

# Agenda

## Standing Advisory Council on Religious Education

**Wednesday, 26 November 2014, 2.00 pm**  
**County Hall, Worcester**

**(Re-convened from 7 October 2014)**

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## **Standing Advisory Council on Religious Education**

### **Wednesday, 26 November 2014, 2.00 pm, County Hall**

### **(Re-convened from 7 October 2014)**

#### **Membership**

##### **Group A (Representatives of Christian and other faiths)**

Venerable Tenzin Choesang (Buddhist) – Chairman, Mr G Bounds (Free Church), Dr J Lally (Roman Catholic), Mr N Mills, (Church of Jesus Christ of Latter Day Saints), Mrs C Parker (Methodist), Dr Y Stollard (Jewish) and Mrs L Thorne (Ba'hai).

##### **Group B (Church of England representatives)**

Mrs T Lister, Mr P Mitchell and Ms K Poole.

##### **Group C (Representatives of Recognised Teacher Associations)**

Mr J Allison and Mr C Giles.

##### **Group D (Elected representatives of the Local Authority)**

Cllr. I Hopwood, Cllr. R Lunn, and Cllr. F Oborski.

##### **Co-opted Representatives**

Ms A Hooper and Ms E Hill.

## **Agenda**

<b>Item No</b>	<b>Subject</b>	<b>Page No</b>
1	<b>Apologies for Absence and Substitutions</b>	
2	<b>Declaration of Interests</b>	
3	<b>Confirmation of the Minutes</b>	1 - 8
4	<b>SACRE Constitution</b>	9 - 16
5	<b>Finances</b>	
6	<b>Do we want or need strategy groups</b>	
7	<b>National RE News update</b>	17 - 18
8	<b>Church of England Schools Inspections</b>	19 - 22
9	<b>What SACRE members can bring to the Advisory Council and to</b>	

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Date of Issue: Monday, 17 November 2014

<b>Item No</b>	<b>Subject</b>	<b>Page No</b>
	<b>Worcestershire Schools</b>	
10	<b>Feedback from Members</b>	
11	<b>Any Other Business</b>	
12	<b>Future Meeting Dates</b>	

1.

## **Standing Advisory Council on Religious Education**

### **Wednesday, 9 July 2014, 2.00pm, Worcester Cathedral**

<b>Minutes</b>	
<b>Present:</b>	Venerable Tenzin Choesang (Chairman), Mr I Hopwood (Vice Chairman), John Allison, Graham Bounds, Mr C Giles, Mr R C Lunn, Norman Mills, Phil Mitchell, Christine Parker, Dr Y Stollard and Mrs L Thorne
<b>Also attended:</b>	Barry Newton, Stephen Pett, Kate Griffiths.
<b>Available papers</b>	The members had before them:  A. The Agenda papers (previously circulated);  B. The Minutes of the meeting of the SACRE held on 25 February 2014 (previously circulated).
<b>489 Apologies for Absence and Substitutes</b>	Apologies for absence were received from Mrs S Boulter, Ms E Hill, Mrs T. Khawaja Dr J Lally Cllr. F Oborski Mrs S Fitzjohn, and Ms A Palmer.  The Chairman welcomed Lee Russell to the meeting as an observer.
<b>490 Declaration of Interests</b>	None.
<b>491 Confirmation of the Minutes of the Meeting held on 25 February 2014</b>	Matters Arising: <ul style="list-style-type: none"><li>• It was agreed that progress on the new syllabus would be dealt with later in the meeting.</li><li>• Vice Chairmen, Membership, and the Constitution would be dealt with at the next meeting on 7 October.</li><li>• Barry Newton briefly explained that the Learning and Achievement Section of Children's Services at the County Council was at a pre-procurement stage. An external provider would be appointed from April 2015.</li><li>• The Chairman had met a Primary teacher who hoped to gain funding from the Westhill Awards to run an event for Parents and Children. The event would have representatives of different faiths and</li></ul>

**492      How the  
Cathedral  
Supports  
Religious  
Education**

would be aimed at Children in the last year of Primary Schools. As parts of Worcestershire have a three tier system Members felt it was important for the event to be clear which age range it was aiming at. The Chairman would clarify and follow up with the teacher.

**RESOLVED** that the minutes of the meeting of 25 February 2014 were confirmed to be a correct record and signed by the Chairman.

The Chairman introduced Sue Adeney to the meeting. She was the Education Officer at Worcester Cathedral. Sue explained that she had been employed as a teacher and gradually it became necessary for the cathedral to have an Education Officer. In the near future a dedicated Education Space was being created in the crypt of the cathedral. She introduced Sarah Hayward who was her assistant at the Cathedral.

The Cathedral had lots to offer schools. It was the Mother Church of the Diocese and had the infrastructure to be able to cope with school visits, including practical considerations such as toilets and space for lunches as well as being able to offer a good educational infrastructure.

Schools expected to see religious services, have a tour of the cathedral, see historical and religious artefacts and not be charged for the visit. In fact schools would get a curriculum focused visit in a safe environment which would inspire awe and wonder in the student. There would be trained and experienced leaders who tailor made visits to suit schools. There were interactive activities which were good value for the 'learning outside the classroom' part of the curriculum. The Cathedral tried to keep visits down to a cost of £4.00 per head. Special activities were available and included role play with the tool-kit bag which included items such as a surplice or a candle. The aim was to make visits memorable and fun as well as educational.

At present between 6-8,000 children take part in visits to the cathedral with 50% of those from primary Schools and 50% from secondary schools.

**RESOLVED:** that Sue Adeney be thanked for allowing SACRE to hold a meeting at the Cathedral, arranging a tour of the Cathedral for SACRE

**493      Feedback from  
Conferences**

**members and giving her presentation explaining how the Cathedral supports Religious Education.**

Stephen Pett explained that three secondary network meetings had taken place, as well as Primary, Secondary and Special Schools conferences and a Year 10 RE Day. He felt that the network meetings had been successful and useful for those who had attended but unfortunately not many teachers had attended.

Network Meetings

Norman Mills attended the network meeting at Wolverley and was very impressed with the teachers from the School. Kerry Poole subsequently won the Silver Teacher of the Year Award. He felt that all the teachers were keen to network and were interested in the materials that Stephen could provide.

Chris Giles explained that the network meeting at South Bromsgrove led to teachers sharing information on useful websites as well as other ideas. He felt that such meetings helped to build confidence for teachers.

Stephen noted that he was looking to see who would be able to host network meetings for next year. The meetings were held at 4.00 – 5.30 on Mondays which caused some discussion as to whether that was too close to the end time of school to allow teachers to attend and that Mondays were often the day when staff meetings were held.

However there was an acknowledgement that some teachers were reluctant to attend extra meetings on top of their normal work so arranging network meetings to follow closely on to school time was helpful to some teachers and Stephen pointed out that he had offered a choice of days and the school themselves chose a Monday.

There was some discussion about whether SACRE members could help more with spreading information about the network meetings and conferences. The information could be sent to the Head of RE in secondary schools but often such a position did not exist in Primary or First schools. A Member of SACRE who was a Head of a Primary School said that emails were the best way to communicate with schools, rather than phone calls or visits because staff were likely to be teaching.

Some members suggested that they could find people who would be willing to help spread the information to schools but all members did not agree that this would be a useful solution and one member stated that he objected to the

idea of SACRE members bringing in other volunteers. The Chairman asked Members to let her know if they were willing to help to contact schools to advertise network meetings and conferences, she would then pass their details on to Stephen.

It was pointed out that it took time in Herefordshire for attendance at the conferences to increase and the good feedback received from the recent events would certainly help to advertise future events.

Year 10 RE Day - The Hive hosted the RE Day for students. The Chairman explained that the day had gone well. Students from different schools were mixed at each table and teachers were kept separate. Pupils were asked to take their learning and information back to their schools and bring back feedback to SACRE.

Primary Conference – The Vice-Chairman attended this conference and found attendees were positive and enthusiastic.

Special Schools Conference – This took place at a special school in Herefordshire. The Chairman led some meditations which went down well with the attendees.

Three Counties Secondary Conference – Stephen reported that 10 teachers from Worcestershire attended and 95% of all attendees marked the value of the conference as excellent.

It was proposed that a primary and secondary conference be organised for next year, jointly with Herefordshire SACRE, subject to the needs of the Agreed Syllabus launch.

## **RESOLVED that**

- a) the information about the conferences be noted,
- b) A Primary and secondary conference be organised for 2014/15, subject to the requirements of a syllabus launch,
- c) Feedback from pupils who attended the Year 10 RE day to be followed up by the Chairman.



## Finances

£7,200 which was the estimated figure that would be needed for the new syllabus and £5,000 for RE Today for the advisor.

The budget for next year allowed for:

- RE Today (Stephen Pett) to continue to act as Advisor to SACRE for 3 meetings;
- to hold a Primary Conference, a Secondary Conference and 3 network meetings organised by RE Today,
- The production of an Agreed Syllabus Conference. Which at the previous meeting had been agreed that due to limited resources needed to be by way of purchasing an 'off the shelf' version from RE Today.

Any other activities would need to be funded from alternative sources.

The Chairman queried whether SACRE could ask the County Council for more funding. However it was explained that the Vice Chairman had already lobbied Liz Eyre the Cabinet Member for Children's Services and as budget cuts were being felt across the Council it was unlikely that any further money would be available.

The Vice Chairman explained that he was doing his best to find other sources of funding.

Stephen explained that the Cullum St Gabriel Trust had funding available with projects being considered four times a year. The Trust were keen on projects that would have an impact in schools. The Chairman suggested that with extra money Stephen could provide training on going into schools to provide sessions for representatives of different faiths. She requested that someone help her with the application forms and Lindsay Thorne volunteered.

Lindsay suggested that the SACRE needed a development plan which would involve compiling a profile for SACRE and the role of members. She felt that grants would not be awarded to a SACRE unless a development plan was in place which gave a clear aim and purpose for the Advisory Council. Stephen agreed to provide examples of other development plans as well as a

sample constitution for the next meeting.

Members discussed whether Worcestershire should consider the Gloucestershire model whereby there are 2 levels of the Advisory Council and a strategy group prepares ideas ahead of main meetings. Alternatively ideas could be shared by email prior to meetings. It was suggested that small working groups could be formed around particular projects. The Chairman, Phil Mitchell and Lindsay Thorne agreed that they would form a group to consider the new constitution. Although there may be difficulties for some members to be able to find extra time to meet for sub-committee meetings. The Chairman stated that she would wish to be appraised of all communication with the option to interact with all sub-committees.

### **RESOLVED:**

- a) The funding level for SACRE for 2014/15 be noted and**
- b) The ideas of strategy groups and sub-committees be discussed further at the next meeting.**

## **495 National RE News update**

Stephen gave a brief update about national RE News.

- Stephen explained that the National Association of Teachers of RE (NATRE) and The Religious Education Council (REC) were pleased that the Department of Education had accepted that GCSE and A Level RE should be reformed at the same time as EBacc subjects and that the full RE course would count as one of the best eight subjects that schools could be measured on,
- The numbers taking the RE Short Course had decreased by a half since 2012, which means there were around 60,000 less pupils taking RE which would have an impact on the number of people moving onto A level and onwards,
- The Expert Advisory Groups for RE met in May to look at how to support the development of RE resources following the findings of the REC Review,
- Links were supplied to the most recent twitter

chats,

- The 5<sup>th</sup> NATRE teacher survey was now available on line.

**RESOLVED** that this update be noted.

**496      New Agreed  
Syllabus 2015**

Stephen Pett stated that there was not yet anything to report about the Agreed Syllabus. RE Today had three days booked in August to start work and the feedback received from Teachers will go into those initial discussions.

Lots of resources would be available to support the syllabus which could be available for distribution at the launch. Schemes of work would be available for schools to purchase if they wish to do so.

A first draft would hopefully be available for the Primary network meetings at the end of September. SACRE members would be able to see that draft and provide feedback. An Agreed Syllabus Conference would be held for an hour prior to the October and Spring meetings of SACRE to review the material being produced by RE Today. At the Spring 2015 meeting the syllabus will need to be approved by SACRE and the Local Authority.

Stephen requested that anyone who was able to contribute or be involved in producing appendices on individual religions should let him know.

When asked a question about how the syllabus would be suitable for both two and three tier systems Stephen explained that although the syllabus could not be specific as it was an off the shelf version it would need to be flexible enough to meet the needs of different systems. Input from teachers in Worcestershire would help to make the syllabus more applicable to Worcestershire.

The Chairman asked if a rolling update would be available in future, although there were fears that a rolling update may mean there was less scope for input by the local community. It was suggested that a yearly conference could be held to assess whether the syllabus was still up to date or whether updates were needed. The provision of updates had not yet been fully considered by RE Today but would be discussed over

the summer. A question was raised as to whether there should be a parent representative provide feedback on the draft syllabus.

**RESOLVED that**

- a) Any members who were able to contribute to the appendices on individual faiths to contact Stephen,
- b) Initial work on the syllabus be distributed prior to the Agreed Syllabus Conference (being held before the SACRE meeting on 7 October) to allow Members to consider the syllabus and to contribute comments.

**497 Feedback from Members**

None.

**498 Any Other Business**

None.

**499 Dates of Future Meetings**

Future meetings dates 2014:

Tuesday 7 October 2014

- 1.00-2.00 Agreed Syllabus Conference
- 2.00-4.00 SACRE meeting

The meeting ended at 4.15pm

Chairman .....

**Worcestershire County Council**  
**Standing Advisory Council on Religious Education (SACRE)**  
**Constitution and Terms of Reference**

**Introduction**

1. In accordance with the Education Act 1996, Circular 1/94, Religious Education and Collective Worship and Religious Education in English Schools: Non-statutory guidance 2010, the council, as local authority (LA), has a duty to set up a Standing Advisory Council on Religious Education (SACRE).
2. It is required by law that religious education (RE) is taught in schools to children up to the age of 18 but it is not part of the National Curriculum. Instead RE is a local responsibility. SACRE oversees RE and collective worship in county schools on behalf of the LA. The Funding Agreement for an Academy without a religious designation states that that it must arrange for RE to be given to all pupils in accordance with the requirements for agreed syllabuses that are set out in section 375(3) of the Education Act 1996 and paragraph (5) of Schedule 19 to the School Standards and Framework Act 1998. Academies can opt to use a locally agreed syllabus.
3. SACRE will operate within the law and guidance in force issued by parliament, the courts and the Department for Education (DfE). If there is any conflict of interest between this constitution and terms of reference and the law, SACRE will comply with the law.

**Functions and Responsibilities**

4. The broad role of SACRE is to support the effective provision of RE and collective worship in schools. Worcestershire LA will work with the SACRE to monitor and review the existing provision for RE and collective worship.
5. The functions of SACRE are detailed in the s.391 Education Act (as amended). Other responsibilities are outlined in Religious Education in English Schools: Non-statutory guidance (2010), SACRE and Self Evaluation: A guide (OFSTED 2005) and Circular 1/94 Religious Education and Collective Worship. The duties and responsibilities comprise:
  - a. To advise the LA on such matters connected with religious education and collective worship in Worcestershire community schools and foundation and voluntary-aided or voluntary controlled schools without a religious character;
  - b. To monitor the provision and quality of RE taught according to its Agreed Syllabus together with the overall effectiveness of the syllabus;
  - c. To provide advice and support on the effective teaching of the Agreed Syllabus;

- d. To provide advice to the LA and its schools on methods of teaching, the choice of teaching material and the provision of teacher training;
- e. To require the LA to set up a statutory conference to review the Agreed Syllabus if, in the opinion of the SACRE, this becomes necessary. This must be reviewed and updated every five years but a majority of representative groups on the SACRE, other than that consisting of persons chosen to represent the LA (Group D), may at any time require a review of the Agreed Syllabus which is currently being used by the LA;
- f. In partnership with the LA, consider whether any changes need to be made to the Agreed Syllabus or in the support offered to schools in the implementation of the Agreed Syllabus, to improve the quality of RE and the learning of pupils;
- g. Offer schools and the LA advice concerning how an existing syllabus can be interpreted so as to fit in with wider changes in education;
- h. To receive and determine whether applications from headteachers, that the requirement for collective worship in community schools to be wholly or mainly of a broadly Christian character shall not apply to the collective worship provided for some or all of the pupils at that particular school;
- i. To publish an annual report on its work and on actions taken by its representative groups. This report will be made available to the schools and to the public. A copy can be sent to the DfE.
- j. SACREs are encouraged to develop their own roles working with inter-religious bodies to enhance the important contribution that the study of religion and belief can make to social cohesion and the combating of religious prejudice and discrimination.
- k. The SACRE may offer advice to Worcestershire LA on any matters related to its function as it sees fit.

## **Membership of SACRE**

- 6. The Worcestershire SACRE will be represented by members who can fully support the effective provision for RE and collective worship in schools. All members shall be delegates who are interested in education in general and religious education in particular. The membership shall be allocated to four groups as follows:

### **Group A: Christian denominations and other religions and religious denominations.**

This group is made up of representatives of Christian denominations other than the Church of England and other religious traditions represented in Worcestershire. Each of these representatives should be nominated by an appropriate faith organisation. All members of this group will be appointed by the Local Authority, which will have taken reasonable steps to assure itself that

the nominee is representative of the relevant faith groups of Worcestershire and that they fully support the effective provision for RE and Collective Worship in schools. Membership shall comprise :

one representative of the Bahá'í community  
 one representative of the Buddhist community  
 one representative of the Baptist community  
 one representative of Community Churches  
 one representative of the Hindu community  
 one representative of the Jewish community  
 one representative of the Methodist community  
 one representative of the Muslim community  
 one representative of the Pentecostal community  
 one representative of the Quaker community  
 one representative of the Roman Catholic Church  
 one representative of the Salvation Army  
 one representative of the Sikh community  
 one representative of the Unitarian community  
 one representative of the United Reformed Church

**Group B: Church of England**

three representatives of the Church of England, at least one of whom should be a representative of the Diocese of Worcestershire Board of Education

**Group C: Teacher representatives**

a representative from the teachers' and head teachers' associations (AHT, ASCL, ATL, NAHT, NASUWT, NUT). The Local Authority will seek to ensure that teacher representatives come from a balance church and non-church schools, county schools and academies.

**Group D: The Local Authority**

a group of persons to represent the LA:  
 three elected councillors as nominated by the political parties represented on the council.  
 the Operations Director, Education, Learning and Libraries or his/her representative

**SACRE officers**

Local Authority senior officer (as detailed above)  
 Clerk to SACRE (non-voting)  
 RE Consultant (non-voting)

<b>Worcestershire current wording:</b>
A. such Christian denominations and other religions and denominations of such religions as, in the opinion of the Authority, will appropriately

reflect the principal religious traditions of Worcestershire [as identified in the most recent published census information] (not including persons to represent the Church of England);

- B. the Church of England;
- C. such associations representing teachers as, in the opinion of the Authority, ought, having regard to the circumstances of the area, to be represented;
- D. the Authority;

### **Co-opted Members**

Any other co-opted members agreed by SACRE.

- 7. The power to appoint members is vested in the LA in consultation with the appropriate bodies whose representatives comprise the SACRE.
- 8. Any member of SACRE unable to attend a meeting may appoint a named substitute to attend in his/her place.

### **Vacancies**

- 9. In the event of a vacancy on SACRE the clerk shall
  - a. advise the relevant representative group of the vacancy;
  - b. refer any nomination from said group of a replacement member to the LA;
  - c. add the nominee's name to the membership of the SACRE upon receipt of the agreement of the LA.
- 10. Before appointing a person to represent any religion, denomination or associations as a member of the council, the LA shall take all reasonable steps to assure themselves that s/he is representative of the religion, denomination or associations in question.
- 11. A member of the council who was appointed by the LA may be removed from membership by the LA if, in their opinion, s/he ceases to be representative of the religion, denomination or associations which s/he was appointed to represent or (as the case may be) s/he ceases to be representative of the authority.
- 12. Where a faith group not currently represented on Committee A wishes to join SACRE, the representative will be asked to attend a SACRE meeting and present their request. SACRE will then refer the matter to the LA, recommending either approval of membership, or co-opting the representative, or rejection of the application, with reasons. The wording of Paragraph 6 of the constitution will be amended.



13. In the absence of nominees from a representative group, the LA may nominate and appoint any person that it considers to be representative of that group and it deems appropriate to fill that vacancy.

### **Term of Office**

14. Appointments to SACRE shall generally be for a term of up to four years to be co-terminous with the term of office of members of Worcestershire Council.
15. The SACRE shall review the membership annually at the Autumn Term meeting.

### **End of Membership**

16. A member shall be removed from SACRE if:
  - a. they reach the end of their term of office and have not been re-nominated;
  - b. they write to the SACRE or the Clerk and tender their resignation;
  - c. they were appointed by virtue of holding a particular office and they no longer hold that office;
  - d. they do not attend three consecutive meetings;
  - e. their representative group states, in writing that the member should no longer act as one of its representatives on the SACRE, where the member was nominated by the representative group;
  - f. the LA determines, on reasonable grounds, that the member is unable, unwilling or an unsuitable person to continue these duties.

### **Co-opted members**

17. SACRE shall have the right to co-opt additional members. Co-opted members may take part in any of the discussions but do not belong to any of the groups and do not have voting rights.
18. Members of SACRE or a representative group should consider the following when co-options are decided. Candidates should:
  - a. have some experience as religious educators;
  - b. have an inclusive view of the aims of religious education and collective worship;
  - c. where possible be representative of specific education phases, to provide a balanced spread across various phases.
19. SACRE will decide co-options following nominations from members of SACRE or representative groups.
20. Co-opted members shall hold office on such terms as may be determined at the time of co-option by the representative members. This may be for a fixed-term project,

or for term of four years. There is no right of succession for co-opted members; SACRE shall agree through a vote if a replacement co-opted member is required and fulfils the stipulations from Para 18.

## **Voting**

21. In general proceedings, routine decisions can be approved by SACRE members giving their consent. Matters of controversy, constitutional reform or significance, such as agreeing a revised Agreed Syllabus, should be dealt with by voting in groups, as in Para 22 below.
22. Each of the four groups on SACRE shall have one vote. Groups are to determine their own internal voting arrangements. Decisions within a group about how that vote is cast do not require unanimity. Each group is to regulate its own proceeding including provision for resolving deadlock.
23. A proposal shall not be deemed to be carried unless it has been approved by at least three of the four groups, unless otherwise required by law or guidance.
24. The validity of the proceedings of SACRE or of the members of SACRE of any particular category shall not be affected by a vacancy in the office of any member of SACRE, or on the ground that a member appointed to represent any religion, religious denomination or association does not at the time of the proceedings represent the religion, religious denomination or association in question.

## **Quorum**

25. A quorum shall consist of one member from at least each of the four constituent groups with a total presence of no less than one third of the appointed members.

## **Chair and Vice-Chairs**

26. The chair and two vice-chairs will be elected by the membership of SACRE for a period of two years, with the option for renewal, at the autumn meeting or any meeting during the year when the position is vacant.
27. The chair and vice-chairs, where possible, will represent different groups of the SACRE.
28. Voting for the chair and vice-chairs will be by a simple majority within the council.
29. The chair will be responsible for
  - a. the management of meetings;
  - b. representing the SACRE to other bodies;
  - c. such other duties as the SACRE considers appropriate.

30. The vice-chairs will be responsible for
- a. deputising for the chair as required;
  - b. representing the SACRE to other bodies in the absence of the chair or in agreement with the chair;
  - c. such other duties as the SACRE considers appropriate.

### **The Clerk**

31. The LA shall appoint, fund and supervise a Clerk to:-
- d. attend the full meetings of SACRE, any agenda-setting meeting and agreed syllabus conference meetings;
  - e. take appropriate minutes and notes at meetings;
  - f. maintain and update the records of SACRE and its meetings;
  - g. perform any other necessary administrative duties;
  - h. provide a copy of the minutes and papers of meeting to the members of SACRE and LA.

### **The LA officer**

32. SACRE shall be supported by an Officer from the Children's Services Directorate who will:
- a. attend each meeting;
  - b. represent the views of the LA at the meeting;
  - c. ensure that the LA provide sufficient funds for SACRE to perform its functions.

### **The RE consultant/Adviser**

33. The RE consultant/adviser will:
- a. attend each meeting of the SACRE and support the SACRE to fulfil its function in Worcestershire;
  - b. work with the chair, clerk and LA officer to prepare the SACRE agenda and any reports, papers or advice required;
  - c. will regularly report back to SACRE on work completed on behalf of SACRE;
  - d. provide expertise and advice in the areas of RE and collective worship.

### **Frequency of Meetings**

34. There will normally be three SACRE meetings per year, one in each term. Meetings will be convened by the LA.
35. Special meetings may be called by the chair and LA acting jointly.
36. Details of the business to be considered by the meeting, which will be included in the agenda, must be received by the clerk not later than 10 school days before the meeting.

37. The clerk will, no later than 5 working days before the meeting, circulate the agenda and supporting papers to the members.

### **Convening an Agreed Syllabus Conference**

38. Worcestershire LA is required to convene an Agreed Syllabus Conference (ASC) to review the Agreed Syllabus every five years. An ASC may be requested to be convened by SACRE more frequently.
39. This conference will have the same composition as SACRE. There is no provision for co-opted members, however some individuals may be invited to all meetings of the conference and its groups in order to give their advice.

### **General**

40. The SACRE may if it wishes establish working parties to take forward specific projects comprising representatives of each of the groups and the RE consultant. These working parties will report back to SACRE regularly.
41. The SACRE may if it wishes establish a Strategy Group to prepare proposals for SACRE, or to take forward agreed proposals. This group shall comprise representatives of each group and the RE consultant/adviser.
42. In accordance with the statutory requirements of the Education Act 1996 and associated regulations, the press and public will be entitled to attend meetings of the Council, but may be excluded from the meeting during the consideration of items containing information capable of being treated as exempt information if meetings of SACRE were meetings of a Local Authority.
43. Worcestershire will review this constitution every four years.

Worcestershire County Council  
October 2014

## National RE news

### National A-level results 2014

- 20,196 RS A level entries were recorded; nearly double (96%) the number in 2002/03 (10,313 entries were recorded in 2002/03)
- RS A level entries increased more than any arts, humanity or social science subject this year (up 5.3% on 2012/13)
- RS A level entries have increased more than any arts, humanity or social science subject over the past 10 years (the nearest is Economics with an increase of 57%)
- In line with other subjects the results are generally lower, but the percentage of students achieving A\* at RS A level has increased from 5.4% to 6.8%

NATRE and RE Council report that RS A-level is highly valued as preparation for university, despite some government briefing in favour of so-called 'facilitating subjects'.

<http://bit.ly/1vDY1CT>

### GCSE Results 2014

Increase in full course, but decrease overall, and dramatic fall in short course:

- 387,915 RS GCSE entries (combined short and full course) were recorded; a decrease of 8% from 2013 (420,151 entries)  
Full course entries increased by 7% from 251,063 in 2013 to 269,494 in 2014
- Short course entries fell dramatically by 30% from 169,088 in 2013 to 118,421 in 2014

<http://bit.ly/1Dshadb>

### GCSE and A-level reform:

Current negotiations going on to develop criteria for new GCSE and A-level examination specifications. Public consultation soon; new specifications for teaching from September 2016.

### New Ofsted Guidance

The new handbook for Ofsted inspectors has mention of RE on p.8. Definitions of spiritual, moral, social and cultural have been updated to include additional references to awareness of pupils' own and others' faiths and beliefs, respect for different beliefs and traditions, British values etc. E.g.

*Pupils' spiritual development is shown by their ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.*

Handbook available here: <http://bit.ly/1mVewTz>

Culham St Gabriel's Trust is supporting the pilot of **regional RE hubs**.

<http://bit.ly/1sUGPCU>

### Teaching about Christianity in RE

A large scale project supported by the National Society, Oxford University, Jerusalem Trust and Culham St Gabriel's Trust. Some preliminary resources available soon; final resources and training available early 2016.

### Holocaust Memorial Day: 27 January 2015

<http://bit.ly/1B1mhgA>

Stephen Pett, RE Today

Worcestershire SACRE October 2014

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## National Society Statutory Inspection of Anglican and Methodist Schools Report

### XXXX Voluntary Controlled Church of England Primary School

#### Diocese:

Local authority:

Date of inspection:

Date of last inspection:

School's unique reference number:

Headteacher:

Inspector's name and number:

#### School context

XXXX VC Primary is a smaller than average school with 112 pupils on roll. The headteacher has been in post for just over two years and all members of the teaching staff are new to the school since the previous inspection. Several key members of the governing body have also been appointed to their roles during this time of significant change for the school. Over 50% of pupils come from outside of the village of XXX and a significant number of these pupils are bussed to school from the nearby town of XXX.

#### The distinctiveness and effectiveness of XXXX VC as a Church of England school are outstanding

- The significant impact of explicit Christian values on behaviour and relationships in the whole school which create a positive, harmonious and supportive community
- The 'revitalising' leadership of the headteacher, the 'inspirational' work of the religious education (RE) and collective worship coordinator and the active commitment of staff and governors which have combined to create a renewed focus on the school's distinctive Christian character and the impact of this on meeting the needs of each pupil as an individual
- The impact of collective worship on the wider life of the school, especially on the spiritual, moral and social development of pupils

#### Areas to improve

- Ensure that the shared understanding of spirituality informs planning for all subjects across the curriculum so that pupils' spiritual development is an explicit priority
- Establish regular class or key stage worship and broaden the scope for *all* children to be involved in the planning, leadership and evaluation of the impact of collective worship
- Formalise governors' monitoring of the school's Christian character so that they gather evidence of the impact of the vision and values on all areas of school life

### **The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners**

The Christian distinctiveness of XXXX VC Primary is immediately evident on entering the school due to eye-catching and prominent displays of the school's core values and staff and pupils' spiritual reflections. It is further emphasised through discussions with members of staff, parents, governors and pupils all of whom give examples of the effective impact of this distinctive Christian character on a wide range of aspects of the life of the school. The routinely used question 'What would Jesus do?' is visible around the school and forms the basis of the school vision and all of the policies. Pupils refer to it immediately when talking of their school and describe ways in which this helps to form their behaviour and their attitudes to learning. They describe Jesus as their 'role model' and give biblical examples of his behaviour which they seek to emulate. They describe their school as a place where everyone acts in ways which will benefit the whole community and clearly express their understanding of what a distinctively Christian school looks like; 'there is no need to focus on what you want for yourself because you know that everyone else is thinking about you and behaving in a way that makes school a good place to be'. This high degree of social and moral development in pupils is underpinned by staff's detailed focus on the needs of each individual. Frequent pupil progress meetings identify strengths and areas of need for each child with regard to their academic, personal and spiritual development. Barriers to learning are identified and support put in place as appropriate. This is in line with the school's Christian vision and values and forms the basis of all education at the school. As a result, academic standards have seen significant improvement over the past 12 months. The belief that each child is unique and has God-given talents is celebrated both through the engaging curriculum and the extensive programme of extra-curricular activities. Achievements of all types are celebrated and, as a result, children's self-esteem is high. Staff and governors have explored the meaning of spirituality at the school and have identified ways in which this can be made relevant to pupils' attitudes and behaviour. The next step is for class teachers to apply their understanding of spirituality to planning across the curriculum so that spiritual development is viewed as an intrinsic part of learning as well as behaviour. This is already done in the engaging and popular religious education (RE) lessons which provide an exemplar for other subjects. All aspects of RE are outstanding, including the teaching of Christianity as a multi-cultural world faith, and the school's distinctive Christian character is significantly enhanced as a result. Despite the location of the school in a relatively mono-cultural community, pupils have a high regard for people of cultures and beliefs which are different from their own because of the strength of the impact of their school values. In the words of a Year Six pupil, 'Jesus said that everyone is your neighbour'.

### **The impact of collective worship on the school community is outstanding**

Collective worship is at the heart of the life of this distinctive and effective church school. Acts of worship are based on Bible teaching and stories as well as Christian values. Pupils speak of worship with enthusiasm and are proud and eager to be members of the Worship Team. This team leads the way for pupils' involvement in planning, leadership and evaluation of collective worship and changes are regularly made as a result of their feedback. They have expressed a desire for a wider range of pupils to now be involved in planning and leading worship and staff are ready to take this forward. Governors attend worship on a weekly basis and give informal feedback to the headteacher and coordinator. What pupils learn through collective worship has a direct impact on their attitudes and behaviour, although links with learning are more difficult for them to articulate. Leaders of collective worship use the Windows, Mirrors, Doors approach to spiritual development as an intrinsic part of acts of worship. They also use this to structure pupils' feedback. Extending this approach to learning would appear to be a straightforward next step for teachers. Pupils regularly plan and lead services which are held in the parish church and members of the church team work closely with the school in planning collective worship. The recent Messy Church sessions, planned and led by the Worship Team and run in the school for staff, pupils, parents and governors have had a significant impact on the spiritual development and awareness of the whole school community. Pupils' understanding of Christian festivals in the church year, of prayer and their developing understanding of the Trinity comes as a direct result of the carefully planned inspiring acts of worship which are a



routine part of life at the school. Spiritual reflection is a fundamental part of acts of worship and pupils of all ages have the confidence and desire to add their spontaneous prayers to the prayers of the worship leaders. Pupils regularly translate the concept of 'everyone is your neighbour' into fundraising activities. They view these as an outworking of their Christian values and explain how Jesus would want them to care for members of the wider community.

**The effectiveness of the leadership and management of the school as a church school is outstanding**

The headteacher's 'revitalising' leadership has had a significant impact on the life and direction of XXXX school. She has established an inclusive yet distinctively Christian vision for the school; she consulted staff, pupils, governors and parents in this and in the selection of the six core values. As a result, parents feel fully included in the school community; they know and understand the school's Christian values and support the school's work. Governors, too, have a thorough knowledge and understanding of what makes the school both distinctive and effective and discuss aspects of this regularly at governors' meetings. They have well structured systems for monitoring school development priorities and are well placed to extend these to include formal monitoring and evaluation of the impact of the school's distinctive Christian character. Pupils know that they have a strong voice in the school and have respect for the procedures through which they are involved in decision making. Members of staff choose to work at the school knowing and understanding the centrality of the Christian vision and values and effectively ensure that these are an explicit part of everyday life. Holding the school community together are the vision and values which are openly shared, discussed and implemented. The school is experiencing a period of staff and leadership stability after several years of significant change. This is enabling the headteacher, through the school vision and values, to lead her team in a time of steady improvement both with regard to pupils' academic progress and their spiritual, moral, social and cultural development. Development priorities are accurately identified and targeted initiatives are put in place where needed. Self-evaluation is insightful and involves all groups within the school community with the result that all move forward together with good understanding of direction and purpose. The church too, has been through a recent change in leadership and, throughout this time, the partnership between the school and church has remained constant and effective. Members of school staff and governors access diocesan training where it is appropriate and relevant and have taken action as a result of this input. Statutory requirements for RE and collective worship are met and both are inspirational aspects of the life of the school. They are led in an exemplary manner, with a combination of knowledge and enthusiasm.

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