

WARWICKSHIRE SACRE
Standing Advisory Council on Religious Education

19th ANNUAL REPORT
2009-2010

*In accordance with the format produced by the Qualifications and Curriculum
Authority in 2006 for SACREs*

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Chair's Introduction

Manjit Kaur and Mr Shisham Singh Sahota

It is with great pleasure that we reflect on the year and share the many positive activities that have occurred.

For 2009/10, SACRE had identified the following priorities:

- To develop units of work for primary RE to reflect the revised Agreed Syllabus
- To work with faith communities to develop the Learning Outside the Classroom (LOtC) manifesto
- To review current guidance on collective worship

Also, to continue to:

- Monitor standards in RE and collective worship
- Support RE and collective worship innovatively

Our 'motto: "***Bringing communities together and bridging gaps***" reflects our approach to all matters. We play a significant role in supporting the community cohesion agenda through effective RE.

To maintain face to face contact with as many stakeholders as possible we met at:

- 1 Kenilworth School and Sports College - this involved a learning walk and a presentation from the RE coordinator
- 2 Solihull Synagogue – where we experienced a tour of the place of worship and met practising members of the faith groups
- 3 Local Authority offices in Saltisford, Warwick

We have worked hard to ensure our meeting dates accommodate all the faiths represented within the county of Warwickshire.

Membership

This year we said goodbye to:

| | |
|---------------------------|----------------------------------|
| Maureen Leahy | Buddhist representative |
| Elizabeth Rogers-Mills | Jewish representative |
| Simon Monaghan | Roman Catholic representative |
| Rev. Canon Mervyn Roberts | Church of England representative |
| Stephen Baldwin | ASCL representative |

We welcomed:

| | |
|------------------|----------------------------------|
| Venerable Manapo | Buddhist representative |
| Naomi Nixon | Church of England representative |
| Helen McGowan | Church of England representative |
| Jackie Salter | NUT representative |
| Sue Dudley | ASCL representative |

We also welcomed a number of new Councillors: Cllr. Clive Rickhards, Cllr. Julie Jackson, Cllr. Carolyn Robbins and Cllr. John Ross.

Our thanks go to:

- The members of SACRE for their commitment and unstinting guidance
- Ruth Waterman for her support in various roles
- The Local Authority through the professional and personal support of Bob Hooper and Karen Steele
- The executive group Karen Steele, Gill Kingston, Lizzie McWhirter, Santosh Kundi and Marianne Westwood for setting such a good example of collaborative and cooperative work

We look forward to the challenges that 2010/2011 brings!



Miss Manjit Kaur



Mr Shisham Singh Sahota

Key Priorities for SACRE in 2010/11

The priorities for SACRE on the basis of this year's report can be summarised as follows:

- Improved procedures for the monitoring of RE provision in Warwickshire
- To help schools to focus on attainment by producing guidance for assessment in RE
- To continue to develop the SACRE website
- Improved attendance of all groups at SACRE meetings
- Produce guidance on using units of work

If you would like any of the text in this report to be translated please contact the Clerk to SACRE on 01926 742075, or email sacre@warwickshire.gov.uk and we will endeavour to meet your requirements.

A Tribute to Meg Barratt

SACRE would like to pay tribute to Meg Barratt, a friend and colleague, who sadly passed away in February 2010 after a difficult battle with cancer.



I first met Margaret (Meg) in 1986 when we were members of a group of Warwickshire Primary teachers seconded to Warwick University as part of a programme to support the recently developed Agreed Syllabus. It was during this time that we were introduced to and inspired by the pioneering work in religious education of Professor Bob Jackson and his department. The relationship between Warwickshire Local Authority (LA) and Warwick University continued and developed over the years. Meg helped to promote good practice in RE beyond Warwickshire with her children's books published through Warwick University's 'Bridges to Religions' project. She was sole author of the very popular KS1 books which, although no longer in print, are jealously guarded by the many Warwickshire schools that have them on their RE resource shelves. The work at Warwick was at the heart of our future Agreed Syllabus.

She also worked on developing RE support material with colleagues at Westhill RE Centre. These materials were used widely by many local authorities nationally and this work, too, influenced the thinking underpinning our Agreed Syllabus.

Meg wrote not only educational material but over a period of ten years wrote wonderful poetry. After her death her husband, Noel, and daughters Ruth and Kate, published a collection of her poems entitled 'The Only World I Knew', with profits donated to charity. As I read her poems, I have a strong sense of who Meg was, speaking about what she believed in, what she observed, who and what she loved and what she valued.

Meg and I were able to work closely together in supporting pupils and teachers in our schools from the late 1980s when I became an Advisory Teacher for Warwickshire LA. At the heart of all her work in religious education was 'the child'. She had a strong understanding of pedagogy and applied this to every aspect of education that she was involved in. Meg was able to empathise with children and adults of individual faiths and none. A committed Christian herself, she would never proselytise and ensured that teachers knew the difference between 'instruction' and 'education' and should approach religious education in an objective way. Her knowledge and understanding of the main world religions was extensive and she developed good relationships with members of faith groups across the county.

Meg was a very respected member of SACRE for many years. She had a lead role in the development of the 1996 Warwickshire Agreed Syllabus and its revision, which included units of work in 2002. Her knowledge and understanding of the subject, and expertise as an excellent practitioner, made a significant contribution to religious education in the county. Teachers, pupils, parents, advisers, officers and elected members all benefited from Meg's dedication to RE through her expert advice, support and teaching. We looked to her for guidance. She will be greatly missed.

Jo Price, Adviser, Educational Development Service, Warwickshire

Standards and Quality of RE Provision

Compliance and Time Allocation for RE

SACRE have continued to find it difficult to monitor the standard and quality of the provision of RE and have limited data available on which to base any judgements. As outlined in the SACRE development plan, this is a key area for development in 2010/11 and SACRE intend to be more proactive in carrying out regular monitoring of RE and Collective Worship in future years.

At present SACRE relies on information provided by a number of sources including Ofsted inspection reports and Key Stage 4 and 5 exam results.

Ofsted Inspection Reports (See Appendix A)

In the past Ofsted inspection reports have given a good indication of RE provision in primary and secondary schools across Warwickshire, however there are now very few references to Religious Education and Collective Worship in inspection reports, making it difficult to make any detailed analysis.

There are, however, judgements made on the extent of pupils' social, moral, spiritual and cultural development (SMSCD) and the extent to which the school promotes community cohesion. Although there is no direct link between these judgements and the quality of RE, they can give an indication of the quality of provision as a school would be unlikely to receive 'outstanding' or 'good' judgements in these areas if the RE is inadequate.

Primary Schools

Of 34 primary schools* inspected during the 2009/10 academic year, 5 schools were judged as outstanding for the extent of learners' SMSCD, 22 schools as good and 7 schools as satisfactory. No school was judged as inadequate in this area.

For the effectiveness of promoting community cohesion, 2 schools were judged as outstanding, 15 schools as good, 16 schools as satisfactory and 1 school inadequate.

The school who received an 'inadequate' for the promotion of community cohesion also received the following comment: *'Older pupils were unable to confidently discuss the major world religions and governors were unaware of the schools' work within the local community.'*

“ Older pupils were able to confidently discuss the major world religions... ”

Another school, where spiritual development was judged as satisfactory were told there was a lack of *'planned opportunities to encourage better outcomes.'*

One school, although receiving a judgement of 'good' for SMSCD had *'less effective provision for helping pupils to understand the variety of other people's faiths and lifestyles at national and global level.'* This was therefore identified as one of the key areas for development in the school.

* Community and Foundation schools only included in this figure

Where one primary school received a 'good' for learners' SMSCD, there are not *'enough stimulating and thought provoking activities to provide effectively for pupils' spiritual development.'* However the school was praised for the contribution made to pupils' cultural awareness through the *'use of the skills of parents and other adults from a wide range of backgrounds to promote pupils' understanding of the diversity of cultures and faiths.'*

Some examples of good practice can also be found in the inspection reports. The pupils in one school, where an 'outstanding' grade for SMSCD and 'good' for community cohesion were received, *'are pleased to have opportunities for learning about differences, as was clear from Year 2 pupils' responses on their return from a visit to the mosque.'*

" ...there are good opportunities for pupils to develop their understanding of cultural and religious diversity through visitors to the school..."

In another school who were judged 'good' for both SMSCD and community cohesion, *'there are good opportunities for pupils to develop their understanding of cultural and religious diversity through visitors to the school, visits to different places of worship and links with a school in Sierra Leone.'*

Secondary Schools

Of 7 secondary schools[†] inspected during the 2009/10 academic year, 5 were judged 'good' for learners' SMSCD and 2 as 'satisfactory'. In comparison, only 2 schools were judged 'good' at promoting community cohesion and 5 'satisfactory'.

" ...there are few opportunities for students to gain an understanding of diverse communities..."

At one secondary school, Ofsted identified that standards in religious education *'are particularly low'* and *'there are few opportunities for students to gain an understanding of diverse communities beyond the school and its immediate locality.'*

One secondary school, although being judged 'good' for learners' SMSCD, misses opportunities *'to further their [pupils] spiritual development, particularly during tutor periods and in assemblies.'* However, the provision particularly at Key Stage 4 meets the statutory requirements as *'all students take a qualification in religious education and citizenship.'*

In another secondary school where the promotion of community cohesion is 'satisfactory', Ofsted have identified this as a key area for development and the school have been advised to complete a rigorous analysis of their context in terms of religion and ethnicity, at local, national and global levels. Pupils however demonstrate a *'good ability to reflect on spiritual matters, as for example, in their response at the school's Remembrance Friday.'*

[†] Community and Foundation only schools included in these figures

Special Schools

A total of 3 special schools were inspected during the 2009/10 academic year. All 3 schools received judgements of 'good' for SMSCD. 2 schools were graded as 'good' for the promotion of community cohesion and 1 as satisfactory.

At one special school, community cohesion is promoted well and there is a clear understanding of the ethnic and faith contexts of its pupils, however there is still work to do in developing pupils' *'experiences and understanding of our multicultural and multi-faith world.'*

Another special school received encouraging comments where the strategy for promoting community cohesion is good and pupils are aware *'of the lifestyles and beliefs of those who live in other parts of Britain and in the wider world.'*

Formal Complaints

SACRE were alerted to an issue relating to RE provision in a secondary school in September 2009 and were asked at the request of the complainant to investigate whether the school were fulfilling their statutory duties for the provision of RE, in particular at Key Stage 4. SACRE, within its statutory duties, has commissioned the RE adviser to visit this school to find out exactly what is happening with RE provision, to offer advice and to report back to SACRE.

Public Examination Entries in RE

Key Stage 4 Summary

- 1517 pupils were not entered for a qualification. It is not clear if they followed a course and were not entered for an examination, or if they did not receive their statutory entitlement to Religious Education at all. 3 mainstream schools made no entries at all and a number only entered a very small number of their cohort
- There has been a significant growth in the full course GCSE, which now has more entries than the short course.
- Short and full course results are broadly in line with national results
- Girls are outperforming boys in both short and full course GCSE

Suggested actions:

- Write to schools who have not entered the majority of their cohort
- Monitor closely (especially in light of recent developments)
- Consider situation regarding Academies
- Provide support to improve boys' performance

Key Stage 5 Summary

- It is difficult to make any meaningful analysis of the AS Level data due to the change in exam specification
- There has been a slight increase in entries at A Level in 2010
- The number of pupils achieving A*-C grades at A Level compares favourably with national results and with A Level English in Warwickshire. There is, however, a noticeable difference in the results for A Level History and Geography in Warwickshire with more pupils achieving A*-C in these subjects than in RE

Suggested actions:

- To investigate why history and geography are out performing RE in Warwickshire

KEY STAGE 4

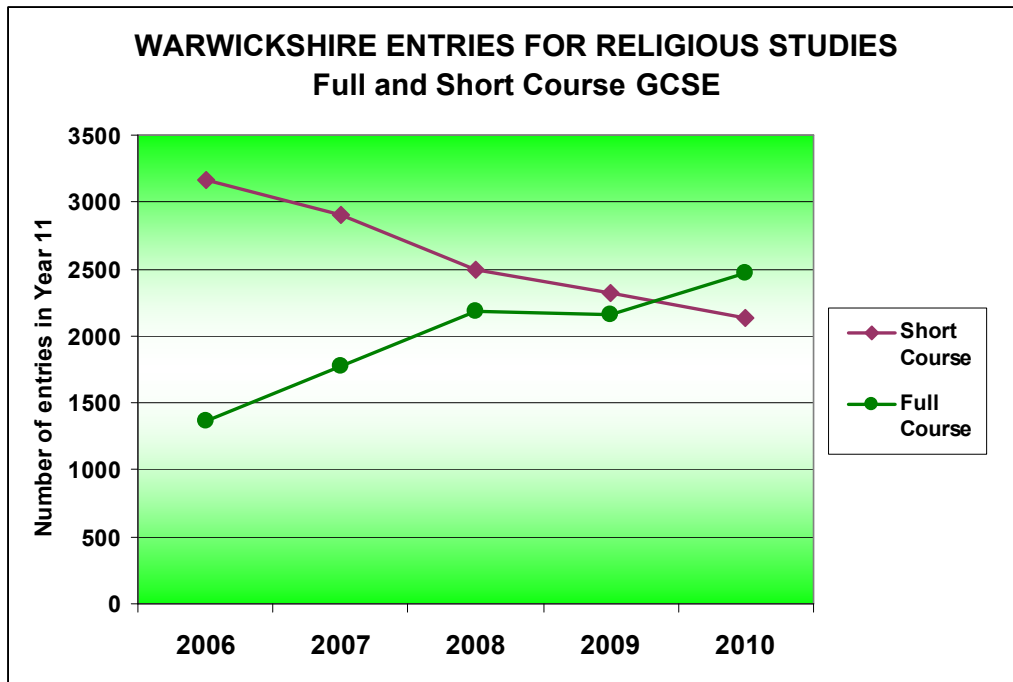
| No. on Role | Full Course Entries | Short Course Entries | Entry Level | No. not entered | No. not entered as % |
|-------------|---------------------|----------------------|-------------|-----------------|----------------------|
| 6139 | 2469 | 2140 | 13 | 1517 | 25 |

Entries by school

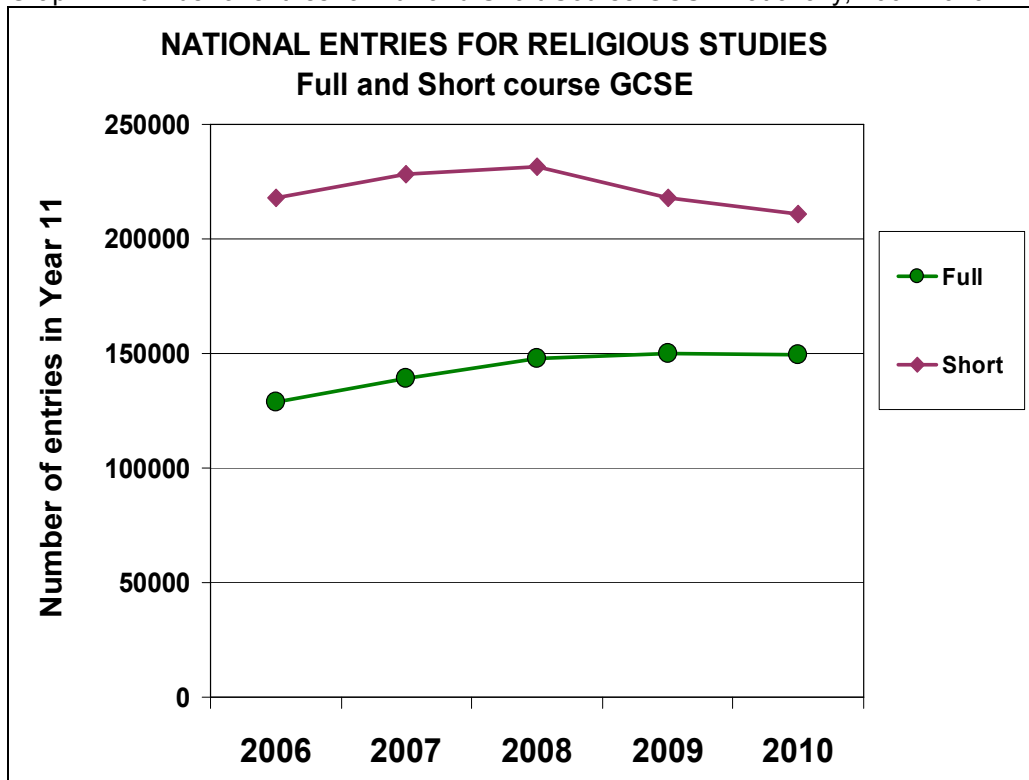
| | No. on Role | Short course entries | Full course entries | No not entered |
|-----------|-------------|----------------------|---------------------|----------------|
| School 1 | 94 | 40 | 12 | 42 |
| School 2 | 167 | 0 | 125 | 42 |
| School 3 | 229 | 205 | 0 | 24 |
| School 4 | 106 | 24 | 0 | 82 |
| School 5 | 269 | 0 | 0 | 269 |
| School 6 | 220 | 3 | 18 | 199 |
| School 7 | 165 | 142 | 15 | 8 |
| School 8 | 213 | 169 | 17 | 27 |
| School 9 | 100 | 0 | 0 | 100 |
| School 10 | 184 | 0 | 0 | 184 |
| School 11 | 154 | 148 | 0 | 6 |
| School 12 | 20 | 14 | 0 | 6 |
| School 13 | 150 | 129 | 0 | 21 |
| School 14 | 165 | 10 | 153 | 2 |
| School 15 | 186 | 39 | 142 | 5 |
| School 16 | 125 | 0 | 114 | 11 |
| School 17 | 253 | 243 | 0 | 10 |
| School 18 | 273 | 195 | 49 | 29 |
| School 19 | 159 | 12 | 133 | 14 |
| School 20 | 68 | 68 | 0 | 0 |
| School 21 | 122 | 45 | 35 | 42 |
| School 22 | 106 | 5 | 97 | 4 |
| School 23 | 268 | 0 | 262 | 6 |
| School 24 | 304 | 68 | 135 | 101 |
| School 25 | 203 | 152 | 40 | 11 |
| School 26 | 122 | 96 | 16 | 10 |
| School 27 | | 0 | 0 | |
| School 28 | 229 | 225 | 0 | 4 |
| School 29 | 124 | 61 | 58 | 5 |
| School 30 | | 0 | 0 | |
| School 31 | | 0 | 0 | |
| School 32 | | 0 | 0 | |
| School 33 | 95 | 57 | 38 | |
| School 34 | 60 | 0 | 11 | 49 |
| School 35 | 200 | 142 | 0 | 58 |
| School 36 | 115 | 22 | 84 | 9 |
| School 37 | 156 | 0 | 155 | 1 |
| School 38 | 77 | 25 | 52 | 0 |
| School 39 | 235 | 6 | 191 | 38 |
| School 40 | 149 | 0 | 138 | 11 |
| School 41 | 184 | 20 | 154 | 10 |
| School 42 | | 0 | 0 | |
| School 43 | | 0 | 0 | |

| | | | | | |
|--|-------------------------------|--|-----------------------------------------------|--|--------------------------------|
| | No students entered into exam | | High number of students not entered into exam | | All students entered into exam |
|--|-------------------------------|--|-----------------------------------------------|--|--------------------------------|

Graph 1: Number of entries for Full and Short Course GCSE in Warwickshire 2007-2010



Graph 2: Number of entries for Full and Short Course GCSE Nationally, 2007-2010



Full Course GCSE

Table 1: Results for all pupils and by gender in Warwickshire and nationally 2009/10 (%)

| | A* | A | B | C | D | E | F | G | U |
|-----------------|----|----|----|----|----|---|---|---|---|
| Boys | 6 | 15 | 19 | 22 | 16 | 9 | 6 | 4 | 2 |
| Girls | 15 | 21 | 21 | 17 | 11 | 8 | 4 | 2 | 1 |
| All | 11 | 18 | 20 | 19 | 13 | 8 | 5 | 3 | 2 |
| National | 12 | 20 | 23 | 18 | 11 | 7 | 5 | 2 | 1 |

Source: EPAS. National figure relates to all schools in England

Table 2: % of pupils entered achieving A*-C in GCSE Full Course subjects 2007-2010

| | 2007 | 2008 | 2009 | 2010 |
|------------------------------------|------|------|------|------|
| Warwickshire RS | 69 | 70 | 69 | 69 |
| National RS | 70 | 71 | 72 | 73 |
| Warwickshire English GCSE | 64 | 65 | 68 | 72 |
| Warwickshire History GCSE | 60 | 63 | 62 | 63 |
| Warwickshire Geography GCSE | 64 | 65 | 62 | 66 |

Source: EPAS. National figure relates to all schools in England

Short Course GCSE Exam Results

Table 3: Results for all pupils and by gender in Warwickshire and nationally, 2009/10 (%)

| | A* | A | B | C | D | E | F | G | U |
|-----------------|----|----|----|----|----|----|----|---|---|
| Boys | 4 | 10 | 14 | 19 | 15 | 15 | 11 | 8 | 4 |
| Girls | 9 | 15 | 21 | 19 | 15 | 10 | 6 | 3 | 2 |
| All | 6 | 13 | 17 | 19 | 15 | 13 | 9 | 6 | 3 |
| National | 5 | 11 | 17 | 19 | 15 | 12 | 9 | 6 | 4 |

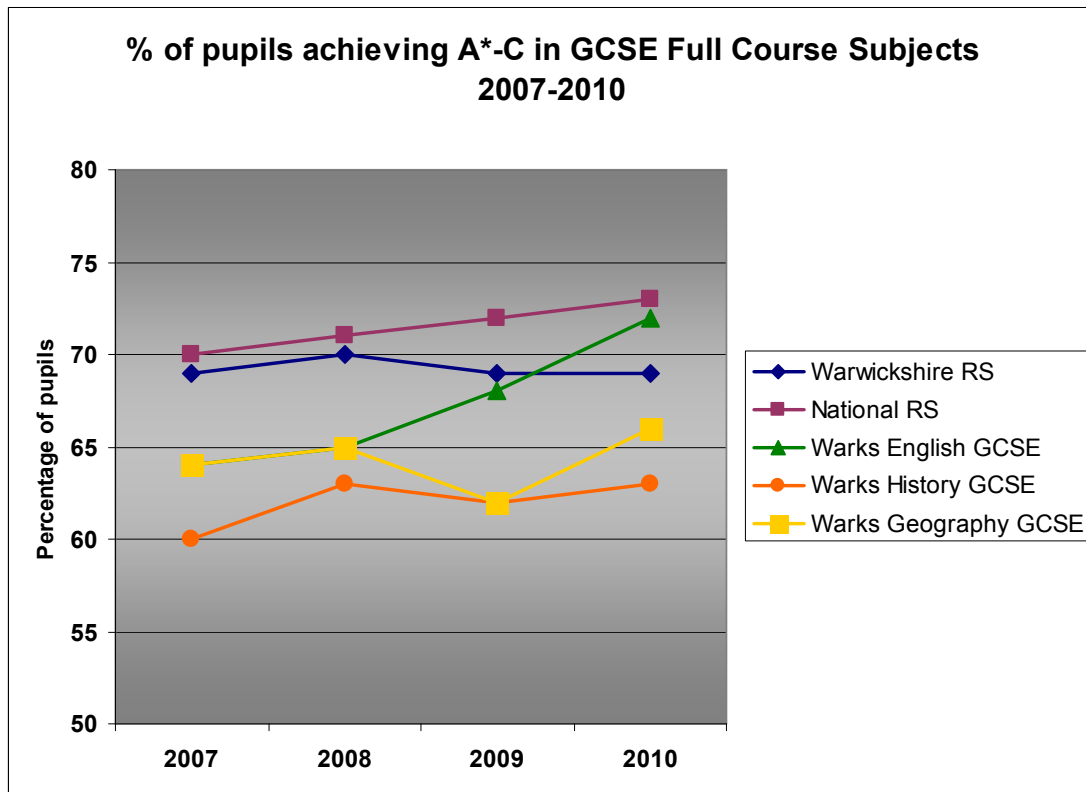
Source: EPAS. National figure relates to all schools in England

Table 4: % of pupils entered achieving A*-C in GCSE Short Course subjects 2007-2010

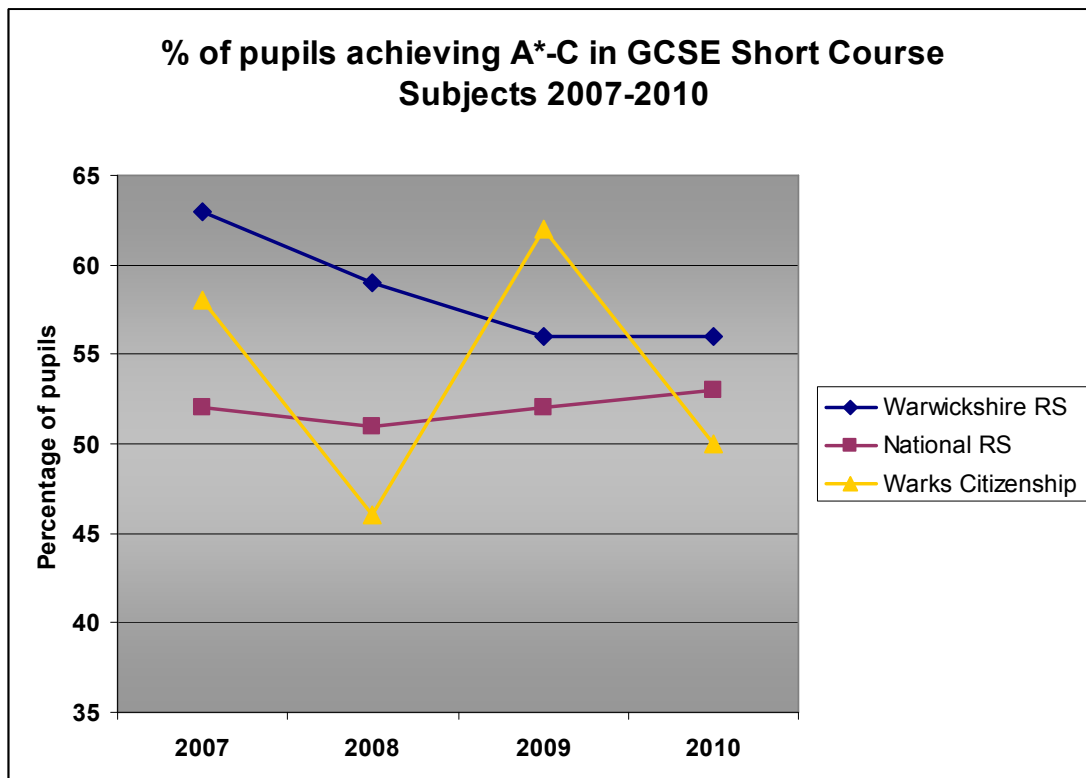
| | 2007 | 2008 | 2009 | 2010 |
|----------------------------------------------|------|------|------|------|
| Warwickshire RS | 63 | 59 | 56 | 56 |
| National RS | 52 | 51 | 52 | 53 |
| Warwickshire Citizenship Short Course | 58 | 46 | 62 | 50 |

Source: EPAS. National figure relates to all schools in England

Graph 3: Percentage of pupils achieving A*-C in GCSE Full Course Subjects 2007-2010



Graph 4: Percentage of pupils achieving A*-C in GCSE Short Course Subjects 2007-2010



KEY STAGE 5

GCE AS Religious Studies

| | 2007 | 2008 | 2009 | 2010 |
|----------------------|------|------|------|------|
| No of entries | 40 | 48 | 51 | 53 |

Source: EPAS. Maintained schools only. Discounting: 2 year sessions

Table 5: Results for all pupils by gender in Warwickshire and nationally, 2009/10 (%)

| | A | B | C | D | E | U |
|-----------------|----|----|----|----|----|----|
| Boys | 0 | 21 | 21 | 26 | 21 | 11 |
| Girls | 15 | 23 | 15 | 15 | 21 | 10 |
| All | 10 | 22 | 17 | 19 | 21 | 10 |
| National | 20 | 22 | 21 | 17 | 11 | 9 |

Source: EPAS. Discounting: 2 year sessions. National figure includes all schools/FE colleges

Table 6: % of pupils achieving A – C in AS Level Subjects 2007-2010

| | 2007 | 2008 | 2009 | 2010 |
|-------------------------------|------|------|------|------|
| Warwickshire RS | 60 | 69 | 61 | 50 |
| National RS | 67 | 65 | 63 | 63 |
| Warwickshire English | 63 | 20 | 50 | 25 |
| Warwickshire History | 57 | 52 | 51 | 60 |
| Warwickshire Geography | 49 | 40 | 56 | 58 |

Source: EPAS. Discounting: 2 year sessions. National figure includes all schools/FE colleges

GCE A Level Religious Studies

| | 2007 | 2008 | 2009 | 2010 |
|----------------------|------|------|------|------|
| No of entries | 136 | 133 | 128 | 146 |

Source: EPAS. Maintained schools only. Discounting: Current session (inline with DfE figures)

Table 7: Results for all pupils by gender in Warwickshire and nationally, 2009/10 (%)

| | A* | A | B | C | D | E | U |
|-----------------|----|----|----|----|----|----|---|
| Boys | 9 | 15 | 28 | 26 | 13 | 6 | 4 |
| Girls | 3 | 27 | 30 | 19 | 8 | 12 | 1 |
| All | 6 | 23 | 30 | 21 | 10 | 10 | 2 |
| National | 5 | 18 | 27 | 26 | 16 | 8 | 2 |

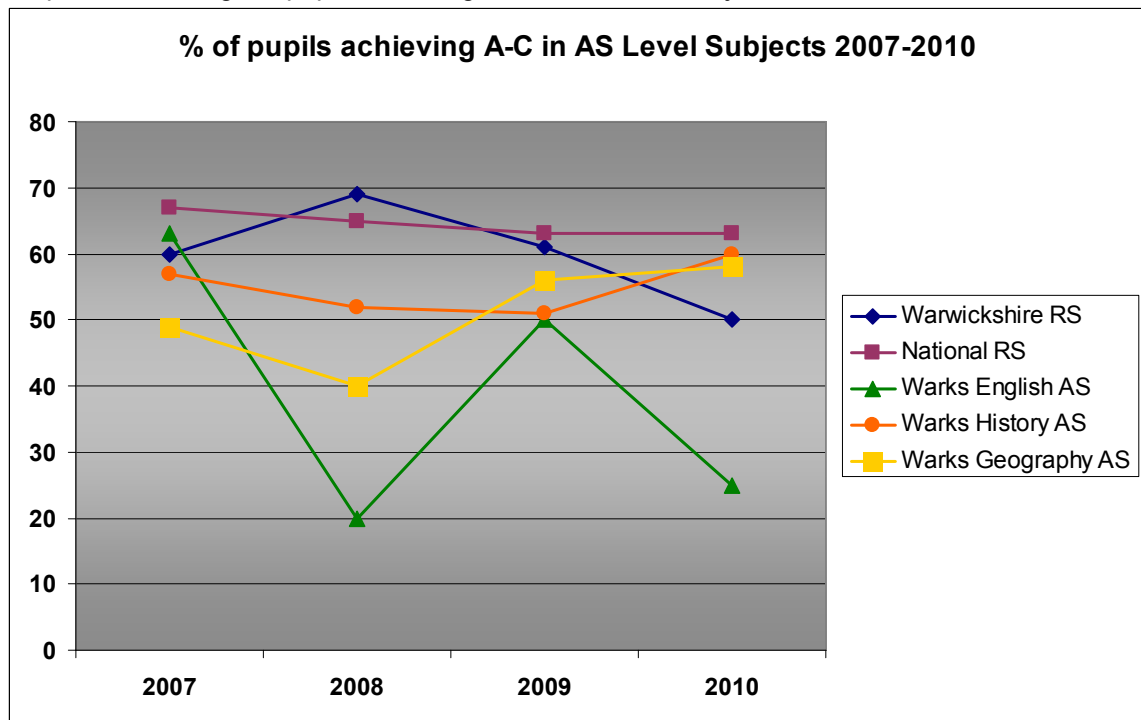
Source: EPAS. Discounting: Current session

Table 8: % of pupils achieving A* – C in A Level Subjects 2007-2010

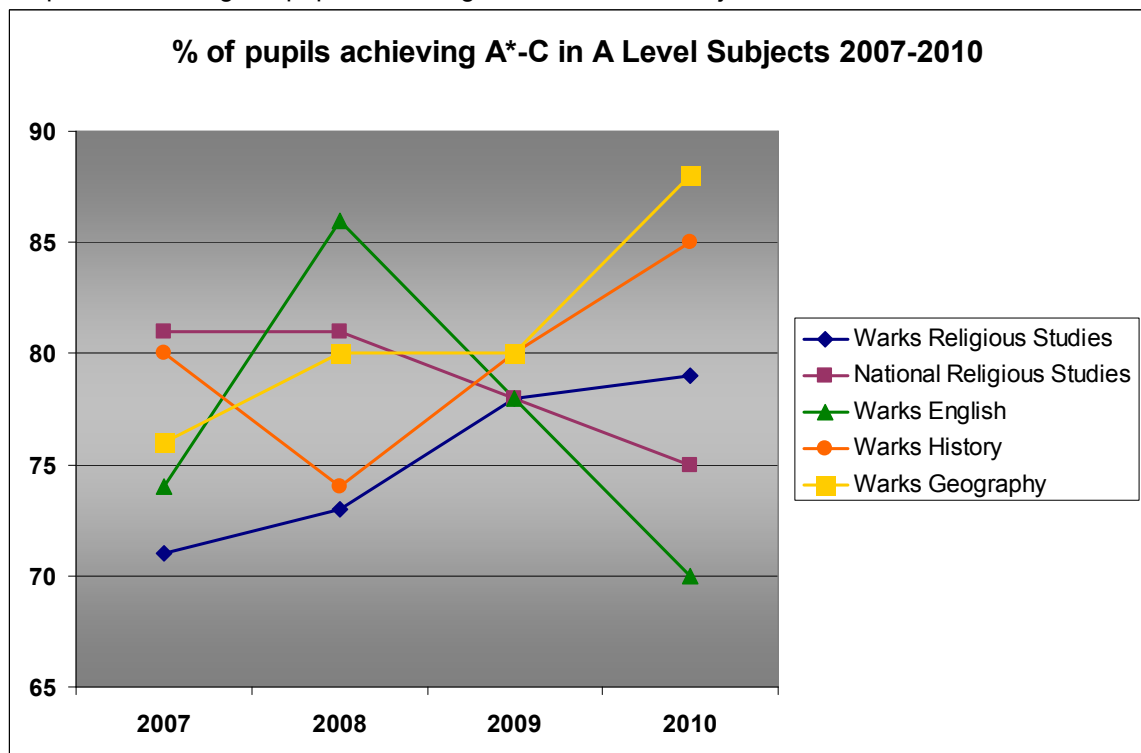
| | 2007 | 2008 | 2009 | 2010 |
|-------------------------------|------|------|------|------|
| Warwickshire RS | 71 | 73 | 78 | 79 |
| National RS | 81 | 81 | 78 | 75 |
| Warwickshire English | 74 | 86 | 78 | 70 |
| Warwickshire History | 80 | 74 | 80 | 85 |
| Warwickshire Geography | 76 | 80 | 80 | 88 |

Source: EPAS. Discounting: Current session. 2007 and 2008 National figures for all schools/colleges

Graph 5: Percentage of pupils achieving A-C in AS Level Subjects 2007-2010



Graph 6: Percentage of pupils achieving A*-C in A Level Subjects 2007-2010



Standards and Achievement

SACRE currently has no data available for attainment in Key Stage 1, 2 or 3. This area is therefore a key area for improvement for SACRE in 2010/11 with the aim being to develop and implement procedures for monitoring standards in RE at all three key stages.

Quality of Teaching

The experiences of the RE adviser as part of her work with schools supports the findings of the two most recent Ofsted subject reports. There are examples of excellent teaching and learning in RE across the county, however, there is also considerable evidence of teachers lacking the confidence, subject knowledge, training and resources to teach RE effectively. It is not uncommon for RE to be taught by teaching assistants during teachers' PPA time in primary schools. Whilst secondary schools tend to have more RE specialists, there are also many non-specialists who would benefit considerably from some formal training in teaching RE.

“ There are examples of excellent teaching and learning in RE across the county...”

“ ...there are also many non-specialists who would benefit considerably from some formal training in teaching RE..”

Although there is no local evidence to refer to, it is interesting to note Ofsted's concerns about the quality of RE teaching at GCSE and this is something that should be investigated next year. An increasing number of primary schools are embracing more flexible curriculum models and in some cases, RE days/blocks of learning are being planned. This has great potential to improve teaching and learning in RE.

Attention should be given to the models of delivery of RE and the impact of different models in any future monitoring of RE provision. Anecdotal evidence would suggest that very few schools are meeting the post-16 statutory requirement for RE.

Quality of Leadership and Management

Again, there is no formal evidence to refer to here, but the RE adviser's contact with primary school co-ordinators for RE suggests that they often have very little formal training in RE. Subject knowledge and confidence are the issues that are most frequently raised.

In many schools there is no budget for RE and there is very little opportunity for whole staff training/meetings etc to focus on RE. The Leading Learning Networks (LLNs) provided by the primary subscription package for the Education Development Service (EDS) are well attended and provide an important opportunity for RE subject leaders to be updated on local and national developments, to have some formal CPD and to network with other schools. There is no formal opportunity like this for secondary subject leaders. However, the RE adviser has supported the establishment of a secondary NATRE (National Association for teachers of RE) group. This provides an opportunity for subject leaders to meet and provide mutual support.

Teacher Recruitment and Retention, Level of Specialist Provision

There is no formal data available but some relevant issues are discussed in the sections above.

Resources

There is no formal data available but some relevant issues are discussed in the sections above.

Managing the SACRE and Partnership with the LA and Other Key Stakeholders

SACRE Meetings

Warwickshire SACRE met once in each school term during the 2009/10 academic year. Details of dates, venues and attendance are as follows:

| Date | Venue | Numbers in Attendance from each group | | | | | |
|----------|-----------------------------------|---------------------------------------|---------|---------|---------|------------------|------------------|
| | | Group A | Group B | Group C | Group D | Co-opted Members | Other |
| 14/10/09 | All Saints Junior School, Warwick | 6 | 3 | 3 | 0 | 2 | 5 [†] |
| 10/03/10 | Solihull Shul Synagogue | 7 | 2 | 3 | 0 | 3 | 4 ^{††} |
| 09/06/10 | County Council Offices, Warwick | 9 | 2 | 3 | 1 | 3 | 6 ^{†††} |

- † Head of Service Education Partnerships and School Development, Guest teachers from All Saints Junior School, Higham Lane School and Kenilworth School, SACRE Clerk
- †† RE Adviser, Guest teachers from Higham Lane School and Kenilworth School, SACRE Clerk
- ††† Head of Service Education Partnerships and School Development, RE Adviser, SACRE Clerk, Representative of the Nuneaton Muslim Society, Guest teacher from Kenilworth School, PGCE Student (observing)

As shown in the pattern of attendance above, there has been an issue with the representation of the Local Authority at meetings during the past year. At two of these meetings the Head of Service for Education Partnerships and School Development was present and attends regularly as a representative of the Local Authority. The representatives of the County Council however have not attended any of these meetings with the exception of one who attended the meeting in June. This is a concern for SACRE as this affects the quoracy of the group. This has not been an issue in previous years and perhaps could be put down to the election of new County Councillors and increasing pressures on workload. This is something that SACRE will investigate and try to resolve in the coming year.

Warwickshire SACRE has structured its meeting cycle to encourage effective partnerships between schools, faith communities, the Local Authority and other key stakeholders by alternating venues between schools, local places of worship and County Council offices.

Membership and Training

A wide range of faith groups and world views are represented on SACRE to reflect the diversity across Warwickshire. As well as representatives of Christian denominations including the Church of England, the following are also represented on the group: Baha'i, Buddhist, Hindu, Muslim, Jewish and Sikh. Other belief systems are also represented via co-option: one representative each from the British Humanist Association and Paganism (PEBBLE). In order to forge links with Higher Education institutions SACRE also has a co-opted member from the University of Warwick. (For full details of SACRE members and working arrangements please see **Appendix B**).

New members joining SACRE are provided with a 'Welcome to Warwickshire SACRE' guide which outlines the composition of the group, its remit and duties and information about when and where they meet. The guide also includes sections on Collective Worship, the RE Syllabus and Religious Education.

At their meeting in June, SACRE discussed their development plan for 2010/11 and one of the key areas identified for improvement was the training and induction opportunities for new members, as this is fairly limited at the present time.

SACRE did receive a complimentary copy of the 'Effective SACREs' CD-Rom produced by NASACRE and hopes to invest in additional copies to be made available to members, new and old, in order to provide further guidance and information about the work of SACRE and their role as a representative on the group.

SACRE Development

SACRE Competition and Celebration Event

Over the previous four years, SACRE have held an RE conference for year 8 pupils, providing excellent opportunities for schools from across the county to unite and participate in various activities designed to make them think about RE from different perspectives.

Following the invitation to apply for the NASACRE/Westhill Awards 2010/11, SACRE decided that they would forgo the Youth SACRE event for 2010 in order to concentrate on a different project that would be part of their application for the award. SACRE were delighted to receive the news at the NASACRE AGM in May that they had been successful in being awarded the full amount of £5000 for their proposed project.

The project aims to bring together a number of things:

- The national celebration of RE in March 2011
- The Warwickshire Agreed Syllabus requirement that pupils should encounter people from a range of traditions and visit places of religious significance where possible
- The considerable work that has been done by Warwickshire SACRE to support teachers in planning for visits and visitors in RE (e.g. Guidance on Sensitive & Controversial Issues in RE)
- National and local recognition of the contribution of RE to Community Cohesion
- The national initiative to promote Learning Outside the Classroom

All schools in Warwickshire will be invited to enter a competition in which they will be asked to submit details of an event they have organised that involves the wider community in some way. Schools will be encouraged to be as imaginative as possible with their entries although some suggested ideas would be a visit to a place of worship, a faith trail or inviting a visitor into school to talk about a particular faith/belief.

A vast majority of the funding awarded by NASACRE and Westhill will be put back into schools, as teachers will be awarded money to help resource RE in their school. Prizes will also be awarded to pupils for their winning entries.

SACRE were keen to link the project to the national celebration of RE taking place in March 2011 and therefore decided to hold a prize giving ceremony to award the winning entries and also to hold an event to celebrate the importance of Religious Education for young people. It is hoped that this will be held in a place of worship and that a high profile key note speaker will present the awards.

SACRE have been asked to write a full report on the project for NASACRE and to keep them informed of progress.

SACRE Website (www.warwickshire.gov.uk/sacre)

Warwickshire SACRE has a growing number of dedicated pages within the Warwickshire County Council website that provides useful information and resources for schools and members of SACRE.

The section of the website providing resources for RE teachers has been significantly improved during the last year following the production of new units of work and exemplar long term plans to compliment the new Agreed Syllabus. Separate pages providing units of work and other resources for primary and secondary teaching have been developed and other general resources are available including guidance on dealing with sensitive issues, guidance on organising visits and visitors into school and a list of other useful websites relating to RE.

Other areas of the website contain information relating to SACRE and their statutory role; guidelines on Collective Worship; links to Faith Communities and contacts; link to Multi-Faith Calendar; minutes and agendas of SACRE meetings; and all recent SACRE Annual Reports. There are also links to sections of the Warwickshire Race Equality webpages: Legal Responsibilities; Promoting Diversity; Race Equality Guidance for Schools; and Additional Resources.

During the past year the number of queries received by SACRE from schools particularly regarding the syllabus has decreased and this may be as a result of the website being updated and now giving easy access to many of the resources that teachers require.

The table below shows the number of hits received during 2008/09 and 2009/10 on each of the SACRE web pages. The figures clearly illustrate that the website has become more popular during 2009/10 as the number of hits for each page have increased and in some cases more than doubled. One particular page that stands out is the 'Agreed Syllabus for RE' page which received 3116 more hits in 2009/10 than in 2008/09. A big increase in the number of hits on the 'Resources for RE teachers' page is also evident. In particular, the page providing resources for primary RE teachers has received a large number of visits since it was published earlier in the year. There may be more SACRE can do to increase awareness of the website at secondary level.

Table below shows the number of hits on each SACRE webpage during 2008/9 and 2009/10

| SACRE Webpage | 1st September 2008 to 31st August 2009 | 1st September 2009 to 31st August 2010 |
|--------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------|
| About SACRE | 642 | 1320 |
| Agreed Syllabus for RE | 1871 | 4987 |
| Annual Report | 558 | 951 |
| Collective Worship | 530 | 1001 |
| Courses for RE Teachers | 625 | 1153 |
| Faith Communities | 557 | 1095 |
| Front Page | 1321 | 2568 |
| Further Information/Contact Us | 594 | 1164 |
| Have Your Say | 515 | 931 |
| Minutes of Meetings | 559 | 1015 |
| Multi-Faith Calendar | 632 | 1582 |
| Primary RE Support Materials | Page did not exist | 1800 |
| REAction Competition Details | Page did not exist | 216 |
| Resources for RE Teachers | 975 | 2110 |
| Secondary RE Support Materials | Page did not exist | 342 |
| Vision for SACRE | 606 | 1216 |
| Youth SACRE | 721 | 1367 |

SACRE Development Plan

At the end of the 2009/10 academic year, SACRE reviewed its progress in relation to the 'SACREs and self-evaluation: A guide' published by Ofsted in 2005 and as a result produced a Development Plan for the coming year. One of the major areas identified for development is how SACRE monitors the standard and quality of RE in schools, and various suggestions were put forward as to how this might be done. For example, sending questionnaires to schools, carrying out visits to schools or asking schools to submit their SEF. It was agreed that the RE Adviser and Head of Service for Education Partnerships and School Development would meet separately to discuss the possibilities and come up with a more concrete suggestion which would then be taken to the Autumn term SACRE meeting for agreement.

Professional and Financial Support

During the financial year 2009/10 SACRE received a budget of £13,703. This figure is broken down to fund the following activities:

- Servicing of SACRE meetings – travel expenses, venues, catering/refreshments
- Attendance at national events - NASACRE AGM and QCDA Conferences
- Publication of the SACRE Annual Report
- Production of revised primary units of work to compliment the recently updated Agreed Syllabus for RE
- Advice and support from the RE Adviser including attendance at meetings, leading working groups to produce new guidance, publications etc

The majority of this budget was used to fund the work of the RE Adviser on updating the primary units of work in order that they reflect the recently updated locally agreed syllabus.

The Clerk to SACRE provides ongoing professional support and is paid for by the Local Authority.

Partnerships with Other Key Stakeholders

The work of SACRE has been promoted through a variety of training opportunities provided by the RE adviser. These include:

- **Leading Learning Networks (LLNs):** Two meetings a year (one in each of the 4 areas of the county) for primary RE subject leaders. These meetings are well attended and provide a valuable opportunity for updates, CPD and networking. 73 delegates attended in March 2010 and 54 in October 2010.
- **Teaching Primary RE course (9 delegates):** This course is designed for teachers new to teaching religious education, new to teaching, or teachers just wanting a refresher course.
- **Leading Primary RE course (6 delegates):** This course is designed to develop the knowledge, skills and confidence required to face the challenge of leading religious education in a primary school. The course takes place over two days so that subject leaders are able to develop, implement, evaluate and then share one of the priorities they have identified for RE in their school.
- **RE Outside the Classroom course - 7th July 2010 (13 delegates):** This course was designed to build the knowledge, skills and confidence required to take RE Outside the Classroom. It began in the surroundings of Leamington's new Gurdwara Sahib where Karen Steele (Adviser for RE) led an introductory session and Emma

Griffiths from Coventry Cathedral shared her knowledge and experience of providing learning outside the classroom experiences. This was followed by a focused tour of the Gurdwara and lunch (langar). The afternoon included a **faith trail** in the south of Leamington. The course was well-attended and feedback from teachers was extremely positive, with many planning to implement what they have learnt on their return to school.

- Half day session on RE for delegates on the **Return to Teaching Course (February 2010)**
- A number of commissions by individual schools for advice and support with RE
- Input into the NQT programme needs to be considered in future years.

Links to Other Agencies

NASACRE

Warwickshire SACRE continues its membership with the National Association of SACREs and circulates newsletters and annual reports to members of SACRE. A faith representative on SACRE attended the NASACRE AGM on 12 May 2010 and provided a brief report on the topics that were discussed.

The Department for Education (DfE)

A faith representative from Warwickshire attended a DfE seminar on research into materials used to teach world religions in RE and reported the key messages back to SACRE members.

Qualifications and Curriculum Development Agency (QCDA)

The RE Adviser attended the QCDA Conference in March 2010. The conference focused on the Rose Review and the implications for Religious Education. Due to the change in government, the recommendations for a new primary curriculum were not implemented.

AREIAC (Association for RE Inspectors, Advisers and Consultants)

The RE Adviser is a member of AREIAC and attends termly regional meetings which provide a forum for information and discussion of national and local developments in RE as well as sharing good practice.

The Effectiveness of the Locally Agreed Syllabus

No formal evaluation has been undertaken, but in consultation with schools, the RE adviser has received many positive comments about the revised Agreed Syllabus. Comments include the fact that teachers find it much more clear and accessible. Teachers have been extremely positive about the revised units of work. Developments in procedures for monitoring RE must include opportunities for schools to give formal feedback about the effectiveness of the AS.

Collective Worship

Practice and Provision for Collective Worship

SACRE have had numerous discussions regarding Collective Worship and have recognised a need to review their current guidelines for schools as there have been a number of changes since they were first published. However, due to a number of uncertainties during the past year, including a change in Government, SACRE felt it would be wise to postpone the review until national guidance was clearer.

At the summer term meeting, SACRE identified Collective Worship as a key area for development and agreed that guidance should be reviewed during the following year. It was also suggested that SACRE consider looking at outstanding practice within the county and develop a resource pack for schools to support them in this area.

SACRE did not receive any determinations or complaints about collective worship during the last year.

Contribution of the SACRE to the Community Cohesion Agenda

The Representative Nature of SACRE

All of the major faith groups and Christian denominations are represented on Warwickshire SACRE which ensures that the religious and ethnic diversity of the local/regional community is well reflected. (see Appendix B for a full membership list). Attendance at SACRE meetings is monitored and SACRE has written into its constitution if members fail to attend three consecutive meetings without a valid reason their membership on the group may be terminated. Wherever vacancies arise within the group, the SACRE Clerk will contact the appropriate nominating bodies for replacements. In this way, SACRE tries to ensure there is a full membership at all times.

SACRE encourages its relationship between schools and local faith communities by holding a meeting each year in both a local school and a place of worship. Both schools and faith communities have been very welcoming to SACRE and provided valuable insights into their work and way of life.

Knowledge and Understanding of the Local Religious, Cultural and Ethnic Minority

SACRE has links with a number of local faith forums as well as the main regional forum for the West Midlands. SACRE also welcomed the development of a new forum in Nuneaton and Bedworth in the summer and hoped that links could be forged with this body in future.

Glossary of Acronyms

| | |
|---------|----------------------------------------------------------------------------|
| AGM | Annual General Meeting |
| C of E | Church of England |
| CYFP | Children, Young People and Families |
| CYPP | Children and Young People's Plan |
| DCSF | Department for Children, Schools and Families |
| GCSE | General Certificate of Secondary Education |
| ICT | Information and Communication Technology |
| LA | Local Authority |
| LOtC | Learning Outside the Classroom |
| NASACRE | National Association of Standing Advisory Councils for Religious Education |
| NATRE | National Association of Teachers of Religious Education |
| Ofsted | Office for Standards in Education |
| PEBBLE | Public Body Liaison Committee for British Paganism |
| PRU | Pupil Reintegration Unit |
| QDCA | Qualifications and Development Agency (previously QCA) |
| RE | Religious Education |
| SACRE | Standing Advisory Council for Religious Education |
| SMSCD | Spiritual, moral, social and cultural development |
| WCC | Warwickshire County Council |

Bibliography

Ofsted Reports of Warwickshire Schools, Ofsted, September 2009 – July 2010
Warwickshire Agreed Syllabus for Education, Warwickshire County Council, 2009
Warwickshire SACRE Report, 2008/2009

Useful Websites

| | |
|--------------------------------|--------------------------------------------------------------------------------------------------|
| Warwickshire SACRE | www.warwickshire.gov.uk/sacre |
| BBC Religion and Ethics | www.bbc.co.uk/religion |
| BBC Multi-faith Calendar | www.bbc.co.uk/religion/tools/calendar |
| Department for Education | www.education.gov.uk |
| Learning Outside the Classroom | www.lotc.org.uk |
| NASACRE | www.nasacre.org.uk |
| NATRE | www.natre.org.uk |
| QCA | www.qcda.gov.uk |
| RE Online Resources | www.reonline.org.uk |
| RE Today | www.retoday.org.uk |
| Teach RE | www.teachre.com |
| We-Learn Resources | www.we-learn.com |

For accurate and up-to-date information on Buddhism you may wish to contact The Forest Hermitage, Lower Fulbrook, Warwickshire, CV35 8AS. Tel: 01926 624564.

Appendix A – Ofsted Inspection Reports 2009/10

Tables below show a breakdown by phase of the inspection grades received for Overall Effectiveness, the extent of learners' spiritual, moral, social and cultural development (SMSCD) and how effectively the school is contributing to the promotion of community cohesion.

| Early Years (2) | Outstanding | Good | Satisfactory | Inadequate |
|-----------------------------------------------|-------------|------|--------------|------------|
| Overall Effectiveness | 2 | 0 | 0 | 0 |
| The extent of learners' SMSCD | 2 | 0 | 0 | 0 |
| Effectiveness in promoting Community Cohesion | 0 | 2 | 0 | 0 |

| Primary (34) | Outstanding | Good | Satisfactory | Inadequate |
|-----------------------------------------------|-------------|------|--------------|------------|
| Overall Effectiveness | 3 | 14 | 16 | 1 |
| The extent of learners' SMSCD | 5 | 22 | 7 | 0 |
| Effectiveness in promoting Community Cohesion | 2 | 15 | 16 | 1 |

| Secondary (7) | Outstanding | Good | Satisfactory | Inadequate |
|-----------------------------------------------|-------------|------|--------------|------------|
| Overall Effectiveness | 0 | 2 | 5 | 0 |
| The extent of learners' SMSCD | 0 | 5 | 2 | 0 |
| Effectiveness in promoting Community Cohesion | 0 | 1 | 6 | 0 |

| Special Schools (3) | Outstanding | Good | Satisfactory | Inadequate |
|-----------------------------------------------|-------------|------|--------------|------------|
| Overall Effectiveness | 0 | 3 | 0 | 0 |
| The extent of learners' SMSCD | 0 | 3 | 0 | 0 |
| Effectiveness in promoting Community Cohesion | 0 | 2 | 1 | 0 |

| All Schools (46) | Outstanding | Good | Satisfactory | Inadequate |
|-----------------------------------------------|-------------|------|--------------|------------|
| Overall Effectiveness | 5 | 19 | 21 | 1 |
| The extent of learners' SMSCD | 7 | 30 | 9 | 0 |
| Effectiveness in promoting Community Cohesion | 2 | 20 | 23 | 1 |

Appendix B – **SACRE Membership at the time of writing the report**

Committee A – Christian and other religious denominations other than the Church of England

| | |
|----------------|---------------------------------------------------------------|
| Baha'i | Rocky Grove |
| Buddhist | Venerable Manapo |
| Hindu | Santosh Kundi, Ramesh Srivastava |
| Muslim | Yusuf Patel, Abeda Vorajee |
| Non-conformist | Anthony Phillips, Pamela Davey, Anne Davies, Gill Kingston |
| Sikh | Shisham Singh Sahota, Manjit Kaur (Co-Chairs) |

Committee B – Church of England

| | |
|--------------------|-----------------------------------------------------------------|
| Birmingham Diocese | Jill Stolberg |
| Coventry Diocese | Emma Griffiths, Naomi Nixon, Helen McGowan, Lizzie McWhirter |

Committee C – Teacher Associations

| | |
|--------|-------------------|
| ASCL | Sue Dudley |
| ATL | Bill MacFarlane |
| NASUWT | Julie Bibb |
| NUT | Jackie Salter |
| VOICE | Elizabeth Banyard |

Committee D – Warwickshire County Council

| | |
|------------------|----------------------------------------------------------------|
| Labour | Cllr. Julie Jackson |
| Conservative | Cllr. Carolyn Robbins, Cllr. John Ross, Cllr. Heather Timms |
| Liberal Democrat | Cllr Clive Rickhards |

Co-opted Members (non-voting)

| | |
|-----------------------|-------------------|
| BHA | Sandra Durkin |
| University of Warwick | Prof. Bob Jackson |
| PEBBLE | Marianne Westwood |
| Secondary Teacher | Emma Moore |

Local Authority Officers

| | |
|---------------|--------------------------------------------------------|
| Bob Hooper | Acting Head of Education, Partnerships and Development |
| Karen Steele | RE Adviser |
| Ruth Waterman | Clerk to SACRE |

Appendix B cntd. – **SACRE Working Arrangements**

SACRE's Constitution

SACRE reviewed its constitution in June 2006. The constitution is available from the clerk to SACRE or at www.warwickshire.gov.uk/sacre

Voting Procedures

Rarely is it necessary for SACRE to vote on matters, as decisions are generally reached by a consensus of opinion. Should any matter require a formal vote however, the Education Act 1996 requires that only the four representative groups which comprise SACRE are entitled to vote, with each group having a single vote. The co-opted members do not have a vote.

Quorum

Meetings are quorate if there are nine members present, including at least one from each of the four groups.

Administrative Arrangements

SACRE receives support at meetings for its additional work from officers of Warwickshire County Council.