schools with a religious character typically provide a higher level of provision of RE, suggesting that these schools place a higher priority on the subject than other types of school. 96% of schools with a religious character offer RE at KS4.2 90% dedicate at least 3% of their timetables (around 40 minutes a week) to RE at KS4.
- Academies are the least likely type of school to offer RE at KS4, with just 73% of schools reporting that they offer RE at this level, and just 27% providing more than 3% curriculum time to RE. Just 66% of academies said that over half of their RE lessons are taught by a teacher with a relevant post A-Level qualification.
- Schools following a locally agreed syllabus for RE tend to have higher levels of provision than academies, but lower than schools of a religious character. At KS4, 45% dedicate 3% or more of their timetables to RE. As these schools convert to academy status and are no longer required to follow their locally agreed syllabus, there is a real concern that their level of RE provision may drop.
- Full course Religious Studies GCSE students should receive 10% curriculum time (more than two hours per week) of RE lessons and pupils taking the short course GCSE should spend 5% of curriculum time (one hour) on this subject. This standard is very rarely met, meaning that RS is not being treated fairly in comparison with other GCSE subjects and students across the country are not receiving the level of provision they deserve.
- A worrying number of schools are teaching RE full course on short course hours. Almost half (42%) of academies and agreed syllabus schools (43%) reported that students taking the full course GCSE receive just one hour or less per week.
- Non-examined RE is often not sufficient to meet the aims of the subject and leads to schools simply not teaching it, which fails pupils. Of the schools claiming to offer non examined RE to Year 11 pupils, 83% admitted their students receive zero minutes of teaching per week.
- The number of schools removing GCSE RS from their curriculum entirely has risen steadily between 2014 and 2016 (3% overall). Schools with a religious character are least likely to not enter any pupils for GCSE RS but more than 14% of academies do not enter a single pupil for any GCSE in RS.

- Only 47% of academies have at least 75% of their RE lessons taught by a fully qualified specialist. This compared to 58% of agreed syllabus schools. Once again schools with religious character perform best, with 77% of respondents reporting this standard.
- Students at schools with religious character are significantly more likely to be taught RE by a teacher with a relevant post A-Level qualification than students in an academy, meaning that once again, academy students are missing out.
- The number of schools entering between 90 and 100% of their year 11 cohort has fallen steadily from 49% in 2014 to 45% in 2016.¹⁵ This reflects a move away from entering whole cohorts for either the short course or the full course, almost certainly prompted by the removal of the short course from accountability measures.

Part 3: Collective worship

The Law and Guidance

During the year updated and clarified guidance on collective worship was drafted and was approved by SACRE in September 16. This guidance is provided to support schools in fulfilling statutory obligations and promoting good SMSC development. It applies to maintained schools within Calderdale. It does not apply to schools with a religious character which may have guidance from dioceses or other bodies. It does not apply to academies or free schools, where arrangements are governed by the trust deed or funding agreement. However, the basic legal requirements apply to all schools and this guidance may be useful in conjunction with any issued by other authorities.

The current law is determined by the Education Reform Act 1988, with some requirements deriving from the Education Regulations 1981. In summary the law says this:

- All pupils must attend a daily act of collective worship, except for sixth formers who are allowed to decide for themselves whether to attend;
- The legal framework outlined here applies to maintained LA schools. In schools with a religious character collective worship is governed by the trust deed. Arrangements in free schools and academies is determined by the funding agreement.
- There is no need for an act of collective worship to include the whole school all at once. It may be through year groups, classes, key stages or in any combination.
- It may take place at any time during the school day and should normally be on school premises.
- It must be appropriate to the age, aptitude and family background of pupils.
- Responsibility lies with the head and governors, though the precise duties may vary according to the type of school.
- Details of arrangements for collective worship, including the policy, must be documented and available to the public.

The 1988 Education Act required collective worship to be wholly or mainly of a broadly Christian character. This allows schools to focus on some broad, universal and important themes, common to world faiths and non-religious world views: compassion, forgiveness, generosity. It also allows schools to remember specific festivals or stories from Christianity and all world faiths, as well as secular perspectives.

Determinations

A determination may be authorised by SACRE to maintained schools which have a distinctive non-Christian religious make up. These schools must make provision for any minorities but a determination should not mean that there are separate acts of collective worship. This would negate the description 'collective'. A determination should be renewed every five years. Free schools and academies need to apply to the Education Funding Agency rather than to SACRE. During the year 2015 – 16 two primary schools still had determinations in effect. One school has decided to renew their determination at the end of the Summer term 2016 and this was agreed at the first meeting in September 2016. The consultant and chair will monitor this determination on an annual basis.

Support and Monitoring

During the year schools were offered a visit to support collective worship through a visit to an assembly and a review of school policy and practice. It was offered to all schools in Calderdale (including academies and free schools) and was available for up to six schools. The RE Consultant has visited 2 schools to support them with the pattern of collective worship in school and provide monitoring tools to use with governors and pupils.

Complaints

There were no complaints made during the year to SACRE about Collective Worship.

Part 4: Summary of achievements and priorities

Achievements and good practice during 2016 - 17

To support the professional development of RE teachers in Calderdale.

- Termly networks for primary and Secondary, Primary coordinator course, Teaching and learning strategies and subject knowledge through British Values.
- Supporting hub bid to develop leading teachers and coordinators of RE. This is supported through Huddersfield University and Culham St Gabriel's.

To support the development of collective worship within schools

- Wrote and agreed guidance for all schools. Provided a training session on planning inclusive collective worship. Supported schools when requested

To support the professional development of SACRE members

- Annual West Yorkshire meeting of SACREs to agree actions and developments across authorities.
- Continue to meet in a variety of faith centres to develop understanding of the faith and activities in localities.
- Agreeing code of conduct for SACRE members.

To monitor and support RE in Calderdale

- Visited 10 primary schools as part of the British Values Health Check.
- Developed a Calderdale Gold Standard for RE in schools using REQM as a benchmark.
- Encouraged schools to apply for REQM

Priorities for 2017 -18

To support the professional development of RE teachers in Calderdale.

- Termly networks for primary and Secondary, Primary coordinator course, Teaching and learning strategies and subject knowledge through British Values.

- Develop a website for local schools linked to faith centres and as a portal of links for teachers to use.
- Encourage schools going for Calderdale Gold to post video clips about faith linked to Syllabus and units of work.

To support the development of collective worship within schools

- Write and agree guidance for all schools. Provide a training session on planning inclusive collective worship

To support the professional development of SACRE members

- Annual West Yorkshire meeting of SACREs to agree actions and developments across authorities.
- Continue to meet in a variety of faith centres to develop understanding of the faith and activities in localities.
- Agreeing code of conduct for SACRE members.

To monitor and support RE in Calderdale

- Visit 10 primary schools to support the development of quality RE
- Encourage Calderdale Gold Standard schools to apply for REQM.
- Begin the review process for the Local Agreed Syllabus

1. **Apologies and Welcome**

No introductions were necessary. Apologies were received from John Hargreaves, Richard Constantine, Susan Press, Fiaz Farooq and Anne Linehan.

2. **Minutes of Previous Meeting (22 June 2016)**

The minutes were agreed as a true and Accurate Record.

3. **Matters Arising**

Safeguarding: Unfortunately the training at the Interfaith Council had been cancelled. JB will inform when it is re-arranged.

DAS had contacted Rezina who had said she would be happy to do a short presentation at one of the SACRE meetings on safeguarding if she was provided with a remit for this.

Members were informed that the Safeguarding week was starting in Calderdale on 17 October 2016.

Pennine Learning would be doing PREVENT training. This could be done as a joint venture.

4. **An Introduction to Humanism**

RB gave an introduction to Humanism to members. Members thanked RB for this.

5. **Work Plan Development and Evaluation**

Members had received a copy of the proposed work plan. JH went through the items with members explaining that the Work Plan Development Group had met to discuss the priorities for the year. DAS said that the cost of the work had been committed into the budget as the amount received from the training carried out should cover this. The first set of training had 24 attendees.

The website was discussed and it was agreed that the previous website group be reconvened to look at who can host this. Members had previously been to Calderdale who could do it but this would be on commission.

AR/IR agreed to look at encouraging schools with Gold Standard to post video clips about faith.

JH agreed to approach the trainee vicar at St Augustine's who does website design to see if he could be of any assistance. Other options would be the College or possibly Lee Gething. Suggestions were made for using twitter or facebook in order to promote links.

JH agreed to find a venue for the next website meeting and email other members with the date of the next meeting – members are AL, JB, SH and JH. The meeting was arranged for 3 November 2016 at 11.00 am.

6. Report of Joint Meeting in Leeds on 26 September 2016

Members from Calderdale, Leeds, Kirklees and Bradford (Chair) had met in Leeds. Dr Joyce Miller from the RE Council's Commission on RE had given a presentation to all members on where SACREs were nationally at the moment. The SACREs had then split into 3 groups to discuss 3 key responsibilities for SACRE – RE, Collective Worship and Community Cohesion and Engagement. JH went through the findings of the 3 groups with members.

Discussion took place on where this joint venture needs to go now. JH said that he would be meeting with the Chairs of all SACRE's to discuss the way forward.

7. Draft Annual Report

The draft annual report had now been completed apart from data and sent to JH to see. Once the data arrives this will be added and a draft copy should be ready for the next meeting.

DAS agreed to speak to Paul Caledine to check when the data would be arriving. If the data does arrive a meeting was arranged for 21 November 2016 at 3.00 pm at St Augustines. Any members wishing to attend this meeting with JH and IR could do so.

Once complete the report will go to CYPS Scrutiny Panel.

8. Support for RE Teaching – Changes to the West Yorkshire RE Hub

The RE schemes of work had now been amended to be more in line with life after levels. The assessment criteria has been slimmed down and the learning

outside the classroom activities added. The KS3 units have been adapted – however this is non-statutory.

9. Collective Worship Guidance

AR went through the new guidance with members. After discussion it was agreed to adopt the guidance and send to schools.

10. Diversity Guidance

AR passed round a document that had been produced by Cambridgeshire County Council. It was felt that the document was well presented and could be useful for other SACREs to adopt.

AR agreed to send the information to DF with a view to elected members looking at addressing the LGBT issues and children in that position. It was felt that SACRE need to have a discussion on supporting this subject. AR/IR agreed to draft something for SACRE to discuss at the next meeting.

11. Get Recognition for your SACRE's work in National Award

DAS agreed to send this to members to re-assess – the deadline for this is 12 December 2016.

12. Consideration of Determination – Parkinson Lane

Detailed discussion took place with regard to the Parkinson Lane Determination. It was agreed that subject to a school visit and an annual review that the determination go ahead. Members delegated the review to IR and JH.

DAS agreed to disseminate the reply to the school to all members once it had been drafted.

12. Dates of Next Meeting

Tuesday 6 December 2016 – 6.00 pm at Savile Park – DAS to arrange

Wednesday 15 March 2017 – Madni Mosque – DAS to arrange

Thursday 22 June 2017 (AGM) – Southgate Methodist Church – Elland

13. Any Other Business

None.

The meeting was not quorate and therefore no decisions could be made.

1. **Apologies and Welcome**

No introductions were necessary. Apologies were received from John Hargreaves, John Butterfield, Dot Foster, Peter Caffrey, Ashley Evans, Susan Press, Shelagh Hirst, Rob Billson

2. **Minutes of Previous Meeting (10 October 2016)**

Subject to one minor amendment the minutes were agreed as a true and Accurate Record.

3. **Matters Arising**

Safeguarding: The Interfaith Council training had now been re-arranged for 3 March 2016.

Code of Conduct: IR had not yet completed a Code of Conduct for SACRE members but it was felt that this could be adapted from the governors Code of Conduct as this would be similar.

Communication Group: The meeting regarding communication/website had to be cancelled and a new date will be arranged.

Determination: JH and IR had visited Parkinson Lane and the visit had gone well. Because Parkinson Lane were very inclusive and covered all major faiths, discussion had taken place on whether a determination was needed as JH and IR both felt that this wasn't really necessary. The headteacher was taking this to the governing body for a decision and they were now waiting to hear the outcome. JH will chase this.

Parkinson Lane will be the only determination in Calderdale.

4. **An Introduction to Islam**

FF gave an introduction to Islam to members. Members thanked FF for this.

5. **Report on Joint Meeting of SACRE Chairs**

Two chairs had met and a good discussion took place. It was agreed that a joint meeting be held on 23 March 2017 to replace the Calderdale and Kirklees

meetings that would include Calderdale, Leeds, Kirklees, Wakefield and Bradford SACRE members.

The meeting would include a presentation by Tracy Brabin, the MP who was replacing Jo Cox in Dewsbury. This would stimulate thoughts on how the community has come together and also how this could be prevented from happening again.

The meeting will hopefully be held from 6.00 pm at Heckmondwike Grammar School where both Jo and Tracy attended.

A suggestion for another meeting would be a presentation from Mon Seigneur Paul Fisher who was the Priest assisting when the teacher was murdered in a Leeds school. RC will suggest this to him for future reference.

6. Working Party Report - Communication

As discussed earlier this item was deferred.

7. Draft Annual Report

The draft annual report had now been completed apart from the foreword from JH. All members had received a copy. Members were asked to have a quick read of the document and any comments to reach IR before the end of next week as the report needed to be submitted by 31 December 2016.

Members thanked IR for his work on this.

Once complete the report will go to CYPS Scrutiny Panel.

8. Support for RE Teaching – Changes to the West Yorkshire RE Hub

The RE schemes of work had now been amended to be more in line with life after levels. IR went through some of the changes with members. There were currently 420 schools in 3 Local Authorities who had submitted to this. It would last until 2019.

9. Get Recognition for Your SACRE

It was felt that it was now too late to enter but something SACRE could look at next year when they would be able to gather evidence.

10. Diversity Guidance

IR passed round a document that had been produced by AR as requested at last meeting. He asked members to read and bring any comments to the next meeting.

11. Dates of Next Meeting

Thursday 23 March 2017 – Heckmondwike Grammar School – JH to arrange

Thursday 22 June 2017 (AGM) – Southgate Methodist Church – Elland

12. Any Other Business

None.

Notes of the Joint SACRE Meeting
Held on 23 March 2017 – 6.00 pm at Heckmondwike Grammar School

Present at the meeting:

Name	SACRE	Representing
D Maudi	Bradford	ATL
M Colbert	Bradford	Moravian Church
S McWhinney	Bradford	C of E
M DeVilliers	Bradford	C of E
D Bolton	Bradford	Humanist
R Garside	Bradford	Chair to Bradford SACRE
A Layer	Bradford	Council for Mosques
G Cooper	Bradford	Clerk to SACRE
A Linehan	Calderdale	Buddhism
J Butterfield	Calderdale	Bahai
R Constantine	Calderdale	Roman Catholic
J Hellewell	Calderdale	Chair to Calderdale SACRE - C of E
D Foster	Calderdale	Elected Member
S Press	Calderdale	Elected Member
J Hargreaves	Calderdale	Methodist
M Mohamed	Kirklees	Primary Teacher
P Kent	Kirklees	C of E
C Waters (Chair)	Kirklees	Chair to Kirklees SACRE - NUT
A Marchington	Kirklees	Elected Member
S Bridges	Kirklees	Methodist
E Webb	Kirklees	Church of Jesus Christ & Latter Day Saints
L Patel	Kirklees	Islam
A Bismillah	Kirklees	Indian Muslim Welfare Society
C Deihim	Kirklees	Bahai
J Leam	Kirklees	ATL
M Edon	Leeds	Humanist and vice-chair, Leeds
SACRE		
R Martin	Leeds	ATL
R Yeoman	Leeds	C of E
A Mohammed	Leeds	Supply/NASWT

In Attendance:

T Brabin	Speaker	MP for Batley & Spen
D Simpson (Clerk)	Calderdale	
Calderdale SACRE		

I Ross	Pennine Learning	
A Ross	Pennine Learning	
N Bulley	Headteacher	Heckmondwike Grammar School

Apologies were received from:-

Calderdale	Kirklees	Leeds
S Hirst	G Johnson	J Buttanshaw
F Farooq	E Salter	M Dorsey
R Billson		N Nedd
M Stephenson		M Halsey
P Caffrey		H Sagoo

This was a special meeting incorporating 4 SACRE's. The aim of the meeting was to work together in order to:

- Discuss how good RE enhances community cohesion
- Explore key challenges facing community cohesion
- Share ideas of how individual SACRE's are supporting community cohesion

1. Introduction

Carole Waters chaired the meeting and welcomed everyone to the event. She explained the focus of the meeting was on community cohesion and asked that owing to the sad events of the previous day, a moment's silence be held for those who had lost their lives or were injured

2. Key Note Speaker – Tracey Brabin, MP for Batley and Spen

Tracey gave a presentation on the importance of community cohesion and some of her experiences in Batley/Spen. She emphasised the importance of the work that SACRE's were doing in schools and within the community.

A number of concerns were raised from members and they asked her to take some of their comments/questions back to the Education Secretary. These included:

- Concerns that RE was being squeezed out of secondary schools after Y8 because of the overwhelming priority of league tables
- The importance of encouraging RE teachers to work on community cohesion in schools
- Issues with apprenticeships
- The importance of holistic education

- Grammar schools

3. Exercise

Members split into 6 tables with a mixture of different SACRE's on each table. Discussion took place about the threats/opportunities and actions that can be done in our schools with regard to SMSC/school ethos, collective worship and RE contributing to community cohesion. The following ideas were raised:

RE and Community Cohesion – Threats

- Reduction in RE curriculum time
- Funding cuts
- Fear through lack of understanding
- Withdrawal of students from lessons by parents
- Lack of support from SLT because of reduction in curriculum time and funding cuts
- Lack of specialised RE trainers
- Perception that there are no links to other curriculum areas
- Time is an added pressure
- Emphasis in schools on core subjects – RE therefore put under pressure
- How schools are choosing to do RE
- RE treated in isolation – Christianity is on the back foot – is this media led?
- Marginalisation of faith in a secular society

RE and Community Cohesion – Opportunities

- All teachers should have training in RE to link with all subjects
- Teachers input to the resources already available
- Different faiths to come together through music and RE
- Speakers in schools
- Visits to places of faith by schools
- Contemporary and relevant content
- Utilise social media – value community cohesion
- Training – lunchtime clubs/debating and curriculum content
- Engage young people with curriculum content – philosophy/ethics/debate/public speaking/critical thinking
- Twinning schools – primary – secondary

RE and Community Cohesion – Actions

- Faith communities working together to promote RE
- Encourage volunteering in non-religious centres such as St Augustines in Calderdale

- Change focus to community cohesion and work backwards – what already happens? Visitors from non-religious centres to schools.
- Physical activity/music/hobbies/drama/community celebrations
- Inspiration for young people to engage with RE – dispelling myths about the “dull and dusty” image
- Lampedusa Project to be rolled out in all schools and not just Catholic schools

SMSC/School Ethos and Community Cohesion – Threats

- Budget
- Limited time
- SATs targets
- EBAC focus
- Diminished status
- Ethos focused on religious practices
- Too much focus on attainment at expense of broad education
- Selection in – grammar – admissions - parental faith
- Teacher ‘fear’ lack of skills and confidence in RE/SMSC (PREVENT)

SMSC/School Ethos and Community Cohesion – Opportunities

- Ethos based on common values
- School leaders to support and encourage teachers to do active SMSC
- Inclusive ethos and values
- Giving children a voice
- Children involved with ethos development
- Golden hello for RE teachers
- Promoting understanding creating safe spaces to discuss difficult issues
- Cross curricular space to think

SMSC/School Ethos and Community Cohesion – Actions

- Inclusive labels eg reflection room/collective reflection
- Tackle/engage with difficult topics
- Embed ethos across the curriculum
- School leaders to report on SMSC activities and ethos
- Upskill teachers and boost confidence – CPD/RE/SMSC and courage
- Leadership role models
- Twinning schools
- West Yorkshire wide/approach

Collective Worship and Community Cohesion – Threats

- Politicians who fail to recognise commonality of Abrahamic faiths
- Communities with single heritage/faiths

- Lack of religious literacy
- Parents' understanding of difference between education and proselytising

Collective Worship and Community Cohesion –Opportunities

- Muslims and Christians worshipping together
- Shared values across faiths
- Common narratives of Q'ran and Bible
- Interfaith dialogue eg Bradford Cathedral
- Determinations – balance of inclusive and separate faith worship
- Youth service projects in Ba'hai faith – united through activities

Collective Worship and Community Cohesion –Actions

- Radical scheme of work for RE
- RE as part of whole ethos of school
- Include RE in EBACC
- Make links between communities – eg Roma from India – faith in action living religion being about respect, helping less fortunate, community cohesion through food banks, accommodation, bringing people together to share perspectives

Feedback was shared and the chair thanked Tracey Brabin for her input and encouragement.

Outcomes and future plans

1. The chairs of the four SACREs represented agreed to meet and a date was set
2. They would discuss the ideas and suggestions brought forward on behalf of the four SACREs
3. A summary action plan would be put together to include practical future joint work. This might include a possible annual teacher event, shared newsletter and specific community cohesion priorities.
4. There will be an annual WYSACRE in the Spring term

FORMAL AGM BUSINESS

The Clerk took the meeting. The meeting was not quorate and therefore no decisions could be made – however in order to continue the meeting the clerk said that no nominations had been received for either Chair or Vice Chair and asked that the current Chair and Vice Chair would continue for this meeting and if anyone from the Teaching Section disagreed with this at the next meeting then another election would be held.

a. Apologies and Welcome

No introductions were necessary. Apologies were received from Dot Foster, Shelagh Hirst, Mark Stephenson, Fiaz Farooq

b. Election of Chair

As above.

c. Election of Vice Chair

As above.

d. Election of Group Chairs and Vice Chairs for Groups, A, B, C and D.

This had not been done in the past and members present felt that this should continue. This will be brought up at the next meeting to ensure all parties are in agreement.

e. Membership Review

Membership was discussed, the clerk advising that she was finding it very difficult to get responses. She had spoken to a number of people at the Interfaith Council and also to the C of E Diocese and had brought the vacancy up at CASH and CPHA. As yet nothing had been achieved. IR had contacted the NAHT. AL explained that the problem with the Interfaith Council was that they now had to go through the Council of Mosques to obtain Muslim representation and this could be hold up.

The next step for the C of E representatives would be through the Deanery. DAS said she would look to doing this.

IR and AR agreed to produce a leaflet to explain how being a member of SACRE can enhance our schools.

f. Minutes of Previous Meeting (6 December 2016 and 23 March 2017)

Both minutes were agreed as a true and accurate record subject to a minor spelling amendment.

g. Matters Arising

6 December 2016

The safeguarding event at the Interfaith Council had now taken place and was well received.

23 March 2017

The Chairs of all SACRE's now met and JH would discuss later in the meeting.

JH asked if any members had any reflections about the joint meeting. It was felt that unfortunately the attack on parliament had overshadowed the event and Tracy Brabin was still shaken by this. It had been a helpful discussion and members felt it was good meet other SACRE members from other Local Authorities. Sharing information had also been useful.

With regard to the Lampedusa Project RC had been in touch with Jo Woodhead who runs the project and would be happy to help look at rolling this programme out in other schools. RC agreed to send AR/IR the contact details for Jo so it could be put in the next RE Newsletter.

Members felt that at the next joint meeting of all SACRE's Jo Cox's husband may be someone to consider as being a speaker.

GENERAL SACRE BUSINESS

1. Joint Chairs Meeting

Members had received a copy of the minutes and JH went through explaining that the items discussed would lead to the work plan being discussed later.

From the meeting IR had started an action plan and the 5 main priorities from the meeting would feed into this.

Members discussed in detail the 5 options to see which they were able to carry out. Some of the points raised were:

- Calderdale were putting a video together for the use of council workers to watch in their spare time to give them an understanding of the different faiths and for CIC's to use at certain events. It was felt that SACRE could utilise this if the project goes ahead and AL said she would send the details of the Calderdale contact to DAS to see how this could be progressed.
- CPD (Continued Professional Development) would be easy to achieve and DAS said that she would put a British Values session in the Governor Training Programme.
- It was felt that there was issues with item 4, writing new units. One of the issues was funding and the other was that the new syllabus would have to start to be re-written in 2019 and this was likely to be done then.
- Members discussed the West Yorkshire Community Cohesion Award. It was suggested that someone, such as the crime commissioner be invited to speak at the spring conference who had an insight into this to see if it would be of value. It could also be attached to other initiatives that were taking place. If it was felt it was of benefit in principal a group could be created to look at this further.

2. Consultant's Report

IR went briefly through the report with members as they had already received it. Discussion took place about the term British Values. It was explained that although a lot of people did not like the term, it was a term that the DfE (Department for Education) used and schools had to keep it as this was looked for as part of the Ofsted framework.

IR said the report had been to Jackie Nellis, Head of Learning and would now form part of the Annual SACRE report.

3. Work Plan

Members had already received a copy of the plan and JH asked members what they thought needed to stay in and what needed to come out.

Members asked what was the most successful things IR/AR found when going into schools. IR felt that talking with pupils was always good and the inclusion and equality seen from pupils. The biggest issue was opening pupils eyes to the

wider world. It was felt that SACRE's role was not only to meet different peoples with different backgrounds but to point schools in the right directions.

At this point AR explained to members what Yorkshire Spirit was. Yorkshire Spirit looked at the need to get children to deal with controversial issues and the need to form social enterprise. AR/IR had sent papers to the regulator to apply for a grant to look at this. A meeting was being held at Spring Grove School, Huddersfield (opposite the bus station) on 28 June 2017 at 4.00 pm.

AR said he would send the details to DAS to disseminate.

Members felt that the going for gold with specific reference to RE should go ahead. The framework for this would be completed by October.

It was agreed that collective worship be taken out of the work plan.

4. Report from NASACRE

This has not been received.

5. Date of Next Meetings

Monday 9 October 2017 – Good Shepherd, Mytholmroyd – RC to arrange

Wednesday 13 December 2017 – Town Hall – Room C – DAS to arrange

Tuesday 13 March 2018 – TBA (Joint Meeting)

Thursday 28 June 2018 – St Paul's Kings Cross – DAS to arrange

6. Any Other Business

None.

Appendix 2

Calderdale SACRE Membership and attendance

P = Attended

L = Late

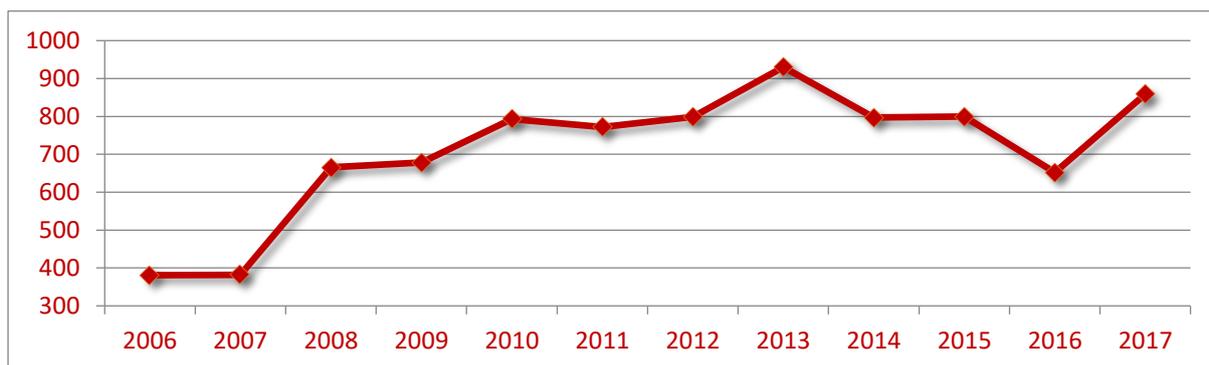
A = Absent

Name	Representing	10/10/2016	06/12/2016	23/03/2017	22/06/2016
John Butterfield	Bahai	P	A	P	P
John Hargreaves	Methodist	A	A	P	P
Anne Ashton Substitute	Methodist				
Richard Constantine	Catholic - Leeds Diocese	A	P	P	P
Anne Linehan	Buddhists	A	P	P	P
Rob Billson	British Humanist Association	P	A	A	P
Dermot Bolton	British Humanist Association				
Rachel Amdurer	Jewish				
Danny Murphy	Mormon	A	A	A	A
John Irvine	Salvation Army	A	A	A	A
Fiaz Farooq	Muslim	A	P	A	A
James Allinson	C of E	A	A	A	A
Gill Johnson	C of E	A	A	A	A
John Hellewell	C of E	A	P	P	P
Mark Stephenson	Secondary Teacher	A	P	A	A
Simon Scott	Primary Headteacher				
Shelagh Hirst	ATL	P	A	A	A
James Franklin-Smith	Secondary Deputy	A	A	A	A
Dot Foster	LA	P	A	P	A
Peter Caffrey	LA	P	A	A	P
Susan Press	LA	A	A	P	P
Faisal Shoukat	LA				

Appendix 3 – Examination results

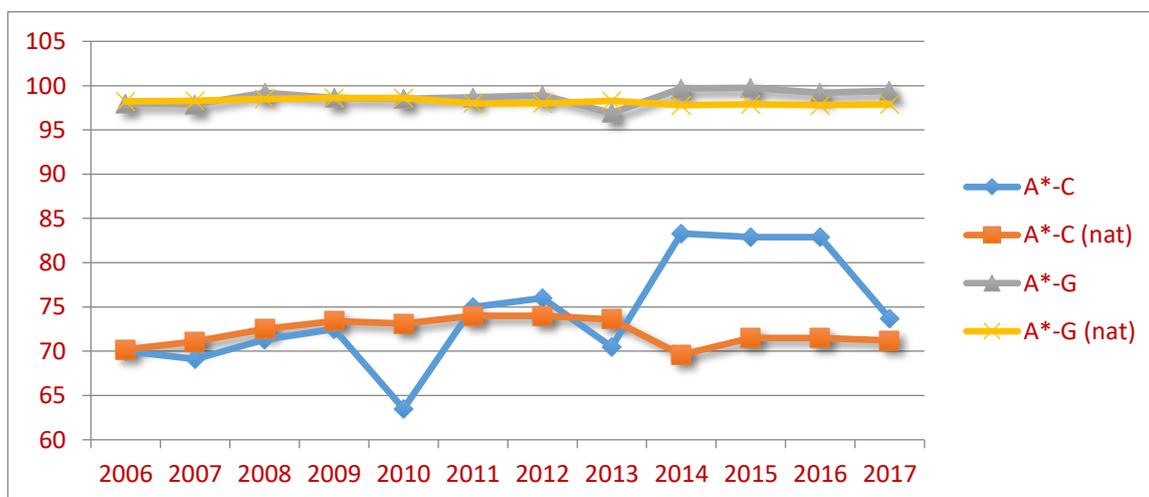
GCSE Results – Full Course (number of entries)

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Total entries	381	382	666	678	793	772	799	930	797	800	652	859



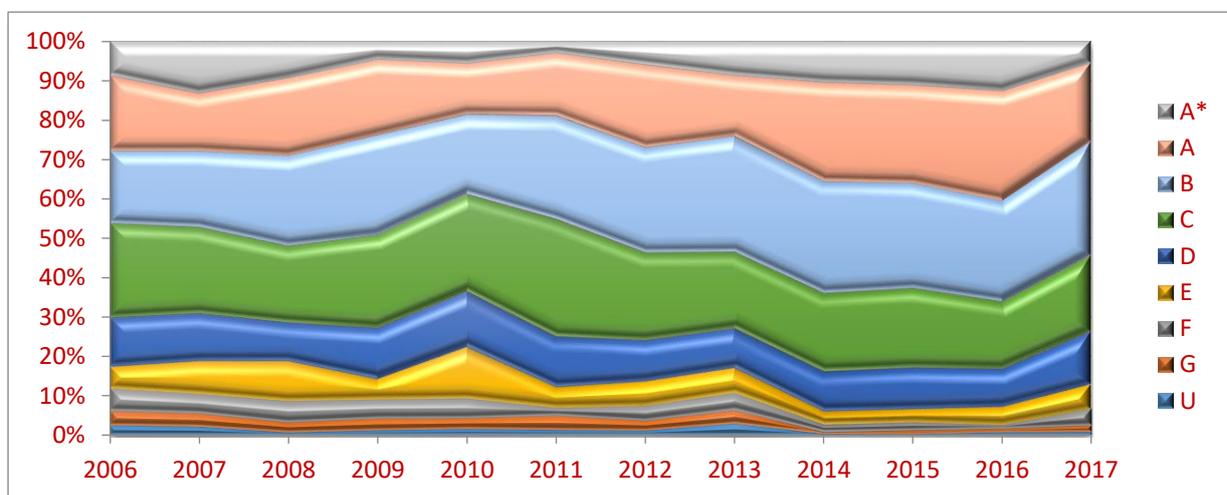
GCSE Results – Grouped comparison

%age	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
A*-C	69.1	71.3	72.5	63.5	75.0	76.0	70.5	83.3	82.88	82.9	73.7
A*-C (national)	71.1	72.5	73.4	73.1	74.0	74.0	73.6	69.6	71.8	71.5	71.2
A*-G	97.9	99.2	98.6	98.5	98.7	98.9	96.9	99.7	99.75	99.2	99.4
A*-G (national)	98.3	98.5	98.6	98.6	98.0	98.0	98.3	97.8	97.9	97.8	97.9



GCSE Results – Full Course – Grade breakdown (%)

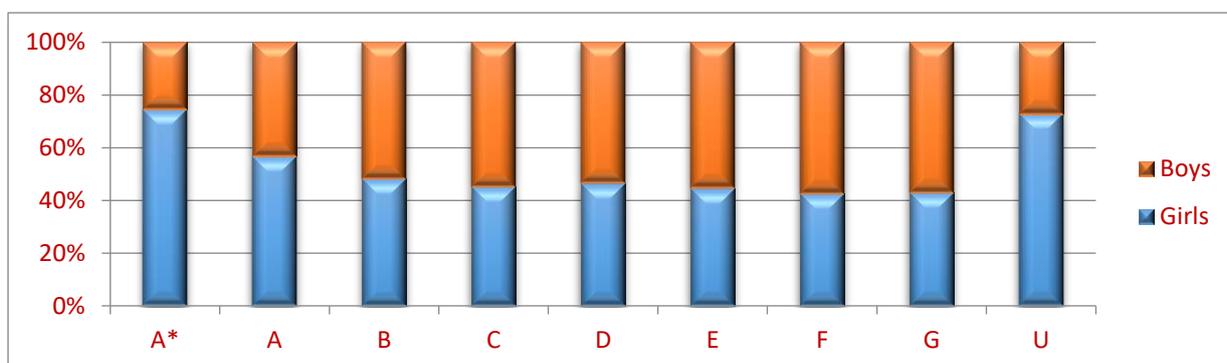
Grade	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
A*	13.1	9.3	4.6	5.6	3.0	5.9	9.4	10.4	11.0	12.5	5.5
A	14.6	19.6	19.1	12.9	15.8	21.0	16.8	25.0	24.88	27.6	19.7
B	19.4	22.9	25.4	20.2	26.3	26.8	23.1	28.5	26.75	25.7	29.1
C	22.0	19.5	23.7	24.8	29.9	22.3	21.3	19.9	20.25	17.0	19.4
D	12.0	9.7	12.8	14.0	12.7	10.36	10.8	10.0	10.38	9.5	13.3
E	8.4	10.1	5.2	13.0	5.3	6.3	7.0	3.4	3.38	4.6	6.2
F	5.0	5.5	4.9	5.1	2.1	3.9	4.8	2.0	2.13	1.0	4.3
G	3.4	2.6	3.0	2.8	3.6	2.5	3.8	0.5	1.00	1.0	1.7
U	2.1	0.6	1.2	1.5	1.3	1.1	3.1	0.3	0.25	0.7	0.8



GCSE Results – Full Course Gender breakdown 2017 (%)

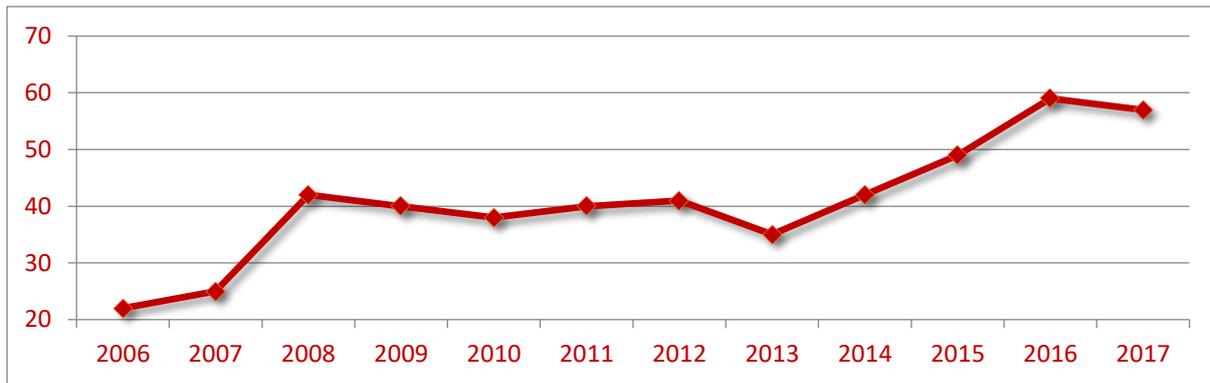
NOE Girls = 482 NOE Boys = 377

	A*	A	B	C	D	E	F	G	U
Girls	7.6	21.9	28.2	17.8	12.4	5.8	3.7	1.5	0.8
Boys	2.6	16.7	30.2	21.5	14.3	7.2	5.0	2.0	0.3



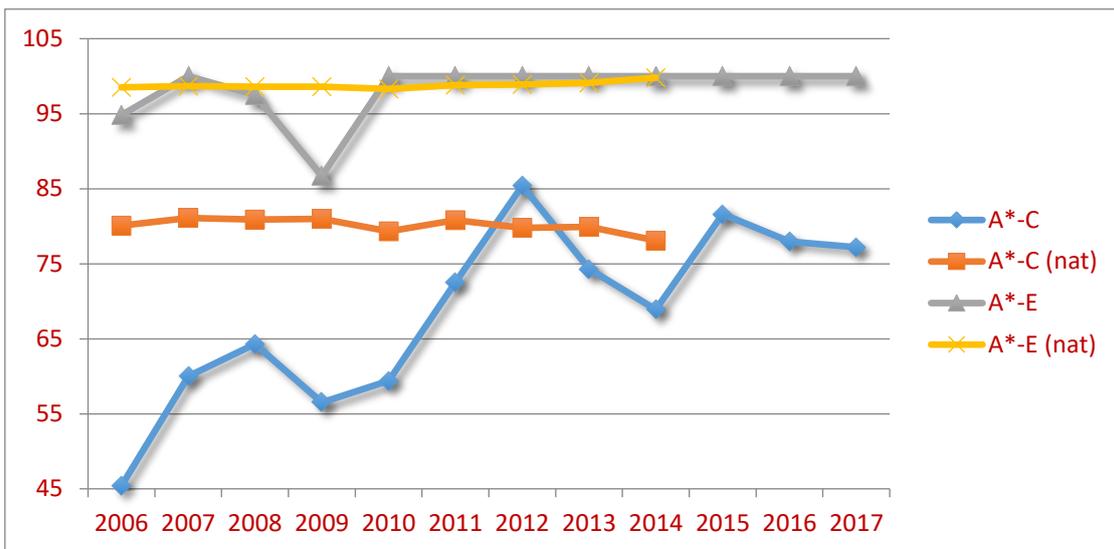
A Level Results: Number of entries

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Total entries	25	42	40	38	40	41	35	42	49	59	57



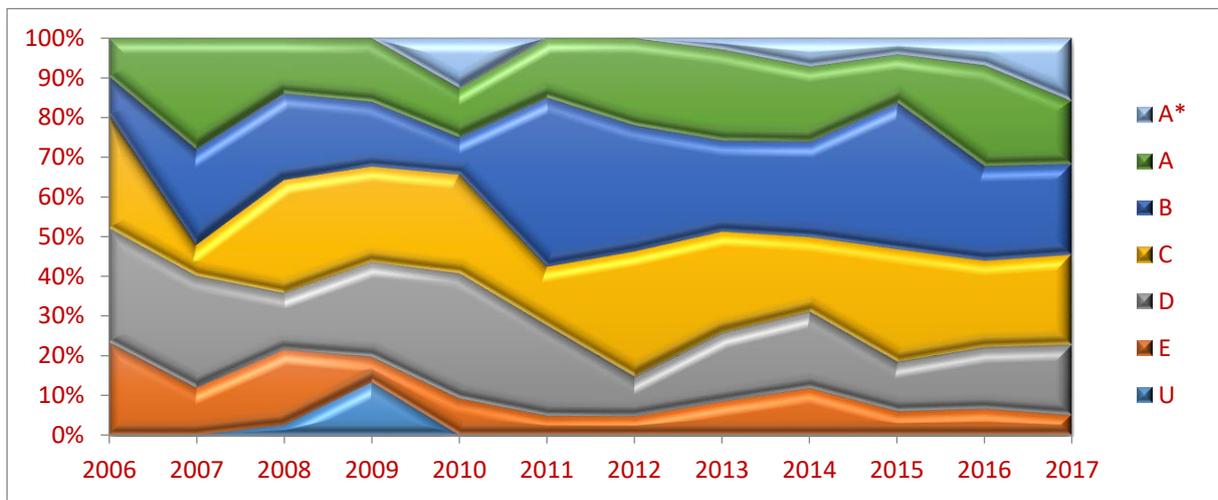
A Level: Grade Comparisons

%age	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
A*-C	45.4	60	64.3	56.5	59.4	72.5	85.4	74.3	68.9	81.62	77.94	77.2
A*-C (national)	80.1	81.1	80.9	81.0	79.3	80.8	79.8	79.9	78.1	Not Avail	Not Avail	Not Avail
A*-E	94.8	100	97.5	86.7	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
A*-E (national)	98.5	98.7	98.6	98.6	98.3	98.8	98.9	99.1	99.8	Not Avail	Not Avail	Not Avail



A Level: Grade Breakdown %

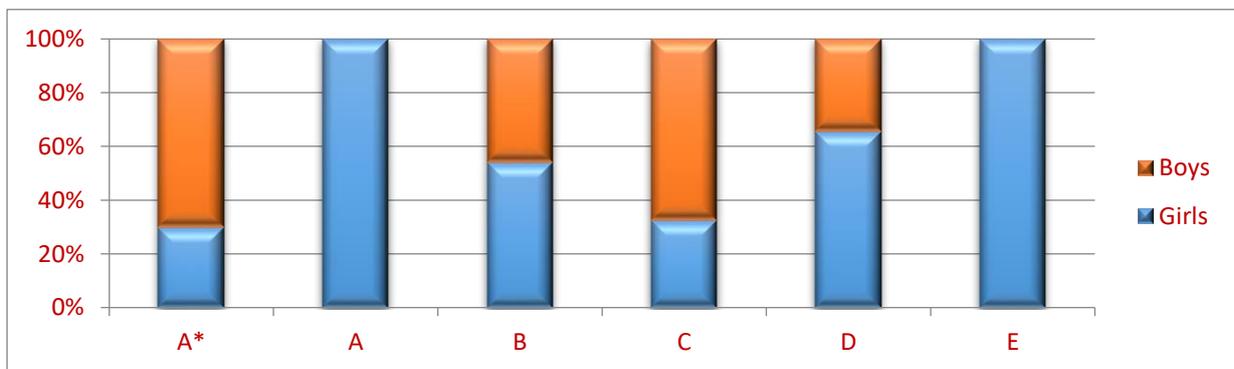
Grade	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
A*					12.5	0.0	0.0	2.9	7.1	4.08	6.77	15.8
A	9.1	28	14	16.1	12.5	15.0	22.0	22.9	19.0	12.24	25.42	15.8
B	9.1	24	21.7	16.2	9.4	42.5	31.7	22.9	23.8	36.73	23.72	22.8
C	27.2	8	28.6	24.2	25.0	15.0	31.7	25.7	19.0	28.57	22.03	22.8
D	27.2	28	14.1	23.8	31.3	22.5	9.8	17.1	19.0	12.24	15.25	17.5
E	22.2	12	19.1	6.4	9.4	5.0	4.9	8.6	11.9	6.12	6.77	5.2
U	0	0	2.5	13.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0



A Level: Grade Breakdown by gender % (2017 only)

NOE Girls = 47 NOE Boys = 10

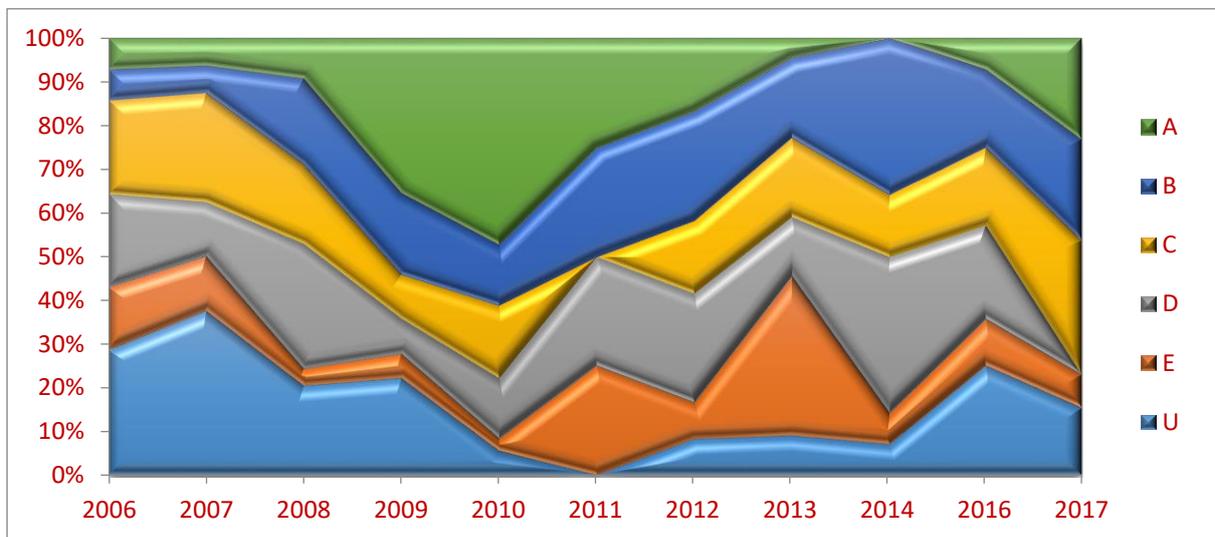
	A*	A	B	C	D	E
Girls	12.8	19.1	23.4	19.1	19.1	6.4
Boys	30.0	0.0	20.0	40.0	10.0	0.0



AS Results

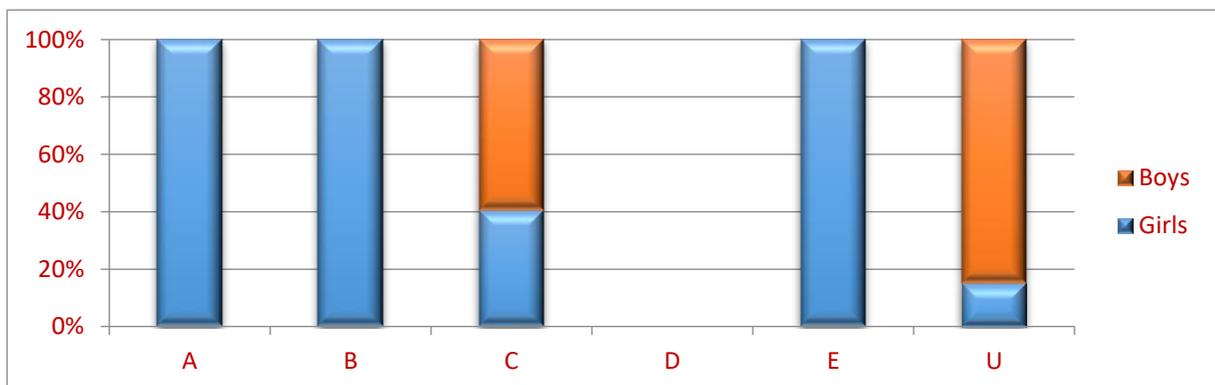
NOE in 2017 = 13

Grade	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
A	7.1	6.25	9.2	35.3	47.2	25.0	16.7	4.5	0	Data not available for 2015	7.14	23.1
B	7.1	6.25	19.6	18.6	13.9	25.0	25.0	18.2	35.7		17.85	23.1
C	21.4	25	18.2	10.2	16.7	0.0	16.7	18.2	14.3		17.85	30.8
D	21.4	12.5	28.7	8.2	13.9	25.0	25.0	13.6	35.7		21.42	0.0
E	14.3	12.5	3.9	5.5	2.8	25.0	8.3	36.4	7.1		10.71	7.6
U	28.5	37.5	20.4	22.2	5.6	0.0	8.3	9.1	7.1		25	15.4



AS Results – Gender
NOE Girls 2017 = 11 NOE Boys 2017 =2

	A	B	C	D	E	U
Girls	27.3	27.3	27.3	0.0	9.0	9.0
Boys	0.0	0.0	50.0	0.0	0.0	50.0



Appendix 4

Professional development and consultancy provided by Pennine Learning Associates Ltd

Courses during 2016 -17

Date	Title	Approx numbers
29 th September 2016	Primary RE network	35
7 th October 2016	Being an Effective RE Coordinator	28
17 th January 2017	Planning Effective Collective Worship	12
9 th February 2017	Primary RE network	30
14 th June 2017	Primary RE network	30
Three meetings a year	Secondary RE Leaders Network	10
29 th June 2017	British Values and SMSC in your School	12

Schools were visited by Pennine Learning Associates for a range of purposes including SMSC training, RE syllabus training. Further training on RE was also provided for ITE trainees on both the primary and secondary SCITT programme.