

BRADFORD SACRE

Bradford Standing Advisory Council on Religious Education



September 2011 – August 2013

City of Bradford MDC

www.bradford.gov.uk

Foreword

As this report shows, the last two years have, again, been an extremely busy time for Bradford SACRE, during which it has grown in strength, energy and effectiveness.

Nationally, these have been difficult years for religious education and the subject community has felt under considerable threat. Changes in government policy have had unintended consequences for RE and there has been a marginalisation of our subject that has been very worrying. As I write, there is a small sense of growing optimism and the future is looking a little less bleak, not least because there has been a huge burst of activity from RE organisations across the country to harness support and this has been energising for us all. We stand together as an RE community, united under the leadership of the RE Council, and we are working not just to preserve but to take the subject forward in innovative ways.

Bradford SACRE has participated politically nationally and locally. We have responded to surveys, given evidence to enquiries and we have worked with politicians, including the MP for Shipley, Philip Davies, who is a member of the All Party Parliamentary Group on RE. The formation of this group is one example of our growing strength and a determination to improve RE at every level. Having our voice heard in Westminster is crucial.

Another group of people with whom we have worked more closely is head teachers. We have, for example, invited them and their Chair of Governors to come to SACRE to present their own requests for determinations and this has been immensely helpful for all of us. SACRE members have developed a deeper understanding of the issues facing schools and head and governors have acquired greater knowledge of SACRE, its purpose and its remit.

Thus we continue to work and meet the targets of our development plan. SACRE members deserve grateful thanks for their energy, enthusiasm and commitment to RE and to collective worship. The four committee Chairs now meet together before every meeting and they are playing a larger role in SACRE's work. To all of them, I am extremely grateful.

I would also like to thank Bradford Council for its on-going support, particularly through the staff of Diversity and Cohesion. Geraldine Cooper, whose role combines clerk to SACRE and advisory teacher for RE, has led all our work and to her we are all extremely grateful, not least for the writing of this report. It is she who works with teachers and governors, providing training, conferences and resources, and it is she who has to implement SACRE's many recommendations. This report shows the very considerable amount of work that is undertaken by her, ably supported by the Faith Tutors. I echo Geraldine's thanks to Janet Hardcastle who was our administration and minutes secretary until her retirement.

This is my last SACRE Foreword. After seven years as Chair and seven as Inspector and Adviser for RE, I have decided to retire with effect from March 2014. It has been a privilege to work with Bradford SACRE and I have no doubt that its work will go from strength to strength under its new Chair.

Joyce Miller
Chair, Bradford SACRE

Introduction

All children need to acquire core knowledge and understanding of the beliefs and practices of the religions and worldviews which not only shape their history and culture but which guide their own development. The modern world needs young people who are sufficiently confident in their own beliefs and values that they can respect the religious and cultural differences of others, and contribute to a cohesive and compassionate society.

The Right Hon Michael Gove MP in the foreword to the “Review of Religious Education in England”

Bradford Standing Advisory Council on Religious Education (SACRE) aims to ensure that Bradford pupils have the opportunity to experience the academic rigour and the intellectual stimulus and enjoyment of religious education which is taught by a well supported and well resourced body of teachers.

In September 2012 the revised Ofsted Inspection Framework stated that the leadership and management of a school would be judged, amongst other things, by the provision of:

‘a broad and balanced curriculum that meets the needs of all pupils, enables all pupils to achieve their full educational potential and make progress in their learning, and promotes their good behaviour and safety and their spiritual, moral, social and cultural development’.

SACRE has encouraged schools to recognise the ways in which both religious education and collective worship make a significant contribution to the spiritual, moral, social and cultural (SMSC) development of all pupils. In conjunction with the City of Bradford MDC Children’s Services, Diversity and Cohesion Service, schools have been supported in the provision of religious education, collective worship and SMSC development.

Since September 2011 children in Bradford schools have engaged in religious education and collective worship which has enabled them to:

- Increase attainment in GCSE full course and GCE A level Religious Studies (RS) examination against a backdrop of national uncertainty about the future of RS in public examinations;
- Improve thinking and communication skills in an interactive and dynamic RE conference led by facilitators from the National Association of Teachers of Religious Education (NATRE);
- Foster spiritual, moral, social and cultural development through collective and separate faith worship and through a stimulating RE curriculum;

- Develop empathy and understanding of a wide range of religions and beliefs through meeting visitors from Bradford's faith communities, either through visits to places of worship or faith visitors to their schools. Between 2011 and 2013 Interfaith Education Centre staff worked with an average of 12 000 Bradford school children either at a place of worship or in their own schools;
- Appreciate the importance of religions and beliefs in society through participation in a highly successful Interfaith Week programme of activities.

Teachers in Bradford schools, through the Interfaith Education Centre and the wider Diversity and Cohesion Service, have benefited from:

- Support in the development of religious education which reflects and responds to wider innovations in the curriculum;
- Challenge to develop strategies to promote pupil progression in RE through effective formative assessment;
- RE network meetings which have attracted an average of 45 attendees each term;
- Professional development in RE, SMSC and Citizenship;
- Resources which promote active and effective learning in RE and the wider curriculum;
- Opportunities to promote peer education and pupil voice and to challenge injustice and extremism;
- Knowledge and skills to develop effective and inclusive collective worship through the 'Collective Worship Guidance and Model Policy' document and continuing professional development;
- Faith tutors from the Interfaith Education Centre who lead separate faith worship weekly in 25 Bradford schools and contributed to collective worship on a regular basis in two other schools. They reached an average of about 8000 children each week.

Bradford SACRE has:

- Grown in membership and expertise;
- Engaged in national debate on the impact of government policy on RE and collective worship;
- Strengthened relationships with the broader community through engagement with a range of visiting speakers;
- Maintained a positive working relationship with schools in Bradford, however governed;
- Reviewed policy and procedure, particularly with reference to collective worship;

- Responded to national and local challenge with a strategic development plan monitored and reviewed by a working group which reports to SACRE on a regular basis.

Since the publication of the Bradford SACRE's last report in December 2012 there have been many changes in the coalition government's education policy, some of which have posed challenges for RE teaching in our schools. SACRE has continued to ensure that Bradford schools have been supported and challenged in their duty to make provision for RE and collective worship.

Key issues have been:

- The exclusion of RE from the English baccalaureate (EBacc);
- The impact of the academy programme on local determination of RE and collective worship;
- The RE subject review by the RE Council of England and Wales (REC);
- The reduction in Initial Teacher Training (ITT) places for RE;
- The call for evidence from the All Party Parliamentary Group (APPG) on RE and its subsequent report;
- The decision to archive Circular 1/94 guidance on collective worship.

SACRE has:

- Written to Michael Gove MP, Secretary of State for Education expressing concern over the decision not to include RE in the EBacc;
- Responded to the REC consultation on the RE subject review;
- Invited Philip Davies MP, a member of the RE APPG, to a SACRE meeting to discuss SACRE's concerns about the future of RE;
- Responded to the APPG call for evidence;
- Written a collective worship guidance and model policy document for Bradford schools;
- Maintained an informed response to national developments in religious education.

Religious Education

The implementation of the Bradford agreed syllabus for RE 2011 - 2016

The Bradford agreed syllabus for religious education 2011 – 2016 has been used by schools for two years. As was anticipated in the revision of the syllabus, SACRE has observed that there is a range of practice in the ways that schools choose to use the syllabus, particularly in primary schools.

The majority of schools continue to use the study units introduced in the 2001 syllabus, which are now available as syllabus support materials. These units offer a thematic structure that ensures progression in learning about and from religions and beliefs and incorporates regular opportunities for assessment for learning. Where subject leaders and staff have become more confident there is evidence of greater independence and flexibility in the ways that schools choose to develop their programmes of study. This is exactly what the syllabus is designed to promote.

Schools aim to meet the statutory requirement to teach RE in a variety of ways. In some schools RE is taught, when appropriate, as part of a topic based curriculum; at other times RE may be

taught as a discreet subject. In some schools RE is always taught as a discrete subject, particularly when RE is used to facilitate planning preparation and assessment (PPA) cover.

Most secondary schools maintain a timetabled provision of RE at Key Stage 3. Provision at Key Stage 4 is usually met by requiring all students to follow, although not necessarily be examined in, GCSE religious studies. The perceived negative impact of changes to short course GCSE and the English Baccalaureate (EBacc) are yet to be ascertained.

In both primary and secondary phases subject leaders have expressed concern that timetabled RE is re-allocated, either regularly or on an ad hoc basis. This impinges both on pupil entitlement and progression. Some schools have utilised RE enrichment days to compensate for this.

Support for RE

SACRE's main focus of support in RE has been with primary schools through the provision of termly network meetings for subject leaders and through individual or whole school professional development. Network meetings encourage participants to improve the quality of RE teaching and learning in their schools. Resources from the Interfaith Education Centre are used to exemplify good practice and to stimulate discussion about effective teaching in RE.

There has been a steady growth in attendance at the meetings with an average of forty schools being represented each term. A minority of schools have maintained continuity in RE subject leadership, however, and there tends to be a high turnover in subject leadership. Often RE is led by newly qualified teachers, experiencing their first opportunity in subject leadership. A growing number of schools are represented at network meetings by higher level teaching assistants (HLTAs).



Introducing higher level thinking skills

The meetings enable participants to develop the knowledge and skills to become effective subject leaders. Network meetings continue to focus strongly on assessment in the context of Ofsted's report on assessment in RE, based on single subject inspections. The agreed syllabus requires assessment to be formative and an integral part of learning. At the meetings subject leaders are supported in best practice in assessment so that pupils know how well they are doing in RE and what they need to do to make

progress. However, schools have been reluctant to make this a priority. SACRE is concerned that many schools have not responded to the requirement of the agreed syllabus for RE to report on pupil attainment at the end of each key stage. SACRE is exploring ways to improve this.

Schools have access to support for RE, collective worship and SMSC either for individual teachers (usually subject leaders), groups of staff or whole staff training. Since January 2012, 32 primary

schools have accessed support for RE and / or collective worship and twelve secondary schools participated in the Building Resilience in Bradford programme (see below).

Belief in Bradford Conference

In June 2013 over 100 pupils from eleven schools across the Bradford District attended the 'Belief in Bradford' conference led by Lat Blaylock and Deborah Weston of the National Association of Teachers of RE (NATRE). Bradford was approached to host the conference, one of a series offered by NATRE around the country, because of the Council's recognition of the value of RE to the community as a whole.

The conference aimed to give pupils the opportunity to talk about religions and beliefs in Bradford and to learn from each other through dialogue and shared experience.

Pupils were actively engaged from the moment they walked into the conference which was held at Future House. They thought about the questions they might ask God, shared ideas about religion and explored how religious commitment and belief might make an impact on their identity and that of other people. Pupils collaborated to create art work



"We are all the same and we all live in the same world" – art work from the Belief in Bradford Conference.

from a range of themes, including Belief in Bradford, which was then exhibited. The finished work demonstrated the imagination and creativity of pupils and their capacity to co-operate and share ideas.

Pupils and teachers were eager to share the exciting activities and what they had learned back at school. SACRE members who took part in the conference were impressed by the involvement of the pupils and teachers.

The conference was featured in the Telegraph and Argus and also on Bradford Community Broadcasting. Rachel Smith, head of RE at Bingley Grammar School later attended a SACRE meeting to share her pupils' experiences of the event.

This is a really new thing. We haven't been to anything like this before and it is fantastic. It is bringing children of different ages together to learn about each other's beliefs and to discover their own.

Attainment in RE

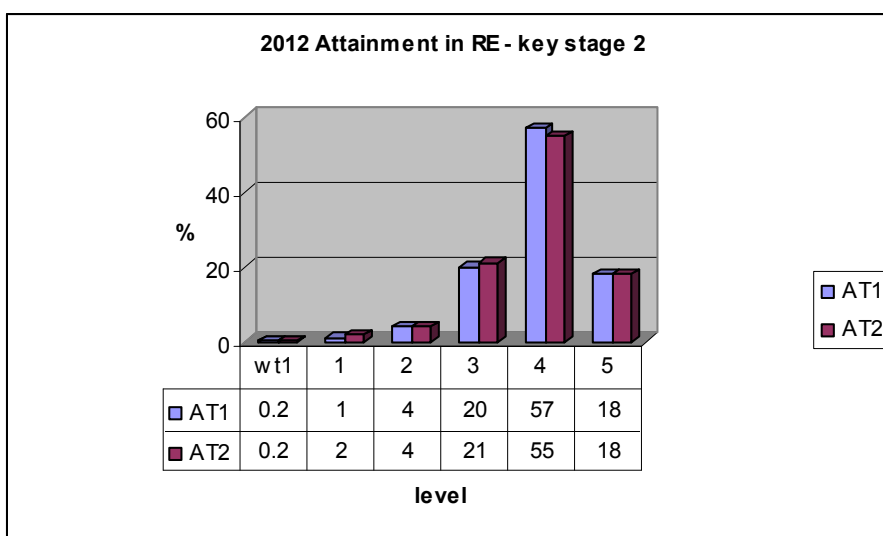
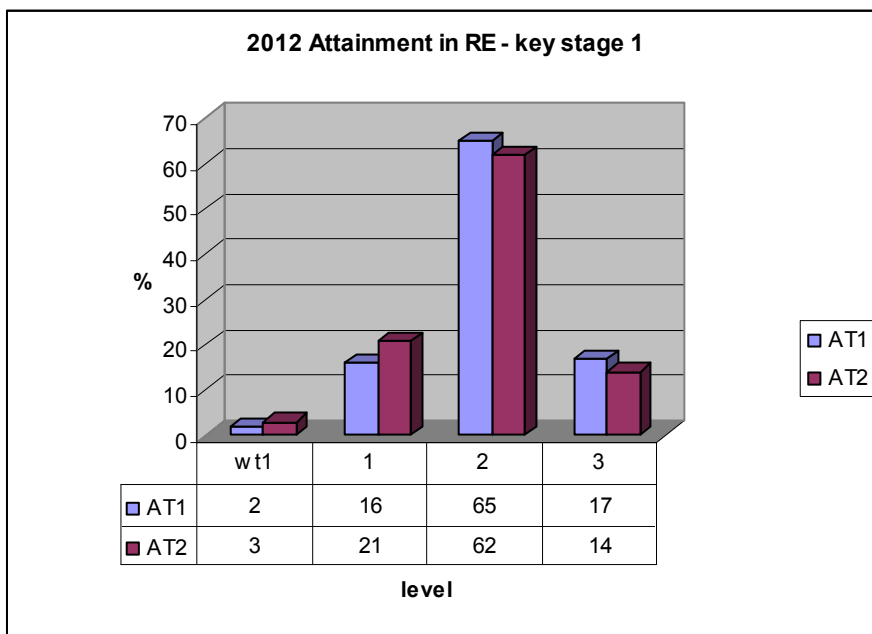
Primary schools

The Bradford agreed syllabus requires schools to make an annual report of end of key stage attainment in RE. In March 2012 the Chair of SACRE met with the Primary Improvement

Partnership and agreed that this would be piloted with schools represented at primary network meetings. Thirty two schools met the criteria to be included in the pilot of which twenty three schools responded and a further seven schools volunteered to participate.

This is a very small sample, 18% of all primary schools, and there was no cross moderation. In this sample at key stage 1 pupils performed within the expectations of the agreed syllabus i.e. between levels one and three.

In comparison with attainment in reading (measured by SATs), 2% fewer pupils attained level three in learning about religions and beliefs than attained level three in reading. 17% fewer pupils attained level two in learning about religions than attained level two in reading. Pupils performed less well in attainment target two learning about religions and beliefs.



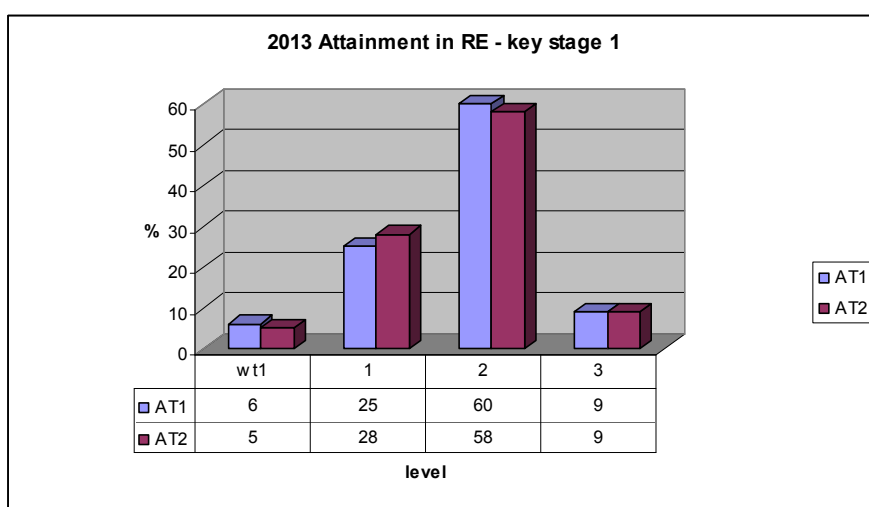
At key stage two the majority of pupils also performed within the expectations of the agreed syllabus.

Attainment in RE was below attainment in literacy. 57% of pupils attained level 4 in learning about religions and beliefs compared with 82% attaining level four in literacy.

Attainment in AT2 learning from religions and beliefs was marginally lower than AT1 learning about religions and beliefs.

At both key stage one and key stage two pupil performance is lower in attainment target two (AT2), learning from religions and beliefs, than in learning about religions and beliefs (until level 5 when achievement is the same). It is possible that this reflects a lack of confidence in assessing AT 2, which teachers often report, locally and nationally.

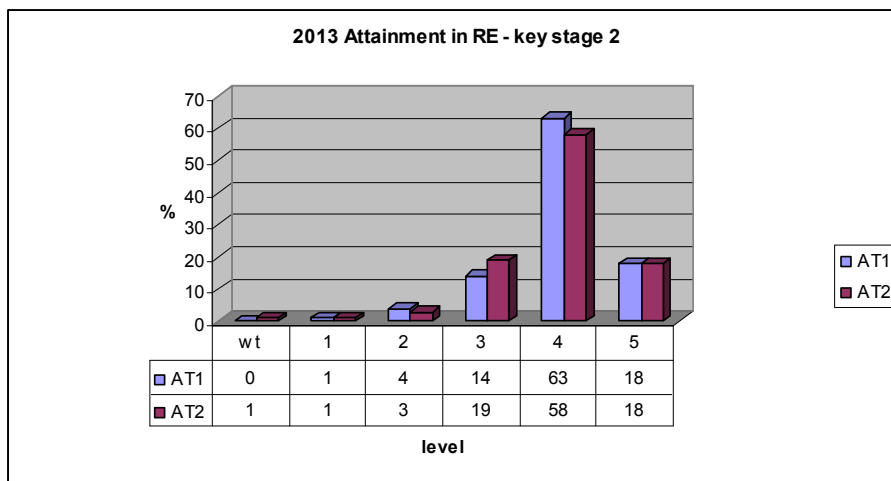
In 2013 only 11 primary schools submitted data on attainment in RE.



In this small sample pupils in both key stages were performing within the expectations of the agreed syllabus for RE.

In comparison with attainment in reading (measured by SATs) 9% fewer pupils in key stage one gained level three or above in learning about religions and beliefs. 22% fewer pupils in key stage one gained level two in learning about religions and beliefs.

At level two pupils performed less well in AT2 learning from religions and beliefs than AT1 learning about religions and beliefs. At level three there was no difference in achievement between the two attainment targets.



At key stage two in 2013 15% fewer pupils gained a level four in AT1 learning about religions and beliefs compared with 78% gaining a level four in reading and 80% gaining level four in writing. 5% fewer pupils gained level four in AT2 learning from religions and beliefs. At key stage two there was no difference in performance between the two attainment targets.

The data cannot be used to compare performance between 2012 and 2013 as there are only three schools common to both data sets.

In order for accurate reporting on attainment in RE it will be necessary to increase the number of schools submitting data and to ensure a common understanding and application of performance descriptors through the provision of exemplar material, and opportunities for moderation within and across schools. It is part of SACRE's development plan to explore ways to improve the rate of reporting on RE attainment.

Secondary schools

SACRE is grateful for the dedication and commitment of the teachers in Bradford secondary schools who continue to ensure that religious studies (RS) is a popular subject at GCSE and A level.

Public examinations at the end of key stage 4.

- GCSE full course religious studies entries
- In 2013, 24 schools entered candidates for GCSE full course religious studies;
- Overall the proportion of the cohort entered for GCSE full course RS has increased by 6%;
- In three schools there has been a significant increase in the percentage of the cohort entered for GCSE full course RS;
- Three schools did not enter any candidates for GCSE full course RS: Bradford Academy, Hanson and Tong schools. These three schools historically do not enter candidates for GCSE full course RS. Bradford Academy entered 1.1% of their cohort in 2012;
- In 16 schools entries remain stable. In nine of these schools entries are over 50% of the cohort;
- In five schools there has been a decline in entries - of these four are academies. Two of these academies saw a significant drop in entries in 2012 which continued in 2013.

- GCSE short course religious studies entries
- In 2013 18 schools entered pupils for GCSE short course RS, three more schools entered than in 2012 but a decrease from 23 schools entering candidates in 2011;
- Five schools, which had previously entered candidates, entered no candidates in 2013;
- University Academy Keighley significantly increased the percentage of their cohort entered for GCSE short course and Carlton Bolling entered a high proportion of their cohort for the examination;
- Between 2010 and 2012 there was an increase from four to nine schools entering candidates prior to year 11. This has since dropped to five schools in 2013 (4 in 2012) which suggests that this may not be as significant an issue as was once thought;
- One school entered a high proportion of candidates in year 10 and few or no candidates in year 11.

It is too early to assess the full impact of the exclusion of RS from the English Baccalaureate (EBacc) or of changes to the status of GCSE short course. The former appears to be having more impact on academies than on local authority schools though it is too soon to draw definitive conclusions on this.

- Attainment in key stage four examinations

Performance at GCSE remains relatively stable for both full course and short course candidates.

Full course RS results.

- The proportion of candidates gaining A*-C increased from 62% to 65% between 2010 and 2011 but fell to 63.1% in 2012 and rose to 64.5% in 2013. There has been a 2% fall in the proportion of candidates gaining A* - C grades in full course, from 65% in 2011 to 63% in 2012. The proportion of students gaining A*-G remains the same at 98%;
- In 2010 the percentage of students gaining A%-C was 11% below the national average, falling to 16% below the national average in 2011 but this gap has closed to 10% in 2012 and 8% in 2013;
- Nationally the percentage of students gaining A*-C increased by 0.6% between 2010 and 2012 (73.7%) but has since decreased to 72.4%. The percentage of Bradford candidates gaining A*-G in 2013 was only 0.4% below the number of candidates gaining A*-G nationally.

Short Course results

- The percentage of students gaining A*-C in short course RS has risen slightly from 47.2% in 2010 to 48.4% in 2012 but fell to 39.3% in 2013;
- In 2010 the percentage of students gaining A*-C in short course RS was 5% lower than the national average of 52%. This gap between national attainment in RS and attainment in Bradford has fluctuated; 19% lower in 2011, 6% lower in 2012 and 20% lower in 2013;

- In 2011 and 2012 more candidates in Bradford gained A* - G grades than nationally. In 2013 88% of Bradford candidates gained A*-G in comparison with 95% nationally;
- This may be because some Bradford schools are entering a large proportion of their cohort in Year 10 rather than Year 11. This practice has been commented on negatively by Ofsted.

Public examinations at the end of key stage 5

- A Level
 - 18 Bradford schools entered candidates for GCE A level RS in 2010, this rose to 20 schools in 2011 and has remained at 21 since 2012;
 - In 2010 77.5% of candidates in Bradford schools gained A*-C compared with 79% nationally (a gap of -2%). In 2011 72% of candidates in Bradford gained A*-C grades compared with 81% nationally. In 2012 the percentage of candidates gaining A*-C fell by 1% nationally. In Bradford 9% fewer candidates gained A*-C grades;
 - Nationally the percentage of students gaining A*-C remained the same but in Bradford 73% of candidates gained A*-C, thus closing the gap between attainment in Bradford and nationally to 7%;
 - Since 2010 all Bradford candidates gained A* - E grades. Nationally between 2010 and 2012, 98% of candidates gained A*-E, this fell to 88% in 2013.
- AS level
 - 23 schools entered candidates for AS RS exams from 2010 to 2012, this declined to 21 schools in 2013;
 - In 2010 7% of the cohort were entered for AS level RS, dropping to 1.5% in 2011 and increasing slightly to 3% in 2012. From the data provided it appears that this remained stable in 2013;
 - Nationally the percentage of students gaining A*-C grades has remained constant at 67%. In Bradford 13% fewer candidates (54%) gained A*-C in 2010 and 2011. This rose to 56% in 2012 and fell to 42% in 2013;
 - Nationally 92% of candidates gained A*-E between 2010 and 2013. In Bradford this increased from 85% in 2010 to 90% in 2013.

Community Cohesion

Bradford SACRE has a strong commitment to the significance of community cohesion in Bradford and sees the range of religions and beliefs represented amongst its members as being of great strength.

SACRE welcomed to its meetings the Bishop of Bradford, Bishop Nicholas and the newly appointed Children's Services Assistant Director; George McQueen, responsible for Access and Inclusion. They discussed issues of community cohesion in Bradford and the contribution that can be made by SACRE.

The Interfaith Education Centre

The Interfaith Education Centre (IEC) is part of Bradford MDC Children's Services Diversity and Cohesion Service, located at Future House.

The IEC was originally established as a resource to support teachers in the delivery of a multi-faith RE syllabus. The IEC continues to fulfil this function with a wide range of artefacts, books, posters and multi-media available to subscribing schools to support RE, SMSC development and collective worship. Subscriptions give Bradford schools access to the services of the IEC, including visits to



Pupils from Bootham School exploring Islamic symbol and design.

places of worship / visitors in schools, RE support and access to IEC resources free at the point of delivery.

These are also available to all schools on a 'pay as you go' basis.

In line with service policy the IEC will work with all schools, regardless of governance, to establish and support the sharing of good practice. Sixty six schools took out a full subscription to the IEC for the academic year 2012 – 2013. In spring 2013 it was agreed that schools can start their subscription to the IEC at any time in the academic year.

The IEC employs a team of faith tutors, representing the Hindu, Muslim and Sikh communities, who visit schools as part of the RE curriculum and to lead visits to places of worship. They also lead faith worship and collective worship in schools and are available, through the Diversity and Cohesion service, to offer advice and guidance on faith related issues.

The faith tutor team is led by Seema Buttoo, the Hindu faith tutor, and consists of two full time and two part time Muslim tutors and two part time Sikh faith tutors. In spring 2013 Narinder Singh replaced Rajinder Singh Panesar who retired from the team after 15 years of service. The team is augmented by volunteers representing Judaism and Buddhism and the advisory teacher for RE is available to talk about Christianity and to lead visits to churches.

The team has considerable experience in working in all phases of education and, particularly, through visits to places of worship, makes a significant contribution in promoting a greater understanding of religious and cultural diversity.

The learning experience was pitched and delivered age appropriately and children were engaged throughout.

Feedback from a primary school following a visit to a place of worship.



Primary pupils discovering Asian foods.

Faith tutors aim to respond to new initiatives in teaching and have developed strategies to make visits to places of worship engaging and proactive through the use of artefacts and multi-media. A programme of workshops has been developed to complement visits and these include: Indian dance, the use of music in Sikh worship, Islamic design, and food tasting. Workshops developed for Interfaith Week (see below) are also available to schools throughout the year.

Faith tutors are increasingly invited into schools to support RE. A list of their work is in Appendix 5. They liaise closely with teachers to ensure that learning objectives are met and there is a formal process of evaluation which is used to inform future practice and professional development. In the past year faith tutors received training in SMSC, the Equalities Act (with particular reference to homophobia) and the use of new technologies, and they participated in the NATRE Belief in Bradford conference. An increasing number of schools, from within and outside Bradford, utilise the service of the IEC for RE enrichment days which are either based on major world religions or issues relating to community cohesion. The advisory teacher for RE liaises with schools and faith tutors to develop bespoke programmes that meet the specific needs of the school.

Interfaith Week 2011 and 2012

The Interfaith Education Centre continues to promote Interfaith Week in Bradford's schools. Faith tutors have considerable knowledge in the use of story to convey teachings and values from a range of faith and belief traditions. They use this to great effect with the schools in which they provide faith worship on a regular basis. Interfaith Week has given more schools the opportunity to work with faith tutors over a longer period in order to explore the importance of story across all faiths and shared human values.

- 2011 – Pass it On

Retired SACRE member and college lecturer, Maggie Power, has worked closely with faith tutors over a number of years leading story-telling workshops which she concludes with the challenge to 'pass on' a story and its message to someone else. In 2011 the IEC took this as the theme for Interfaith Week – challenging schools to pass on the story that had been told by a faith tutor in as interesting way as possible. In the weeks prior to interfaith week faith tutors visited 14 schools to tell stories from a range of faith



"The Noisy Neighbour" presented by Sandy Lane Primary School, winners of the art competition 2011.

traditions. Each school then created art work and multi-media presentations of the stories which were exhibited at Future House during Interfaith Week.

A further nine schools participated in studio activities during the week. In each studio pupils were told a faith story which they then presented through the medium of art, dance or drama. A 'peace tent' was a popular part of the experience where pupils had the opportunity to reflect on and share their own aspirations for a peaceful society. The programme was supplemented by a gamelan studio led by Tony Johnson, head of the Music and Arts service, and an art workshop led by Tony Bullock, advisor for visual arts.

A celebration evening was held in collaboration with the Supplementary Schools awards evening. Pupils' work 'passing on' their stories was exhibited at the evening. Awards were presented to the schools that passed on their story in the most interesting way.

(3 photos and captions here of winning art work and Maggie presenting awards)

- 2012 – Turning Points

During Interfaith Week in 2012 pupils used a variety of stimuli to think about the 'turning points' in our lives and how we face challenge.

An Islamic design workshop gave pupils the opportunity to learn how design in Islam is used to symbolise belief about Allah. Pupils created their own geometric patterns based on the principles they had been taught. Pupils at Brackenhill primary school worked with Tony Bullock and Geraldine Cooper to create abstract sculptures which reflected the turning points in their own lives. Although only in Year 3 the pupils' personal experiences, including migration, visiting family abroad and



Concentrating on creating sound from a Buddhist singing bowl.

changing schools, gave them much to discuss.

Story telling sessions were based on either the story of Yunus (Jonah) from the Abrahamic religions or 'Guru Nanak and the Jasmine flower' from the Indic religions. Faith tutors explored the 'turning points' in the story where the main characters responded to challenge. Pupils discussed and dramatised the types of challenges that they face today and how they respond to them, reflecting on the examples set in the stories they had heard.

During Interfaith Week, the Thornbury Centre hosted half-daily school sessions, led by IEC staff, which used the Tibetan story 'Tenzin's Deer' to encounter the Buddhist concept of non-attachment. There was opportunity for discussion, dance and reflection as

pupils completed and shared their experiences of Interfaith Week. This was funded by Bradford Churches in Diversity and Dialogue (BCDD).

In total 715 pupils from 14 schools participated in Interfaith Week 2012 activities led by the IEC. A further six Bradford schools participated in workshops at Kala Sangam in conjunction with the Music and Arts Service.

Building Resilience in Bradford

In consultation with Alastair Ross, consultant mentor for the RE Council's REsilience project, the Diversity and Cohesion service has developed the Building Resilience in Bradford project which has utilised the structure and self evaluation process of the national REsilience project to support Bradford schools in addressing contentious issues. Twelve secondary schools were involved in the project which received Home Office funding to challenge extremism.

Building Resilience in Bradford utilises the existing good practice in peer education through both Stand Up Speak Out and Make a Difference (SUSOMAD) and Stand up to Hatred, which is based on the Anne Frank [+ YOU] exhibition, led by Alina Khan, schools advisor for community cohesion. Bradford hosted the national Anne Frank [+ YOU] exhibition in both 2012 and 2013. SACRE members were impressed by the way it promoted student voice, peer education and by the calibre of Bradford's student ambassadors. Prior to the exhibition the schools involved in Building Resilience in Bradford each hosted the 'History for Today' exhibition in their school. The exhibition strengthened pupils' understanding of the historical and political context in which Anne Frank lived. Pupils were trained as ambassadors and they guided fellow pupils and visitors from primary schools around the 'History for Today' exhibition in preparation for their role as ambassadors at the larger Anne Frank [+ YOU] exhibition.

In November 2012 Alastair Ross of the Anne Frank Trust addressed a SACRE meeting about both exhibitions and invited SACRE members to be adult guides to the exhibition. Eight secondary and six primary schools provided ambassadors for the exhibition which was attended by pupils from 104 of Bradford's schools.

SACRE

SACRE has met eight times during the period of this report and has continued to monitor and respond to local and national developments in RE.

The October 2012 meeting was attended by Philip Davies MP, member of the All Party Parliamentary Group on RE. SACRE members raised their concerns about the future of RE with him and he subsequently presented these to the Secretary of State for Education, Michael Gove. SACRE responded to the APPG call for evidence and agreed that the subsequent report 'RE- the Truth Unmasked' effectively represented the issues that have been of concern in Bradford. Members fully endorsed its recommendations.

Membership and attendance

Since January 2012 SACRE has said goodbye to a number of longstanding and hardworking members. These were:

Member	Constituency	Reason	Date	Replacement
Adam Britten	Baptist	Resigned	October 2012	Helen Sellars
Revd Dr Barbara Glasson	Methodist	Resigned	June 2013	Awaiting replacement
Rajendra Pal Johar	Hindu	Retired	Feb 2012	Sushma Puri
Pushpah Prabhaker	Hindu	Resigned	Nov 2012	Awaiting replacement
Christine Robinson	ASCL	Resigned	Dec 2012	Bec Treacher
Barry Hayward	ATL	Resigned	June 2013	David Mallard
Jim McHugh	LA	Retired	July 2012	George McQueen
Cllr Mohammed Amin	Labour group	Replaced	June 2012	Cllr Ghazanfer Khalliq
Cllr Paul Flowers	Labour Group	Resigned	January 2012	Constitution amended
Cllr Susan Hinchcliffe	Labour Group	Replaced	June 2012	Cllr Michelle Swallow
Robert Lee	Humanist	Retired	June 2013	Brian Laycock.

In December 2011 there were 11 vacancies on SACRE, six of which have now been filled:

Bahai	Robert Hallam	February 2012
Black led	Tina Frances-Rowe	October 2012
	Edward Stirling	October 2012
Methodist	Revd Dr Barbara Glasson	February 2012 (see above)
Quaker	Evelyn Shire	February 2012
Muslim	Farha Patel	February 2012
	Azhar Iqbal	February 2012

A full list of SACRE members can be found in Appendix 2.

In April an amended constitution for SACRE was ratified. Amendments principally addressed the reversion of education to the control of Bradford MDC and minor changes in membership which reduced the number of SACRE representatives from 40 to 38. This represented a reduction of one of the teachers' professional associations and one elected member representative. SACRE currently has six vacancies: Methodist, Orthodox, Hindu, Muslim and two teacher professional association representatives. When a vacancy occurs the clerk to SACRE writes to the nominating body inviting nominees who are then appointed by the Director of Children's Services.

In October 2012 SACRE said goodbye to Janet Hardcastle who had been minute secretary and administrator. SACRE members were deeply saddened by the untimely death of Afrana Majid who had provided administrative support to SACRE following Janet's retirement.

Collective Worship

Since September 2012 Ofsted has placed greater emphasis on pupils' spiritual, moral, social and cultural (SMSC) development. Collective worship can make a significant contribution to the SMSC development of pupils of all ages and the development of effective practice in collective worship has been a key focus for SACRE over the period of this report.

Historically SACRE has ensured that the statutory requirement that schools provide a daily act of collective worship "wholly or mainly of a broadly Christian character" is set in the context of Bradford's diverse communities. SACRE has worked with schools to develop patterns of collective worship which reflects the changing demography of our schools.

In Bradford 47 schools currently provide collective worship which is of an inclusive nature drawing from a range of beliefs and teachings. In 42 schools pupils meet in faith groups on one day of the week. Faith tutors from the Interfaith Education Centre lead faith worship in 25 of these schools. In order to be exempt from the requirement to provide collective worship that is 'wholly or mainly of a broadly Christian character' these schools must apply for a 'Determination' from SACRE. In the past twelve months SACRE has reviewed and approved six applications for determinations. All of the schools making an application had previously been granted applications. Two schools changed from providing faith worship on one day a week to the provision of inclusive worship on every day. The reason for the changes was to respond to the changing demography of the school and to enhance inclusion and cohesion.

The process of application for or renewal of a determination is rigorous. Schools are required to complete an application form which must be countersigned by the Chair of Governors. Applications are expected to be accompanied by the school's collective worship policy and examples of planning. Applications are reviewed by SACRE members in committees and decisions are fed back to the full SACRE meeting. In the past year two applications were referred back to schools for additional information, prior to approval. No applications have been refused. SACRE is aware of the many pressures facing schools and has refined the process of application for determinations with forms being made available electronically.

Head teachers are given the opportunity to present their application to SACRE and this has proved beneficial when a school is changing practice. Examples of this were the applications by Bowling Park primary school and Victoria primary school where senior leaders were able to describe the centrality of collective worship to the ethos of their school. They were able to clarify the context of their application through questions and answers at the end of their presentation which increased the efficiency of the decision making process.

SACRE has pro-actively responded to both media speculation about collective worship and the archiving of Circular 1/94 by the DFE. In April 2012 a letter was sent to all head teachers and chairs of governors from the Chair of SACRE, counter signed by the Assistant Director for Access and Inclusion, reminding them of the statutory requirement of schools to provide a daily act of collective

worship and of the benefits that collective worship brings to the development of an inclusive school ethos which promotes SMSC development.

To support and encourage schools in the provision of effective collective worship SACRE produced a 'Collective Worship Guidance and Model Policy'. The document draws together a range of expertise in this field, including SACRE members, officers and the Interfaith Education Centre. In February Rachel Kidd, Principal, Dixons Allerton Academy and David Jones, Executive Head of Holybrook and Parkland primary schools made presentations to SACRE about collective worship in their schools. This stimulated interesting and invaluable discussion amongst SACRE members about collective worship in the school context and how schools can most effectively use this time to develop SMSC. The 'Collective Worship Guidance and Model Policy' is available to schools electronically through Bradford Schools Online and will be updated to reflect on-going good practice.

Development Plan

In February 2013 SACRE ratified a new development plan for 2013 – 2015. It was agreed that this would be overseen by a development plan working group chaired by Mike Binder, Vice Chair of SACRE. The working group has met to monitor the development plan and to recommend amendments in the light of changes to the education landscape.

Conclusion

Over the period of this report there have been many significant developments and debates in the RE world. The exclusion of RE from the English Baccalaureate (EBacc), the national curriculum review and proposed changes to national examinations have led to a period of great uncertainty for RE and this has been reflected in the concerns raised by Bradford SACRE.

The City of Bradford MDC's on-going recognition of and support for the important contribution that religious education makes to cohesion within the District has ensured that schools continue to have access to support for RE and collective worship - to the benefit of our children, their families and their communities.

Over the next two years SACRE will continue to work with Bradford MDC Children's Services to:

- Support Children's Services in raising the attainment of pupils in religious education and to monitor and evaluate standards of teaching and learning, to promote the effectiveness of and compliance with the local Agreed Syllabus;
- Support effective, inclusive and educational collective worship and to monitor schools' compliance;
- Support the development of equality, inclusion and cohesion in Bradford;
- Promote, monitor and evaluate the work of SACRE and its members.

This will be in the context of the RE Review and the Ofsted long report 'Religious Education; Realising the Potential'.

Appendix 1 Terms of Reference

Section 11 of the *Education Reform Act 1988* (ERA) was the first legislation that required every Local Education Authority (LEA) to establish a **Standing Advisory Council for Religious Education** (SACRE) representing:

- Group A Christian and other religious denominations which appropriately reflect the principal religious traditions of the area;
- Group B the Church of England;
- Group C Teachers' Associations;
- Group D the Local Education Authority.

SACRE has a statutory duty to advise the LA on the Religious Education and Collective Worship in maintained schools, and may also advise on teaching methods, the choice of teaching materials, and teacher training. There is also a requirement that every SACRE should publish an annual report which should “specify any matters in respect of which the SACRE has given advice to the authority; broadly describe the nature of the advice given; and where any such matter was not referred by the authority, give reasons for offering advice on that matter.”

Appendix 2 Membership of SACRE August 2013

Committee A Other Christian denominations and other faiths represented in the LEA

Dr Sharif Kaf	Al-Ghazal	Muslim
Govinder Singh	Dhaliwal	Sikh
Revd Dr Barbara	Glasson	Methodist
Dr Robert A	Hallam	Bahai
Meg	Henry	Free Churches
Sue	Hobson	Salvation Army
Azhar	Iqbal	Muslim
Balu	Lad	Hindu
Ayub	Laher	Muslim
Pam	Mullarkey	Roman Catholic
Farha	Patel	Muslim
Sushma	Puri	Hindu
Kashmir Singh	Rajput	Sikh
Wendy	Ridley	Buddhist
Tina	Rowe	Black led churches
Helen	Sellers	Baptist
Evelyn	Shire	Quaker
Sukhdev	Singh	Sikh
Revd Edward	Sterling	Black led churches
Adam	Woodhouse	URC
Tamar	Yellin	Jewish

Committee B The Church of England

Fiona	Beevers
Cathy	Davie
Mike	de Villiers
Revd Stephen	Lees
Alison	Way

Committee C Teacher Associations

Mike	Binder	UCU
Bec	Treacher	ASCL
Wahid	Zaman	NAHT

Committee D Bradford Metropolitan District Council (BMDC)

Cllr Ghazanfer	Khaliq	Labour
Cllr Michael	Kelly	Conservative
George	McQueen	Children's Services
Cllr Geoff	Reid	Liberal Democrat
Cllr Michelle	Swallow	Labour

Co-opted members

Mohinder Singh	Chana	Bradford Concord
Brian	Laycock	Humanist
Joyce	Miller	Chair

Appendix 3 Exam results

GCSE Full Course	2010	2011	2012	2013
No of schools	19	24	26	24
% Cohort	31.6	34.2	46	52
Number of pupils	1828	1997	2415	2439
% A*-C	62.1	65	63.1	64.5
% A*-G	97.5	98.1	98.6	97.9

GCSE Short Course	2010	2011	2012	2013
No of schools	19	23	16	18
% Cohort	26.6	29	24.1	33
Number of pupils	1536	1697	1381	1246
A* - C	47.2	47.9	48.4	39.3
A* - G	93.8	93.5	94.3	88.3

GCSE ELQ	2010	2011	2012	2013
No of schools	6	9		5
% Cohort	3.6	3.6	3.2	
Number of pupils	125	208	184	

GCE A level	2010	2011	2012	2013
No of schools	18	20	21	21
% Cohort	4.1	4.3	7	
	228	261	176	263
A* - C	77.5	72.8%	71.3	73%
A* - E	100	100	100	100%

GCE AS	2010	2011	2012	2013
No of schools	23	23	23	21
% Cohort	7.3	1.5	3.2	
Number of pupils	410	93	111	108
A* - C	54.7	54.8	56	42
A* - E	85.7	88.2	91	90

Appendix 4 Schools with determinations

Allerton Primary	H/M/S/C/other	C – Christian
Atlas Primary	M/other	H – Hindu
Bankfoot Primary	H/M/S/other	M – Muslim
Barkerend Primary	H/M/S/other	S – Sikh
Belle Vue Boys (S)	M/other	Provision in black type is
Belle Vue Girls (S)	Whole school	made by the IEC.
Bowling Park Primary	H/M/S/other	
Brackenhill Primary	H/M/S/other	
Bradford Moor Primary	H/M/S/other	
Byron Primary	H/M/S/other	
Challenge College (S)	Whole school	
Copthorne Primary	M/S/other	
Dixons Allerton Academy (S)	H/M/S/other	
Eastwood Primary	M/other	
Farnham Primary	Whole school	
Feversham Primary	C/M/S/other	
Frizinghall Primary	M/S/other	
Girlington Primary	M/S/other	
Grange Technology College (S)	H/M/S/other	
Green Lane Primary	M/other	
Heaton Primary	H/M/other	
Holycroft Primary	Whole school	
Horton Grange Primary	Whole school	
Horton Park Primary	M/other	
Iqra Primary	M/other	
Killinghall Primary	H/M/S/other	
Laisterdyke	Whole school	
Lapage Primary	H/M/S/other	
Lidget Green Primary	H/M/S/other	
Lilycroft Primary	H/M/S/other	
Lister Primary	M	
Margaret McMillan Primary	M/other	
Marshfield Primary	Whole school	
Miriam Lord Primary	M/other	
Newby Primary	H/M/S/other	
Parkwood Primary	M	
Peel Park Primary	H/M/S/other	
Princeville Primary	Whole school	
Saltaire Primary	M	
Springwood Primary	H/M/S/other	
Thornbury Primary	H/M/S/other	
Thornton Grammar (S)	H/M/S/other	
University Academy (S)	M/other	
Victoria Primary	M/other	
Westbourne Primary	M/S/other	

Appendix 5 Work of the IEC

Subscriptions

April - March	2006-7 April - March	2007-8 April - March	2008-9 April - March	2009-10 (17 months)	2010-11 Sept-Aug	2011-12 Sept-Aug	2012-13 Sept-Aug	2013-14 Sept-Aug
Full subscription	76	80	82	71	77	69	61	51 To date

Bookings

September - August	2006-7	2007-8	2008-9	2009-10	2010-11	2011-12	2012-13
Total Visits (All schools)	520	593	635	652	581	564	216
Total children (All schools)	23615	25257	30189	26010	24373	22956	17977
Bradford School Visits (Subscribing)	191 (145)	275 (213)	266 (198)	292 (212)	298 (245)	298 (196)	218 (180)
Total Bradford children (Subscribing)	12991 (9137)	15927 (12380)	17402 (14000)	15417 (11537)	15417 (13096)	13309 (8888)	10807 (8127)

Locations

Venue	Frequency	Children	Adults (<i>minimum</i>)
Buddha Land	3	71	16
Churches	0	0	0
Emily St Mosque	0	0	0
Grange Interlink	23	947	143
Gurdwara Singh Sabha	28	842	179
Guru Nanak Gurdwara	0	0	0
Hanfia Mosque	6	214	35
Laxmi Temple	40	1436	271
FH			
Madni Mosque	25	719	167
Orthodox Synagogue	6	204	21
Prajapati Temple	2	81	13
Ramgarhia Gurdwara	6	230	31
Schools			
Total	139	4744	876

Appendix 6 Dates of SACRE meetings and attendance by SACRE committee

2011-2012

The average attendance over the year was 59%. Attendance by SACRE committee breaks down according to the chart below.

Date	Location	% Attendance				% all members
		A	B	C	D	
27.9.2011	Future House	55	75	33	20	48
1.12.2011	Future House	84	100	50	40	75
21.2.2012	Future House	53	75	25	33	48
25.4.2012	Future House	68	50	80	40	64
21.6.2012	Future House	61	100	20	40	56

2012 – 2013

The average attendance over the year was 51%. Attendance by SACRE committee breaks down according to the chart below.

Date	Location	% Attendance				% all members
		A	B	C	D	
2.10.2012	Future House	71	75	80	60	71
29.11.2012	Future House	29	80	40	40	40
27.2.2013	Future House	48	100	40	60	56
23.4.2013	Future House	38	60	60	60	47
26.6.2013	Future House	29	80	25	60	40

Appendix 7 SACRE representation

Committee A	Other Christian denominations and other faiths represented in the LA	
Baha'i	1	
Buddhist	1	
Christian denominations		
	Baptist	1
	Black led	1
	Methodist	1
	Moravian/URC	1
	Orthodox	1
	Pentecostal	1
	Quaker	1
	Roman Catholic	1
	Salvation Army	1
Hindu	3	1 vacancy
Jewish	1	
Muslim	5	1 vacancy
Sikh	3	
Committee B	The Church of England	
Bradford Diocese	5	
Committee C	Teachers' Professional Associations	
Teacher unions	5	2 vacancies
Committee D	The Local Authority	
Elected Members	4	
Department of Children's Services	1	

Membership is in accordance with sections 390 and 392 of the 1996 Education Act and represents, proportionately, the major denominations and faith groups in Bradford.

Appendix 9 SACRE Development Plan

BRADFORD'S STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION DEVELOPMENT PLAN January 2013 – December 2014

	AIM: To promote, enhance, monitor and evaluate the work of Bradford's Standing Advisory Council on Religious Education (SACRE), its members, and the work of the Interfaith Education Centre (IEC).
	OBJECTIVES:
1	To support Children's Services in raising the attainment of pupils in religious education and to monitor and evaluate standards of teaching and learning, to promote the effectiveness of and compliance with the local Agreed Syllabus
2	To support effective, inclusive and educational collective worship and to monitor schools' compliance
3	To support the development of equality, inclusion and cohesion in Bradford
4	To promote, monitor and evaluate the work of SACRE and its members

Objective 1. To support Children’s Services in raising the attainment of pupils in religious education and to monitor and evaluate standards of teaching and learning, to promote the effectiveness of and compliance with the local Agreed Syllabus

	What will we do?
1.	Engage with school leaders, the school improvement service and LAPs to monitor and evaluate provision for RE in Bradford schools
	a) offer support for teaching RE in academies
2.	Support for RE leaders to improve assessment and report on achievement:
	a) increase the number of schools meeting the requirement to provide assessment data.
	b) improve schools’ capacity to raise attainment in RE
	c) produce exemplification material to support schools in assessment
3.	Develop materials to support the teaching of the agreed syllabus:
	a) update and develop the (primary) Illustrative Teaching Materials;
	b) to gather and create on-line examples of good practice to support cross-curricular themes to include RE in both primary and secondary schools.

4.	Provide continuing professional development (CPD) to develop subject and pedagogical knowledge and subject leadership skills in RE through:
	a) RE conference for gifted and talented students + their teachers.
	b) encourage schools to apply for REQM
	c) increase confidence in teaching RE through termly network meetings
	d) the establishment of a secondary focus group to report on the needs of secondary RE departments.
5.	Work with parents, community groups and faith leaders, e.g. Council for mosques to increase understanding of RE.
6.	Develop policy and support for RE in majority-Muslim schools, in collaboration with teachers.
7.	Support for RE leaders to improve assessment and report on achievement:
	a) increase the number of schools meeting the requirement to provide assessment data.
	b) improve schools' capacity to raise attainment in RE
	c) produce exemplification material to support schools in assessment

Objective 2. To promote effective, inclusive and educational collective worship and to monitor schools' compliance

	What will we do?
1.	Monitor and evaluate school compliance with the statutory requirement to provide a daily act of collective worship.
2.	Revise and trial new determinations documentation and processes.
3.	Develop revised collective worship guidance and resources to support good practice in collective worship, linked to SMSC.

Objective 3. To support the development of equality and cohesion in Bradford

	What will we do?
1.	To support the Building Resilience in Bradford project in secondary schools
2.	In collaboration with Diversity and Cohesion Service, develop a SACRE response to the requirements of the Equalities Act, Religion and Beliefs strand.
3.	Investigate the possibility of working with a range of other organisations e.g. the Three Faiths Forum and Schools Linking Network, Joseph Rowntree Trust.

Objective 4. To promote, monitor and evaluate the work of SACRE and its members

	What will we do?
1.	Disseminate information about the role of SACRE and the importance of RE and collective worship through strengthening links between members and their communities / constituencies.
2.	Increase public knowledge and understanding of the role of SACRE and the impact through upgraded and updated information on the SACRE page of the Council web-site. Publicise this with teachers.
3.	Invite other key members / officers to observe SACRE meeting and gain understanding of the work of SACRE.
4.	Bridge the gap between SACRE and schools by inviting head teachers et al to SACRE meetings to showcase the RE that is done in their schools.
5.	Conduct regular monitoring and self-evaluation of the work of SACRE.
6.	Increase collaboration with School Governor Service through launch of CW policy and guidance.

7.	Institute SACRE celebration evening to celebrate and promote good practice in RE including recognition of REQM and RS public examination results.
8.	Educate councillors through occasional exhibitions at City Hall