



Calderdale SACRE

Annual report 2012-2013

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Contents

Foreword from the Chair of SACRE	3
Executive Summary	5
Section 1 Overview of the standards and quality of RE provision	8
Section 2 The Work of SACRE	19
Section 3 The Local Agreed Syllabus	24
Section 4 Collective Worship	26
Section 5 Social Cohesion and SMSC Development	29
Section 6 Summary of achievements and priorities	31
 Appendices	
Appendix 1 Examination Results	33
Appendix 2 Professional Development and Consultancy	45
Appendix 3 Review of Ofsted reports	47
Appendix 5 SACRE membership and attendance	59
Appendix 6 Minutes of SACRE meetings	60
Appendix 7 Report of All-Party Parliamentary Group on RE	76
Appendix 8 Report from NATRE on RE teaching in primary schools	80

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Foreword by the Rev John Hellewell, Chair of SACRE

Religious Education became a major news item in the last academic year with the publication of two reports by an All-Party Parliamentary Group on RE and the National Association of Teachers of RE on RE teaching in primary schools. Both reports painted a mixed picture of RE provision across the country, and in particular the marginalisation of RE in some schools.

Anecdotally, this picture has been mirrored in Calderdale. I say anecdotally because we do not have the facts across all schools to say for definite, but apart from concerns raised by some over the amount of time given over to RE in schools, and particularly some secondary schools at Key Stage 4, we have the figures of pupils entered for examined courses which are of particular concern. Although numbers of pupils entered for full course GCSE at around the end of Key Stage 4 compare favourably with national averages, the numbers entered for short course have fallen dramatically so that they are very significantly below national averages. This cannot be explained by the make-up of our authority with its rich diversity of people which is such a blessing in so many ways, since at least one neighbouring authority enters 30% more pupils for an exam than Calderdale.

Part of this is no doubt pressure because of a narrow focus on a limited range of subjects. However, such a restricted view fails our pupils in a world where understanding of different culture and a spectrum of faith points of view are increasingly recognised. RE is not just a subject for those who have an intellectual or personal faith interest in the subject, but is a vital building block for living effectively and harmoniously in today's society.

There are also concerns regarding the quality of provision in some schools. Again, the picture is mixed, but a shortage of national training places for specialist RE teachers is inevitably having an impact locally as well.

Having said all this, the picture in Calderdale is far from bleak! Visits to local schools, both primary and secondary, as part of SACRE's duty of monitoring provision have shown ample

evidence of dedicated staff who provide very high quality RE teaching and learning which excites and enthuses pupils, and underpins some outstanding Spiritual, Moral, Social and Cultural provision and development in some of our schools. SACRE is keen to promote this excellent provision across all schools so that all pupils have the same opportunities to engage in this way with some of the most important and fundamental questions for us as human beings and as a society.

Along with continuing our work in supporting schools, we are particularly looking forward to the new Agreed Syllabus which will be in place for September 2014. Consultation on what was required began towards the end of the academic year 2012-13, and has continued apace since then. This will be a key feature in moving Calderdale schools forward in the provision of quality RE which meets both schools' needs and more importantly, pupils' needs. An exciting advance and important feature of the development this syllabus is the way that it is being done collaboratively with Kirklees SACRE and the Anglican Diocese of Wakefield.

In this report you will find more details on how pupils have performed this year, along with some of the obstacles that they and schools face in raising to the challenges of the moment, and how SACRE is proposing to support them in doing so.

I have no doubt at all, having seen some of the amazing teachers (and others who support them) in some of our schools, that working together, we will be able to do this!

I commend the report to you.

A handwritten signature in black ink, appearing to read 'John Hellewell', with a stylized flourish at the end.

Revd. John Hellewell

Chair of SACRE

Executive Summary

- a. On a national level there have been significant reports on the shortage of trainee places for RE specialists (from MPs) and on the standards of RE in primary schools (from the National Association of Teachers of RE). Since the period of the report there have been further important developments including a highly critical national report on RE from Ofsted and the issue of new non-statutory curriculum framework from the RE Council (see note below).
- b. During the year the consultant and local authority organised a number of professional training events and courses and monitored and supported RE in a variety of schools (Appendix 2)
- c. The Council decided that its statutory duties for RE and collective worship will be maintained through one day's consultancy each week during 2013-14.
- d. A survey of RE provision was undertaken as part of the consultation about the revision of the RE syllabus. The responses received showed that over half of primary respondents (57%) said their schools allocated at least the equivalent of an hour a week for RE. However around 1 in 5 schools (19%) allocated less than 45 minutes and around 5% less than 30 minutes. At key stage 3, 60% of secondary respondents reported curriculum time of at least an hour a week, with 20% submitting less than 45 minutes. However, of serious concern is that, of the six schools who responded to the survey at KS4, less than 20% allocated an hour a week, and the remainder had less than 30 minutes. The figures suggest that three quarters of Calderdale secondary schools and about 1 in 20 primary schools do not provide an adequate entitlement to RE.
- e. At secondary level only one mainstream secondary school entered no students for GCSE Religious Studies, either short or full course, or a combination of both.

All the other schools have entered students but the proportion varies from 2% to 100%. Overall 46% of last year's Y11 students were entered for full or short course GCSE, compared to the national figure of 61%

- f. SACRE would like to congratulate the students who achieved so well in their examinations this year. 70.5% of students entered for GCSE full course Religious Studies attained A* - C. This was below the national average of 74%. Students that attained A* – G in GCSE full course compares well to the national average with Calderdale students achieving 96.9% and the national average being 98%
- g. During the year it was agreed that a new joint syllabus would be produced with neighbouring Kirklees and used by Anglican diocesan schools in the two metropolitan districts. All three partners have agreed to contribute £4000 to the budget for the syllabus, making a total of £12000. This will contribute to teacher release time for writing supporting units, professional support from RE Today, launch and training costs and printing.
- h. During the spring and summer terms a selection of schools was visited by members of SACRE at their invitation and collective worship was observed. The picture, though limited, was very positive. There are determinations in place for two Calderdale primary schools and there have been no new determinations during this year.

Note

This report covers the period from September 2012 to July 2013 but is written during the autumn of 2013 after analysis of GCE results. During the autumn a number of significant events affected the national situation in RE. These will be reported on in detail in next year's report. However, for the sake of contextual accuracy some of these are outlined here:

- *A report from Ofsted, 'Transforming RE', made serious and profound criticisms about national standards and quality (October 2013);*

- *The RE Council for England and Wales unveiled its new (non-statutory) curriculum framework (October 2013);*
- *Indications from Ofsted and the government suggested that there might be more attention given to monitoring the subject;*

Section 1: Overview of the standards and quality of RE provision

1. SACRE reported last year on the serious and protracted challenges to religious education in England. The exclusion of Religious Studies GCSE from the E Bacc, the decline in specialist training places, the patchy efficacy of SACREs nationally and the lack of effective monitoring by public bodies all contributed to a sense of malaise and apprehension. While hopefully avoiding complacency, our own SACRE report drew attention to many positive aspects of RE locally.
2. There are still challenges at a national level. Last year we reported the establishment of an all-party Parliamentary group (APPG) on RE. In March 2013 MPs reported on the supply and support of RE teachers across England. They found that in a quarter of primary schools they surveyed, RE was not taught by qualified teachers and at a secondary level, half of RE teachers had no subject specific qualification. Half of primary teachers lacked confidence to teach RE. The number of training places of RE had also reduced, leading to a shortage of suitably qualified teachers. They unmasked a picture where CPD was based on a 'postcode lottery' and 40% of teachers had no effective professional development. The chair, Stephen Lloyd MP, introduced the report by saying that 'despite religious education being more important than ever before, our group were informed that the subject was often marginalised in schools, and teachers undermined by the dismantling of the RE frameworks and support structures.' We have included the main findings and recommendations of this important report in Appendix 6.
3. In a report researched in the spring of 2013, the National Association of Teachers of RE (NATRE) reflected these findings. They highlighted the inadequacy of provision for RE in initial teacher training, leading to a lack of confidence in delivering the subject. 'Almost 25% of teachers reported receiving no sessions on RE in their initial teacher education at all and almost 50% received less than 3 hours. Only 34.5% of teachers reported that they had less than 3 hours training in History and 12% in English. Even

in 3 or 4 year training courses that incorporate qualified teacher status into a bachelor degree, 14.6% of trainees reported receiving no RE sessions and 18.11% less than three hours. The consequences are that less than 5% of primary teachers described themselves as feeling very confident about teaching RE when they started teaching and 37% as only reasonably confident.’ A summary of the findings are included in Appendix 7.

4. Last year we also reported on the widespread alarm and concern caused by the exclusion of RS from the proposed English Baccalaureate. Although an unprecedented and extensive campaign to change this seemed to have failed, it martialled and motivated the RE community in a remarkable way. In the event, changes to the nature and place of the E Bacc during the year have obviated some of the issues it raised, though nationally much damage had already been done. This year’s GCSE entries indicate that in Calderdale the number of entries for full course have increased, though the number of local entries and the results are still well below the national average.
5. There have been significant positive developments at national level. The Religious Education Quality Mark was launched, a new national RE directory of support and resources was completed and an imaginative free website ‘RE Online’ was revamped and extended by the RE Council.
6. The rich diversity of culture, tradition and faith in our communities is an asset to be celebrated and only emphasises the need for imaginative and constructive religious education. There have been positive developments during the year. Standards have been improved through reviews of RE offered to schools. As part of SACRE’s statutory role of monitoring and supporting collective worship, SACRE has undertaken a review of collective worship. RE network meetings have been arranged for teachers and courses in subject leadership and SMSC development for teachers and senior leaders have been provided. Calderdale and Kirklees SACREs organised a

successful joint conference for teachers in March and funded this through grants. It also supported a weekend course for RE teachers in the north of England being held in May 2013, organised by the National Association of Teachers of RE. Further details of these are included later in the report.

7. But there is no room for complacency. The commitment of schools to support and encourage RE is critical to nurturing a generation of young people who know, understand and respect diversity and can explore the meaning, purpose and value of their own lives. Calderdale SACRE, supported by the local authority, will do all we can to help teachers, governors and students in this task. We are determined that quality RE will be available in every school in the borough and will also to play our part in supporting the subject at national level. The difference between complacent optimism and substantive hope is hard work, commitment and imagination.
8. During the coming year we will be writing a revised syllabus for religious education in Calderdale. This will be our major task in the year ahead. In a new venture, we are doing this jointly with Kirklees and it will also be the agreed syllabus for Anglican schools in the two authorities. Although academies are free to opt for any RE syllabus (though they must have one), most, if not all, our academies continue to use the local agreed syllabus. Calderdale SACRE continues to take the view that we will serve and support all schools and academies in the area, regardless of their form of governance. We believe that the locally agreed syllabus and its supporting materials offers the best and most appropriate way of delivering RE education and we offer support to all institutions on equal terms.
9. During 2012-13 Pennine Learning LLP was contracted to support RE, SACRE and the Council's statutory duties for the equivalent of one day a week. Because the RE consultant, Alastair Ross, also works for Kirklees, it is possible to pool some of the work necessary, particularly for the new agreed syllabus.

10. This report follows the recommended areas outlined by NASACRE (the National Association of SACREs). One of the limitations we face is the difficulty of obtaining and collating comprehensive information. We cannot possibly comment with integrity and detail on the standard of RE teaching in every Calderdale school. Nevertheless we can give a snapshot from schools we have visited and from overall statistics such as GCSE results.

Key area 1a: Compliance and time allocation for RE

11. A survey of RE provision was undertaken as part of the consultation about the revision of the RE syllabus. The responses received showed that over half of primary respondents (57%) said their schools allocated at least the equivalent of an hour a week for RE. However around 1 in 5 schools (19%) allocated less than 45 minutes and around 5% less than 30 minutes. At key stage 3, 60% of secondary respondents reported curriculum time of at least an hour a week, with 20% submitting less than 45 minutes. However, of serious concern is that, of the six schools who responded to the survey at KS4, less than 20% allocated an hour a week, and the remainder had less than 30 minutes. As this was a self-selecting sample and we have no power to require answers, it cannot be used as a definitive statistic. However, it gives an indication of the situation. Both the Calderdale Agreed Syllabus and GCSE courses cannot be effectively taught with any degree of integrity in less than hour a week in most situations so the implications are clear. The figures suggest that three quarters of Calderdale secondary schools and about 1 in 20 primary schools do not provide an adequate entitlement to RE.
12. Together with evidence from school visits and meetings with teachers we believe that most primary schools include RE on their curriculum and base this on the Calderdale Locally Agreed Syllabus. However, the understandable but overwhelming demands of league tables at the end of KS2 militate against a coherent RE provision in many schools, particularly at upper key stage 2. At secondary level, knowledge

from visits and contact with teachers leads us to conclude that most schools provide RE according to the requirements of the law and the locally agreed syllabus.

However this is not universal. Lack of compliance is fed by the lack of monitoring or enforcement by Ofsted and the widespread awareness of this neglect. A freedom of information request in May 2013 asked Ofsted how many reports since September 2012 had made any specific reference to a school or academy in England failing to meet statutory requirements for RE. The answer was none, a simply unbelievable reflection of the reality across England.

13. The National Association of Teachers of RE (NATRE) undertook an extensive survey of primary schools across the country in the spring of 2013. They found that the amount of time allocated to the teaching of RE varies considerably between schools but especially between schools with and without a religious character. In 37% of schools without a religious character, RE is allocated less than 45 minutes per week and in 10% of these schools, less than 30 minutes. In schools with a religious character, 13% of schools allocate less than 45 minutes per week to RE and 3% less than 30 minutes.
14. At secondary level only one mainstream secondary school entered no students for GCSE Religious Studies, either short or full course, or a combination of both. All the other schools have entered students but the proportion varies from 2% to 100%. Overall 46% of last year's Y11 students were entered for full or short course GCSE, compared to the national figure of 61%
15. Advice from SACRE remains that students should follow a GCSE syllabus, even if they do not seek exam entry and accreditation. Entry Level courses can be a good alternative for less academic students. There is however some concern that provision for students not entered remains uncertain. The new syllabus will provide additional units of work for use at KS4 for schools or pupils who are not entered for

an accredited examination. It will be a statutory requirement to follow these programmes of study at key stage 4.

16. There have been no formal complaints registered to SACRE throughout the academic year 2012-2013.

Key area 1b: Public examination entries in RE

17. Exam entries for GCSE full course have risen slightly this year with 930 students being entered compared with 799 students in 2012. 35% of the total Yr11 cohort within Calderdale schools sat the full course. This is close to the national average of 36%. The numbers entered for GCSE short course has dramatically reduced with only 283 students entered this year. The numbers entered for short course in both Calderdale and nationally have reduced. However the entries for Calderdale represent only 11% of the Y11 cohort, nationally the figure entered for short course is 25% of the cohort. SACRE is once again concerned that it appears students are not offered entry for short course GCSE and would like to investigate what provision is in place for religious studies at Key Stage 4 for these students, as only 46% of the Y11 cohort have been offered an examination in Religious Studies. It is worth noting that a neighbouring local authority entered 76% of the Y11 cohort for examination at GCSE. SACRE is naturally concerned about the difference in these figures and that the low entry for GCSE in Calderdale is a reflection on how RE is valued in Calderdale schools.
18. Most schools entered students for either short course or full course GCSE, however the proportion of students entered in each school varies significantly from 2% to 100%. One secondary school in particular did not enter any students for GCSE at all. Of the schools that entered students 11 entered at full course and short course, a further 2 schools entered students for short course only.

19. Six schools entered students for A Level Religious Studies with 35 entries at this level. This number of entries is lower than the number of entries in 2012. The numbers entered for AS level is 22 from 7 schools.
20. More girls were entered for full course GCSE than boys and attained slightly higher results than the boys in A* - C grades. More boys than girls were entered for GCSE short course, however the proportion of girls scoring A* - C grades was higher than boys.
21. More girls were entered for A level exams than boys this year. However, the boys attained equally as well as girls. Equal numbers of boys and girls were entered for AS level this year, with the girls performing much better than the boys.

Key area 1c: Standards and achievement

22. SACRE would like to congratulate the students who achieved so well in their examinations this year. 70.5% of students entered for GCSE full course Religious Studies attained A* - C. This was below the national average of 74%. Students that attained A* – G in GCSE full course compares well to the national average with Calderdale students achieving 96.9% and the national average being 98%
23. Religious Studies results at GCSE are a contributing factor in the overall good results for Calderdale. The Calderdale average for students achieving 5+ A* - C grades in GCSE was 90.8% with the national average being 82.7%. It appears from analysis of the results at GCSE that in both short course and full course options, girls scored a greater proportion of A* - C grades than boys. SACRE would like schools to examine their data for English GCSE and RS GCSE as there should be a direct comparison between the good results in English and RS.
24. Comparative data for AS and A levels nationally were not available at the time of this report being prepared. However a comparison with this year's results and those of

2012 show that students achieved slightly lower at A- C grades for A level (74.4%) than in 2012 (85.4%).

25. There appears to be a downward trend in AS Level attainment as 40.9% achieved grades A- C this year compared to 58.4% in 2012 and 77.8% in 2010. This again raises questions about the quality of provision at KS5 and how much RS is valued in Calderdale schools. Girls generally attained higher than boys in AS level, but this gap is narrowed at A Level as both boys and girls attained equally well.

Please see Appendix 1 for tabulated data.

Key area 1d: Quality of teaching

26. Ofsted has conducted a sequence of subject specialist inspections in RE (and other subjects) over a three year period. These have taken place across the country. The current triennial report may be published during the autumn. From the selection of primary and secondary schools and academies inspected across the country it is expected to reveal that the provision of RE is inconsistent and that standards not improving fast enough. It is likely to confirm that there has been no real major improvement nationally in the last 6 years and that too many students are leaving school with insufficient religious literacy, a serious handicap in communities and workplaces where diversity is significant. At key stages 1-3 teaching was found to be good or better in only four out of ten schools (this was 6/10 in PSHE education). Although standards are better at GCSE, Ofsted (and others) have major concerns about the examination itself.
27. Particular issues highlighted include a lack of confidence about the subject itself, especially among primary and non-specialist teachers. RE is often not stretching enough and there is a lack of clarity about pupil progress. There are increasing signs of a shortage of suitably qualified RE teachers, compounded with a patchy and sometimes chronic lack of professional development.

28. No formal data is currently available on the teaching and learning of RE separately for Calderdale. It is not therefore possible to undertake any overall analysis with integrity or accuracy, although visits to schools provide the opportunity to review this with head teachers, heads of department and RE coordinators. Inevitably, although review visits are a major priority for the consultant, there can only be a relatively small proportion of schools visited during a year. Individual Ofsted reports rarely refer to RE and we have no specific examples this year. However, the comments and judgments on SMSC development will often be coloured by the quality and provision of RE and the contribution this makes to the overall ethos and achievements of the school.

Key area 1e: Quality of leadership and management

29. Through the consultant, the local authority continued to offer reviews of RE provision and leadership to primary and secondary schools and academies as part of SACRE's statutory role. During the autumn and spring terms, ten schools were visited for a review of RE by the consultant. In the spring and summer terms we focused on collective worship provision and a further nine schools were visited on this programme. Details of this review are included later in the report. Collective worship visits sometimes also gave the opportunity to discuss religious education.

30. Some key issues in leadership and management arose from these programmes of visits, network meetings and other contacts with schools. These included: finding a realistic but effective way of supporting and monitoring the teaching of RE; the pressure of costs and curriculum time in arranging visits to places of worship; uncertainty about which units of work should be studied.

31. Courses and consultancy are available to teachers to support these concerns, including a half day course on subject leadership offered in 2013 which will be repeated next spring. Many schools recognise the disproportionately positive impact of good

RE on the ethos and wellbeing of a school, especially its contribution to community cohesion and SMSC development.

Key area 1f: Teacher recruitment and retention, level of specialist provision

32. A survey of Calderdale primary schools in 2012-13 showed that most RE was taught by class teachers (95%) and/or PPA teachers (38%). However, 23% of schools reported that classroom assistants taught RE (not necessarily exclusively). PPA teachers are sometimes used as a kind of specialist RE teacher. This can be a positive provision where they are suitably qualified or experienced and when they are supported through effective professional development. Alternatively it can be a way of marginalising RE. Either way class teachers, RE coordinators and senior leadership have a responsibility for monitoring and quality assuring pupils' entitlement.

33. NATRE's national survey of primary schools in 2013 discovered that teachers are most likely to hold the position of RE subject leader for less than two years (40.9%) and least likely to continue beyond 5 years (68.6%). They conclude that 'to improve leadership in the subject, new subject leaders need to have access to continuous professional development and to reliable resources to support the leadership of the rest of the team delivering the subject.' They added that, 'the provision for RE in initial teacher training in RE is insufficient to allow beginning teachers to feel confident about delivering the subject. Almost 25% of teachers reported receiving no sessions on RE in their initial teacher education at all and almost 50% received less than 3 hours. Even in 3 or 4 year training courses that incorporate qualified teacher status into a bachelor degree, 14.6% of trainees reported receiving no RE sessions and 18.11% less than three hours. It is hardly surprising that the same survey revealed that well over half (58%) of NQTs felt they lacked confidence to teach RE.

34. MPs reported a similar situation in an all-party report in March 2013. About half of primary teachers lacked confidence in the subject and half of subject leaders lacked

experience or expertise. They, too, criticised the patchy provision in initial teacher training. They also highlighted a lack of specialist provision at secondary level, as well as a general shortage of suitably qualified RE teachers (Appendix 7)

35. Locally, specialist provision in secondary schools has a mixed picture. Some schools have a strong team whilst others combine specialists with non-specialist provision and delivery at KS3 and 4.

Key area 1g: Resources

36. Calderdale has provided an RE teachers' network meeting each term, led by the RE consultant. Reviews of RE and collective worship have also been offered free of charge as part of SACRE's duty to monitor and support.
37. Schools are well aware of the importance of arranging visits to places of worship and of inviting in visitors. We feel it is important that this is facilitated and are exploring possible ways forward.
38. Culham St Gabriel's has completed a major redevelopment of the RE Online website over the last year, involving a rebranding and complete restructuring of the site. This was demonstrated at a road show in the summer term and the site is now available to all schools free of charge. There are newly produced resources to support pupils' learning and practical ideas to support teaching 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.

Section 2: The work of SACRE

Key area 2a SACRE meetings

39. There were four meetings of SACRE during the year 2012-2013. The meetings were held on the following dates and the minutes are included as an appendix.

- 12th September 2012
- 3rd December 2012
- 20th May 2013 (AGM)
- 3rd July 2013

40. Issues discussed included:

- Ofsted
- SMSC development and RE
- SACRE teachers conference (held jointly with Kirklees in March)
- Collective worship and monitoring programme
- National review of RE
- Revision of Agreed Syllabus
- Interfaith Schools
- Training needs for SACRE members

41. A full programme of meetings has been planned for the year 2012-2013.

Key area 2b: SACRE membership and training

42. SACRE 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 |

43. We reported last year that, although SACRE Committee A included representation from a good range of faiths and denominations, we were concerned to widen and extend this and particularly to welcome more Muslim representation. We are pleased to report increased Muslim representation to three and we also have new Jewish and Buddhist representatives. We appreciate the support of elected members. A full list of members and attendance can be found in Appendix 5.
44. We are very sad to record the sudden death of the Rev Sandie Maude during the year. Sandie had been a loyal member of SACRE for many years and brought insights both from her work in education and as an ordained minister.
45. We held a half day training session on Islamic awareness for SACRE members in Kirklees and Calderdale on Saturday 5th January 2013. This was led by Kauser Tai and was very much welcomed and appreciated by participants.
46. During March we also held a training session on collective worship to support SACRE members involved in monitoring this in schools.
- 47.** As a member of NASACRE, Calderdale SACRE has received briefing from the national association and an induction pack is available for members. SACRE members are welcome to participate in training offered for teachers.

Key area 2c: Initiatives and development

48. Calderdale has provided an RE teachers' network meeting each term. Schools can subscribe to these for £100 a year. A termly newsletter is produced and emailed to all schools and academies.
49. Reviews of RE and collective worship have also been offered free of charge as part of SACRE's duty to monitor and support. As well as supporting schools these visits help

the consultant and SACRE gauge the situation in schools and so inform this report. A number of courses have also been run and are included in Appendix 2.

50. Many Calderdale schools have used the Interfaith Schools project in Kirklees but funding from the Kirklees Schools Forum was ended during the year. Kirklees Faiths Forum will now take up management of the scheme and Kirklees Council is providing administrative back up and contact. For the moment booking should still be made through Kirklees Learning Service by emailing interfaithschools@kirklees.gov.uk. Schools are well aware of the importance of arranging visits to places of worship and of inviting in visitors. Done well, this contact builds bridges of understanding, widens cultural awareness and contributes significantly to SMSC development. We very much want to explore ways of facilitating interfaith visits and learning within Calderdale.

51. The new RE Online road show was demonstrated at a road show in the summer term and the site is now available to all schools free of charge.

52. A teachers' conference was held at the Junction 25 Conference Centre in Brighouse. This was organised jointly with Calderdale SACRE and the Anglican Diocese of Wakefield. Key note speakers included Lat Blaylock and Ruth Wills. We were able to offer 60 free places because of supporting funding. The theme was RE and its contribution to SMSC development.

53. A meeting for special schools across West Yorkshire was held in the autumn but plans to develop this into a regular network have not yet come to fruition.

54. SACRE conducted a review of collective worship, involving a number of its members, and a report of this is included in section 4.

Key area 2d: Financial support

55. Calderdale Council continues to contract Pennine Learning LLP to support RE for one day a week. It has allocated an additional budget of £3,000 to cover administration and other statutory costs. It also includes clerking of meetings, undertaken by Debby Simpson in Heath. In addition we have secured funding of up to £12,000 for the revision of the agreed syllabus, jointly with the Diocese of Wakefield and Kirklees SACRE.

Key area 2e: Information and advice received

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

57. SACRE receives advice and information from a number of sources including:

- Calderdale MC
- NATRE (National Association of Teachers of RE)
- NASACRE (National Association of SACREs)
- Culham St Gabriel's –RE Council

Key area 2f: Partnerships with other key stakeholders

58. We are increasingly working in partnership with Kirklees SACRE and have held joint training and professional development activities with them. As mentioned we are now working on a new joint RE syllabus.

59. Calderdale SACRE appreciates the partnership that operates with faith communities. We are building positive and cooperative relationships in our work with a range of partners including Calderdale Interfaith Council. We continue to welcome invitations from schools to support RE and collective worship.

60. SACRE is keen to support and encourage relevant local and regional projects, and we welcome the work of the Anne Frank Trust in a number of Calderdale secondary schools including Calder High, Ryburn, Sowerby Bridge and Halifax High.

Section 3: The Local Agreed Syllabus

Key area 3a: Review of the agreed syllabus

61. The current Calderdale syllabus was launched in 2008 and was due for review in 2013. However, this revision was delayed due to a national review of religious education, originally intended to run in parallel with the proposed National Curriculum review. As a result Calderdale SACRE has therefore extended the validity of the current Agreed Syllabus for RE until September 2014.

62. During the year it was agreed that a new joint syllabus would be produced with neighbouring Kirklees and also to be used by Anglican schools in the two metropolitan districts. All three partners have agreed to contribute £4000 to the budget for the syllabus, making a total of £12000. This will contribute to teacher release time for writing supporting units, professional support from RE Today, launch and training costs and printing. In addition, time has been set aside in the contracted consultancy for support for writing the syllabus and Alastair Ross has allocated a day a week to this task across the two authorities.

63. A joint steering group has been established to support and oversee the revision. This comprises members from both SACREs, some of whom also represent the Diocese. It met for the first time in June 2012.

64. An outline for the syllabus and the constituent units of work has been agreed. A team of 15 teachers from primary and secondary schools in Calderdale and Kirklees has been recruited to work with the consultants. The aim is to have the new syllabus written by April. Briefing and training events will take place for schools during May or June 2014 ready for teaching from September 2014.

65. Further details will be shared with schools during the year. The agreed syllabus is the statutory curriculum for maintained schools, as it will be for Anglican schools in

Calderdale. Academies and free schools must provide an RE curriculum in accordance with their trust deed and are free to choose a syllabus. We believe that most, if not all, local academies use the present local syllabi and we are including all schools and academies in the framework of this revision.

Key area 3b: Using the non-statutory national framework and the REC programmes of study

66. The current Calderdale syllabus is aligned to the non-statutory programmes of study. The RE Council for England and Wales is currently reviewing the programmes of study. We expect the final guidance during the autumn. We have aligned the new proposed syllabus to the draft programmes of study produced in June 2013 and will adjust our plans in the light of the final version, where we do expect some significant changes.

Key area 3c: Developing the revised agreed syllabus

Key area 3d: Consultation/launch/implementation of the agreed syllabus

Please see key area 3a above

Key area 3e: Additional guidance/monitoring and evaluation of the agreed syllabus

67. Schools will be fully supported through a series of launch and briefing events in the summer term. The syllabus will include units of work and will be uploaded on to the internet. It is likely that this will be password protected to restrict access to local schools.

68. Ongoing support will be provided in a number of ways:

- Courses and networks;
- Consultation and review at school level;
- A newsletter and training opportunities each term.

Section 4: Collective worship

Key area 4a: Practice and provision for collective worship

69. 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.
70. 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. There are determinations in place for two Calderdale primary schools: Parkinson Lane and Beech Hill. The determination for Parkinson Lane will be reviewed soon. The determination for Beech Hill, as an academy, will now be the responsibility of the Schools Funding Agency. There have been no new determinations during this year.
71. There were no complaints made during the year to SACRE about Collective Worship.
72. SACRE produced a collective worship policy and guidelines two years ago. A new policy template is now being prepared and will be completed by the end of 2013. A new collective worship course, designed in particular for schools with a diverse religious character, has been written and will be offered during 2013-14.
73. During the year guidance on sensitivity over faith issues has been produced for discussion and use in schools. This will be discussed at SACRE before being offered to schools.

Key area 4b: Monitoring the provision of collective worship

74. One of SACRE's key responsibilities is to monitor and support collective worship.

During 2012-13, SACRE undertook a monitoring exercise. All Calderdale schools and academies were offered a visit from SACRE to observe collective worship, offer feedback and review the overall pattern and priorities.

75. During the spring and summer terms the following schools were visited by members of SACRE at their invitation and collective worship was observed:

- Rastrick High
- Crossley Heath
- Savile Park
- St Patrick's Elland RC
- Shade
- Scout Road
- Longroyde
- St Malachy's RC
- Barkisland CE

76. In addition further information was obtained and support offered through other visits to schools, courses and networks. This enabled SACRE to gain an overall picture of collective worship. However there is, inevitably, a limited number and range of visits. SACRE has no power to insist on a visit, nor would want to do so. But this leaves its ability to monitor limited to a self-selecting sample.

77. In the schools visited, good quality collective worship was seen throughout and there were examples of excellent practice.

78. From the overall monitoring, the key issues arising included:

- Interventions running during collective worship time meaning that some of the school community were excluded from collective worship. This was especially concerning where semi-permanent arrangements meant that the same staff or pupils were nearly always absent;
- The importance of including time and space for reflection throughout the school day;
- Concern to ensure that prayer or reflection was inclusive and sensitive. Worry about this can lead some schools to avoid this altogether;
- The very varied provision or quality of collective worship offered at secondary level, in particular when it was at form or group level.

79. SACRE is clear that it offers support for assemblies and collective worship to all schools (and academies) regardless of their status or governance. As a result of this monitoring, a half day course and briefing has been prepared with policy templates, resources and guidance.

Section 5: Social Cohesion and Spiritual, Moral, Social and Cultural (SMSC) Development

Key area 5a: Representative nature of the SACRE

Key area 5b: Knowledge and understanding of the local religious, cultural and ethnic minority

80. We are pleased to report that the diversity of representation on SACRE has significantly widened during the year. SACRE Committee A has included attendance from most world faiths. We are glad to have welcomed additional representatives from Islam and Judaism. Attendance across SACRE's committees has generally been good. Details of membership and attendance are included in Appendix 5. SACRE is constantly seeking to fully reflect this area's religious diversity.

81. In January some members of SACRE attended a half day Islamic Awareness course held in Dewsbury and offered to us free of charge by an experienced trainer, Kaushar Tai. We are very grateful to him for this generosity and the course was very much appreciated. This was a joint activity with Kirklees SACRE.

Key area 5c: Understanding the intrinsic contribution which RE can make to social, racial and religious harmony and to community cohesion

Key area 5d: Links to local authority initiatives promoting diversity

82. A number of projects have been supported during the year and SACRE will continue to welcome and work with projects that support cohesion, understanding and cooperation.

83. Many Calderdale schools have used Interfaith Schools in Kirklees as a way of facilitating visits to faith centres. Due to the ending of funding from the Schools Forum, the future of Interfaith Schools has looked very uncertain. However from the summer of 2013, Interfaith Schools is being run through the Kirklees Faiths Forum.

Administrative support will still be provided through Kirklees Council and the Faiths Calderdale Standing Advisory Council on RE

Forum itself receives funding. We feel it would be good to have a viable Calderdale project enabling schools to visit places of worship within the borough.

84. During the summer term the Anne Frank and You exhibition visited Calder High School for a fortnight and will visit other secondary schools in Calderdale during 2013-14. This programme offers peer guide training, workshops and community events and is aimed at strengthening inclusion and reducing prejudice and discrimination. Schools Linking Network are offering a programme of linking to Calderdale schools during 2013-14 and around 14 primary schools have shown an interest in this. An initial meeting will be held in September.
85. During 2013 the focus on SMSC development has continued. A course has been provided as well as a number of training sessions in schools. The material is updated regularly to reflect the latest Ofsted guidance.
86. The current revision of the RE syllabus will recognise the prime importance of building understanding, respect and tolerance.

Section 6: Summary of achievements and priorities

Achievements and good practice during 2012-2013

- A new syllabus is now being prepared for 2014. This is a joint project with Kirklees and will also be the syllabus adopted by the Anglican Diocese of Wakefield. It will involve a team of teachers writing some of the materials and will also be supported by RE Today services.
- A programme of monitoring collective worship took place and a new package of training for schools has been produced. This will focus particularly on inclusive collective worship in a diverse community.
- Guidance on sensitivity to pupils and parents from faith communities has been produced for schools.
- A teachers' conference was held organised jointly with Kirklees SACRE and the Anglican Diocese of Wakefield. We were able to offer 60 free places because of supporting funding.
- A meeting for special schools across West Yorkshire was held in the autumn but plans to develop this into a regular network have not yet come to fruition.
- Through the consultant, network meetings have been run for primary and secondary teachers.
- Courses in SMSC have been delivered, together with a considerable number of school training sessions.
- The composition of SACRE has been broadened, training provided and joint working with colleagues in Kirklees has developed further.

Main priorities for 2013-2014

These are outlined in the SACRE development plan. They include:

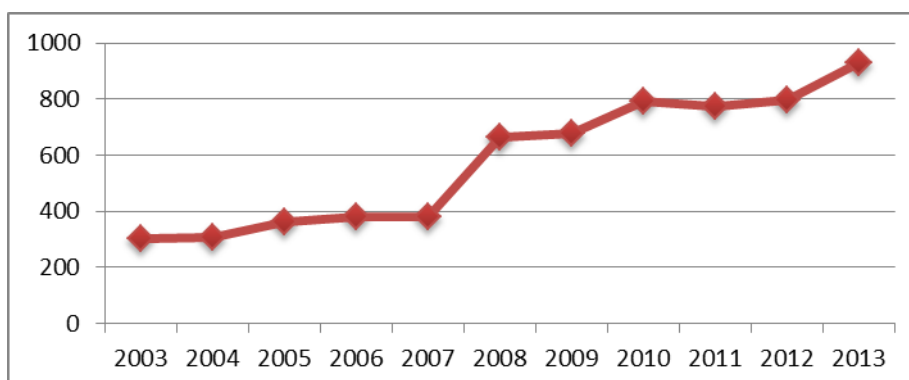
- Completion of the revision of the RE syllabus, jointly with Kirklees SACRE
- Support for the professional development of RE teachers in Calderdale, particularly over the new syllabus

- Provision of training around collective worship
- Contributing to the spiritual, moral, social and cultural development of pupils and supporting teachers and schools in this task;
- Strengthening and deepening links between faith communities and developing partnerships with stakeholders and other SACREs.
- Exploring the possibility of facilitating visits to faith centres for Calderdale schools

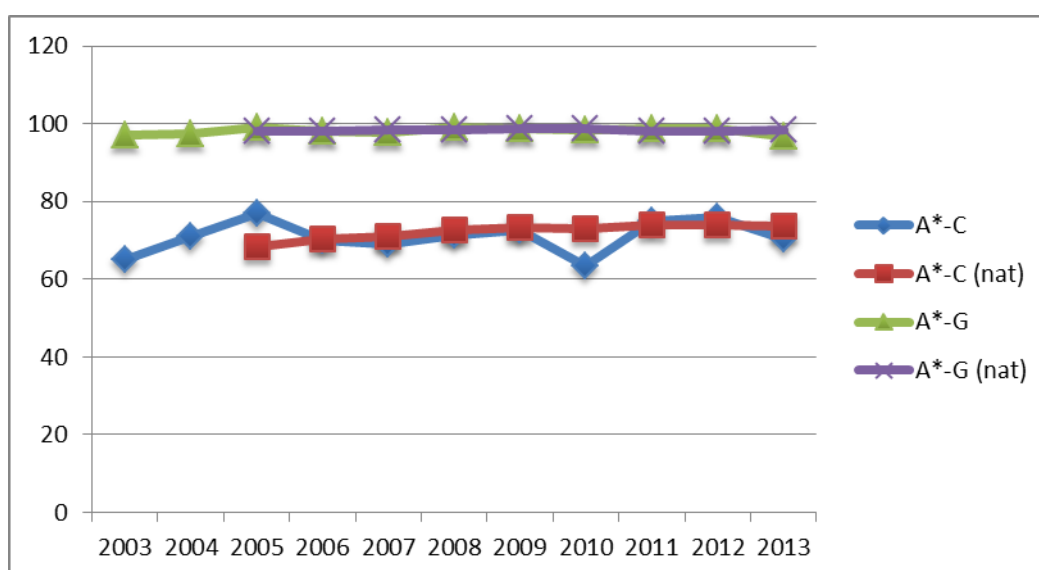
Appendix 1 – Examination results

GCSE Results – Full Course

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Total entries	304	307	363	381	382	666	678	793	772	799	930



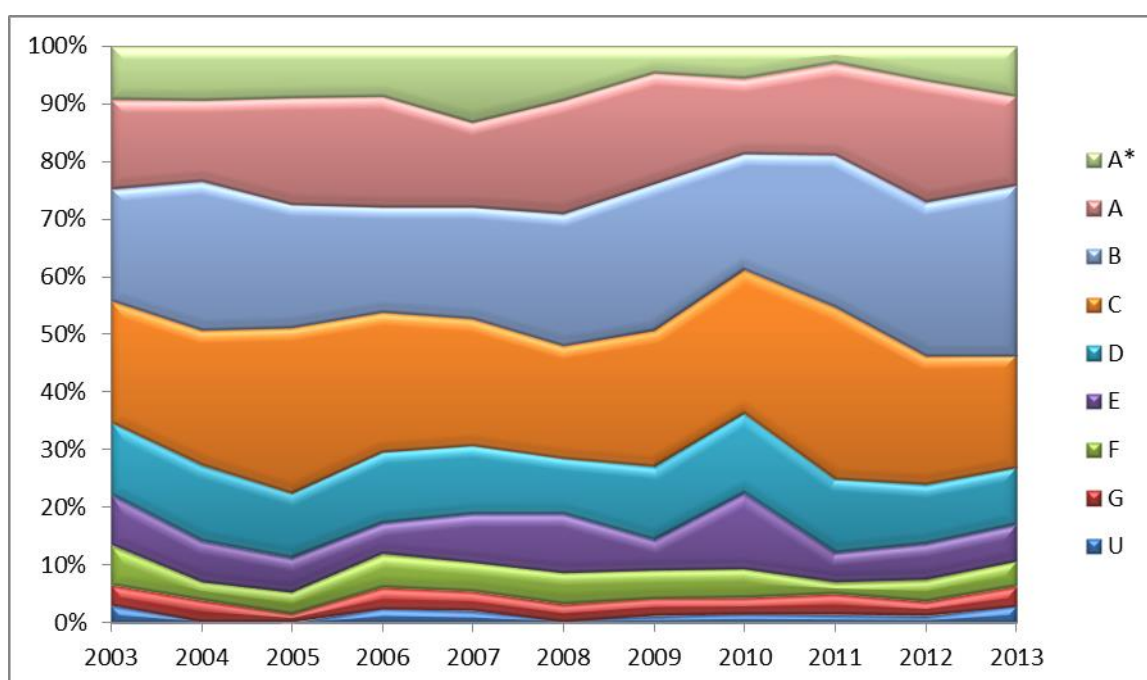
%age	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
A*-C	65.1	71.0	77.0	70.0	69.1	71.3	72.5	63.5	75.0	76.0	70.5
A*-C (national)			68.5	70.2	71.1	72.5	73.4	73.1	74.0	74.0	73.6
A*-G	97.0	97.4	99.0	98.0	97.9	99.2	98.6	98.5	98.7	98.9	96.9
A*-G (national)			98.0	98.2	98.3	98.5	98.6	98.6	98.0	98.0	98.3



Appendix 1 – Examination results

GCSE Results – Full Course – Grade breakdown

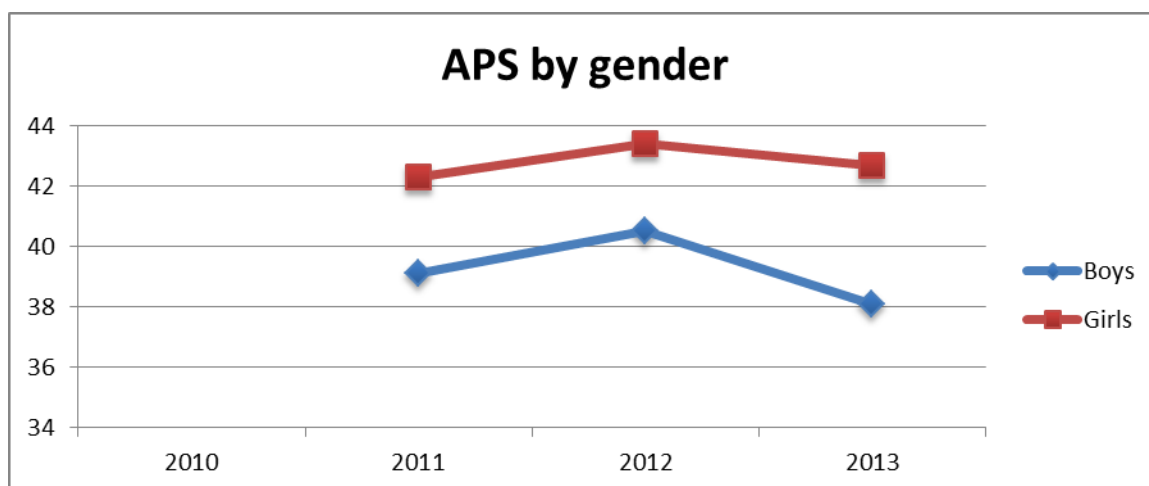
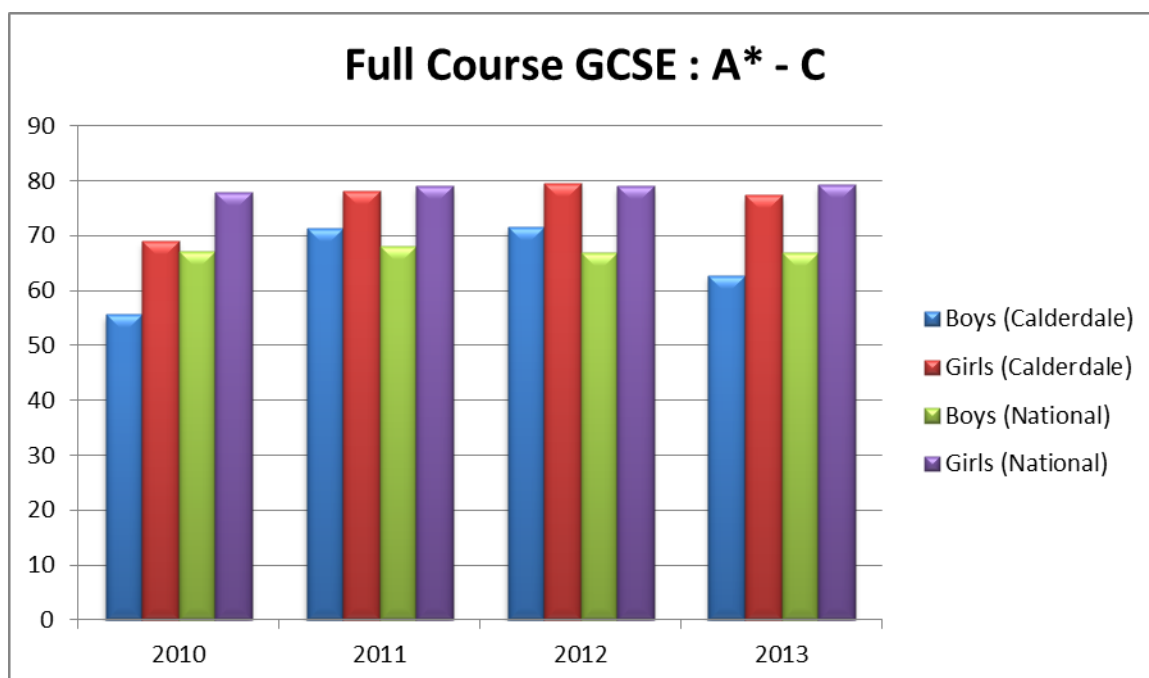
Grade	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
A*	9.2	9.1	8.8	8.6	13.1	9.3	4.6	5.6	3.0	5.9	9.4
A	15.4	13.7	18.4	19.1	14.6	19.6	19.1	12.9	15.8	21.0	16.8
B	19.4	25.4	21.7	18.4	19.4	22.9	25.4	20.2	26.3	26.8	23.1
C	21.0	22.8	28.6	24.1	22.0	19.5	23.7	24.8	29.9	22.3	21.3
D	12.5	13.0	11.2	12.3	12.0	9.7	12.8	14.0	12.7	10.36	10.8
E	8.8	6.8	6.0	5.5	8.4	10.1	5.2	13.0	5.3	6.3	7.0
F	6.9	3.2	3.8	5.8	5.0	5.5	4.9	5.1	2.1	3.9	4.8
G	3.6	3.2	1.4	3.7	3.4	2.6	3.0	2.8	3.6	2.5	3.8
U	2.9	0.6	0.2	2.4	2.1	0.6	1.2	1.5	1.3	1.1	3.1



Appendix 1 – Examination results

GCSE Results – Full Course – Analysis by Gender

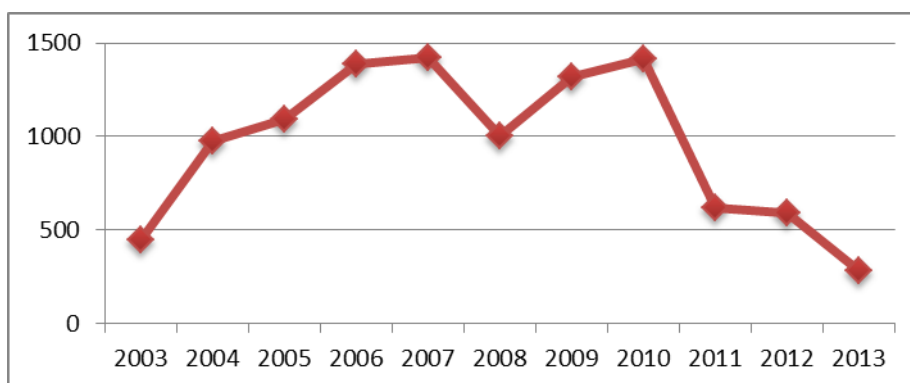
		%age Boys	%age Girls	A* - C Av.			APS	
				Total	Boys	Girls	Boys	Girls
2010	Calderdale			63.5	55.6	69.0	-	-
	National	-	-	73.1	67.1	78.0	-	-
2011	Calderdale	45.6%	54.4%	75	71.3	78.1	39.1	42.3
	National	45.7%	54.3%	74	68	79		
2012	Calderdale	45.3%	54.7%	76	71.5	79.6	40.5	43.4
	National	45.8%	54.2%	74	67	79		
2013	Calderdale	46.5%	53.5%	70.5	62.8	77.4	38.1	42.7
	National	45.8%	54.2%	73.6	66.9	79.2		



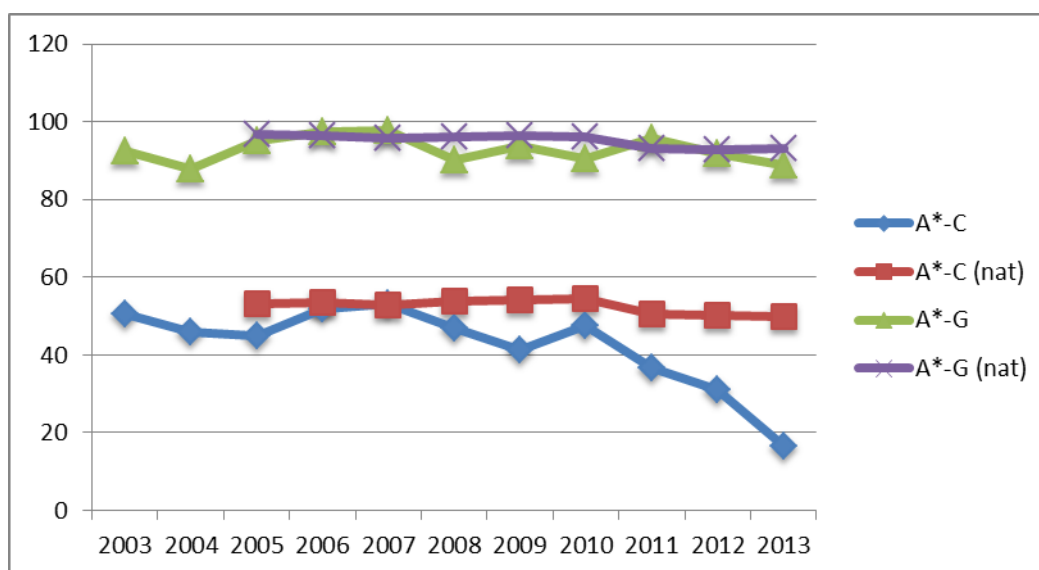
Appendix 1 – Examination results

GCSE Results – Short Course

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Total entries	448	977	1095	1386	1422	1004	1320	1415	617	589	283



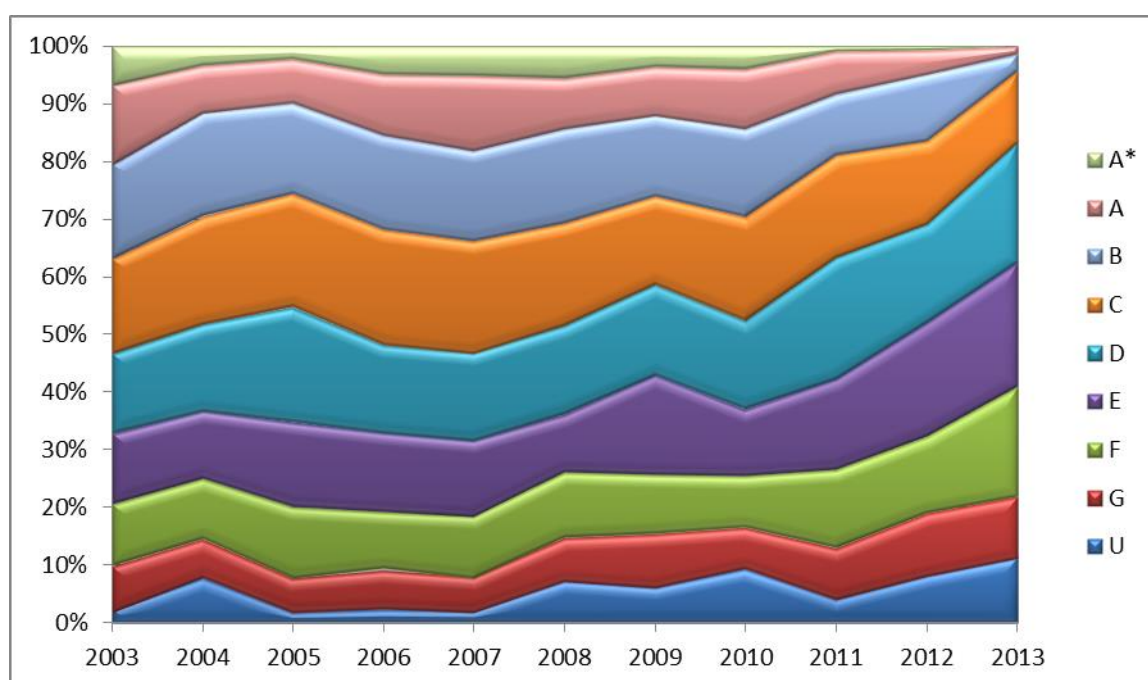
%age	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
A*-C	50.4	45.8	45.0	52	53.1	47.0	41.3	47.5	36.7	30.9	16.6
A*-C (national)			53.1	53.5	52.9	53.7	54.3	54.6	50.6	50.3	49.9
A*-G	92.6	87.8	95.0	97.5	97.9	90.1	93.9	90.6	95.9	91.9	88.7
A*-G (national)			96.7	96.3	95.7	96.1	96.5	96.1	93.0	92.9	93.0



Appendix 1 – Examination results

GCSE Results – Short Course – Grade breakdown

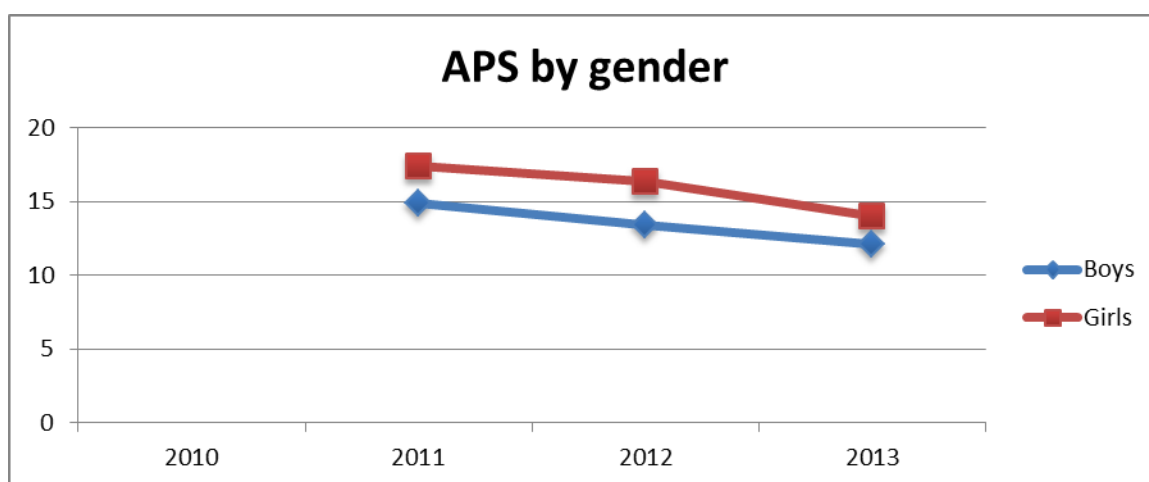
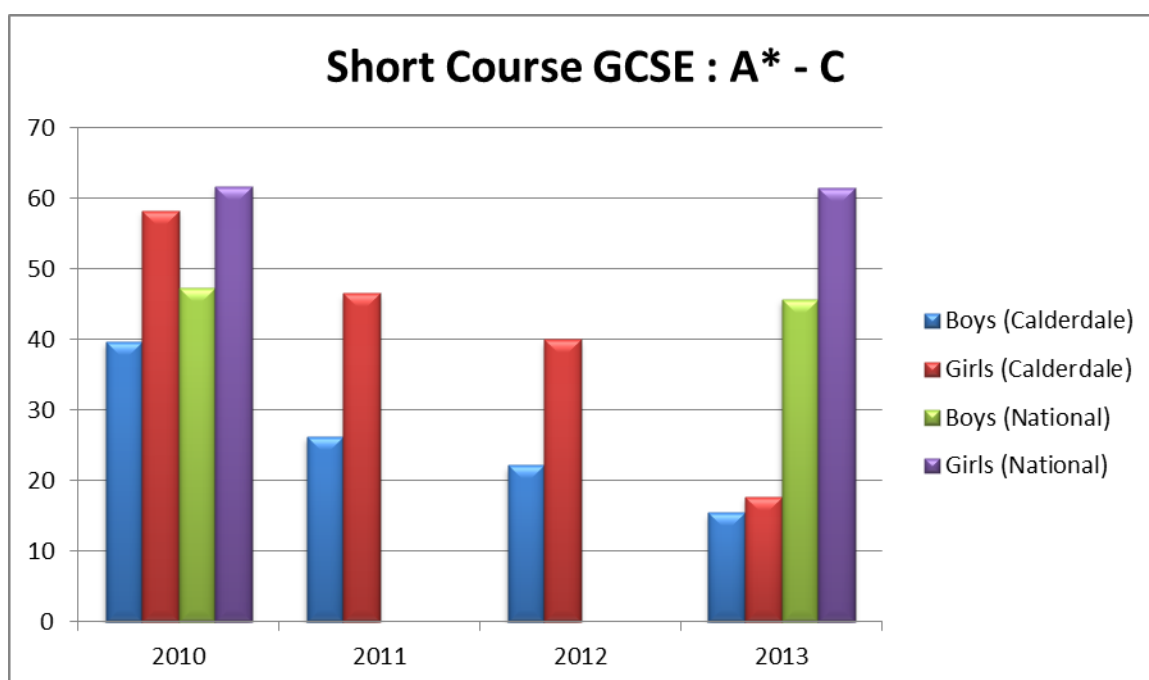
Grade	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
A*	6.4	3.2	2.1	4.8	5.1	5.5	3.5	3.9	0.8	0.7	0.0
A	13.0	7.7	7.3	10.6	13.0	8.3	8.4	10.3	7.5	4.1	1.4
B	15.4	17.1	15.2	16.4	15.7	16.1	14.2	15.4	10.7	11.7	2.8
C	15.6	17.7	18.9	19.8	19.3	17.1	15.2	17.9	17.7	14.4	12.4
D	13.1	14.3	19.2	15.3	15.3	15.0	15.7	15.4	21.1	17.0	20.8
E	11.6	11.2	14.1	13.8	13.1	9.8	17.4	11.6	15.7	19.7	21.6
F	10.2	9.8	11.9	9.8	10.4	11.0	10.2	8.9	13.5	13.4	19.1
G	7.1	6.5	5.7	6.8	6.0	7.3	9.3	7.1	8.9	10.9	10.6
U	2.2	7.4	1.8	2.5	2.1	7.1	6.1	9.4	4.2	8.1	11.3



Appendix 1 – Examination results

GCSE Results – Short Course – Analysis by Gender

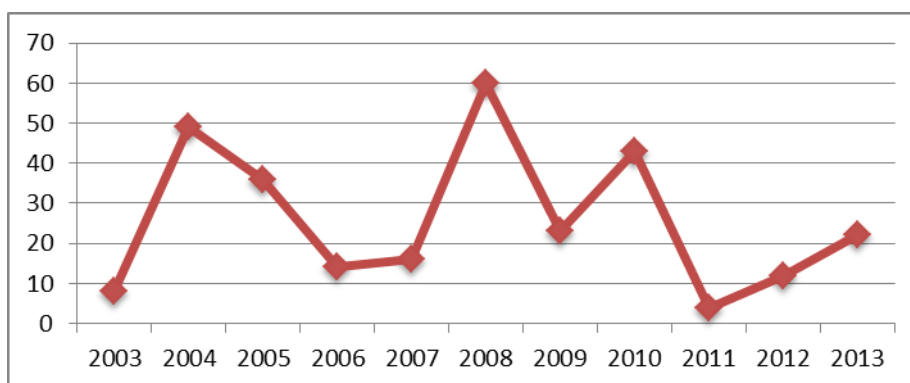
		%age Boys	%age Girls	A* - C Av.			APS	
				Total	Boys	Girls	Boys	Girls
2010	Calderdale			47.5	39.7	58.3	-	-
	National	-	-	54.6	47.4	61.7	-	-
2011	Calderdale	48.8%	51.2%	36.7	26.3	46.5	14.9	17.4
	National	-	-	50.6			-	-
2012	Calderdale	51.3%	48.7%	30.9	22.2	40.0	13.4	16.4
	National	-	-	50.3			-	-
2013	Calderdale	52.7%	47.3%	16.6	15.5	17.7	12.1	14.0
	National	50.4%	49.6%	53.5	45.7	61.4	-	-



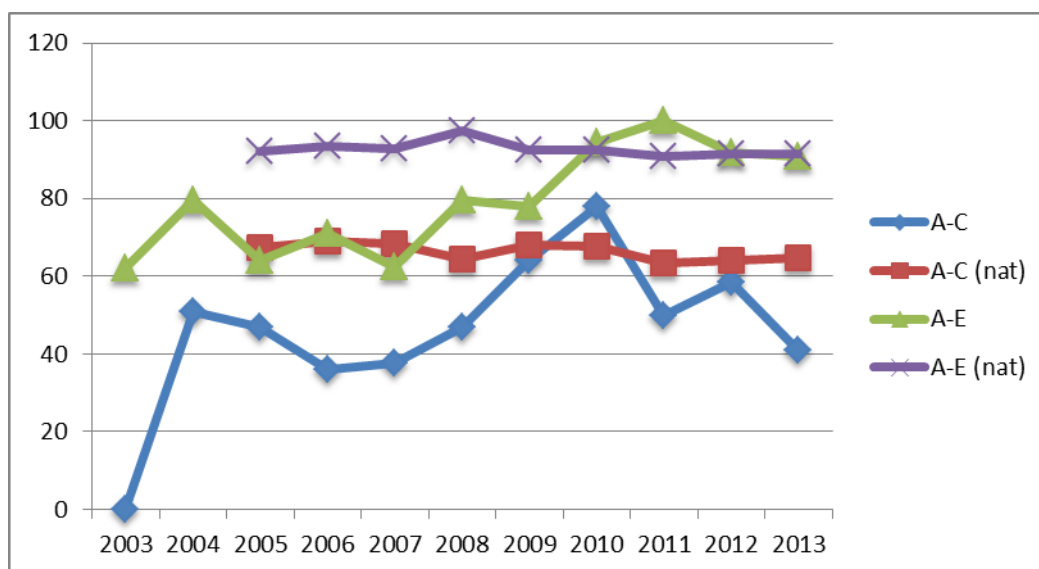
Appendix 1 – Examination results

AS Results

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Total entries	8	49	36	14	16	60	23	43	4	12	22



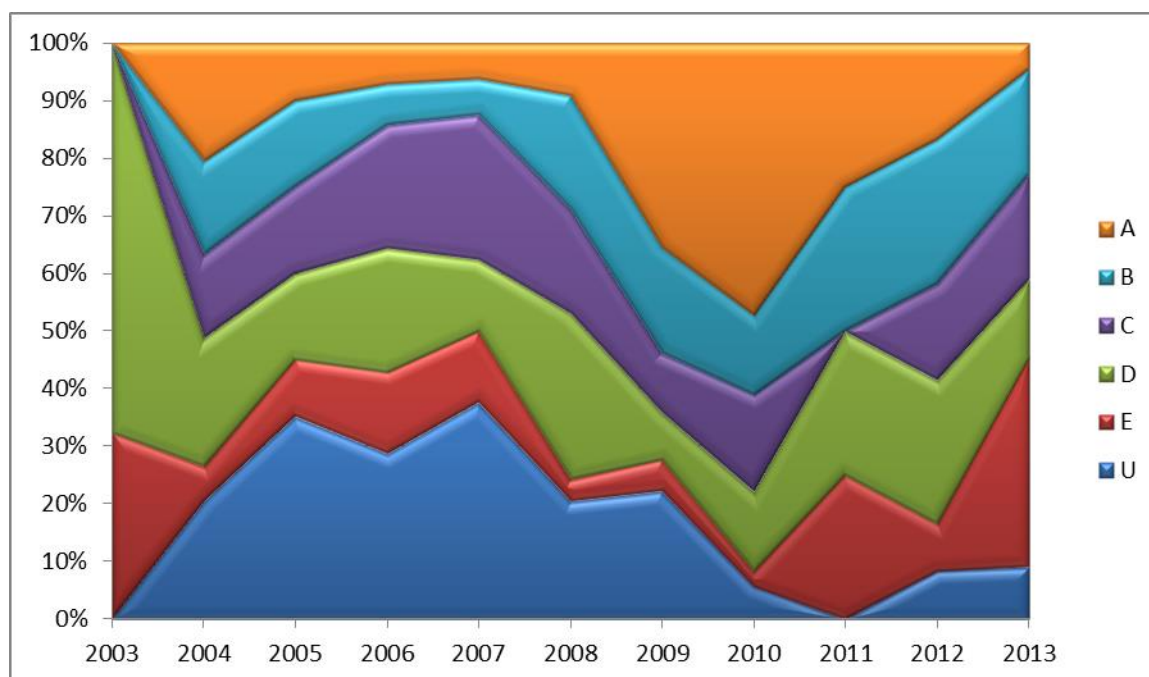
%age	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
A-C	0	51.0	47.0	36.0	37.5	47	64.1	77.8	50.0	58.4	40.9
A-C (national)			67.4	69.1	68.4	64.3	67.9	67.6	63.4	64.2	64.7
A-E	62.0	79.5	64.0	71.0	62.5	79.6	77.8	94.4	100.0	91.7	90.9
A-E (national)			92.3	93.3	92.9	97.5	92.6	92.5	90.7	91.5	91.6



Appendix 1 – Examination results

AS Results

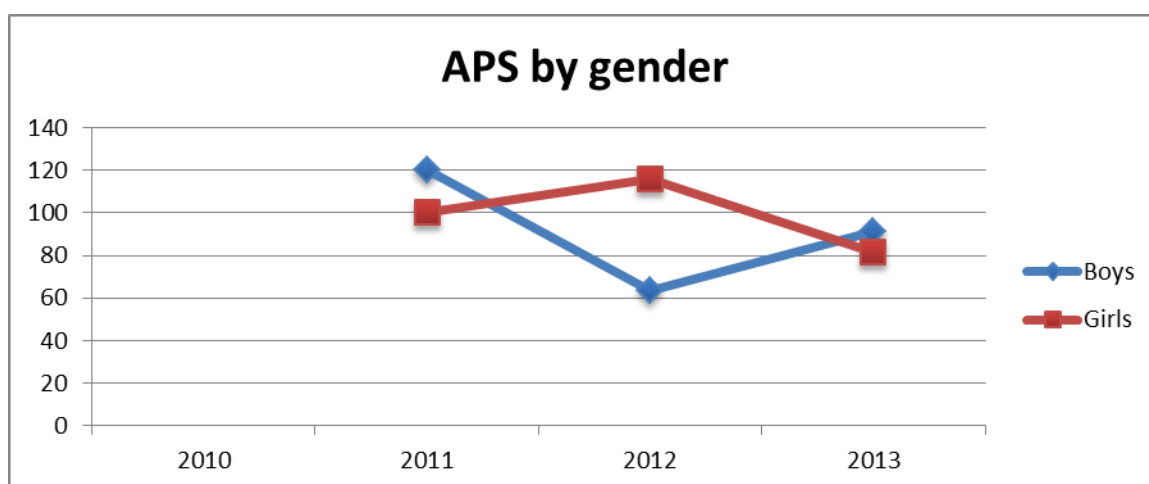
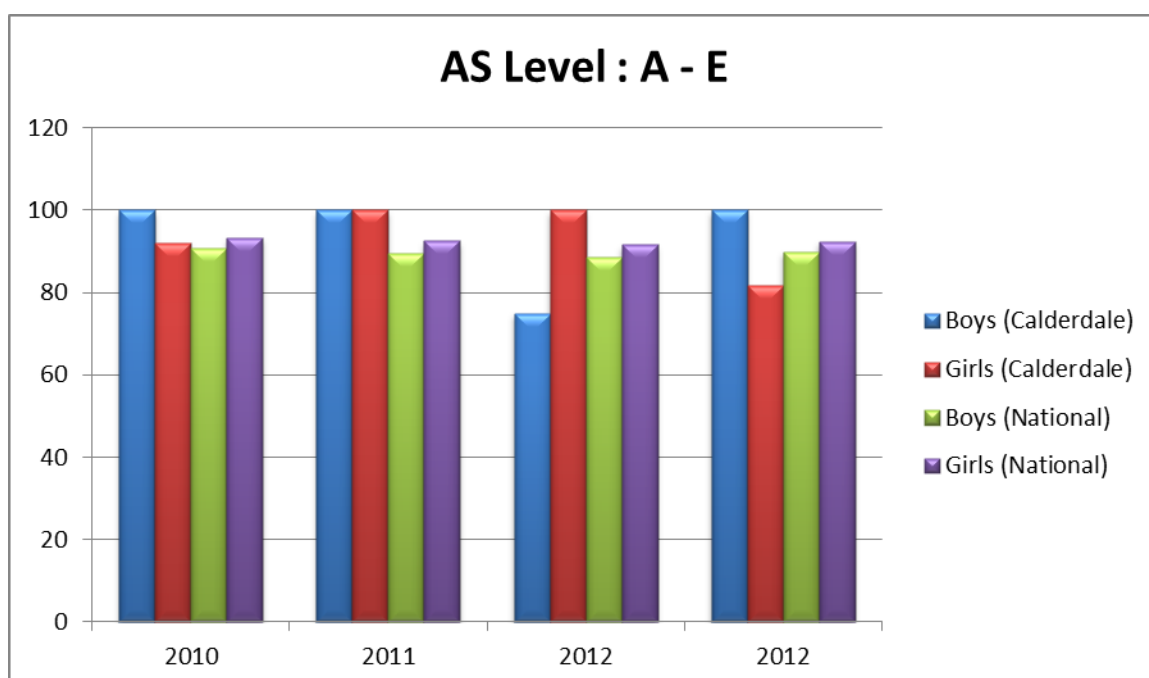
Grade	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
A	0	20.4	10.0	7.1	6.25	9.2	35.3	47.2	25.0	16.7	4.5
B	0	16.3	15.0	7.1	6.25	19.6	18.6	13.9	25.0	25.0	18.2
C	0	14.3	15.0	21.4	25	18.2	10.2	16.7	0.0	16.7	18.2
D	25	22.4	15.0	21.4	12.5	28.7	8.2	13.9	25.0	25.0	13.6
E	12	6.1	10.0	14.3	12.5	3.9	5.5	2.8	25.0	8.3	36.4
U	0	20.4	35.0	28.5	37.5	20.4	22.2	5.6	0.0	8.3	9.1



Appendix 1 – Examination results

GCSE Results – AS Level – Analysis by Gender

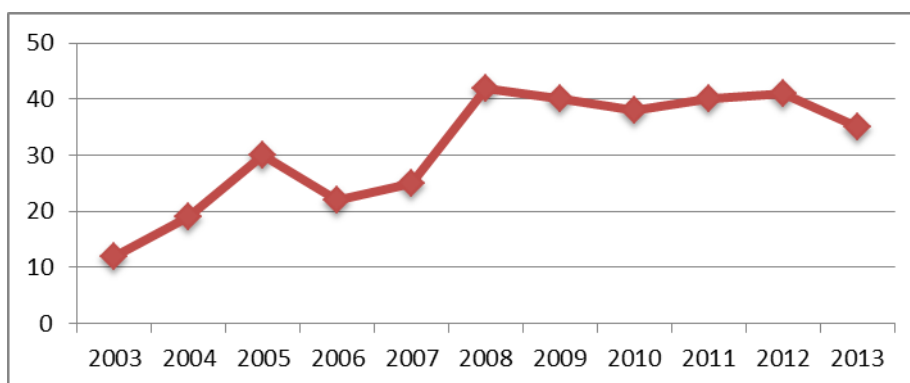
		%age Boys	%age Girls	A - E Av.			APS	
				Total	Boys	Girls	Boys	Girls
2010	Calderdale			94.4	100.0	92.1	-	-
	National	-	-	92.5	90.7	93.4	-	-
2011	Calderdale	25%	75%	100	100	100	120	100
	National	32.2%	67.8%	91.5	89.5	92.5		
2012	Calderdale	33.3%	66.7%	91.7	75.0	100	63.75	116.25
	National	32.5%	67.5%	90.7	88.7	91.6		
2013	Calderdale	50.0%	50.0%	90.9	100.0	81.8	91.3	81.8
	National	31.7%	68.3%	91.6	89.9	92.4		



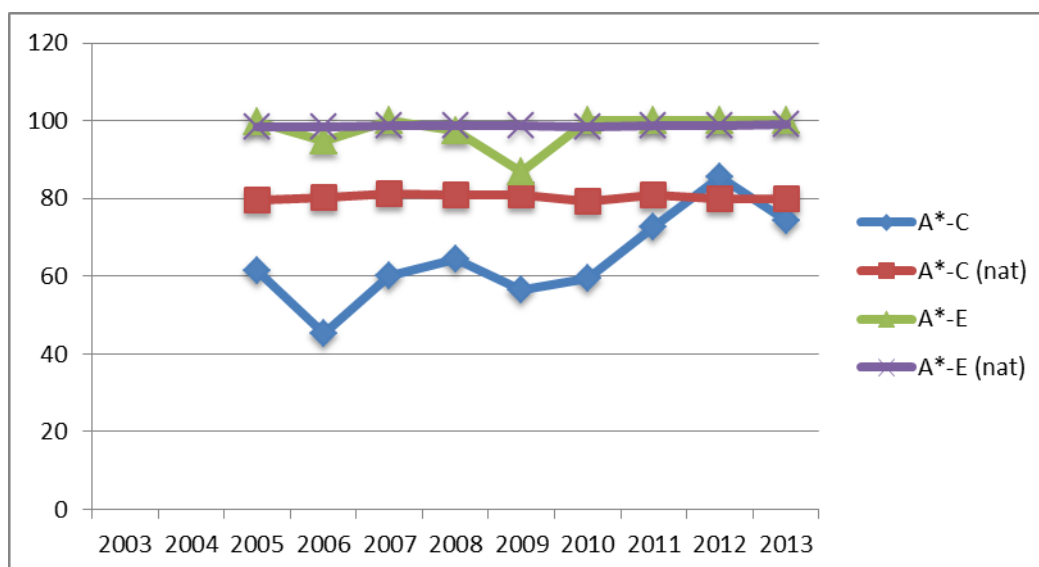
Appendix 1 – Examination results

A Level Results

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Total entries	12	19	30	22	25	42	40	38	40	41	35



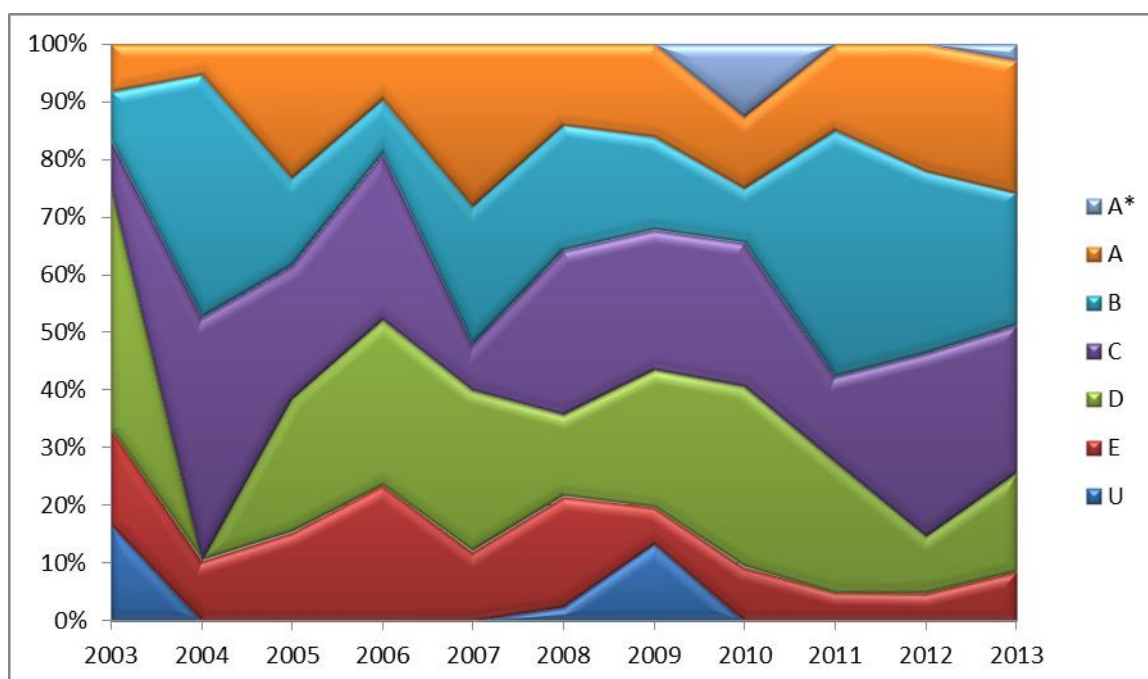
%age	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
A*-C			61.3	45.4	60	64.3	56.5	59.4	72.5	85.4	74.3
A*-C (national)			79.5	80.1	81.1	80.9	81.0	79.3	80.8	79.8	79.9
A*-E			99.6	94.8	100	97.5	86.7	100.0	100.0	100.0	100.0
A*-E (national)			98.4	98.5	98.7	98.6	98.6	98.3	98.8	98.9	99.1



Appendix 1 – Examination results

A Level Results

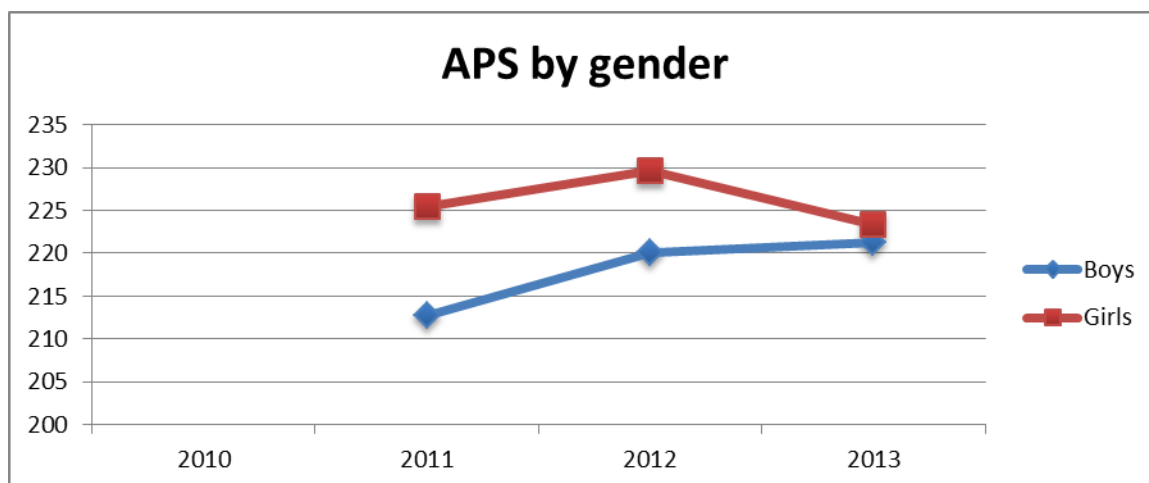
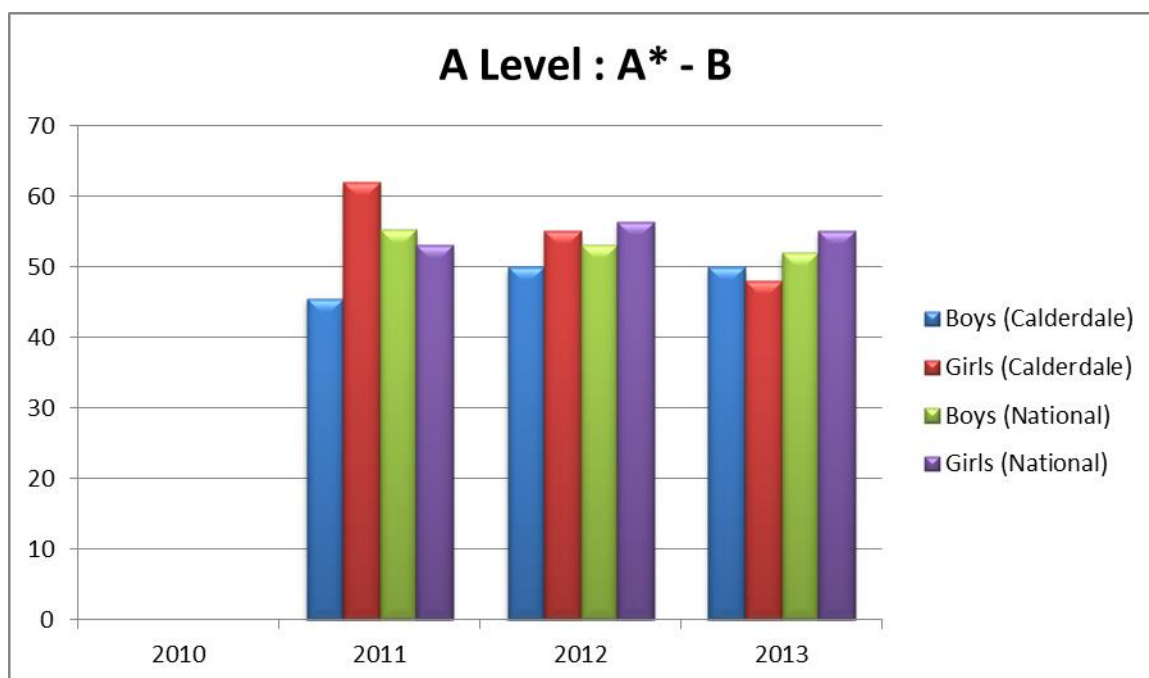
Grade	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
A*								12.5	0.0	0.0	2.9
A	8.3	5.3	23.0	9.1	28	14	16.1	12.5	15.0	22.0	22.9
B	8.3	42.1	15.3	9.1	24	21.7	16.2	9.4	42.5	31.7	22.9
C	8.3	42.1	23.0	27.2	8	28.6	24.2	25.0	15.0	31.7	25.7
D	41.6	0	23.0	27.2	28	14.1	23.8	31.3	22.5	9.8	17.1
E	16.6	10.5	15.3	22.2	12	19.1	6.4	9.4	5.0	4.9	8.6
U	16.6	0	0	0	0	2.5	13.3	0.0	0.0	0.0	0.0



Appendix 1 – Examination results

GCSE Results – A Level – Analysis by Gender

		%age Boys	%age Girls	A* - B Av.			APS	
				Total	Boys	Girls	Boys	Girls
2010	Calderdale			34.4	-	-	-	-
	National	-	-	-	-	-	-	-
2011	Calderdale	27.5%	72.5%	57.5	45.5	62.1	212.7	225.5
	National	32.3%	67.7%	57.2	55.3	58.2	-	-
2012	Calderdale	29.3%	70.7%	53.7	50.0	55.2	220.0	229.6
	National	32.3%	67.7%	55.3	53.1	56.4	-	-
2013	Calderdale	22.9%	77.1%	48.6	50.0	48.1	221.25	223.3
	National	32.3%	67.7%	55.1	52.0	55.1	-	-



Appendix 2

Professional development and consultancy

Courses during 2012-2013

Date	Title	Aprox numbers	Notes
10 October	Spiritual, Moral, Social and Cultural development: Why it matters to students, staff and inspectors	25	Heath
15 October	RE network	15	Heath
15 th November	Special School RE meeting	5	
14 February	RE network	15	Heath
6 th February	Leading RE – course for coordinators	20	Deighton
15 th March	RE teachers conference	65	Junction 25 conference centre
22 May	Spiritual, Moral, Social and Cultural development: Why it matters to students, staff and inspectors	25	Heath
12 June	RE network	15	Heath

A road show on the new free website 'RE Online' was also held during the year.

During the first part of the year the programme of RE reviews continued. After Christmas this was focused on the monitoring of collective worship as part of SACRE's programme. There has also been continued demand from schools for support on SMSC, especially in staff twilights.

Consultancy and RE review

The following schools were visited during the autumn term 2012:

Halifax High

Sowerby Bridge High

Calder High

Todmorden High
Christ Church Pellon
Shade
Lee Mount
Castle Hill
St John's Clifton
Longroyde
Highbury

Schools visited as part of the **Collective Worship monitoring** in the spring and summer included:

Rastrick High
Crossley Heath
Savile Park
St Patrick's Elland RC
Scout Road
Longroyde
St Malachy's RC
Barkisland CE

Appendix 3

Review of Ofsted Reports: September 2012 to July 2013

We have included relevant extracts from Ofsted reports here for RE, Collective Worship, Social Cohesion and Provision for SMSC. The framework changed in January 2012 and SMSC became central to the overall judgment.

Overall Effectiveness

Outstanding schools

- Nurturing a love for learning, life and one another' is the school's vision and one that is demonstrated every day by all pupils and adults.
- The spiritual, moral, social and cultural development of the students is outstanding.

Good schools

- Pupils' behaviour is exemplary at all times. They are eager to learn and work diligently during independent activities. Older pupils help support younger ones in the playground
- Pupils behave well in lessons, around school and at play times. Excellent relationships throughout school help pupils to feel very safe and secure.
- Teachers plan lessons that include a wide range of activities that pupils find interesting and this enables pupils to sustain concentration for long periods.
- Pupils enjoy being in school. They feel safe, well looked after and have good relationships with each other and with adults in the school. Their behaviour is good. They take responsibility seriously, are keen to learn and are proud of their achievements.
- The curriculum promotes pupils' spiritual, moral, social and cultural development in an outstanding manner.
- Pupils are courteous and considerate. Pupils' spiritual, moral, social and cultural development is strong as a result of the rich and varied range of experiences provided by the school.

- The school provides well for pupils' spiritual, moral, social and cultural development, which is reflected in the good behaviour around the school and in classrooms. Pupils are courteous and welcoming. They enjoy their learning and are keen to do well.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. Pupils say they feel very safe in school and are cared for well.
- The curriculum makes a positive contribution to pupils' good spiritual, moral, social and cultural development.
- The curriculum offers a good range of courses and opportunities that contribute well to students' spiritual, moral, social and cultural development.
- The many and varied extra-curricular activities, overseas visits and opportunities to volunteer combine to ensure that provision for students' spiritual, moral, social and cultural development is excellent.
- Pupils behave well and feel safe in school. They enjoy their work and are happy to help each other. They respond well to the academy's high expectation and positive values. As a result, their spiritual, moral, social and cultural development is outstanding.
- The quality of relationships between all members of the school community is a real strength of the school. The school has a caring, family atmosphere that provides a secure and happy environment in which pupils can thrive.

Schools that requires improvement

- Good relationships exist at all levels.
- Diversity is celebrated.
- Pupils receive good care and support and feel safe. The pastoral support officer contributes significantly to the well-being of pupils and their families.
- It is a very caring school that welcomes all students from a variety of ethnic backgrounds. All students settle in well and are made to feel very welcome by adults and other students.
- The curriculum is enriched by extra-curricular activities and visits.

The Achievement of Pupils

Achievement of pupils is good

- The video animations and television programmes produced by pupils in conjunction with an external creative partnership showed high quality outcomes. Similarly the standard of painting, drawing and sculpture produced in conjunction with visiting artists was impressive.
- In Years 1 to 6, pupils are enthusiastic and keen to learn. They are attentive and concentrate for lengthy periods. They collaborate well, such as when pupils in Years 5 and 6 were working in pairs to solve a variety of mathematical problems in the hall.

Achievement of pupils requires improvement

- The school promotes an increasingly wide range of extra-curricular activities to support students in their studies.
- The pupils' enjoy learning and show much willingness to do well in lessons, particularly when the lessons are practical and 'hands on'. They develop good social skills and like to engage in intelligent conversations on a range of subjects.

The Quality of Teaching

The quality of teaching is good

- All lessons include good features, including positive relationships, ensuring that lessons run smoothly. Teachers have good subject knowledge and are clear about what they want to teach. Pupils respect them and appreciate the interesting lessons that teachers prepare, and their clear and supportive advice about how to improve their work.
- Teachers plan lessons which capture pupils' interest. Where teaching is outstanding, teachers are particularly adept at this.
- Teachers promote pupils' spiritual and moral development very effectively by encouraging pupils to think about the wonder of the world around them and providing them with opportunity to reflect upon how their actions affect others. Social and cultural development is fostered by pupils being given opportunity to work collaboratively and to explore the traditions and beliefs of cultures different to their own.

The quality of teaching requires improvement

- Good relationships are a feature of all lessons. Teachers listen to pupils' views and value the contributions they make to lessons. As a result, pupils are confident and more willing to share their ideas.
- Teaching in the sixth form is generally good or better. Lesson planning is detailed and resources appropriate. Students are engaged and challenged.
- Teachers work diligently and, mostly, successfully, to establish good working relationships with pupils. As a result, most lessons are typified by effective management of pupils' behaviour and skilled use of encouragement and praise.
- Pupils' social development is promoted well by being able to work in pairs and small groups to complete tasks. This was evident in a mathematics lesson for pupils in Years 1 and 2 when they were learning to estimate, measure and compare different weights. Moral development is fostered by pupils having the opportunity to discuss the implications of their actions on others.
- Teachers promote pupils' spiritual and cultural development by encouraging them to think about the world around them and by providing opportunities to learn about cultures different from their own, such as when finding out about the Chinese New Year.

The Behaviour and Safety of Pupils

The behaviour and safety of pupils are outstanding

- Pupils thrive on the opportunities provided, rising with enthusiasm to the challenges put before them. Their above average attendance and punctuality reflect their commitment to school life.
- Pupils' behaviour during assembly, in the dining hall and on the playground is also outstanding. Pupils are eager to take responsibility to help the staff and other pupils.
- Pupils' behaviour is exemplary in lessons and around the school. This is a harmonious school and pupils from a range of different backgrounds get on very well with each other and all the staff who work in the school. As one parent said, 'Children of all abilities, races and religions are valued and given the opportunity to shine.'

- Students' spiritual, moral, social and cultural development is outstanding, a fitting testament to the academy's Christian values and core principles. The ethos and values of the academy are evident throughout in the relationships between students and with staff. Students take the academy's key principles seriously. Each day includes planned moments for spiritual awareness or prayer. Students have ample opportunity to reflect on 'big' questions related to family, relationships and faith.

The behaviour and safety of pupils are good

- Most pupils behave well in lessons and other areas of the school. Attitudes to learning are good. Pupils particularly like to discuss ideas with each other because it helps them with their work. Pupils are clear about their literacy and numeracy targets and generally confident in what they do. They enjoy the opportunities they have to work creatively in art, music and literacy.
- Pupils' spiritual, moral, social and cultural development is good. They show respect towards adults and one another and are tolerant of others different backgrounds and circumstances.
- Good manners, courtesy and consideration for others are strongly promoted, diversity is celebrated, and building confidence and raising self-esteem are high profile. This means that spiritual, moral, social and cultural development successfully underpins the school's work, and, as a result, most pupils have positive attitudes to learning.
- Pupils with emotional and behavioural needs are extremely well managed and supported sensitively.
- The way in which pupils from many social backgrounds and those with autism interact harmoniously is a strength of the school and provides a secure climate for learning.
- Pupils' behaviour is good. Behavioural records show this is also the case over time. Pupils are kind and considerate to each other and usually work and play well together. They take their responsibilities seriously and are proud of their contribution to the school through, for example, helping younger children to settle in, as members of the school council and as house captains.
- Pupils eagerly take on responsibilities. They are kind and considerate to each other, for example, if they see one of their classmates struggling they are quick to give a helping hand.

- Pupils take the responsibilities they are given very seriously. School councillors are very proud of the role they play in improving the school and they consult sensibly with their classmates.
- Pupils' spiritual, moral, social and cultural development is good. The pupils respond well to individual and class responsibilities and understand how they are rewarded for behaving well in school. The caring ethos of the school provides pupils with a strong moral framework and encourages them to develop high expectations of themselves and others.
- There is a positive atmosphere at the school. This contributes significantly to the pupils' positive attitudes towards learning and good social skills and builds their self-confidence as they move through the school. The pupils speak about the school with pride. They enjoy taking on different roles and responsibilities, from helping to organise assemblies, to acting as play leaders, including for an organised skipping competition at break, which was much enjoyed by those taking part.
- Pupils know right from wrong. They follow the school rules which are simple and straightforward such as 'Do your job.' They reflect on important issues. They know that to, 'never stop believing in yourself' is an important part of success. Their spiritual, moral, social and cultural development is good.
- Pupils make outstanding progress in their spiritual, moral, social and cultural development. Their well rounded outlook is shaped by the academy's Christian ethos and values and its positive regard and respect for others whatever their differences in culture and religion. Academy assemblies promote spiritual awareness and moral understanding very effectively.
- Pupils are very supportive of one another. In an assembly they listened extremely well to those presenting and, without exception, they paused for thought and bowed their heads in quiet reflection
- The house system and extended schools activities provide pupils with further motivation and opportunities to partake in school life and be part of a happy school community. As a result, pupils' spiritual, moral, social and cultural development is strength of the school.
- The vast majority of students behave well in lessons and around the school. Students have a good understanding of and value the school's rewards and sanctions system and say that this has helped to improve behaviour. Students are polite, well-mannered and courteous towards each other and to adults and visitors. This promotes students' very positive attitudes to learning.

- Pupils' spiritual, moral, social and cultural development is outstanding. They benefit enormously from the academy's close-knit community and its promotion of positive values and beliefs. Tolerance, understanding and appreciation of others, whatever their differences in culture and beliefs, is a strong characteristic of pupils' behaviour. Music and art are popular. Lively singing is a key part of assemblies and many pupils learn to play musical instruments. Art is informed by work from different cultures, such as Japanese ink drawings.
- Pupils enjoy contributing to the school community, for example as school ambassadors or members of the school council. Children in the Early Years Foundation Stage are encouraged to take on responsibility as 'special helpers' for the day. All pupils feel that teachers listen to them and that they are able to influence what goes on in the school. They also contribute well to charity and enjoy taking part in the wide range of additional activities which the school provides for them.
- Staff have a great awareness of the social and emotional needs of many of the pupils, and work successfully to remove any barriers which may prevent some pupils from learning. They treat pupils with respect, and are good role models. The behaviour policy is understood well by all pupils and consistently applied by all staff. Adults are careful to take all opportunities to promote pupils' social, moral, cultural and spiritual development.

The behaviour and safety of pupils requires improvement

- Students feel safe. They have a good understanding of safety concerning their own health and well-being because these aspects are covered in the curriculum and pastoral system. Spiritual and cultural issues at both a personal and global level are increasingly well covered. Opportunities for students to understand and develop an awareness of the diversity of both the local communities and the wider British culture are limited.

Leadership and Management

The leadership and management is outstanding

- The school makes an excellent contribution to pupils' spiritual, moral, social and cultural development. There are many opportunities for pupils to take part in a range of activities including sport. There is an active school council and some of its members are part of a local schools group which discuss community issues. At the start of every week pupils are given the opportunity to reflect and discuss their feelings so as to

build their confidence and help them understand the world and the community they live in.

- The exciting and innovative curriculum offers a broad range of opportunities relevant to students' interests, abilities and needs. It provides for clear progression in learning and personal development. Students' spiritual, moral, social and cultural development is promoted exceptionally well through all aspects of school life. The strong focus on communication, literacy, numeracy, sport, health and independence continues into the sixth form with an added emphasis on developing vocational skills through the school's excellent 'Springboard' programme.
- A well-planned and coordinated approach to social, moral, spiritual and cultural development is evident across the school and a rich understanding of different cultures exists.

The leadership and management is good

- Pupils' personal development is a strength. Through assemblies and a wealth of other activities, including gardening and 'draw and sketch' found within the wide range of after school clubs, pupils gain a reflective appreciation of life. They have respect for other cultures, taught through learning about other faiths and countries.
- The academy makes very good use of its resources to provide pupils with an exciting place to learn. The curriculum develops pupils' good reading, writing and mathematical skills and provides a wide variety of interesting activities, visits and residential experiences. Extensive links with other schools around the world promote pupils' good understanding of life in different cultures.
- The curriculum provides an extensive range of learning activities to effectively promote pupils' spiritual, moral, social and cultural development. For example: visits to mosques Islamic theme days engaging with nearby schools to celebrate Eid whole-school theme days involving visiting artists, Asian dance groups and rappers.
- Pupils have frequent opportunities to reflect and appreciate their own skills and the skills of others, for example, through assemblies, and to examine their own emotions and empathise with others. They have a good understanding of other cultures through the school's links with a school in Sri Lanka and with other schools in the United Kingdom. This promotes their spiritual, moral, social and cultural development well.

- The curriculum is well-organised and provides effective opportunities for learning. It promotes pupils' spiritual, moral, social and cultural development extremely well. The curriculum is enriched by a wide variety of well attended extra-curricular activities and visits.
- All students study citizenship at Key Stage 3 and this supports students' good social, moral, spiritual and cultural development. Students in a Year 7 citizenship lesson made good progress in understanding the topic of diversity in the UK. Students also enjoy opportunities to discuss moral and ethical issues in English.
- The curriculum offers pupils the appropriate breadth of study, much of which is improved by well attended clubs after school and educational visits planned for all pupils. The provision for pupils' spiritual, moral, social and cultural development is a strength reflecting the academy's distinctive ethos.
- A wide range of additional activities are available at lunchtime and after school. Music, including a very popular choir, and sport are particular strengths of the school. This range of activities alongside the Christian spirit in the school makes a strong contribution to pupils' spiritual, moral, social and cultural development. Pupils regularly come together in assemblies for prayer and reflection. The joyous nature of their singing is testament to their happiness in school.
- The school's curriculum provides a wide range of opportunities for pupils to use and apply their skills in English, mathematics and information and communication technology. For example, a visiting pantomime encouraged pupils to go in the 'hot-seat' as Cinderella; during an Olympic-themed topic, a Year 3 Chinese pupil was motivated to contact a school in Beijing, which led to her making a presentation, partly in Chinese, to an assembled group of 200 people. These experiences contribute towards pupils' good spiritual, moral, social and cultural development, which is a strength of the school.
- The use of visits and visitors to enrich the curriculum brings to life pupils' learning experiences. This was summed up by a child who said of his visit to the National Mining Museum as being, 'awesome but frightening because it was so dark. It made me feel as though there was no space and I was being squashed.'
- The quality of the curriculum, especially its focus on pupils' personal, social and health education, makes a good contribution to pupils' spiritual, moral, social and cultural development.
- The school offers students a wide range of enrichment activities that provide them with opportunities and experiences to develop their personal and academic skills.

For example, the school has linked with a local business to form a partnership with a school in India. The 'Family Learning Days' are very popular with both students and parents and provide opportunities for families to learn together in a range of activities such as glider making, art workshop and family cooking. Students are proactive in raising funds for charities such as Grace's Fund, Help for Heroes and Red Nose Day. The curriculum supports students' spiritual, moral, social and cultural development well.

- Provision for students' spiritual, moral, social and cultural development is excellent. Tutorial and house activities contribute to this, as does the extensive range of extra-curricular clubs. As well as many media-related activities, there is a keen emphasis on service, for example in visits to Uganda, India and Ethiopia where students have contributed to local community projects.
- The breadth of experiences and learning opportunities provided by the curriculum enthuse pupils about their work and activities. Provision for literacy and numeracy is well led and managed. New methods of teaching mathematics are involving pupils throughout the school and raising standards. High expectations are set in art and music lessons which enable many pupils to discover and develop their interests and talents. The curriculum contributes very significantly to pupils' outstanding spiritual, moral, social and cultural development.
- The school provides a rich range of experiences through the school curriculum such as visitors and visits to places of educational interest that provide pupils with valuable real-life experiences, which support their learning. These experiences, together with the much improved multicultural education, the high quality assemblies and the opportunities to appreciate art and music all contribute well to pupils' spiritual, moral, social and cultural development.
- The school provides a curriculum which meets the needs of pupils and is enriched by a number of exciting additional opportunities such as clubs or visits to places of educational interest. This is very effective in promoting, pupils' social, moral, cultural and spiritual development.
- The spiritual, moral, social and cultural development of all pupils is well promoted through the curriculum. The recently appointed vicar, who is now a member of the IEB/shadow governing body, is a regular visitor to classrooms and is enhancing elements of pupils' spiritual development well.
- The curriculum is stimulating, exciting and takes into account the pupils' interests. It meets all the pupils' needs and helps them to develop their skills while preparing them for their transition to the local junior school. It makes a strong contribution to

the pupils' spiritual, moral, social and cultural development through assemblies, visits, music, art, theatre trips and visitors into school.

- Pupils' good spiritual, moral, social and cultural development is promoted well through residential visits and trips outside the locality and a well-implemented behaviour policy.
- Leaders ensure that there is a wide range of opportunities to promote and extend social, moral, spiritual and cultural development. For example, pupils can take part in music lessons, sports and educational visits. In one assembly, pupils reflected on Christian beliefs and considered who would help them when they faced difficulties in their lives. The school effectively tackles discrimination through teaching about different religions in religious education lessons.
- A rich curriculum has a range of links to different subjects, is meaningful and exciting for children and encourages pupils to progress well with their learning. Parents agree that this is a strength of the school.

The leadership and management requires improvement

- The school is placing a strong focus on equality of opportunity in its curriculum and evolving support structures. However it recognised that gaps in achievement between groups of students are too large.
- The curriculum provides well for pupils' spiritual, moral, social and cultural development. Pupils say they especially enjoy the work they have done on Halifax, commenting that 'Percy Shaw's invention of cats' eyes all those years ago is still helping road safety today.'
- The curriculum is interesting, engaging and effectively supports pupils' creativity as well as their spiritual, moral, social and cultural development. Pupils love their lessons and learn important values such as trust and respect. Strong partnerships enhance the activities pupils have access to and ensure pupils with the greatest need and vulnerability receive appropriate help and support.
- The teaching and other activities at the school make a significant contribution to the pupils' spiritual, moral, social, and cultural development. For example, an inspector enjoyed an engaging conversation with a group of pupils about their liking for poetry.

- The courses provided meet the needs and interests of the students, particularly in the sixth form where there is a range of vocational subjects studied. The school provides good opportunities for students' spiritual, moral, social and cultural development. Opportunities are made available for every student to find success. Discrimination is not tolerated by students or the school.
- The curriculum promotes pupils' spiritual, moral, social and cultural development satisfactorily.
- The Catholic ethos of the school, combined with the religious education curriculum, enhances pupils' spiritual, moral, social and cultural development as well as offering them the opportunity to develop an understanding of other religions.
- The small numbers of pupils who are from other ethnic groups are making equal progress because of the school's continuous commitment to equality of opportunity for all pupils.
- Students' spiritual, social, moral and cultural understanding is developed thoroughly in assemblies and during personal, social, health and citizenship education lessons. Students were positive about the opportunities they have to think about and reflect on their personal opinions and understanding of issues that impact on them locally and further afield.

Appendix 4 - SACRE membership 2012-2013

Committee A – Faith communities except the Church of England
Alan Pollitt (Bahá'í)
Seema Buttoo (Hindu Co-opted)
The Rev Stephanie Jenner (Methodist)
Rajinder Singh Panesar (Sikh Co-opted)
Keith Meadows (SA)
Jo Woodhead: (RC)
Richard Constantine (RC)
Dr Mohammed Arshad (Muslim)
Asmat Ali (Muslim)
Tanveer Bostan(Muslim)
Anne Linehan (Buddhist)
Dermot Bolton (Humanist)
Rachel Amdurer (Jewish)
Committee B – the Church of England
The Rev Canon James Allison
The Rev John Hellewell (Chair)
Dr Cathy Gunningham (Vice Chair)
The Rev Gill Johnson
The Rev Sandie Maude
Committee C – Schools and Teachers
Mark Stephenson – Rastrick High School
Simon Scott – All Saints CE J & I School
Gwenda Dewhirst
Gretl Young – Hebden Royd CE Primary School
Michael Gosling – Trinity Academy
Committee D – Calderdale Council
Cllr Ashley Evans
Cllr Nadir Fekri
Cllr Peter Caffrey
Alastair Ross – RE and SACRE consultant

Appendix 5

Minutes of SACRE meetings

MINUTES of SACRE MEETING
12 September 2012
6.00 pm to 8.00 pm
At Heath Training & Development Centre

Members in attendance:

Committee A

Representing Other Denominations & Faiths
 Mr Rajinder Singh Panesar (RS)
 Ms Jo Woodhead (JW)
 Rachel Amdurer (RA)

Committee B

Representing the Church of England	Rev James Allison (JA) Rev Matthew Pollard (MP) Mrs Denise Sotnyk (DS) Rev John Hellewell (JH) Dr C Gunningham (CG) Rev Gill Johnson (GJ)
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Committee C

Representing Calderdale Council & Teacher Associations	Miss Gwenda Dewhirst (GD)
Special Schools	Rev Sandie Maude (SM)
Secondary Teachers	Mr Mark Stephenson (MS)

Committee D

Representing Calderdale Council	Mr Alastair Ross – Calderdale Council Representative (AR)
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In attendance:

Mrs Debby Simpson – Clerk (DS)

1. Apologies and Welcome:

Apologies were received from Rev Stephanie Jenner, Councillor Ashley Evans, Councillor Scott Benton.

2. Minutes of the AGM held on 12 June 2012:

Membership Review

- Rev Sandie Maude should be in Committee C.
- MS still to contact the representative for Buddhism to see if he is still interested in being a SACRE member.
- Rev Stephanie Jenner had now been contacted.
- Jo Woodhead had now been contacted.
- Michael Gosling no longer wishes to represent secondary headteachers. CG will contact Wendy Moffat from The Crossley Heath, if Wendy isn't interested AR will contact Jeanne Watson from The Brooksbank. If neither Wendy nor Jeanne want to represent then representation will need to be sort from CASH.
- JH had emailed the Faith Ambassador today, as yet there had been no reply.
- AR had contacted the Salvation Army and Paul McNally will no longer be the representative. Contact needs to be made again this month as there is a new Head – GW agreed to contact.
- AR had written to David Whalley to see if he could represent the council on SACRE. As yet he had received no reply. DAS will contact David.
- JH will email DAS a copy of the new constitution of SACRE.
- All members were asked to note that if they could not attend the meeting they could ask for a substitute member to cover and this could be submitted to the Clerk 6 hours before the meeting.

Previous Minutes

Two schools will be visited to look at determinations. AR will negotiate with the schools and contact JW to go and see their collective worship.

Outline of the Role and Work of SACRE

JH asked if members were happy with the role of SACRE – this could be as big or small as required. All members were happy.

Budget for 2012-13

- The budget of £3,000 was discussed. This was not a big amount and would have to pay for Youth SACRE as well.
- A discussion took place on the cost of the Annual Report. Various options were discussed, however, it was agreed that a summary sheet would be produced and the rest be electronic.
- DAS will arrange a meeting with David Whalley and Alastair to discuss the SACRE budget, report and syllabus.

Sub-Committees/Work Groups

This would be discussed later, however, any person who wanted to join the work groups were welcome.

The minutes were agreed as a true record.

3. **Matters Arising from the Minutes not Included in the Agenda**

None.

4. **Outline Development Plan**

AR, JH and CG had already discussed the Development Plan but needed to ensure that this was the correct way to present the plan. The following points were discussed:-

- The success criteria and progress will be completed later and will be ongoing.
- There was no mention of academies in the plan. This needs to be explored.
- This needs to be an Agenda item at the next meeting.

5. **Working Groups**

Youth SACRE: MS will pick up this. The first meeting of Youth SACRE has been set for 28 January 2013 and will involve years 10, 11 and 12. It will give students the chance to share their own faiths and give support to the syllabus. It was decided that if this doesn't work at secondary level then it will be passed to primary level. MS will draft a letter and send it out this term.

Website: To be set up.

Syllabus: To be set up.

Data and Reporting: Current members are SS, CG and AR. A date needs to be set for an afternoon meeting. AR will email SS and CG to arrange.

Collective Worship: JH and AR are currently on the group and MP asked to be part of this work group. This was agreed. RS volunteered to attend schools next year if they needed someone from the Sikh religion.

Annual Report: It was agreed that this would have the same headings as the development plan and that it would not be as specific as it had been in previous years. It was suggested that the NASSACRE template be used. The report will be for the last academic year and the bulk of it will be data. Other items to be included are OfSTED reports and information on the SACRE members regrouping. The Data Group will therefore need to look at the rest of the report. This will change next year. It was agreed that conferences and information on what SACRE is doing should be incorporated in the Re-

port. A draft copy of the report will be brought to the December meeting and if possible emailed to the group before the meeting.

6. **Membership of SACRE**

Rachel Amdurer had now joined the group.

7. **Locally Agreed Syllabus**

AR is to write to the LA confirming that SACRE have agreed to extend the validity of the current syllabus for another year. This was because of a national review of RE. SACRE need to decide how to review the syllabus in 2014. The Director of CYPs needs to be informed that there will be a cost implication to this.

It was agreed that SM, GD and DS become a member of this group. It was agreed that this recommendation be put to the LA. A discussion took place on where to get reviews from. Possible suggestions were the network meetings and primary special schools. SM will look at primary special schools. Consultation will be through networks and electronically.

8. **Planning a SACRE Conference for Teachers**

After extensive discussion, it was agreed by all members with one abstention, that AR would pursue the idea of a joint teachers conference from Calderdale and Kirklees SACRE's, also involving the Diocese of Wakefield and other faith communities.

9. **Other Training and Support for Teachers**

AR went through the training. He will send an email to SM re the special school network.

10. **Any Other Business**

VLE: The suggestion was made that secondary schools could possibly take this on in the sixth form as a project. To be discussed at the next meeting.

Funding: JH had received an item of correspondence asking for funding. Unfortunately this is now impossible and had to be declined.

Membership Booklet: DAS to remove DS's home telephone number from the booklet.

Venue of Next Meeting: AR to decide on a venue for the next meeting in December.

Papers for Meeting: DAS to print papers for the meeting in future.

Date of Next Meeting: 3 December 2012, venue to be confirmed, 6.00 pm – 8.00 pm

MINUTES of SACRE MEETING
3 December 2012
6.00 pm to 7.30 pm
At Heath Training & Development Centre

Members in attendance:

Committee A

Representing Other Denominations & Faiths	Rachel Amdurer (RA) Dermot Bolton (DB) Keith Meadows (KM) Richard Constantine (RC)
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Committee B

Representing the Church of England	Rev James Allison (JA) Rev Matthew Pollard (MP) Rev John Hellewell (JH) - Chair Dr C Gunningham (CG) – Vice Chair Rev Gill Johnson (GJ)
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Committee C

Representing Teacher Association	Miss Gwenda Dewhirst (GD)
CASH	Mr Adrian Kneeshaw (AK)
Secondary Teachers	Mr Mark Stephenson (MS)

Committee D

Representing Calderdale Council	Mr Alastair Ross (AR) Cllr Ashley Evans (AE)
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In attendance:	Mrs Debby Simpson – Clerk (DS) Mr Ian Ross (IR)
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Members remained silent in memory of the Rev Sandie Maude, a long standing member of SACRE, who had recently passed away.

1. Apologies and Welcome:

Apologies were received from Cllr Scott Benton, Mrs Denise Sotnyk and Ms Jo Woodhead

2. Minutes of the SACRE Meeting held on 12 September 2012:

The minutes were accepted as a true and accurate record.

3. **Matters arising from the Minutes not Included in the Agenda**

Membership Review

- Adrian Kneeshaw had now joined Committee C, representing CASH.
- Keith Meadows had now joined Committee A, representing the Salvation Army
- Alastair Ross had been officially nominated by David Whalley on Committee D as a representative of the council.

4. **Annual Report 2011-2012**

A draft copy of the report had been emailed to members and copies were available at the meeting. Full data was discussed at the meeting and will be included in the final report.

AR went through the executive summary and the following responses were raised:-

- The uptake from schools for consultancy was shown on page 29 of the report.
- AR agreed to put the full date in for the courses in Appendix 2.
- The SIAS and Section 48 reports will be edited to include only references to RE and collective worship.

A discussion took place on the provision of RE at KS4 and why Calderdale were entering fewer pupils on full courses. It was explained that there was a huge variation throughout the country.

There were a number of thoughts on this, such as RE not being engaging enough in some schools and also the RE exam being set at the same time as English and Maths and therefore all the revision time being put to these 2 subjects.

A discussion took place on how SACRE could find evidence of what was happening in schools across the country. It was agreed that NASACRE should be asked what the bigger picture was and CASH should be asked why they think this pattern is happening in their schools. We could also ask one or both of our MPs to a future SACRE.

In summary it was agreed that the following actions be taken:-

- The cover of the report will be designed (AR)
- National figures need to be obtained from NASACRE in due course (AR)
- Scrutiny Panel should be invited to consider the report – (AE to email Chair of Scrutiny to see best way forward)
- A presentation should be offered to CASH. (AR)
- AR to send a draft “foreword” to Stuart Smith to be included in the beginning of the report Members to email any minor amendments to AR before the end of the week

SACRE accepted the report and once these adjustments have been made it will be published and distributed.

5. National Review of RE (Update and Consultation)

The RE Council of England and Wales was in the process of doing a parallel review to the curriculum. It was agreed not to revise the syllabus until REC had produced their report at the end of the year.

6. SACRE Teachers' Conference

This had now been arranged for 15 March 2013 at KITS. Lat Blaylock had been booked as a key speaker and we were now looking for someone to cover SMSC. There are 66 places on offer to teachers of RE. Up to £1,000 was requested from SACRE in order to support this event. It was felt that it should be open to one teacher from each school for both primary and secondary. The flyer will go to schools next week. Members agreed unanimously.

7. Report on Plans for Youth SACRE

Mark Stephenson reported that two letters were due to go into school about Youth SACRE. This was due to start up again on 28 January 2013 and will be initially for secondary schools. It is intended to focus on Year 10, 11 and 12 for the initial pilot. MS needed to see how many secondary schools would take this up and it was intended that one letter be sent to schools this term and another one next term. Meetings will be held at Rastrick High School. If the pilot is successful then it is hoped to extend to primary schools.

8. Collective Worship

There had been no more requests for determinations. When the determinations of the 2 schools in Calderdale are coming to an end, it is the policy of SACRE to visit the schools and for the school to present their renewal case to SACRE. It was agreed that determinations needed to be synchronised JH to advise AR when the determinations of the 2 schools in Calderdale are due to finish.

It was agreed that AR will send a letter to schools asking if they would value a visit from SACRE members to monitor and support collective worship. Those members of SACRE who are able to participate in this programme will be contacted in the Spring. The letter will also include the 2 schools with determinations.

9. Correspondence

None

10. Any Other Business

None

MINUTES of SACRE MEETING
20 May 2013
6.00 pm to 7.30 pm
At St Catherine's High School
Annual General Meeting

Members in attendance:

Committee A

Representing Other Denominations & Faiths	Mr Dermot Bolton (DB) Mr Rajinder Singh Panesar (RSP) Ms Asmat Ali (AA) Dr Mohammed Arshad (MA)
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Committee B

Representing the Church of England	Rev James Allison (JA) Rev John Hellewell (JH) - Chair Rev Gill Johnson (GJ)
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Committee C

Representing Teacher Association	Miss Gwenda Dewhirst (GD)
CPHA	Mr Simon Scott (SS)
Secondary Teachers	Mr Mark Stephenson (MS)

Committee D

Representing Calderdale Council	Mr Alastair Ross (AR) Cllr Ashley Evans (AE)
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In attendance:	Mrs Debby Simpson – Clerk (DS) Mr Ian Ross (IR)
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Formal AGM Business

a. Apologies and Welcome:

Apologies were received from Mrs Denise Sotnyk (DS), Ms Tanveer Boston (TB), Miss Gretl Young (GY), Dr Cathy Gunningham (CG), Mr Adrian Kneeshaw (AK), Rev Mathew Pollard (MP).

Ms Asmat Ali and Dr Mohammed Arshad were welcomed onto Committee A representing the Muslim faith.

b. Election of Chair:

Nominations were requested for Chair of SACRE. AE nominated JH and RSP seconded this. It was agreed unanimously that JH would be Chair of SACRE for a further yearly term.

c. Election of Vice Chair:

Nominations were requested for Vice Chair of SACRE. RSP nominated CG and AE seconded this. It was agreed unanimously that CG would be Vice Chair of SACRE for a further yearly term.

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

JH explained in the past there had been a Chair for each committee, however, last year it had been agreed that one could be voted if the need arose. Members agreed unanimously to do this for 2013/14.

e. Membership Review:

JH read letters of resignation from Mrs Denise Sotnyk and Rev Mathew Pollard. Members asked that thanks be recorded for their contributions to SACRE and JH will write to both.

There were no set places on SACRE on each Committee. RSP proposed that Dr Mohammed Arshad become a member of Committee A representing the Muslim faith. All agreed. Ms Asmat Ali asked to join as a member of Committee A representing the Muslim faith. Her background was in Education. All agreed.

It was agreed to look at the Anglican representation later.

There was no Buddhist representation at the moment. RPS will ask someone from the CIC to join.

SS will see if he can find representation from the Hindu faith.

A discussion took place on how many meetings a member could miss before being disqualified. This had never been formally discussed, however, it was suggested that after a member had missed 3 meetings an alert should be put in place. If the member did not attend the 4th meeting then they would lose their membership. This was agreed.

f. Minutes of the Last AGM and the last SACRE Meeting

The minutes of the last AGM had already been formally agreed.

It was proposed by AE that the minutes of 3 December 2013 were a true and accurate record. DB seconded. It was accepted that the minutes were a true and accurate record.

g. Matters Arising

The Annual Report had now been published and presented to Scrutiny. The Report was well received by Scrutiny. David Whalley had agreed that this could now be published on the website. A new website link was being set up with ICT in Calderdale to put SACRE documents on. A section was also being set up on the Schools Intranet that can be used for RE materials etc.

AR was in the process of producing a letter stating the statutory duties for RE Youth SACRE had been put on hold temporarily.

The teacher's conference had been received well and there were a good range of teachers attending. The feedback forms had been interesting with only one negative comment stating that some delegates had already heard the information being presented before, possibly at a National Conference. This is something that can be looked at for future conferences. Because the conference had been joint this had helped with CPD and making links.

A discussion took place on Calderdale's two schools with determinations, Beech Hill and Parkinson Lane. Beech Hill is now an academy and as such is no longer under the remit of SACRE. It was felt that the school should be approached as they were showing good practice from all their different communities within the school. It was agreed that AR would write to the School's Funding Agency to see what they wanted SACRE to do. SACRE had no authority to look at academies, however, it was felt by members that an offer should be made.

It was thought that Parkinson Lane still had 2 years but JH agreed to check this.

The minutes were agreed to be a true and accurate record.

General SACRE Business

1. Review of Collective Worship

A review of collective worship had now been offered to schools. Ten schools had volunteered so far and some had not got back. Four schools had already been observed. IR

had spoken to SLT in the schools. It was felt that some schools were wanting to know if they were doing the right thing, some wanted to share and celebrate what they were doing and the others needed assistance in what they were doing.

It was agreed that members of SACRE would visit 2 schools, Barkisland and St Patrick's to watch their assemblies and reflect on key issues. JA will attend Barkisland at 9.00 am on 3 June 2013 and AA would attend St Patrick's at 2.45 pm on 4 July 2013. IR will ask RC if he wishes to attend.

2. Revision of the Agreed Syllabus

JH explained that although the time for the Syllabus had been extended work on the new Syllabus needed to commence now. The proposal to work with Kirklees and the Diocese of Wakefield had been agreed in principle however a joint steering group from each SACRE would need to be set up. It was agreed that the outline and format of the Syllabus should be done this term. Formal agreement had already been received from both Heads of Service but agreement had yet to be obtained from the Diocese.

A discussion took place on the various parties and their links. It was explained that the Anglican Diocesan schools would adopt the Syllabus of which LA they were attached to. Each school would need to make the Syllabus appropriate to the children at their school and Church schools needed to be aware that they are inspected in RE.

When doing the Syllabus, inclusivity was key and both maintained schools and academies would be encouraged to use it, however, there would need to be some discussion about whether academies should be charged as they would not have contributed to funding through the LA/SACRE.

After discussion on who would be involved initially in the Syllabus it was agreed that DB, AA, MS, SS would oversee the main structure of the Syllabus and steer it through. AR would ask JW about helping to guide the curriculum aspects. The first meeting will be on 18 June 2013 at 4.30 pm until 6.30 pm. MS will check to see if Rastrick High School could host the meeting. DB agreed to do a timeline.

AR felt that Calderdale SACRE now needed to move on the survey monkey consultation. It was agreed that AR should draft the questions for this and that the questions would be short.

Halifax High School had offered their school to invite secondary teachers to discuss the new RE Syllabus. So far 5 responses had been received. AR invited members of SACRE to this at 4pm on Thursday 6th June.

3. Organisation of SACRE: Sub-committees, work groups

The organisation of SACRE had varied over the years and it was agreed that the Syllabus will take up most of the time for this year, however other things that needed to be looked at were:-

- Relationships with academies and free schools: Members needed to find out what other SACREs were doing and possibly look at Academy Trusts. MS will be attending the NASACRE Conference this week and will ask what the national position is re coping with the new world. This can then be built into the programme. It was agreed that a feedback item should be put on the next Agenda.
- Once the Syllabus is ready to be launched members need to look at holding a Conference or an event, possibly working with the Calderdale Interfaith Council on this. RSP felt that it may be possible to find funding through the cohesion part of something like this. It was agreed to discuss what event members felt was needed at the next meeting, this should run at the end of the year in order to get the Syllabus complete.
- The possibility of a working group for sponsorships was discussed.

4. Update of Development Plan

This item was tabled.

Members went through the plan. It was felt that 3 things that had been discussed already tonight should be part of this, ie production of the Syllabus, structure of academies and interaction and the possibility of a conference/event.

A discussion took place on the storage of resources which were currently held at All Saints J & I School. There had not been much of a demand for the resources and it was felt that it would be more beneficial to give the resources to the library services (Discover). It was agreed that the next meeting would be held at All Saints J & I School, giving members a chance to see the resources for themselves. It can then be decided at the next meeting if they felt that SACRE should charge for the resources. This item needs to go on the next Agenda.

5. Planning the Annual Report 2013/14

The annual report was now at the structure stage and it was planned to publish by Christmas.

6. Any Other Business

British Humanist Association: DB informed members that the British Humanist Association were running pilot training sessions as they had received requests from schools to talk on this subject. The BHA can be contacted to discuss if schools would be interested in this. It was felt that this could be something that DB could present on when touring schools.

RE On-Line: This had now been re-vamped and AR and IR had been to see a presentation showing how it all worked together.

Dates of Next Meetings:

Wednesday 3 July 2013 – 6.00 pm at All Saints J & I School
Agenda to include Steering Group Update and SACRE Resources

Monday 23 September 2013 – 6.00 pm – venue to be arranged

Tuesday 26 November 2013 – 6.00 pm – venue to be arranged

Thursday 6 March 2014 – 6.00 pm – venue to be arranged
Agenda to include Ratification of Syllabus

Wednesday 21 May 2014 – 6.00 pm – venue to be arranged

MINUTES of SACRE MEETING

**3 July 2013
6.00 pm to 7.00 pm
At All Saints CE (VA) J & I School**

Members in attendance:

Committee A

Representing Other Denominations & Faiths	Ms Asmat Ali (AA) Dr Mohammed Arshad (MA) Ms Anne Linehan (AL) Ms Rachel Andurer (RA) Mr Richard Constantine (RC)
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Committee B

Representing the Church of England	Rev James Allison (JA) Rev John Hellewell (JH) - Chair
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Committee C

CPHA	Mr Simon Scott (SS)
Secondary Teachers	Mr Mark Stephenson (MS)

Committee D

Representing Calderdale Council	Mr Alastair Ross (AR) Cllr Ashley Evans (AE) Cllr Peter Caffrey
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In attendance:	Mrs Debby Simpson – Clerk (DS) Mr Ian Ross (IR)
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Formal AGM Business

1. Apologies and Welcome:

Apologies were received from Mrs Tanveer Boston (TB), Mrs Gwenda Dewhirst (GD), Ms Jo Woodhead, Rev Gill Johnson (GJ) and Mr Rajinder Singh (RS)

Anne Linehan was welcomed onto Committee A representing the Buddhist faith. Cllr Peter Caffrey was welcomed as a new council rep.

2. Minutes of the Meeting held on 20 May 2013

The minutes of the meeting were agreed subject to Bihai faith being amended to Hindu in item 'e'.

3. **Matters Arising**

AR still needed to write to the school funding agency re Beech Hill and Parkinson Lane.

4. **Revision of Syllabus: Report and update from joint steering group**

A meeting of the steering group had taken place on 18 June 2013 and AR had produced a report on this.

AR went through the report and the following points were raised:-

- The syllabus is for both Calderdale and Kirklees and for Wakefield diocesan schools.
- AR has written to schools inviting teacher participation in writing units next term.
- The syllabus should show that both knowledge and skills are equally important.
- It was felt that non-religious world views should be clearly included.
- It was agreed that the steering group would decide on the format of the units rather than full SACRE, and that a template would be produced. AR said that he had already got a template that they could possibly use. It was agreed that at the next steering group, a list of key questions for units should be produced.
- SS felt that the syllabus should reflect the national curriculum and embrace the freedom and flexibility of schools.

5. **Artefacts**

The artefacts had been at All Saints for 15 months and had only be loaned out once. It was therefore agreed that We should explore other ways of using them. A number of suggestions were given:-

- Donate to Discover Schools Library – Schools buy into this service at £500 per year.
- Donate to the Interfaith Council – These would be displayed during activities and could be borrowed by schools if requested.
- Advertise to schools that they artefacts were available for free and that they can be collected on a certain date.
- Rotate the artefacts round schools – the only issue with this is that someone would have to organise it.

It was agreed that AR contact the Discover Schools Library to see how many schools subscribe to their service then offer the artefacts to them on the proviso that if SACRE needed to borrow the artefacts then they could.

6. **Any Other Business**

Annual Report: A date needed to be fixed for the annual report being written and data collection. It was agreed that MS, SS and JJ would do this and would arrange a date later.

NASACRE AGM: MS had attended the NASACRE AGM on 23 May 2013. The following points were noted:

- A new website had been created that has a private section only accessible to members. DAS will need to pay the invoice in September.
- There is to be an Ofsted report on RE produced in September and at the moment it was looking that there is a lack of compliance in schools.
- There will be no more RE subject inspections.
- The subject of academy chains and partnership models with SACRE needs to be addressed.
- It was agreed to put charging of the syllabus for academies on the next Agenda.

Dates of Next Meetings:

Monday 23 September 2013 – 6.00 pm – venue to be arranged

Tuesday 26 November 2013 – 6.00 pm – venue to be arranged

Thursday 6 March 2014 – 6.00 pm – venue to be arranged
Agenda to include Ratification of Syllabus

Wednesday 21 May 2014 – 6.00 pm – venue to be arranged

Appendix 6

Report of All-Party Parliamentary Group on RE

Extracts of main findings

1 Supply of primary RE teachers

- a) In over half of the 300 primary schools participating in this inquiry, some or all pupils were taught RE by someone other than their class teacher. In a quarter of these schools RE was taught by teaching assistants. This is unacceptable and in many cases this has a detrimental impact on the quality of RE.
- b) About a half of primary teachers and trainee teachers lack confidence in teaching RE
- c) About a half of subject leaders in primary schools lack the expertise or experience to undertake their role effectively.
- d) There is a wide variation in the extent of initial teacher training in RE and too many trainee teachers have little effective preparation for teaching the subject.

2 Supply of secondary teachers

- a) Over 50% of teachers of RE in secondary schools have no qualification or appropriate expertise in the subject. This is unacceptable.
- b) The inclusion of non-specialists in the total number of RE teachers given by the DfE gives the false impression that we have enough RE teachers and skews the statistics regarding the need to train more RE specialists.
- c) Secondary RE trainees on school based routes are not guaranteed places in schools where the RE staff have sufficient expertise to provide training.
- d) Applications for secondary RE teacher training courses are currently 143 down on the same time last year. The loss of bursaries for RE is among the reasons for this reduction in applicant numbers for 2013/14.

3 Support for teachers of RE

- a) In nearly 40% of schools RE teachers have inadequate access to continuing professional development.
- b) RE teachers, particularly non specialists, in schools without a religious character have particularly limited access to CPD.
- c) The ability of SACREs to provide support for teachers of RE at a local level has been dramatically reduced by local authority funding decisions and the impact of the academisation programme.
- d) Teachers' access to CPD is a postcode lottery; it depends on the resources of their local SACRE or diocese, proximity to training and the priority given to RE in schools.

4 Contributory factors

- a) A range of government policies, notably those relating to the EBacc and GCSE short courses, are contributing to the lowering of the status of RE in some schools, leading to a reduction in the demand for specialist teachers.
- b) Recent reductions and changes in teacher training have resulted in the closure of some outstanding university providers with a loss of opportunities for RE CPD.
- c) The combined effect of inadequate supply and inadequate access to support is that whatever their level of commitment, many teachers struggle to reach the levels of subject competence expected in the DfE's own teaching standards.

Recommendations

The DfE should:

- revise the methods by which it gathers information about the number of RE teachers in secondary schools and present full time equivalent totals, and use these as the basis of the department's calculation of teacher training targets
- introduce a system which requires all secondary teachers to receive some training in any subject they teach

- restore bursaries for RE trainees
- restore the inclusion of results for the GCSE short course for RE to school league table points
- require academies to use the local agreed syllabus
- publish the outcomes of SACREs' monitoring of teacher supply and CPD
- ensure that SACREs have the resources to carry out their statutory responsibilities

All schools should:

- ensure that all teachers of RE meet the Teaching Standards in respect of the subject and develop their confidence and expertise in teaching RE
- make proper provision for continuing professional development for subject leaders, specialist teachers and others with responsibility for teaching RE in order to improve its quality

Primary schools should:

review, where relevant, the widespread practice of using staff other than the classroom teacher to teach RE

provide regular opportunities for RE subject leaders to train their colleagues in subject knowledge and planning and assessing RE

Secondary schools should:

- review as a priority, where relevant, the practice of using non specialist teachers to teach RE
- where non specialists are teaching RE;
 - ensure that the same few teachers teach the subject every year rather than fill timetable gaps with any teacher who is free at the time
 - ensure that all non-specialists receive high quality subject-specific training

ITE training providers should:

- improve the quality of RE training for primary trainees to enable them to teach RE knowledgeably and confidently
- monitor carefully all secondary trainee RE placements to ensure that they provide high quality experiences

Local authorities should ensure sufficient resources are made available to enable SACREs to:

- provide high quality RE support for their schools
- monitor the quality of the provision and staffing of RE in schools
- develop networks to share good practice in RE in all schools in their local area.

Those involved in providing CPD for RE teachers should:

- consider providing an on-line subject knowledge booster course for primary RE subject leaders
- encourage teachers and school leaders to become better informed about the range of RE CPD opportunities available

Ofsted should:

- require inspectors to report on non-compliance with statutory requirements regarding RE
- continue to monitor the quality of RE provision, including teaching and professional development, through subject inspections

The Teaching Agency should:

- review the capacity of training schools to provide subject specific training for RE in schools without the necessary subject expertise.

Appendix 7

Report from the National Association of Teachers of RE (NATRE) on RE teaching in primary schools

Conclusions

1. Teachers are most likely to hold the position of RE subject leader for less than two years (40.9%) and least likely to continue beyond 5 years (68.6%) – table 5. This would suggest that in order to improve leadership in the subject, new subject leaders need to have access to continuous professional development and to reliable resources to support the leadership of the rest of the team delivering the subject.
2. Most teachers (61.5%) regard the resourcing of RE as 'adequate' but schools with a religious character (26%) are more likely to describe resourcing as 'more than adequate' than schools without a religious character (19%).
3. In just over three-fifths of schools, RE is taught solely by the class teacher. In other schools, classes are taught by, for example, a different teacher who specialises in RE, by a full or part time teacher who is covering the class-teacher's planning, preparation and assessment time or by a teaching assistant.
4. The amount of time allocated to the teaching of RE varies considerably between schools but especially between schools with and without a religious character. In 37% of schools without a religious character, RE is allocated less than 45 minutes per week and in 10% of these schools, less than 30 minutes. In schools with a religious character, 13% of schools allocate less than 45 minutes per week to RE and 3% less than 30 minutes. There is very little difference between the time allocated to RE, History and Geography in the schools that responded.

5. The provision for RE in initial teacher training in RE is insufficient to allow beginning teachers to feel confident about delivering the subject. Almost 25% of teachers reported receiving no sessions on RE in their initial teacher education at all and almost 50% received less than 3 hours. Only 34.5% of teachers reported that they had less than 3 hours training in History and 12% in English. Even in 3 or 4 year training courses that incorporate qualified teacher status into a bachelor degree, 14.6% of trainees reported receiving no RE sessions and 18.11% less than three hours.

6. The consequences of 5 above are that less than 5% of primary teachers described themselves as feeling very confident about teaching RE when they started teaching and 37% as only reasonably confident. This means that almost 58% of primary teachers felt only slightly confident or not confident at all about delivering the subject. In addition, only 47.7% of teachers currently delivering RE describe themselves as 'very confident' about teaching RE. The remaining say they are reasonably confident or less.

7. The most popular resources teachers used to support planning and assessment are the local agreed syllabus (77.6% said they used it regularly), web-based resources (67.2%) and local schemes of work (41.3%) . Teachers also occasionally use material produced by NATRE/RE Today and QCA/QCDA units of work. They are unlikely to refer to a different authority or diocese's syllabus or their scheme of work. The heavy reliance on web-based resources would suggest that teachers must receive training in the use of these materials in order to avoid reproducing inaccurate, misleading or even offensive representations of a religion or belief.