



# Kirklees SACRE

## Annual Report 2012-2013

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## **Foreword by the chair of SACRE**

As I present Kirklees SACRE report, there are concerns about RE in the authority, many of which may be ascribed to situations beyond our control, but also many positives from our work within the authority.

Kirklees SACRE is a vibrant and active group who have a very clear focus on driving improvement RE in schools in the area. There is a commitment to quality teaching which has meant that there is good attendance at Network meetings and training events run by the consultant and Local Authority for teachers from all phases.

Another positive is the welcome and strong support from the Local Authority which facilitates the SACRE in its work.

We have joined Calderdale and Wakefield Diocese in the revision of the Agreed Syllabus. This collaboration means that we have good representation from many sectors enhanced by enthusiastic support from teachers in the rewriting of units. This has got to bode well for the work to be done over the next year.

Under provision of RE in some schools is a concern. However, the national situation has possibly squeezed RE in all phases. Since these results were published, it has become clear that nationally RE has suffered from 'accidental' neglect. Although some results are disappointing, I believe as an authority, we are in a strong position and have capacity for improvement. We are a special area that needs quality RE to be taught in our schools. In Kirklees we have pockets of outstanding RE teaching and with the development of the new syllabus we should be able to use that expertise to develop good practice in all schools.

RE and Collective worship is an area that always provokes discussion, with a range of views about what it is and what is its purpose. However, people who fully understand the value of

RE as a positive influence on helping a cohesive society also understand the important part it has to play in our schools.

On the basis of the above I look forward to next year.

Finally, I would like to thank the very hardworking SACRE, the Consultant Alastair Ross, the Local Authority and especially the fantastic RE teachers of Kirklees who support our aim of providing the best RE in the country.

**Carol Waters**

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 just over half of primary respondents (52.9%) said their schools allocated at least the equivalent of an hour a week for RE. However around 1 in 8 schools (11.8%) allocated less than 30 minutes. At key stage 3, 60% of secondary respondents reported curriculum time of at least an hour a week, rising to 66.7% at key stage 4. The equivalent figures for less than 30 minutes a week were 20% (KS3) and 26.7% (KS4).
- e. At secondary level 76% of last year's Y11 students were entered for GCSE Religious Studies, either short or full course. This is well above the national average of 61%. The overwhelming majority of Kirklees secondary schools enter well over half of their students for an accredited award in Religious Studies. Three schools appear not to have entered any students for GCSE.

- f. The percentage of pupils achieving A\* - C grades at GCSE full course has dropped slightly to 56.6% compared with 57.4% in 2012. This was well below the national average of 74%. Students that attained A\* – G in GCSE short course compares favourably to the national average with Kirklees students achieving 96.4% and the national average being 98%.
- g. During the year it was agreed that a new joint syllabus would be produced with neighbouring Calderdale 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 about 12 schools were visited by members of SACRE at their invitation and collective worship was observed. The picture, though limited, was very positive.
- i. There are determinations in place for five Kirklees 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. Last year this report drew attention to 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 confi-

dence 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. Despite this, our own GCSE entries are up again with around ¾ of all students entered for a GCSE, well above 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. Although we continue to face uncertainty, we maintain our optimism about the importance and role of RE in Kirklees. 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 many 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. Kirklees and Calderdale SACREs organised a successful joint conference for teachers in March and funded this through grants. It also supported a young people's Peace Conference held at New College and 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. Kirklees 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 Kirklees 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 Kirklees. This will be our major task in the year ahead. In a new venture we are doing this jointly with Calderdale 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 Kirklees syllabus. Kirklees SACRE continues to take the view that we will serve and support all schools and acade-

mies 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 and SMSC education and we offer support to all institutions on equal terms.

9. During 2012-13 the RE consultant, Alastair Ross, was seconded half-time to the authority from his substantive role as advanced skills teacher and head of RE at Holmfirth High School. With the ending of AST funding and Alastair finishing his role at Holmfirth, his role will be reworked. He will now be contracted in from his partnership Pennine Learning LLP. The equivalent of one day per week will be contracted for statutory duties connected with SACRE and a second day for work with Traded Learning in RE, SMSC and related areas. There will be no significant change to the costs to SACRE and will be a slight reduction to Council costs (2 days rather than 2.5).

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 Kirklees 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 just over half of primary respondents (52.9%) said their schools allocated at least the equivalent of an hour a week for RE. However around 1 in 8 schools (11.8%) allocated less than 30 minutes. At key stage 3, 60% of secondary respondents reported curriculum time of at least an hour a week, rising to

66.7% at key stage 4. The equivalent figures for less than 30 minutes a week were 20% (KS3) and 26.7% (KS4). As this was a self-selecting sample and we have no power to require answers, it cannot be used as a definitive statistics. However, it gives an indication of the situation. Both the Kirklees 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. Around a quarter of secondary schools and an eighth of 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 Kirklees 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. The Kirklees syllabus offers six detailed schemes of work for each year group and these are widely used by schools in (and well beyond) Kirklees. However these units are not the actual syllabus and schools are free to adapt, change or select units from those provided or to devise their own units of work as long as these comply with the principles of the syllabus itself. Schools are advised that it is better to look at 4 or 5 units well than to cram in all six superficially.
15. We referred last year to the tendency for many schools to feel that they have to cover every religion in some depth at each key stage. The current syllabus asks schools to opt for two at KS1, to add a third at KS2 and for secondary schools to focus on those not covered at primary level. However it has been difficult for local pyramids to adopt this. In any case transition from primary to secondary is by no means always within the local pyramid. The 2014 syllabus will therefore determine the faiths to be studied and the consequent progression in learning in a more precise way.
16. At secondary level 76% of last year's Y11 students were entered for GCSE Religious Studies, either short or full course. This is well above the national average of 61%. The overwhelming majority of Kirklees secondary schools enter well over half of their students for an accredited award in Religious Studies. Three schools appear not to have entered any students for GCSE.
17. Advice from SACRE remains that students should follow a GCSE syllabus or units from one of these, even if they do not seek exam entry and accreditation. Entry Level courses can be a good alternative for less academic students.

18. Following an accredited exam course, including entry level units, meets the agreed syllabus requirements. 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.

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

### **Key area 1b: Public examination entries in RE**

20. Exam entries for GCSE full course continues to rise. In 2010, 892 pupils were entered. This increased to 1697 in 2011 and in 2012 reached 2312. In 2013, 2555 students were entered. This represents 55% of the total Y11 cohort in Kirklees. This figure is well above the national average of 36% taking GCSE full course exams. The numbers entered for GCSE short course has gradually declined over the last few years. In 2010, 2334 pupils were entered for short course Religious Studies GCSE. In 2012 the numbers entered were 1153. In 2013, 959 students were entered. This represents 20% of the total Y11 cohort within Kirklees schools.

21. Seventeen schools entered pupils for full course examination and 16 schools offered short course exams. It appears 3 secondary schools in Kirklees did not enter students for either full course or short course GCSE.

22. Four schools entered students for A level Religious Studies with 54 entries at this level. This number of entries is slightly lower than the numbers entered

in 2012. The numbers entered for AS level is 18 from 4 schools. The numbers entered at AS level are slightly higher than those in 2012.

23. The number of boys and girls entered for both GCSE Short course and full course remains fairly balanced. However, girls attain higher than boys in both full course and short course grades.

24. More girls were entered for A Level exams than boys this year and attained higher grades than the boys.

25. More girls were entered for AS level exams this year and attained better than the boys overall, though it must be noted that the numbers entered at AS level are not statistically comparable with only 2 boys entered at AS level.

### **Key area 1c: Standards and achievement**

26. It is disappointing to note that the percentage of pupils achieving A\* - C grades at GCSE full course has dropped slightly to 56.6% compared with 57.4% in 2012. This was well below the national average of 74%. Students that attained A\* - G in GCSE short course compares favourably to the national average with Kirklees students achieving 96.4% and the national average being 98%.

27. The Kirklees average for students achieving 5+ A\* - C grades in GCSE was 83.7% 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.

28. Comparative data for AS and A2 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\* - B grades for A2 level (31.5%) in 2012 (46.8%). It appears that there is a downward trend in attainment at A2 level.

29. Students at AS level achieved slightly lower results than in 2012 at A – B grades, with 2013 at 33.4% achieving A-B compared with 36.4% in 2012. Girls generally achieved better grades at both AS and A2 levels.

### **Key area 1d: Quality of teaching**

30. 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.

31. 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, com-

pounded with a patchy and sometimes chronic lack of professional development.

32.No formal data is currently available on the teaching and learning of RE separately for Kirklees. 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**

33.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 term, ten schools were reviewed by the consultant. In the spring and summer terms we focused on collective worship provision and a further fifteen 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.

34.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.

35. 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**

36. A survey of Kirklees primary schools in 2012-13 showed that most RE was taught by class teachers (78.4%) and/or PPA teachers (41.2%). Just over 5% schools reported that classroom assistants taught RE. 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.

37. 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.

38. 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)

### **Key area 1g: Resources**

39. Kirklees has provided two RE teachers' network meetings each term, one for primary teachers and another for secondary. Reviews of RE and collective worship have also been offered free of charge as part of SACRE's duty to monitor and support. A number of reviews and audits of SMSC provision have also taken place.

40. Schools are well aware of the importance of arranging visits to places of worship and of inviting in visitors. Despite a hiatus in funding described elsewhere we are hopeful that Interfaith Schools will continue to offer local schools this facility.

41. 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 roadshow in the summer term and

the site is now available to all schools free of charge. You will discover newly produced resources to support pupils' learning and practical ideas to support your teaching in RE.

42. 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. At least one Kirklees school, Heckmondwike Grammar, has already gained the gold standard for RE.

## Section 2: The work of SACRE

### Key area 2a SACRE meetings

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

- 24<sup>th</sup> September 2012
- 26<sup>th</sup> November 2012
- 4<sup>th</sup> March 2013
- 10<sup>th</sup> June 2013 (AGM)
- 15<sup>th</sup> July 2013

44. Issues discussed included:

- Ofsted
- SMSC development and RE
- SACRE teachers conference (held jointly with Calderdale in March)
- Young People's Peace Conference (held at New College in March)
- Special school provision
- Collective worship and monitoring programme
- National review of RE
- Revision of Agreed Syllabus
- Interfaith Schools
- Training needs for SACRE members

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

- Monday 16<sup>th</sup> September 2013, Dewsbury Evangelical Church
- Monday 25<sup>th</sup> November 2013, The Deighton Centre or other Huddersfield Venue
- Monday 3<sup>rd</sup> March 2014, Overthorpe School (tbc), Dewsbury

- Monday 9<sup>th</sup> June 2014, (AGM), The Deighton Centre or other Huddersfield Venue

## **Key area 2b: SACRE membership and training**

46.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                      Kirklees Council

47.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 and Sikh representation. We are pleased to report increased Muslim representation to the full complement of three and we also have new Jewish and Buddhist representatives. For the second year running there has been no attendance from the Hindu faith, though there is a nominated representative. We appreciate the support of elected members and this year we have welcomed Cllr Simon Alvy to join SACRE. A full list of members and attendance can be found in appendix 4.

48.We held a half day training session on Islamic awareness for SACRE members in Kirklees and Calderdale on Saturday 5<sup>th</sup> January 2013. This was led by Kauser Tai and was very much welcomed and appreciated by participants.

49.During March we also held a training session on collective worship to support SACRE members involved in monitoring this in schools.

50. As a member of NASACRE, Kirklees 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 and also met in different places of worship, including the Guru Nanak gurdwara and Dewsbury Evangelical Church, as a way of gaining understanding about the faiths we represent.

### **Key area 2c: Initiatives and development**

51. Kirklees has provided two RE teachers' network meetings each term, one for primary teachers and another for secondary. Schools can subscribe to these for £130 a year or, to the whole Traded Learning network package (all subjects) for £550. Until March the consultant worked jointly with the advanced skills teacher, Helen Hallas, in providing the secondary networks. Because of the ending of funding for ASTs from Schools Forum, Helen is no longer able to fulfil this role, though she continues as an AST in her own school. SACRE is very grateful for the commitment and talents that Helen has brought to RE over the past years. We will miss her and wish her well for the future. Patricia Jones from Lepton CE and Evelyne Barrow from St Aidan's First School Skelmanthorpe, have continued to support the planning of primary networks.

52. A termly newsletter is produced and emailed to all schools and academies.

53. 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.

54. The consultant has led a significant number of reviews and audits of SMSC provision and an audit tool has been produced. Two successful half day courses have also been held.
55. Funding for Interfaith Schools from the Schools Forum was ended during the year. This led to the threat of closure for the popular and important project. However, Kirklees Faiths Forum will now take up management of the scheme and Kirklees are providing administrative back up and contact. For the moment booking should still be made through Kirklees Learning Service by emailing [interfaithschools@kirklees.gov.uk](mailto: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.
56. 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. There are newly produced resources to support pupils' learning and practical ideas to support your teaching in RE.
57. A youth peace conference was held at New College in March. Five secondary schools took part, and gave a variety of presentations on the theme of 'Welcoming Difference'.
58. There were also presentations from performing arts students at the college and a speaker from Huddersfield Town of Sanctuary. We are grateful to Angela Williams, principal of New College and to the team who organised the event, including Dan O'Keefe, member of SACRE and New College staff.
59. A teachers' conference was held at the Junction 25 Conference Centre in Brighouse. This was organised jointly with Calderdale SACRE and the Angli-

can 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.

60. 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.

61. 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**

62. Kirklees SACRE has a budget of £15,000 a year although most of this covers the cost of seconding the RE consultant. The remainder enables SACRE to offer support to RE in a variety of ways though we are now regrettably unable to grant aid projects or to provide financial assistance for determined worship.

63. In addition we have secured funding of up to £12,000 for the revision of the agreed syllabus.

### **Key area 2e: Information and advice received**

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

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

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

## **Key area 2f: Partnerships with other key stakeholders**

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

Kirklees SACRE appreciates the partnership that operates with faith communities.

67. We continue to welcome invitations to schools to support RE and collective worship. We are also very glad of interest from schools. The involvement of teachers is always crucial. This will be particularly important as we come to revise the syllabus towards 2014.

68. 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 Kirklees secondary schools including North Huddersfield Trust, King James's, Royd's Hall and Westborough during the year.

## Section 3: The Local Agreed Syllabus

### Key area 3a: Review of the agreed syllabus

69. The current Kirklees syllabus was launched in 2007 and was due for review in 2012. 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 Kirklees SACRE has therefore extended the validity of the current Agreed Syllabus for RE until September 2014.
70. During the year it was agreed that a new joint syllabus would be produced with neighbouring Calderdale 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.
71. 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.
72. 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.
73. Further details will be shared with schools during the year. The agreed syllabus is the statutory curriculum for maintained schools, as it is for all local Wakefield diocesan schools. Other 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**

74. The current Kirklees syllabus is aligned to the non-statutory programmes of study 2010. 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**

75. 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.

76. 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

77. 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.

78. 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 five Kirklees primary schools: the determination at Pentland Infant School was reviewed and renewed during the year. There have been no new determinations during this year.

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

80. 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.

81. 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**

82. One of SACRE's key responsibilities is to monitor and support collective worship. During 2012-13 SACRE undertook a monitoring exercise. All Kirklees schools and academies were offered a visit from SACRE to observe collective worship, offer feedback and review the overall pattern and priorities.

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

- Birkenshaw CE(C) Primary School
- Denby CE (VA) First School
- Flockton CE (VC) First School
- Honley CE (VC) Junior School
- Hyrstmount Junior School
- Lepton CE (VC) J,I and N School
- Lindley CE (VA) Infant School
- Pentland I and N School
- Purlwell I and N School
- Rawthorpe St James CE (VC) I and N School
- Scholes J and I School (Holmfirth)
- Scissett Middle School

84. 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, the visit list does not include any secondary schools and a limited range of community schools. 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.

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

86. 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.

87. 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: Community 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**

88. We are pleased to report that the diversity of representation on SACRE has significantly widened during the year. SACRE Committee A includes representation from all main world faiths except Hinduism. 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. We would especially welcome Hindu representation.

89. 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 Calderdale SACRE.

90. Meetings have taken place in Dewsbury Evangelical Church and the Guru Nanak Gurdwara. As a member of NASACRE, Kirklees 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 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**

91. 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.

92. Due to the ending of funding from the Schools Forum, the future of Interfaith Schools has looked very uncertain. This project has been widely used and appreciated by schools in Kirklees and beyond over the past six years and its demise would have been a great loss, leaving a serious gap in the provision for education, tolerance and understanding across Kirklees. During the very last days of 2012-13 a possible way forward was found with Interfaith Schools being run through the Kirklees Faiths Forum. Administrative support will still be provided through the Council and the Faiths Forum itself receives Council funding.

93. During the summer term the Anne Frank and You exhibition visited King James's School for a fortnight and will visit other secondary schools in Huddersfield and Dewsbury during 2013-14. This programme offers peer guide training, workshops and community events and is aimed at strengthening inclusion and reducing prejudice and discrimination.

94. Schools Linking Network are offering a programme of linking to Kirklees primary schools during 2013-14 and around 40 schools have shown an interest in this. An initial meeting will be held in September. The consultant has been involved in both these projects which SACRE commends and supports.

95. 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.

96. 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 Calderdale and 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.
- The consultant has prepared guidance on sensitivity to pupils and parents from faith communities has been produced for schools.
- A youth peace conference was held at New College in March on the theme of 'Welcoming Difference'.
- A teachers' conference was held organised jointly with Calderdale 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 Calderdale 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

- Support for the professional development of RE teachers in Kirklees, particularly over the new syllabus
- Provision of training around collective worship
- Continued development of work with young people, building on the year's 'Peace conference'.
- 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.

## Appendix 1 Examination results

### Kirklees Summative Data 11/12

	National Average	Kirklees Average
5+ GCSE Grade A* - C	81.1%	81.9%
5+ GCSE Grade A* - C Including English and Maths	58.6%	61.6%
5+ GCSE Grade A* - G	93.6%	96.3%
5+ GCSE Grade A* - G including English and Maths	91.9%	95.4%
Religious Studies GCSE Grade A*- C	74%	57.4%
Religious Studies GCSE Grade A*- G	98%	96.8%

### Kirklees Summative Data 12/13

	National Average	Kirklees Average
5+ GCSE Grade A* - C	82.7%	83.7%
5+ GCSE Grade A* - C Including English and Maths	60.4%	62.0%
5+ GCSE Grade A* - G	95.8%	97.3%
5+ GCSE Grade A* - G including English and Maths	94.1%	96.5%
Religious Studies GCSE Grade A*- C	74%	56.6%
Religious Studies GCSE Grade A*- G	98%	96.4%

### RS GCSE Full Course Gender Comparisons

	NOE Boys	NOE Girls	A*-C Average Boys	A* - C Average Girls
2011	806	891	62.76%	77.34%
2012	1132	1180	64.32%	72.13%
2013	1279	1276	46.39%	66.61%

### RS GCSE Short Course Gender Comparisons

	NOE Boys	NOE Girls	A*-C Average Boys	A* - C Average Girls
2011	902	896	39.19%	56.15%
2012	575	578	34.68%	51.58%
2013	498	461	43.24%	61.64%

### RS GCE AS Level Gender Comparisons

	NOE Boys	NOE Girls	A - E Average Boys	A – E Average Girls
2011	1	16	100 %	93.33%
2012	1	10	100%	100%
2013	2	16	50%	100%

### RS GCE A Level Gender Comparisons

	NOE Boys	NOE Girls	A* - B Average Boys	A* - B Average Girls
2011	9	47	66.67%	50%
2012	9	53	65%	53.66%
2013	10	44	30%	31.8%

## Appendix 2

### Professional development and consultancy

#### Courses during 2012-2013

Date	Title	Aprox numbers	Notes
2 <sup>nd</sup> October 2012	Primary RE network	20	Deighton
24 <sup>th</sup> October	Spiritual, Moral, Social and Cultural development: Why it matters to students, staff and inspectors	20	Deighton
12 <sup>th</sup> November	Secondary RE network	10	Deighton
15 <sup>th</sup> November	Special School RE meeting	5	
6 <sup>th</sup> February	Leading RE – course for coordinators	20	Deighton
13 <sup>th</sup> February	Primary RE network	20	Deighton
27 <sup>th</sup> February	Secondary RE network	10	Deighton
15 <sup>th</sup> March	RE teachers conference	65	Junction 25 conference centre
20 <sup>th</sup> March	Young peoples' Peace conference	70	New College
May	Graduate Teacher Trainees	30	Heckmondwike Grammar School
11 <sup>th</sup> June	Primary RE network	20	Deighton
12 <sup>th</sup> June	Secondary RE network	8	Deighton

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

As part of the programme of **RE reviews**, the following schools were visited for half a day during the autumn term 2012:

Birkby I and N School

Eastborough JI&N School

Hyrstmount Junior School

Kirkroyds Infant School

Littletown JI&N School

Longley School

Lydgate J&I School

Pentland I and N School

Norristhorpe J&I School

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

Birkenshaw CE(C) Primary School

Denby CE (VA) First School

Flockton CE (VC) First School

Honley CE (VC) Junior School

Hyrstmount Junior School

Lepton CE (VC) J,I and N School

Lindley CE (VA) Infant School

Pentland I and N School

Purlwell I and N School

Rawthorpe St James CE (VC) I and N School

Scholes J and I School (Holmfirth)

Scissett Middle School

**SMSC consultancy and/or staff training** was provided for the following schools:

Birkenshaw CE(C) Primary School

Christ Church CE Academy

Hinchliffe Mill J&I School

Holme J&I School

Hyrstmount Junior School

Kirkroyds Infant School

Lindley CE (VA) Infant School  
Mount Pleasant JI&N School  
Netherthong Primary School  
Norrithorpe J&I School  
Paddock JI&N School  
Reinwood Community Junior School  
Reinwood I&N School  
Spring Grove JI&N School  
Whitechapel Primary School  
Wooldale Junior School

**Other visits** were also made to:

Carlton J&I School  
Mount Pleasant JI&N School  
Overthorpe CofE Academy  
Warwick Road JI&N School

## Appendix 3

### Review of Ofsted Reports: September 2012 to July 2013

Relevant extracts from Ofsted reports are included here for RE, Collective Worship, Community Cohesion and Provision for SMSC. The framework changed in January 2012 and SMSC became central to the overall judgment. Within Kirklees there were 64 reported Ofsted inspections of schools. An analysis of these inspection reports continues to show some key messages for SMSC development, Religious Education, Collective Worship and Community Cohesion. We have included relevant extracts from all reports here and have grouped them according to overall inspection outcome. Readers will also notice the diversity of length, depth and subject matter.

#### Overall Effectiveness

##### **This is an outstanding school**

- Pupils have exemplary attitudes towards their learning. They enjoy school, feel safe, behave outstandingly well and look after each other with care and understanding.
- The curriculum provides memorable experiences and rich opportunities for high quality learning. It promotes pupils' spiritual, moral, social and cultural development in an outstanding way.
- The school places great emphasis on promoting pupil's spiritual, moral and social development. This practice makes a significant contribution to pupils' personal development.
- The curriculum is very well planned and provides pupils with an interesting range of subjects and topics that ensures that they enjoy school. This also very effectively supports pupils' spiritual, moral, social and cultural development which is outstanding.

##### **This is a good school**

- Spiritual, moral, social and cultural development is excellent; everyone gets on very well together. This contributes to pupils' excellent attitudes and outstanding behaviour and safety.
- Pupils from a range of different backgrounds get on very well together, enjoy coming to school and look forward to their lessons.
- The school is a happy and harmonious community. Pupils' behaviour is excellent and they say they feel very safe. They form strong relationships and work exceptionally well with each other developing skills of cooperation and resilience.

- The curriculum is rich and varied, particularly within the arts and other creative areas.
- Spiritual, moral, social and cultural development is promoted exceptionally well and underpins all aspects of the school's work.
- The school is a cohesive and inclusive caring community where pupils are safe. As a church school serving a majority Muslim community it sensitively celebrates and respects both Christian and Islamic festivals, cultures and practices and provides rich life experiences for its pupils.
- Gospel values are promoted by the school's distinctive Catholic ethos. As a result, students are tolerant, respectful and caring in the way they behave and interact with each other. Students feel safe in school.

#### **This is a school that requires improvement**

- The school provides imaginative learning activities, such as Forest School, and a good range of visits and visitors. These contribute well to all groups of pupils' positive attitudes and enjoyment of school.
- This is a very caring and welcoming school where pupils feel safe, valued and supported.
- The school provides a caring and nurturing environment for all pupils. This positive climate strongly promotes pupils' personal, social and emotional development.
- The school puts on a wide range of extra activities which pupils really enjoy and which helps build their self-confidence and adds to their learning experiences.
- Pupils' spiritual, moral, social and cultural development is promoted well throughout the curriculum.
- Pupils' behaviour is excellent and their spiritual, moral, social and cultural development is promoted very well.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. They have many opportunities to reflect, to be creative and to contribute to the school.

### **The Achievement of Pupils**

#### **Achievement of pupils is outstanding**

- Making sure everyone gets an equal chance to succeed, while valuing the differences in backgrounds and beliefs of pupils, is central to the work of the school. Many lessons include activities related to the different cultures around the world or to events in the local community. This makes learning meaningful and relevant to everyday life. There are many opportunities for pupils to reflect on their learning and to develop their spiritual, moral, social and cultural understanding.

### **Achievement of pupils is good**

- Colourful displays throughout the school celebrate pupils' work and achievements across all areas of school life. For example, a display of Year 5 pupils' photography work was of a very high standard, with pupils analysing their photographs thoughtfully. This creates a very positive learning environment.
- Pupils spend time reflecting, working together, considering what makes a good friend and how they should behave around each other. They learn about spirituality and about cultures around the world. Their spiritual, moral, social and cultural development is a strong focus of their learning.

### **Achievement of pupils requires improvement**

## **The Quality of Teaching**

### **The quality of teaching is outstanding**

- Pupils' spiritual, moral, social and cultural development is promoted in an outstanding manner. Teachers encourage pupils to think about the wonders of the world around them and to reflect upon the way that their actions affect others. Pupils are given many opportunities to work collaboratively and to find out about cultures different to their own.
- Teaching contributes well to pupils' spiritual, moral, social and cultural development through activities such as school assemblies, links with the local community, school trips and by encouraging cooperation and very effective group working.
- Displays of pupils' work in classrooms and general learning areas help to remind pupils of what they have achieved, to stimulate their learning and to encourage them to develop their creative skills. For example, a display of collages created with pupils from another local school and poems that showed how pupils had thought about 'Who am I?' and 'What makes me special?'.

### **The quality of teaching is good**

- Spiritual and moral development is promoted effectively by pupils being encouraged to reflect on the wonder of the world around them and by high expectation of their behaviour. 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.
- In all classes teachers promote pupils' spiritual, moral, social and cultural development very well. Planning shows teachers build into their lessons time for reflection and working in various groupings. They plan assemblies to support spiritual development well and take account of cultures and celebrations from around the world.

- Displays around the school celebrate pupils' achievements as well as work on literacy, numeracy, art, geography, British history and cultures from around the world such as 'Black and Asian Heritage Leaders'. These help to reinforce learning, extend pupils' knowledge and understanding of multicultural Britain.

### **The quality of teaching requires improvement**

- In the best of lessons teachers make learning fun and enjoyable and challenging for all groups of pupils. This could be seen clearly in an English lesson in which teaching was graded as outstanding. Pupils were following the story of a young Tsunami survivor who has to make some difficult decisions when his grandparents arrive to take him home. Pupils of all abilities were engaged exceptionally well with the story and displayed a real empathy with the lead character and the decisions he needed to make. Their high levels of engagement and interest led to some excellent discussion which in turn led to some very good quality written work.
- All staff work together very successfully to promote pupils' social and moral development. Equally, they plan and provide for their spiritual and cultural development. For example, younger pupils gasped in awe at examples of stunning Egyptian sunsets prior to creating work in the style of Matisse.
- Teaching makes a strong contribution to pupils' spiritual, moral, social and cultural development, particularly in supporting them in reflecting, working well together and listening to others. For example, in a religious education lesson, pupils in Years 3 and 4 were asked to describe what a 'happy memory' meant for them. This prompted a number of sensitive and empathetic responses. One pupil commented that: 'it's something you can think about when you're feeling down, you can go back there'.

### **The Behaviour and Safety of Pupils**

#### **The behaviour and safety of pupils are outstanding**

- Excellently planned assemblies reinforce the high profile within the school for promoting curiosity, sharing common values and respecting others. Pupils sat with rapt attention as the headteacher discussed famous scientists and then sang with great natural rhythm and enjoyment before serenely and reverently reflecting and thinking as a part of prayer. Spiritual, moral, social, and cultural development is excellent. Pupils relate very well to each other, celebrating differences and respecting others.
- Pupils' spiritual, moral, social and cultural development is promoted very well. Pupils know the difference between right and wrong. They have a very good understanding of cultures and religions that are different to their own. The importance of respect is modelled and reinforced by all staff and is seen in the excellent ways that pupils treat each other.

- Pupils benefit from a rich curriculum and a wide range of after school-clubs and sports activities that many attend. Pupils learn to play fairly and really appreciate the opportunities they are given.
- The school's ethos and school assemblies contribute well to pupils' spiritual, moral, social and cultural development. Parents value the opportunity to attend the weekly celebration assemblies where pupils' hard work and positive attitudes are recognised and rewarded.

### **The behaviour and safety of pupils are good**

- Pupils' personal, social and emotional development is supported well. Opportunities are promoted for pupils to work together and discuss their work, which they do happily.
- Pupils are considerate towards others. They play and work well together. They have many opportunities for team games and sporting activities making a strong contribution to their good personal and social skills.
- They respond well to strong moral and social guidance through lessons and assemblies.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils have a good understanding of right and wrong and are polite and well mannered, showing courtesy towards visitors. They benefit from the thought-provoking assemblies, on 'a problem shared is a problem halved', for example. They support a wide range of charities and received a presentation from a national charity in recognition of their fund-raising activities.
- Pupils enjoy school. They appreciate the wide range of activities provided for them beyond normal lessons and the rewards they get for positive behaviour. For example, 'Friday Fine Dining', when they are waited on by members of the school council and enjoy eating their dinner with a special visitor.
- They have good opportunities to contribute, such as being on the school council, or raising money for charity from ideas they initiate. The exercise equipment available to all pupils in the outside play area was bought following suggestions from pupils, represented by members of the school council.
- Pupils' spiritual, moral, social and cultural development is very effective in enabling pupils to get on with each other and care about those who are from a different background.
- Pupils' spiritual, moral, social and cultural development is impressive, particularly in art. For example, a dance session after school combined the performing arts with great flair and imagination, as pupils mimed, danced and gave gymnastic displays in near perfect timing to the music. The performance mixed modern cultural dance styles with some traditional performance techniques. Talented drumming enhanced the whole sensory experience.
- Multi-media artwork linked to topic work, pottery, textiles and paintings in the style of famous artists, adorn the school. Pupils are encouraged to think of others, for example, through the Forget Me Not charity, which is organised by pupils.

- Pupils' personal, social and emotional development is supported from the outset. Opportunities are provided for pupils to work together, in pairs and groups. They listen attentively to each other and share and explain their own ideas eagerly.
- Pupils are happy and polite. They are extremely courteous and are very proud of their school. Pupils are confident in their abilities and very keen to do well. For example, in an assembly observed during the inspection, one pupil told the whole school, 'I believe I can do anything I put my mind to.'
- There is a calm and productive atmosphere in the school and relationships between staff and pupils are strong. Pupils take on extra responsibilities willingly and this contributes well to their good spiritual, moral, social and cultural development. For example, in the sports day taking place during the inspection, Year 6 pupils enjoyed helping to organise the events and confidently took on the roles of coaches for younger pupils.
- Pupils have good opportunities to think deeply about different experiences. For example, pupils in Year 3 wrote poems about winter and used words such as, 'delicate snowflakes' and 'white falling snowflakes' which show good thought and expression. Pupils have good opportunities to think in assembly during prayer time, and, learn about important social values, such as caring for one another and thinking about others particularly near Christmas.
- Pupils are respectful to adults and are kind to one another. They enjoy coming to school, as seen in their above average attendance. Pupils say how much they enjoy the range of clubs, competitions, tournaments and visits they take part in, as well opportunities to work outside in the 'Wooldale Wildspace' area and allotment. This contributes well to pupils' spiritual, moral, social and cultural development, which is also promoted well in lessons, assemblies and the work of the school council in raising funds for charities.
- The school promotes students' spiritual, moral, social and cultural development well but, as yet, individual subjects do not evaluate the impact of their work to promote it. Students benefit from a wide range of extra-curricular activities and have a good awareness of the diversity in British society and of religions and cultures which are different from their own. There is a French exchange programme and students also visit Kenya to broaden their experiences of other cultures.

### **The behaviour and safety of pupils requires improvement**

- Pupils are happy and have good opportunities to develop spiritually, morally, socially and culturally. They enjoy taking part in thoughtful class and school assemblies when they celebrate the success of individual pupils who produce good work and behave well.

## **Leadership and Management**

### **The leadership and management is outstanding**

- Pupils always consider the spiritual, moral, social and cultural implications of what they learn and have contributed to the mission statement for each class. They are encouraged to produce personal targets, as well as academic targets, and recognise the importance of the 'school family' of which they are proud to be part.
- Boys and girls get on very well together, as do pupils from different ethnic groups, because equality of opportunity is at the heart of the school. Discrimination is not tolerated and there are no racist incidents.
- All groups of pupils benefit from an extremely well-organised and relevant curriculum that provides outstanding opportunities for learning. It is very effectively enhanced by a variety of well-attended extra-curricular activities and educational visits, such as to the National Coal Mining Museum in Wakefield. The curriculum promotes pupils' spiritual, moral, social and cultural development in an outstanding manner.
- The school's outstanding achievement is underpinned by a curriculum that provides many additional activities. For example, each year group makes regular visits to places of interest such as, a Toy Museum, Murton Park and a Coal Mining Museum. The school has 'twinned' with a school in Japan and a visit to this school is planned next year for Year 6 pupils. Pupils enjoy learning Japanese and other languages. They also have the opportunity to work with sculptors, to play musical instruments and to perform with the Royal Shakespeare Company. Such highly effective practice supports pupils' spiritual, moral and cultural development very well.
- An extensive range of out-of-school activities are available for all pupils to enjoy. Pupils are also involved in fundraising for charities that help less fortunate children. Such a wide range of opportunities for all pupils successfully promotes equality of opportunity.
- The enrichment activities are a strength of the school and offer pupils the opportunities to develop a range of different skills. Pupils plan and lead various activities such as a singing group, preparing for an art exhibition of pupils' work and helping at a local playgroup. These activities and opportunities help develop pupils' confidence, speaking skills and organisational skills very well. The school also offers Key Stage 1 and 2 pupils a wide range of extra-curricular activities. These are valued by pupils and include arts and crafts club, cookery, chess, music and sporting activities.
- A wide range of additional activities are available at lunchtime and after school such as a film club and the opportunity to sing in the choir. The school has a strong focus on encouraging pupils to take responsibility and this is reflected in their roles around the school and keenness to be involved in charity events. The school also ensures that pupils have a good understanding of each other's cultures through, for example, celebrating Eid together. All of these

opportunities, coupled with pupils' excellent behaviour and care for one another, mean that pupils' spiritual, moral, social and cultural development is very strong.

### **The leadership and management is good**

- The curriculum is adapted to meet the diverse range of pupils' needs. Strong provision in English and mathematics is complimented by strengths in art, music, sport, history and geography. Educational visits to museums such as Eden Camp, residential visits and exploring drama with a local theatre broaden the pupils' understanding of the wider world.
- The curriculum is well planned and meets pupils' needs well. The school provides a good range of enrichment activities including sporting and cultural clubs, visits and residential trips. These are well appreciated by pupils and parents. As a result, there are many opportunities that promote pupils' spiritual, moral, social and cultural development throughout the school.
- The headteacher and governors recognise that the school plays a significant role in the community by providing pupils with a range of activities to enhance their social, moral, spiritual and cultural development. As a result, the curriculum includes music, science and French, and there are clubs and activities before, during and after school, such as breakfast club, dance club, roller skating and sports. Pupils are aware of different issues in the community and their behaviour reflects a strong ethos of respect for others.
- The curriculum is planned well to interest pupils in learning and to effectively promote their spiritual, moral, social and cultural development. It is enhanced by a wide variety of well attended extra-curricular activities and visits, such as to Eden Camp as part of pupils' studies about the Second World War.
- A wide range of additional activities such as recorder club and drama are available after school and Friday afternoons. The school also promotes good links with all the faiths represented in the school and representatives from different religions are regular visitors to the school. The school provides a range of experience for pupils away from school such as visits to theatres and museums. All of this coupled with the school's focus on care and consideration means that pupils' social, moral, spiritual and cultural development is strong.
- The plans made for pupils are different and distinctive in the 'wings' of the school, which correspond to the different school phases. These plans prioritise pupils' needs and capitalise on an increasing number of learning experiences out in the community as pupils progress through the school. The social, moral, spiritual and cultural development of pupils is promoted well in these plans.
- The curriculum uses interesting and relevant contexts so that learning is meaningful. For example, pupils have opportunities to participate in enterprise activities where they design, make and sell products. They have good opportunities to work in groups, discuss ideas and take a lead in their own learning during such activities. A good range of visits and visitors add to pupils' enjoyment.

- Provision for pupils' spiritual, moral, social and cultural development is good. For example, during the inspection, Year 6 pupils were learning about Indian culture. This was followed up with a workshop where they learned and presented a Bollywood dance. Pupils get on well with each other and clearly understand right from wrong, as reinforced by the consistent messages given by all staff. There is good access to cultural and multicultural aspects of the community through assemblies and other opportunities offered to pupils.
- Creative use is made of 'topic time' to inspire pupils and to promote their spiritual, moral, social and cultural development. For example, pupils in Years 5 and 6 studying the Titanic showed great maturity as they considered the impact of raising the Titanic on the relatives of those who perished.
- The curriculum offers exciting opportunities for pupils to explore their local environment to support their work in science, art, mathematics and English. Pupils enjoy the many opportunities for them to take part in cricket, football, netball and swimming. Visiting authors, composers, musicians and artists, along with visits to mosques, synagogues and temples, all contribute well to pupils' spiritual, moral, social and cultural development.
- Pupils say they enjoy going on visits and extracurricular activities. The curriculum is organised well to ensure that pupils' interest is stimulated. Themes such as 'Sparta' and 'Diwali' also promote pupils' spiritual, moral, social and cultural development very well.
- The curriculum which is enriched with a wide range of subjects together with various educational visits and after-school activities, meets pupils' needs well. The school promotes equal opportunities for the different groups and tackles discrimination well. Parents are very happy and feel that the school is very supportive of their children's needs and encourages them to improve their own learning to support their children.
- The school promotes pupils' spiritual, moral, social and cultural development well. Lessons include topics from different cultures, and assemblies celebrate festivals from different faiths. Pupils' understanding is strengthened through an effective link with a local school which has a high proportion of pupils from minority ethnic groups. Pupils have a strong sense of right and wrong, and reflect on their experiences in lessons and in assemblies.
- The school's after-school club and breakfast club provide a safe and stimulating environment for children, who enjoy the activities there. They develop friendships with others in different year groups and this promotes their social development well.
- The curriculum links subjects well so that pupils understand how learning in one subject can help in others. The curriculum contributes well to their spiritual, moral, social and cultural development. Currently, pupils have appropriate opportunities to take part in after-school clubs and lunchtime activities.
- Pupils benefit from a very interesting and well-balanced curriculum, with a wide range of visits and visitors. There is a strong emphasis on developing pupils' English language skills and also of deepening their understanding of the wider world. Across the curriculum, opportuni-

ties for role-play activities build pupils' confidence and promote their use of English. A recent visit to Filey inspired pupils' learning and contributed to pupils' advanced levels of spiritual, moral, social and cultural development.

- Assemblies and the curriculum ensure that pupils have an excellent understanding of other faiths and cultures. During the inspection, Year 2 pupils delighted in spending time with friends from their 'twinned school' in Batley Carr. The school promotes pupils' spiritual, moral, social and cultural development exceptionally well.
- The school's work on promoting pupils' spiritual, moral, social and cultural development is strong. A good curriculum, a well thought-through programme for personal, social and health education and regular collective worship ensure that pupils have many opportunities to think about their own situation and the situations of others. They empathise with those less fortunate than themselves within their local and global community
- The school does well in preparing pupils for life in modern democratic Britain, preventing extremist behaviour, tackling discrimination and promoting equal opportunities through its excellent development of spiritual, moral, social and cultural values and understanding. Termly shared assemblies with the Imam and parish priest – referred to as the 'men in black' – promote respect and understanding. Links with the Yorkshire village school are proving mutually beneficial. The school is rightly proud of its fund-raising for charities and the Staincliffe singers, mostly Muslim pupils from a church school, performing at a Holocaust Memorial Evening.
- The school provides a well-planned curriculum, which gives pupils the opportunity to practise important skills such as reading, writing and numeracy. It is also enriched by visitors to the school and educational visits to places of educational interest. For example, during the inspection, Year 2 visited a medical museum as part of their project on Florence Nightingale.
- There is the opportunity for the older pupils to participate in a residential trip to an outdoor adventure centre and pupils are able to learn a musical instrument and to learn French. They also learn about other cultures and faiths. There is also a good range of out-of-school clubs, which are much enjoyed by the pupils. All these contribute well to the pupils' spiritual, moral, cultural and social development.
- The impact on students' spiritual, moral, social and cultural development is evidenced by a caring school community. Students' spiritual needs are supported in school by daily worship, school masses and a Chapel for personal reflection. Students have a strong sense of moral purpose and organise a weekly charity collection to raise money for local and national causes. Students' moral, spiritual and cultural development is a strength of the school.
- An essential element of this cohesive and integrated school is the high priority placed on students' good spiritual, moral, social and cultural development. Every opportunity is taken to broaden students' experience, confidence and leadership skills. Currently, the parents' forum and the community forum are focusing on local poverty. Students are participating in a

range of activities and events that raise their social awareness and actively engage some students in community improvement.

- The curriculum is well thought through and provides rich experiences which promote pupils' spiritual, moral, social and cultural development well. Pupils contribute to the development of topics and subjects so that they are motivated to learn and the number of behaviour incidents has decreased over the last two years. The outdoor education curriculum is particularly successful and provides boys with different activities such as kayaking, walking, climbing, cooking outdoors and residential holidays, which they enjoy but may not otherwise have the opportunity to pursue.
- The curriculum is appropriate to the needs and interests of the students. It provides opportunities for all students to be successful, with no discrimination. There is an appropriate mix of academic and vocational subjects which students can opt for in Key Stage 4. Good attention is paid to promoting students' spiritual, moral, social and cultural development. An outstanding example was seen in a Year 9 assembly where behaviour was excellent and where a number of personal testimonies were given by teachers demonstrating their determination and perseverance, linking well to the theme of not giving up and that 'life goes on'.
- The curriculum supports the school's Catholic values in promoting students' spiritual, moral, social and cultural development well. Teachers foster good relations, help students to support each other and chair discussions that challenge students to think about difficult issues. For example, one boy explained to an inspector how his study of the book *Of Mice and Men* had made him rethink his attitudes to people with mental disabilities.
- The success of the revamped curriculum is evident in pupils' improved achievement. In addition to preparing pupils well for their return to their local school, it provides well for their spiritual moral, social and cultural development.

### **The leadership and management requires improvement**

- The curriculum encourages pupils' enjoyment of school and learning. It is well planned in the Early Years Foundation Stage. The planning for reading, writing and mathematics in Years 1 and 2 is adapted effectively in some lessons, promoting good learning and progress but this is not consistent in all lessons. The curriculum promotes effectively pupils' spiritual, moral, social and cultural development.
- The curriculum is broad and balanced but requires some improvement. Pupils' spiritual, moral, social and cultural development is constrained because outdoor learning is not provided in the early years, music is not available at Key Stage 3, and assemblies and tutor time are not planned well enough. Pupils have numerous opportunities to get involved in enrichment and extra-curricular activities and this adds positively to their personal development and well-being.
- The school makes learning exciting and memorable through the different subjects and the links between them. It promotes a good understanding of diversity through community pro-

jects and global issues. As a result, pupils' spiritual, moral, social and cultural development is promoted well and good links exist between subjects such as art and design, history and geography. This has had a particularly positive impact on boys' achievement and the inclusion of disabled pupils and those with special educational needs.

- The curriculum has improved since the last inspection, with a greater emphasis on the development of key skills and topics that very much interest pupils, such as 'The Egyptian Museum' project in Year 6. The curriculum promotes pupils' spiritual, moral, social and cultural development well. An excellent partnership with Huddersfield Giants rugby club provides pupils with good role models for health and fitness.
- Annual targets are set for teachers and are reviewed by leaders, and pay rises are recommended to the governing body if the head teacher feels that teachers' performance has been consistently good. Curriculum planning is developing well and promotes pupils' spiritual, moral, social and cultural development. Pupils know right from wrong, appreciate differences, work together effectively and have times in assembly to reflect and think quietly. Music, sports and arts are promoted through visits and after-school clubs. Pupils have links with another local school and use this as an opportunity to extend their writing skills by sending letters to their pen friends.
- The school's curriculum meets the needs of the majority of pupils and offers many opportunities to develop pupils' spiritual, moral, social and cultural understanding. For example a residential visit undertaken by Year 6 pupils to an outward bound centre was described by one pupil as: 'Great fun and because I was with my friends and we tried some new things I really thought I couldn't do, I was very happy when I succeeded' .
- Pupils' spiritual, moral, social and cultural development is promoted effectively throughout the school. Pupils behave well, have good manners and enjoy joining in well with activities that require cooperation. Through the curriculum, they have many opportunities to appreciate the work of a range of artists and writers.
- The curriculum promotes pupils' wellbeing, basic skills and development in the arts. It is enhanced by a good range of extra-curricular activities and visits, which pupils enjoy.
- The headteacher has implemented a range of new and effective initiatives that are improving the way pupils' behaviour is promoted and managed and which are enhancing their spiritual, moral, social and cultural development. Initiatives to involve parents more fully in the school's development are also proving successful.
- The school gives pupils many opportunities to take part in a rich and enjoyable variety of out-of-school activities including: the annual school productions; visits from the Huddersfield Giants rugby team who talked and read with pupils; book weeks, where pupils and staff dress up and act as characters from books; and strong links with a school in Malawi. Such events contribute well to pupils' spiritual, social and cultural development.

- The promotion of pupils' spiritual, moral, social and cultural development is strong and supported well through assemblies and specific activities in lessons.
- The topic-based curriculum engages pupils' interest and provides opportunities for them to explore other cultures and languages as well as their own. It is enriched by visits, visitors and after-school clubs, including sports. Pupils have regular opportunities to think about their own feelings and achievements and the feelings and achievements of other people, for example through assemblies. This is successful in increasing pupils' confidence and promotes their spiritual, moral, social and cultural development effectively.
- The curriculum makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils participate in a wide range of activities and particularly enjoy the opportunities to take part in the drama club and school productions. As a result of specialist teaching, the quality of pupils' art work displayed around the school is particularly high.
- The school's ethos is optimistic and all students are valued. This supports students' good spiritual, moral, social and cultural development. School visits and involvement in local good causes and with an international school, together with the sharing of many examples of different ways of living and different religions, ensure that students' cultural development is good.
- A team-building residential activity for Year 7, visits and trips, and extra-curricular activities make a good contribution to students' spiritual, moral, social and cultural development. The academy is working with the local mosque to ensure that all students can have access to after-school activities and this is a good example of equality of opportunity for all.
- The wide range of extra-curricular activities is popular and promotes students' spiritual, moral, social and cultural development well. An awareness of culture is encouraged within the arts but not more widely.
- A strength of the curriculum is the wide range of popular, extra-curricular activities that enrich pupils' experiences. These also promote their spiritual, moral, social and cultural development well. However, opportunities to promote these aspects in lessons are often missed.

## Appendix 4

### SACRE membership and attendance 2012-2013

	No		Exp	Att
<b>GROUP A – ALL FAITH GROUPS EXCEPT ANGLICANS</b>				
Roman Catholic Church	1	Maureen Fletcher Kim O'Connor (alternates)	Nov-14	1/4
Baptist	1	Rev Dr Philip Clements-Jewery	Jun-13	2/4
Methodist	1	Jez Hackett	Jun-16	1/1
United Reformed Church	1	VACANCY		--
Baha'i	1	Christine Deihim	Sep-11	4/4
Islamic representatives nominated by mosques	3	Fatima Mamaniyat	Mar-15	4/4
		Hashim Sacha	Jul-16	**
		Lukman Patel	Jul-16	**
Fellowship of Evangelical Churches in Kirklees	1	Karen Grimwade	Jun-11	2/4
Buddhist rep	1	Daniel O'Keefe	Mar-15	1/4
Hindu rep	1	VACANCY		--
Jewish rep	1	David Amdurer	Jul-16	**
Sikh rep	1	Hardeep Sahota	Mar-12	1/4
<b>GROUP B – C OF E</b>				
Church of England (lay & clergy)	5	Mary Judkins	Nov-13	0/4
		Gill Johnson	Jun 14	3/4
		Anita Raggett	Mar 15	3/4
		Emma Stone	Feb 16	1/1
		VACANCY		
<b>GROUP C – SCHOOLS</b>				
Primary School Head Teacher	1	VACANCY		--
Secondary School Head Teacher	1	VACANCY		--
Infant School Teacher	1	Patricia Jones	Jun 14	0/4
Junior School Teacher	1	Mehrun Mohammed	Nov 14	3/4
		Helen Boutle		4/4
ATL	1	Janice Leam (ATL)	Jun-10	4/4
NUT	1	Carol Walters	Sep 13	4/4
Special School Teacher	1	Stewart Geddes	Mar-15	2/4
<b>GROUP D – COUNCIL MEMBERS</b>				
Elected Members of Kirklees Council	4	Cllr Mohan Sokhal (Lab)	2012-13	2/4
		Cllr Andrew Marchington (L D)	2012-13	3/4
		VACANCY		
		Cllr Shabir Pandoor(Lab)	2012-13	0/4
<b>CO-OPTED MEMBERS</b>				
Not to exceed 1/4 of members appointed to Group A	4	Amy Donovan		2/2
		David Raven-Hill		1/4
		Emma Salter (Hudds University)		2/4
<b>EX-OFFICIO MEMBERS</b>				
		Alastair Ross		4/4

\*\* not applicable – joined SACRE after AGM 2013

## Appendix 5

### Minutes of SACRE meetings

#### MINUTES OF MEETING Held at Dewsbury Evangelical Church on 24<sup>th</sup> September 2012

Minutes taken by Alastair Ross  
Status Approved

#### Members:

#### Committee A

Representing Other Denominations and Faiths **Karen Grimwade (independent churches)**  
**Christine Deihim (Baha'i)**  
**Fatima Mamaniyat (Muslim)**

#### Committee B

Representing the Church of England **Gill Johnson**

#### Committee C

Representing primary heads  
Representing infant school teachers **Helen Boutle**  
Representing junior school teachers **Mehrun Mohammed**  
Representing secondary teachers **Alastair Ross**  
Representing the ATL **Janice Leam**  
Representing the NUT **Carol Waters**  
Representing special school teachers **Stewart Geddes**

#### Committee D

Representing Kirklees Council

#### Co-opted members

	ACTION
<p><b>1. Apologies and Welcome</b> Carol Waters welcomed everyone and introduced the meeting. Apologies were received and accepted from Daniel O'Keefe, Philip Clements-Jewery, Patricia Jones, Anita Raggett, Mary Judkins, Emma Salter, Cllr Mohan So-khal. An attendance list is attached below as an appendix to the minutes.</p>	
<p><b>2. Minutes of the Annual General Meeting held on 12<sup>th</sup> June 2012</b> These were approved.</p>	

<p><b>3. Matters arising from the minutes</b> There were no matters arising other than items on this agenda.</p>	
<p><b>4. Syllabus</b> The SACRE formally confirmed its agreement to the extension of the current syllabus until September 2014. This was proposed by Karen Grimwade and seconded by Mehrun Mohammed and was agreed unanimously. All schools had been advised of this pending decision last term.</p> <p>The syllabus group reported on their discussion about the consultation process and all SACRE members had previously been sent a link to the survey monkey poll. This would be sent to schools late this term. The group will meet on Wednesday 3<sup>rd</sup> October from 4.30 pm in Lockside at the University. The meeting would make arrangements for this consultation and also look at other syllabi.</p> <p>SACRE suggested a joint meeting of local SACREs might be appropriate to look at syllabus revision in general. Wakefield's was nearly complete but Calderdale's was due in 2014, the same date as ours.</p>	<p><b>Formal letter to assistant director - AR</b></p> <p><b>Syllabus group</b></p> <p><b>AR contact</b></p>
<p><b>5. Youth Forum of SACRE</b> Youth Forum was due to meet this week. A schools conference is proposed for March 2013 to include year's 10 -13 as well as possible undergraduate speakers. The theme would be "Welcoming Difference". In principle it had been agreed to hold this at New College during an afternoon in March. Dan O'Keefe would produce a flier and confirm time and booking. We then need to promote and publicise this.</p>	<p><b>Dan O'Keefe liaise with AR</b></p>
<p><b>6. Annual report</b>  GCSE data will be ready in collated form around October and the draft annual report will be ready for the next meeting of SACRE.</p>	<p><b>AR</b></p>
<p><b>7. SACRE conference</b> There was discussion about planning a conference for teachers of RE in the Spring. The possibility of involvement of Calderdale SACRE and the Diocese of Wakefield was also discussed at some length. SACRE agreed that it would be a positive move to plan this jointly with Calderdale. Involvement of the Diocese of Wakefield was also welcomed.</p> <p>It was agreed that:</p> <ul style="list-style-type: none"> <li>- We explore a joint Calderdale/Kirklees SACRE conference for teachers</li> </ul>	<p><b>AR</b></p>

<p>involving the Diocese of Wakefield and other faith communities and open to all RE teachers in the area;</p> <ul style="list-style-type: none"> <li>- We plan for a theme related to RE and SMSC development;</li> <li>- We consider asking Lat Blaylock and another speaker to lead the conference. Gill Johnson had already made preliminary contact and a possible date of 15<sup>th</sup> March mooted;</li> <li>- We plan to use up to £1000 from the budget to fund the conference as part of our statutory duty to support RE;</li> </ul>	
<p><b>8. Other training and support for RE</b> A number of events and initiatives were outlined including:</p> <ul style="list-style-type: none"> <li>- Network meetings for RE teachers</li> <li>- A coordinators course and follow up support in the spring;</li> <li>- SMSC courses;</li> <li>- A planned special schools network for West Yorkshire</li> <li>- The NATRE schools conference in May at Bolton.</li> </ul>	
<p><b>9. Correspondence</b> It was agreed to donate £300 to Hand to Mouth Ministries to support their work in supporting collective worship, helping SACRE to fulfil its statutory duties in this area. Proposed Karen Grimwade, seconded Helen Boutle. Agreed unanimously.</p>	<b>AR process</b>
<p><b>10. Dates of future meetings</b> <b>Mon 26<sup>th</sup> November 2012</b>– Holly Bank School, Mirfield <b>Mon 4<sup>th</sup> March 2013</b> <b>Mon 10<sup>th</sup> June (AGM)</b> All meetings at 5.30 pm.</p>	

## MINUTES OF MEETING

Held at the Deighton Centre, Huddersfield on Monday 26<sup>th</sup> November 2012

Minutes taken by  
Status

Alastair Ross  
Draft for approval by SACRE

### Members:

#### Committee A

Representing Other Denominations and Faiths

**Philip Clements-Jewery (Baptist)**  
**Dan O'Keefe (Buddhist)**  
**Christine Deihim (Baha'i)**  
**Fatima Mamaniyat (Muslim)**

#### Committee B

Representing the Church of England

**Anita Raggett**

#### Committee C

Representing primary heads  
Representing infant school teachers  
Representing junior school teachers  
Representing secondary teachers  
Representing the ATL  
Representing the NUT  
Representing special school teachers

**Helen Boutle**  
**Mehrun Mohammed**  
**Alastair Ross**  
**Janice Leam**  
**Carol Waters**  
**Stewart Geddes**

#### Committee D

Representing Kirklees Council

**Cllr Andrew Marchington**  
**Cllr Mohan Sokhal**

#### Co-opted members

University of Huddersfield  
Education consultant

**Emma Salter**  
**David Raven-Hill**

	<b>ACTION</b>
<p><b>1. Apologies and Welcome</b> Carol Waters welcomed everyone and introduced the meeting. Apologies were received and accepted from Karen Grimwade, Janet Lees, Caroline Holt and Mary Judkins.</p> <p>Janet Lees had indicated her intention to stand down from SACRE and Caroline Holt had said it was difficult to attend because of short notice work commitments. Alastair Ross will contact the URC for a replacement for Janet and clarify Caroline's intentions. He will also contact other members who had not attended for some time.</p> <p>An attendance list is attached below as an appendix to the minutes.</p>	<b>AR contact and review membership list – review in March</b>
<p><b>2. Minutes of the meeting held in September 2012</b></p> <p>These were approved.</p>	
<p><b>3. Matters arising from the minutes</b></p> <p>Dan O'Keefe reported on a Youth Forum event organised through New College. This is a conference for KS4 and sixth form students to be held in March 2013. Letters had gone to schools last week and two schools had already responded positively.</p>	
<p><b>4. Report</b></p> <p>A draft version of the annual report had previously been circulated to members. This was approved and will be sent to NASACRE in London as well as to all heads and chairs of governors.</p>	<b>AR</b>
<p><b>5. Special Schools</b></p> <p>Stewart Geddes outlined some of the issues and opportunities in special schools and informed the council of a network meeting for special school teachers in West Yorkshire recently held at Holly Bank. This initiative will continue with a further meeting in March.</p>	<b>SG</b>

<p><b>6. National review of RE and revision of the syllabus</b></p> <p>Alastair Ross reported on the national review of RE undertaken by the Religious Education Council. This will report in the summer/early autumn. We have held our review until it reports but we need to begin the process of planning soon.</p>	
<p><b>7. SACRE conference</b></p> <p>SACRE agreed to allocate up to £1000 towards this conference for RE teachers to be held on 15<sup>th</sup> March 2012 at Junction 25 (formerly KITS with Lat Blaylock as the key trainer. This is part of SACRE's duty to support and equip RE teachers.</p>	
<p><b>8. Collective worship</b></p> <p>SACRE agreed to focus on this at the next meeting with training and briefing about the subject. Schools will be invited to ask members of SACRE to support and review their collective worship. The following members of SACRE indicated their willingness to be part of this programme: J Leam, SG, CW (not Tues), FM, DRH, AR, MS, HB, MM (Fri only), AM.</p> <p>The review on collective worship will include our five schools with a determination.</p>	<p><b>Next agenda Training organised AR letter to schools Feb 13</b></p>
<p><b>9. Other business</b></p> <p>Fatima Mamaniyat reported on the offer of an Islamic Awareness Day for members of SACRE. The council was grateful for the offer and members were asked to contact Alastair Ross if they were interested. (Since the meeting the date has been confirmed as Saturday 5<sup>th</sup> January 2013)</p>	<p><b>All members please inform AR</b></p>
<p><b>10. Dates of future meetings</b></p> <p><b>Mon 4<sup>th</sup> March 2013 – provisionally at the Spring Grove gurdwara</b> <b>Mon 10<sup>th</sup> June (AGM)</b></p> <p>All meetings at 5.30 pm.</p>	

## MINUTES OF MEETING

Held at Guru Nanak Gurdwara, Prospect Street, Huddersfield, HD1 2NX on Monday 4<sup>th</sup> March 2013

Minutes taken by  
Status

Alastair Ross  
Draft for approval by SACRE

### Members:

#### Committee A

Representing Other Denominations and Faiths

**Philip Clements-Jewery (Baptist)**  
**Christine Deihim (Baha'i)**  
**Fatima Mamaniyat (Muslim)**  
**Amy Donovan (Humanist)**  
**Hardeep Sahota (Sikh)**

#### Committee B

Representing the Church of England

**Anita Raggett**  
**Emma Stone**  
**Gill Johnson**

#### Committee C

Representing primary heads  
Representing infant school teachers  
Representing junior school teachers  
Representing secondary teachers  
Representing the ATL  
Representing the NUT

**Helen Boutle**  
**Mehrun Mohammed**  
**Alastair Ross**  
**Janice Leam**  
**Carol Waters**

#### Committee D

Representing Kirklees Council

**Cllr Andrew Marchington**  
**Cllr Mohan Sokhal**

#### Co-opted members

University of Huddersfield

**Emma Salter**

	ACTION
<p><b>1. Apologies and Welcome</b></p> <p>Carol Waters welcomed everyone and introduced the meeting. Apologies were received from Karen Grimwade, Caroline Holt, Stewart Geddes, David Raven-Hill and Mary Judkins.</p> <p>Philip Clements-Jewery said that he would be standing down from SACRE membership and as vice-chair after six years. The chair and whole council thanked Philip for his commitment and work which had been greatly valued and appreciated.</p> <p>We were glad to welcome Emma Stone to SACRE as an additional Anglican representative.</p> <p>Alastair was contacting the URC about a replacement for Janet Lees and will also contact the Baptist Association about a replacement for Philip. He had also asked Caroline Holt to clarify her intentions as Methodist representative.</p> <p>An attendance list is attached below as an appendix to the minutes.</p>	<p><b>AR contacting bodies for replacement reps</b></p>
<p><b>2. Minutes of the meeting held in November 2013</b></p> <p>These were approved.</p>	
<p><b>3. Matters arising from the minutes</b></p> <p>The Islamic Awareness training in January had been appreciated by those who had attended and thanks were expressed to those who had helped to organise this and to Kauser for his delivery.</p> <p>The Teachers' Conference on 15<sup>th</sup> March, organised jointly with the Diocese of Wakefield and Calderdale SACRE, was full with 60 delegates.</p>	
<p><b>4. Report</b></p> <p>The main part of the meeting was a briefing and training session for SACRE members on monitoring collective worship. This was followed by practical arrangements for monitoring visits. Ten SACRE members indicated their willingness to be part of the monitoring team. Alastair will be writing to</p>	<p><b>AR</b></p>

<p>schools shortly and we will plan to visit during the summer term.</p>	
<p><b>5. Revision of the syllabus</b></p> <p>The chair reported on recent work by the steering group. We would move ahead with beginning the revision once the online consultation was complete at the end of term. It was expected that most of the work would be in earnest during the first half of 2013-14 academic year. Costings had been submitted to Kirklees but, apart from consultant time, were largely teacher release.</p>	<p><b>CW, AR</b></p>
<p><b>6. Westhill Award</b></p> <p>Emma Stone would consider and prepare an application for Interfaith Schools</p>	<p><b>E Stone</b></p>
<p><b>7. RE Quality Mark</b></p> <p>Details of this new scheme from the RE Council were shared with members.</p>	
<p><b>8. Dates of future meetings</b></p> <p><b>Mon 10<sup>th</sup> June (AGM) at 5.30 pm at the Deighton Centre</b></p>	

## MINUTES OF ANNUAL GENERAL MEETING

Held at The Deighton Centre on 10<sup>th</sup> June 2013

**Minutes taken by** Ian Ross

**Status** Approved

### Members

#### Committee A

Representing Other Denominations and Faith Groups

Amy Donovan (Humanist)  
Christine Deihim (Baha'i)  
Fatima Mamaniyat (Muslim)  
Jez Hackett (Methodist)  
Karen Grimwade (Evangelical)  
Maureen Fletcher (Roman Catholic)

#### Committee B

Representing the Church of England

Anita Raggett  
Gill Johnson

#### Committee C

Representing infant teachers

Representing secondary teachers

Representing the ATL

Representing the NUT

Helen Boutle  
Alastair Ross  
Janice Leam  
Carol Waters

#### Committee D

Representing Kirklees Council

Cllr Andrew Marchington

In attendance Ian Ross (clerk)

	Action
(A) Apologies and Welcome Carol Waters welcomed everyone and introduced the meeting. Apologies were received from Stewart Geddes, Cllr Mohan Sokhal, Mehrun Mohamed, Emma Stone, Emma Salter	
(B) Election of Chair Carol Waters left the chair for the election of a new chair of SACRE and Alastair Ross conducted the election for chair. Carol Waters was proposed by Karen Grimwade and seconded by Andrew Marchington. She was elected unanimously.	
(C) Election of Vice Chair No nominations were received. Carol Waters will seek opinions from individual members.	CW

<p>(D) Election of Group Chairs Members met in committee groups to agree a chair and vice chair for each committee Committee A: Chair – Christine Deihim; Vice Chair – Fatima Mamaniyat Committee B: Chair – Anita Raggett Committee C: Chair – Helen Boutle; Vice Chair – Janice Leam Committee D: Chair – Andrew Marchington</p>	
<p>(E) Membership Update. Carol Waters went through the membership list of each committee. There are vacancies for: 2 Muslim representatives 1 Hindu representative 1 Jewish representative  There are now 2 vacancies for Committee D  Co-opted members – Emma Salter and David Raven -Hill to remain on SACRE.</p>	<p>IR to seek a Jewish rep  AR to write to council</p>
<p>(F) Minutes of the previous AGM: 11<sup>th</sup> June 2012 These were approved at the meeting in September 2012</p>	
<p>(G) Matters arising from the Minutes of the AGM; 11<sup>th</sup> June 2012 None</p>	
<p>(H) Minutes of the previous meeting: Monday 4<sup>th</sup> March 2013 These were agreed, proposed by Helen Boutle, seconded by Andrew Marchington.</p>	
<p>(I) Matters Arising from the minutes of the previous meeting: Monday 4<sup>th</sup> March 2013 None</p>	
<p>(J) Report on the work of SACRE in 2012 -13 Carol Waters shared some of the work that SACRE had achieved over the past year. This has mostly been in two parts 1. Preparing for a review of the Local Agreed Syllabus 2. Reviving the duty to monitor and support collective worship in schools. Carol explained how delighted she was to see new members at SACRE and how we can all move on with renewed vigour and enthusiasm.</p>	
<p>(K) Budget for 2012 – 2013 Alastair Ross guided the meeting through the prepared budget statement. He explained how £4100 was ring fenced in the budget to support the review of the agreed syllabus and how this can be used to provide cover for teachers writing units. Members questioned some of the budget headings and if this included a deficit or carry over. It was noted that SACRE were also being charged for the support of one school in a determination and this was a significant amount on an already reduced budget.</p>	<p>AR to discuss with a school re determination support.  AR and CW to discuss with Bev Sykes carry over etc.</p>
<p>(L) Arrangements for the revision of syllabus</p>	

<p>Alastair and Carol guided the meeting through the next major piece of work for SACRE. The new agreed syllabus will be a joint one with the Diocese of Wakefield and Calderdale SACRE. A joint steering committee has been set up and will meet soon. The findings and discussions of this steering group will be shared at the extra SACRE meeting on the 15<sup>th</sup> July 2013 at the Deighton Centre, 5:30pm. The joint syllabus will change both syllabi and will take into account results from the Survey Monkey and the draft programmes of study from the RE Council.</p>	
<p>(M) Collective Worship Review</p> <p>A number of schools have been visited as part of collective worship review. The schools visited include a balance of both church and non-church schools and good quality collective worship has been seen throughout.</p> <p>Key elements of the review will be included in the annual report and these could be shared in pyramid groups.</p> <p>Key areas to work on include:</p> <ul style="list-style-type: none"> <li>• Interventions running during collective worship time in primary schools</li> <li>• Time is needed in a busy school day for reflection</li> <li>• Worries about how to be inclusive in reflections</li> </ul>	
<p>(N) Arrangements for future meetings</p> <p>All SACRE meetings will take place at 5:30 on a Monday</p> <p>Monday 15<sup>th</sup> July, The Deighton Centre</p> <p>Monday 16<sup>th</sup> September , Dewsbury Evangelical Church</p> <p>Monday 25<sup>th</sup> November, The Deighton Centre or other Huddersfield Venue</p> <p>Monday 3<sup>rd</sup> March, Overthorpe</p> <p>Monday 9<sup>th</sup> June, (AGM), The Deighton Centre or other Huddersfield Venue</p> <p>The meetings will also include a brief introduction (15 mins) from representatives of SACRE. In September we will be introduced to views and values of Humanism.</p>	
<p>(O) Any Other Business</p> <p>Carol Waters introduced a discussion about Interfaith Week and how SACRE could be a more effective part of this. Members discussed how this could be included in cross curricula and cross community themes in schools. This could especially work in the Dewsbury pyramid. Carol suggested that interested members could meet after the meeting on the 15<sup>th</sup> July to discuss this further.</p> <p>Emma Stone has sent her apologies for this meeting, but sent a report on the NASACRE AGM that she attended on our behalf.</p> <p>The meeting closed at 7pm</p>	

## **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.