



**Standing Advisory Council on
Religious Education**

Supporting Rutland Schools in delivering Religious
Education



**Rutland
Standing Advisory Council
For
Religious Education
(SACRE)**

Report April 2019 – March 2020

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1. INTRODUCTION

Welcome to the Rutland 2019 / 20 SACRE report. There is a sense of this being written very much with hindsight (which is, of course, usual for a report), however this particular report covers the life of SACRE up to the point when the country went into lockdown due to the COVID-19 pandemic; therefore the usual process has been delayed with the cancellation of meetings until the beginning of October 2020, consequently this report will not be considered until the next meeting of SACRE in January 2021. It could be reasonable to query its relevance but this is an evolutionary subject by nature: reflecting the changes in society and culture and as such this journey should be recorded; not just to satisfy statutory obligation but by providing something of a history in its own right.

The usual sections regarding the role of SACRE, statutory obligations regarding the delivery of Religious Education and Collective Worship have been moved to appendix A; this is simply because this information is repeated year on year and as such there are no changes of consequence to note.

As you read through this report, you will note the standing sections but, unlike the background, there are nuanced changes to note: OFSTED introduced their new inspection framework in December 2019, placing a greater emphasis on specific comment on subjects other than Maths, English and attitude to learning. This should be good news for Religious Education: if it becomes something of value to note by the powers that be then schools, by default, will feel compelled to ensure a rigorous approach to this subject, appreciating the value it can add to the development of rounded, reasonable and above all thoughtful young people as they continue their journey through life.

Likewise the value of teaching the older sibling to Religious Education, Philosophy and Ethics at A – Level has continued to rise in popularity; universities appreciate the academic rigour that comes with this subject as a fine foundation for further academic study. The GCSE take up has remained steady but as the evidence mounts regarding the value universities place on Philosophy and Ethics; this is likely to change.

The Development plan has been well developed – 3 clear strategic aims identified with a clear view as to how this can be achieved and their progress reflected upon. This SACRE remains in no doubt of the value to Religious Education: life has always been uncertain, people navigate its highs and lows through necessity of survival. A well balanced curriculum with a genuine appreciation for what Religious Education can offer, not just in terms of making sense of the world but as a subject that can offer young people the opportunity to harness their intellectual curiosity in an academic setting, with the necessary rigour and structure can only be seen as a good thing.

This introduction finishes with answering a key question raised by one of the committee: ‘Has it been a good year or a bad year?’ It has been a good year: despite disruption towards the latter part of the year, SACRE has continued to

look forward, has continued to work hard and we will see the benefits of this for our young people because, after all, this is what SACRE is about: doing the best by our young people. Hard to measure in many ways due to the very abstract nature of some aspects (notwithstanding GCSE and A – Level results), but, just by reflecting on the quality of discussion in the SACRE meetings alone, the future is bright.

Lucy Stephenson (SACRE chair 2019 / 20)

2. OFSTED INSPECTION REPORTS – APRIL 2019 – MARCH 2020

In previous annual reports it was noted that RE, as a discrete subject, was left unmentioned with reports often focused on the outcomes of Maths, English, pupil behaviour and school management. Discussions at SACRE meetings led to the conclusion that in order for RE to receive due time and attention within schools, OFSTED observations were an important part of assisting with this.

SACRE was pleased to note the new OFSTED framework, announced in December 2019, heralded a wider assessment of schools' curriculum delivery of other subjects including RE and the impacts on pupils' outcomes, both academic and in terms of personal development. Therefore, SACRE looked forward to seeing the implementation of the new framework and the impact on the overall delivery of RE.

Within this context, it was pleasing to note that, despite there only being one OFSTED inspection within the timeframe of this report, RE was mentioned explicitly and in a positive light. SACRE welcomes this and looks forward to seeing further progress in this over the coming months as the new framework imbeds.

The full Ofsted report can be found here:

Wilds Lodge School - <https://reports.ofsted.gov.uk/provider/10/SC069231>

3. SIAMS REPORTS

All church schools will be additionally inspected under section 48 of the Education Act 2005. These Statutory Inspection of Anglican and Methodist Schools (SIAMS) are not the responsibility of SACRE of the LA and therefore have no requirement to report on them in the Annual Report.

4. RE TEACHERS' NETWORK

Network meetings were held in each academic term with a number of schools and teachers attending. Each meeting had a theme: Summer 2019 – use of visitors in schools, Autumn 2019 – RE through the curriculum and Spring 2020 – Religious knowledge. The meetings gave the teachers an opportunity to extend their current understanding of RE and to share ideas with their

peers. A big thank you needs to be extended to Mary-Ann Marples from Oakham primary for hosting the meetings.

5. KEY STAGE 4 AND 5 RESULTS

Religious Studies results – GCSE’s and A-levels 2019

Data taken from - <https://www.gov.uk/government/statistics/key-stage-4-performance-2019-revised>

<https://www.ncer.org/Home.aspx>

2019	Year group total	Cohort entry size	% of children sitting RE	GCSE 9-5 %	GCSE 9-4 %
Casterton College	138	18	13%	88.9%	88.9%
Catmose College	174	39	22%	56.4%	74.4%
Uppingham College	194	20	10%	55%	70%
Local Authority	506	77	15%	64%	77%
National results (ALL SCHOOLS)	604,050	224,970	37%	61%	72%

2019	Cohort entry size	A-levels A*- A	A-levels A*-B	A-levels A*-E
Harrington	9	44.4%	88.9%	100%
National results (ALL)	15,840	22.2%	50.5%	98.0%

6. LINKS TO LOCAL AUTHORITY AND NATIONAL PRIORITIES

The inspection reports for both Section 5 (Ofsted) and Section 48 (SIAMS) present a sound baseline for the monitoring of Spiritual, Moral, Social and Cultural Education in Rutland schools.

The SACRE endeavours to respond to the proposed priorities of the Local Authority ‘Children and Young Peoples’ Plan’; for example, the extent to which the RE Syllabus meets the needs of the community.

The SACRE also endeavours to promote and develop the importance of resilience in young people through relevant areas of the curriculum in school including Religious Education.

7. COMPLAINTS ABOUT COLLECTIVE WORSHIP

There were no complaints about Collective Worship made to the Rutland SACRE by parents in the period of this report.

8. APPENDIX A

i. The Role of SACRE

Background:

The 1988 Education Reform Act confirmed the statutory requirement for all LAs to reform a permanent body for Religious Education – The Standing Advisory Council for Religious Education (SACRE). The Rutland SACRE is an independent body which exists to advise the LA on matters concerned with the provision of Religious Education and Collective Worship.

The world of education has been, and is continuing, to change and successive governments strive to find ways to improve educational outcomes. Over recent years the role of the Local Authority in relation to schools has reduced but SACRE continues to be a statutory body. The Government's stance is that British Values and an understanding of others' cultures and faiths can best be taught through RE. The subject contributes significantly to meeting the Government's Prevent agenda.

SACRE comprises of four groups:

Group One: Representatives of faiths (other than Church of England) and world views

Group Two: Church of England Representatives

Group Three: Teacher Associations

Group Four: LA Representatives

Each group has equal status and voting rights. See Appendix A for membership.

In Rutland SACRE is supported by a clerk and a professional officer. The professional officer we now have supports both SACRE and The Agreed Syllabus Conference. She is a part-time appointee for Rutland and also supports SACREs in Northamptonshire, Peterborough and Cambridgeshire. Rutland's Head of Learning and Skills also actively supports SACRE.

The broad role of the SACRE is to support the effective provision of Religious Education and Collective Worship in maintained schools / community colleges through:

- Advising the LA on methods of teaching the Agreed Syllabus for Religious Education;

- Advising the LA on the provision of training for teachers;
- Monitoring inspection reports on Religious Education, Collective Worship and SMSC development of pupils;
- Considering complaints about the provision and delivery of Religious Education and Collective Worship referred to SACRE by the LA;
- Obtaining support from the LA to review its Locally Agreed Syllabus;
- Contributing to community cohesion.

The Rutland SACRE meets at least three times each academic year and, since July 2015, this has been at Rutland County Council's Catmose building reflecting SACRE's position as a committee of the Council. SACRE meetings are open to the public who may attend as observers and minutes are published on Rutland County Council's website.

ii. Religious Education

There is a legislative requirement that a Local Authority should undertake a review of its locally Agreed Syllabus every 5 years. This Agreed Syllabus was last under review during 2017/18. English Martyrs Catholic Voluntary Academy follows 'Come and See', the RE syllabus for schools within the Nottingham Roman Catholic Diocese.

iii. Collective Worship

Rutland primary schools all have whole school collective worship but it is far more difficult for secondary schools to have whole school collective worship because of the demands of timetabling large numbers of young people and the space that is required for all young people in a secondary school to meet together. It does happen but more frequently collective worship takes place in smaller groups such as Year Group or House Assembly.

In addition to collective worship faith schools also offer the opportunity for morning/end of day/lunchtime prayer. Pupils in these schools regularly recite the Lord's Prayer and children themselves write, and lead, prayers. Church of England schools use the Bible to support worship and pupils also have opportunities to worship in church.

In secondary schools in Rutland there is an emphasis on Spiritual, Moral, Social and Cultural Education and British Values.

9. APPENDIX B - MEMBERSHIP AND MEETING DETAILS OF SACRE MEETINGS

The Rutland SACRE has met on the following occasions in 2019-20:

DATE	VENUE
Tuesday 9 July 2019	Council Chamber
Tuesday 8 October 2019	Council Chamber
Tuesday 21 January 2020	Council Chamber

Group A – Representatives of faiths (other than Church of England) and world views

Name	Representing	Actual Attendance	Eligible Attendance
Mrs Julia Barnwell	The Baptist Church	1	3
Ms Aga Cahn	The Jewish Faith	1	2
Mr A Hull	Humanists UK	3	3
Mr Andreas Menzies	The Roman Catholic Church	3	3
Mr Gurdev Singh	The Sikh Faith	1	2

Group B – Church of England Representatives

Mrs Sara Barrett	Rutland Deanery	1	3
The Revd Dr Peter Holmes	Peterborough Diocese	3	3

Group D – Local Education Authority Representatives

Mrs Rosemary Powell	RCC Councillor	3	3
Mrs Lucy Stephenson	RCC Councillor	3	3

Rutland LA Officers Supporting the Rutland SACRE	
Ms Gill Curtis	Head of Learning and Skills
Mrs Amanda Fitton	SACRE/RE Adviser – Cambridgeshire, Northamptonshire, Peterborough, and Rutland
Ms Lizzie Papworth	Education Development Lead
Mr Kit Silcock	Governance Officer (Clerk to the Rutland SACRE)

10. APPENDIX D – DEVELOPMENT PLAN 2020-22

Due to the closure of schools, rescheduling of meetings and revised priorities during the COVID-19 pandemic , progress against the development plan has been delayed this year and tasks will be carried forward into 2021-22

Strategy	Task	Group	Progress
Management of SACRE & partnership with LA	<p><u>Scheme</u> The LA and SACRE are mutually dependent upon each other and ensure statutory requirements are met.</p> <p><u>Analysis</u></p> <ol style="list-style-type: none"> 1. All four committees are represented fully from the local community consistently attending the meetings 2. Produce annual report & follow up 3. Constitution, development plan, engagement plan 	SACRE members	Ongoing
Incorporation of Commission on RE Report recommendations into the work of SACRE	<p>Form a view on the following:</p> <ol style="list-style-type: none"> 1) Name 2) National entitlement 3) Impact of the broader OFSTED framework 4) Parental / guardian right to withdraw children from RE 5) Share view formally with the commission 	SACRE	Production of recommendations to be sent to NASACRE
Raise the profile of RE within schools in Rutland	<p>1a) <u>Monitoring</u>: Survey to identify what, when and how RE is currently taught to include the teachers' view and the view of the pupils.</p> <p>1b) <u>Evaluating</u>: to determine what 'good' is and to develop a consensus of what 'good' looks like in practice.</p> <p>2) Ensure full schools involvement and belief in the value of the subject by sharing best practice, access to training (including insight into choosing a curriculum that best suits our schools and delivers / on – line teaching resources)</p>	Head Teachers' Forum / RE network / teacher representatives on SACRE	<ul style="list-style-type: none"> - Monitoring to include noting patterns of attendance at various of the network meetings (specifically by non – denominational schools) and SACRE - On – going reviews so more specific dates can be set and to include cross – curricular considerations as is appropriate