

WARWICKSHIRE SACRE

Standing Advisory Council on Religious Education

21st ANNUAL REPORT 2011-2012



Photos taken at the Pupil and Teacher RE Conference at Coventry Cathedral on 18 June 2012

Modelled on the format produced by the Qualifications and Curriculum Authority in 2006 for SACREs in England.

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Chair's Introduction

Manjit Kaur and Mr Shisham Singh Sahota

It has been an interesting and productive year for Warwickshire SACRE.

The recently introduced monitoring cycle has been running successfully and has provided valuable information on the provision of RE across the county, helping to inform SACRE's priority areas of work. Gathering this data throughout the year has also made it much easier to collate information required for this report. Monitoring visits have been positively received by schools and also provided excellent development opportunities for SACRE members.

Collective Worship continued to be a key area of focus with further guidance being produced to help schools to deliver this effectively (available on the SACRE website).

We have continued to support our RE teachers with regular network meetings where it has been encouraging to see an increase in attendance. We hope to be able to build even further on these going forward into next year.

Our AS Level Conference and Youth SACRE events have also been a great success and provided opportunities for pupils to develop their thinking and understanding of RE at different levels.

Membership has also been a key focus, with consideration being given to how we might adapt to the changing landscape of schools by inviting academy representation and also ensuring all other faith and non-faith groups are fully represented.

Membership

This year we said goodbye to:

Venerable Manapo	Buddhist representative
Yusuf Patel	Muslim representative
Helen McGowan	Church of England representative
Sue Dudley	ASCL representative
Professor Bob Jackson	University of Warwick representative (co-opted)

We welcomed:

Ajahn Khemadhammo	Buddhist representative
Lorna Maloney	Non-conformist representative (covering maternity)
Father Mark Liddell	Church of England representative
David Hazeldine	ASCL representative
Aveninder Kaur	ATL representative
Alice Pyke	University of Warwick representative (co-opted)
Yvonne Rose	WCC Officer

Our thanks go to:

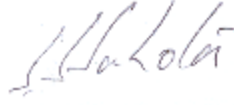
- The members of SACRE for their commitment and unstinting guidance
- The Clerk to SACRE, Ruth Waterman, for her support in various roles
- The Local Authority through the professional and personal support of Mark Gore, Yvonne Rose and Karen Steele

- The executive group Karen Steele, Gill Kingston, Lizzie McWhirter and Santosh Kundi for setting such a good example of collaborative and cooperative work

We look forward to the challenges that 2012/2013 brings!



Miss Manjit Kaur



Mr Shisham Singh Sahota

Key Priorities for SACRE in 2012/13

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

- Monitoring of collective worship including development of a protocol and production of exemplar material
- Support materials for Early Years Foundation Stage and Special Schools
- Support for SMSC in schools

This report is being sent electronically to:

All Warwickshire Schools
County Councillors
Diocesan Schools Commission
Diocesan Boards of Education
The National Association of SACREs (NASACRE)
Free Church Education Unit
SACREs in neighbouring authorities

It will also be available to download at www.warwickshire.gov.uk/sacre

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

The above sentence has been translated into the six most widely spoken languages in Warwickshire, other than English: Urdu, Gujarati, Polish, Panjabi, Cantonese and Portuguese.

اگر آپ کو اس رپورٹ میں درج معلومات کے کسی حصہ کا ترجمہ درکار ہو تو براہ مہربانی ایس اے سی آر اے (SACRE) کے کلرک سے رابطہ کریں۔ یہ شخص آپ کی ضروریات پوری کرنے کی ہر ممکن کوشش کرے گا۔

જો આ રિપોર્ટના લખાણમાંથી કોઈ પણ વિસ્તારનો તમને તરજુમો કરાવવો હોય, તો સાક્રે (SACRE) ના કાર્ડનો સંપર્ક કરવા મહેરબાની કરશો, જે તમારી જરૂરિયાતોને પહોંચી વળવા કોશીશ કરશે.

Jeśli chcieliby Państwo otrzymać przetłumaczoną kopię tekstu znajdującego się w raporcie, proszę skontaktować się z urzędnikiem SACRE, który postara się sprostać Państwa wymaganiom.

ਜੇ ਤੁਸੀਂ ਇਸ ਰਿਪੋਰਟ ਵਿਚ ਦਿੱਤੀ ਹੋਈ ਜਾਣਕਾਰੀ ਦਾ ਕੋਈ ਵੀ ਹਿੱਸਾ, ਆਪਣੀ ਬੋਲੀ ਵਿਚ ਲਿਖਿਆ ਹੋਇਆ ਲੈਣਾ ਚਾਹੁੰਦੇ ਹੋ ਤਾਂ "ਸੈਕਰੇ" (SACRE) ਸੰਸਥਾ ਦੇ/ਦੀ ਕਲਰਕ ਨਾਲ ਸੰਪਰਕ ਕਰਕੇ ਦੱਸ ਦਿਓ ਅਤੇ ਉਹ ਤੁਹਾਡੀ ਇਸ ਲੋੜ ਨੂੰ ਪੂਰਾ ਕਰਨ ਦੀ ਕੋਸ਼ਿਸ਼ ਕਰਨਗੇ।

如欲索取本報告中任何章節的中文翻譯本，請聯絡宗教教育常務諮詢局 (SACRE) 秘書 (Clerk)，他們將盡力滿足你的要求。

Se quer que alguma parte deste relatório seja traduzida por favor contacte o funcionário de SACRE que fará os possíveis para corresponder ao seu pedido.

Standards and Quality of Religious Education Provision

SACRE has developed and implemented a cycle of monitoring to provide information about the quality and standards of Religious Education (RE) provision. The key findings are outlined below:

Ofsted Inspection Reports 2011/12

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

See Appendix A for a detailed summary of relevant Ofsted inspections in Warwickshire.

Conclusions

It is evident from the reports that there is a lot of good work continued in schools.

There is some exemplary practice in the development of pupils' social, moral, spiritual and cultural development (SMSCD) which should be drawn upon and used to inform practice in other schools. It is noticeable that many of the comments from Ofsted relate to visits and international links and the impact they have on SMSCD. It seems to be the process skills of the pupils and their ability to reflect and debate moral issues that was the focus for Ofsted and the best evidence of good SMSCD is where pupils take the initiative.

Analysis of SIAS Reports 2011/12

Anglican Church schools account for approximately 30% of Warwickshire schools.

This is a very basic analysis of this rich source of information about collective worship and RE in a significant number of Warwickshire schools. Comments that may be of interest to all schools are highlighted, but this is by no means a comprehensive list of all such comments. However, the table below may be helpful in identifying trends and areas of good practice. What is clear from analysis of these reports is that there is a great deal of exceptional practice taking place. This round of reports places a lot of emphasis on spiritual development and many good examples are identified. Of particular note is the consideration that is given to the environment (inside and out) and the potential it has to promote spiritual development.

See Appendix B for a full summary of SIAS inspections in Warwickshire.

Public Examination Entries in RE

GCSE Summary

- The trend in increase of full course entries and decline in short course entries continues
- 7 schools entered less than 50% of their cohort for a qualification at KS4 (6 schools last year), but the overall percentage of pupils not entered has dropped by 2% from last year to 22%.
- 18 KS4 pupils were entered for AS level
- Girls continue to outperform boys
- % of pupils achieving A*-C in full course is slightly below the national average
- % of pupils achieving A*-C in short course is below the national average this year (by 6%) for the first time in 6 years.

GCE Summary

- Uptake remains fairly steady
- AS entries very few but percentage of A-C grades is above the national average
- At A2 level more boys got A* grades than girls, but girls got far more A grades
- At A2 the percentage of pupils achieving A*-C is 3% below national average (have been above national average previous 2 years)
- % of A*-C grades for Warwickshire RE is significantly lower than for other comparable subjects

Recommendations

- Write to 7 schools identified to ensure compliance at GCSE level
- Monitor trends in short course results
- Consider gender and achievement and what support might be given to improve boys' performance
- Support for A level

See Appendix C for a more detailed analysis.

Secondary RE Questionnaires

Questionnaires were sent to the subject coordinators for RE in all secondary schools including special schools asking them to complete and return to the SACRE Clerk.

The questionnaire was designed to help SACRE gather some basic information about the RE provision in Warwickshire schools and to inform priorities for supporting RE across the county.

The response from schools was slightly improved on the previous year but still disappointing, with only 18 out of a possible 42 questionnaires being returned, however those that were received helped to highlight some areas where further support might be provided.

Findings:

The questionnaire responses indicate that the majority of schools comply with the statutory requirements for RE and that all but one school had RE specialists teaching the subject.

Warwickshire Agreed Syllabus:

- *Effectiveness:* All feedback was positive with 6 schools indicating that they find the Agreed Syllabus 'very effective'.
- *Quality of support available:* A number of schools highlighted the good quality support they have received from the RE Adviser and from SACRE however some indicated that they were unaware of the support that was available. Only 8 schools said they use the website regularly.
- A number of schools requested more opportunities for CPD and networks.

See Appendix D for a more detailed summary.

Primary Monitoring Visits

As part of SACRE's 2011/12 monitoring we conducted the first cycle of visits to Primary schools. 4 schools were selected randomly and the scope and focus of the visits were negotiated between the school and the SACRE representatives involved.

Feedback from schools and SACRE members indicated that this was a very positive experience. For all those involved and a range of good practice was identified, particularly related to spiritual development.

See Appendix E for a full summary.

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

SACRE Meetings and Membership

Warwickshire SACRE met once in each school term during the 2011/12 academic year. Details of dates, venues and attendance are as follows:

Date	Venue	Numbers in Attendance from each group				
		Group A	Group B	Group C	Group D	Co-opted Members
19/10/11	Aylesford School and Sixth Form College	4	3	2	0	4
07/03/12	Rugby United Reformed Church	5	3	3	0	4
13/06/12	County Council Offices, Warwick	7	3	1	2	4

In comparison to the previous year, Group A have been less well represented at meetings. This could be due to a number of faith representatives resigning from SACRE during the year leaving vacancies which have yet to be filled. There have also been some difficulties in filling vacancies on Group C which would account for the fairly low representation during the year of this group.

At the summer term meeting it was noted that although attendance has always been a strength of Warwickshire SACRE there are certain groups that have not been as well represented in recent months. In particular the recent poor attendance of County Councillors was highlighted as a concern and this was taken on board by the two Councillors who were present at that meeting.

At the same meeting it was agreed that the Clerk to SACRE would contact those members who have not attended a meeting within the previous twelve months to ascertain whether they wish to remain on SACRE. Where a member wishes to resign a replacement will be sought from the appropriate body. Members were also in agreement that the constitution would be reviewed to allow members to nominate a Standing Deputy who could attend meetings on their behalf with full voting rights.

The issue of representation from academies was also discussed and it was felt that it would be beneficial for SACRE to invite a representative from an academy to join.

The Chair of SACRE reminded members that venues are chosen to reflect their three main partnerships with schools, faith groups and the LA and members were particularly encouraged to attend meetings held in places of worship as these are important for SACRE to build relationships with local faith communities.

For full details of SACRE members and working arrangements please see Appendix F.

SACRE Development

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

SACRE have continued to add content to the website this year including new and updated guidance on collective worship. A comprehensive list of frequently asked questions has been added and also a number of documents which can be downloaded: a template letter to visitors going into school to conduct assemblies/classes on collective worship; and guidance on how to write a policy document on collective worship in Primary schools.

The website continues to be another way in which SACRE can communicate important information to schools including dates of network / NATRE meetings, details of upcoming events for e.g. Youth SACRE and AS Conference and also publication of the termly newsletter. An electronic copy of each newsletter is also emailed directly to schools for the attention of the headteacher and RE Coordinator to try and ensure as many people receive it as possible.

Due to the introduction of a new corporate website the SACRE web pages have undergone some changes during the year and have now been condensed into two main pages: one containing the general information about SACRE including minutes of meetings, annual reports, newsletters etc. and the other containing resources for teachers including the agreed syllabus, assessment guidance and details of network meetings. This means it is difficult to look at the number of visits to each section as in previous reports. Based on the feedback from secondary schools received in questionnaires, the website is seen to be a useful source of information for CPD and teaching, and newsletters help to keep teachers informed of developments. There were some comments that suggested more could be included, for example Assessment for Learning (AfL) guidance and that information is sometimes out of date. The website is a key resource for schools and so it is important that SACRE look at how this can be improved over the coming year to encourage more schools to use it.

SACRE Development Plan

The SACRE development plan was reviewed in June 2012 (see Appendix G). The review identified the following:

Key strengths - Monitoring; Relationships with schools; website.

Key areas for development - Guidance for Early Years Foundation Stage and Special Needs; support SMSCD in schools; monitoring of collective worship (including development of exemplar material).

Professional and Financial Support

During the financial year 2011/12 SACRE received a budget of £8,747 from the Local Authority. This figure is broken down to fund the following activities:

- Servicing of SACRE meetings – travel expenses, venues, catering/refreshments
- Attendance at national events - NASACRE AGM, DfE events etc.
- Advice and support from the RE Adviser including attendance at meetings, leading working groups to produce new guidance, publications etc
- Youth SACRE: Pupil and Teacher Conference – services of Re Today; materials and resources for activities; venue hire costs; refreshments.

The costs of the AS Conference held in April were covered by charging a small fee for students to attend. North Leamington School kindly provided the venue free of charge.

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

Partnerships with Other Key Stakeholders

Training Opportunities

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

- **Leading Learning Networks (LLNs):** Two cycles of meetings were held this year (one in each of the 4 areas of the county) for primary RE subject leaders. These meetings are well attended and provide a valuable opportunity for updates, CPD and networking.
- A number of commissions by individual schools for advice and support with RE

Links to Other Agencies

NASACRE (National Association of SACREs)

Warwickshire SACRE continues its membership with the National Association of SACREs and circulates newsletters and annual reports to members of SACRE.

AREIAC (Association for RE Inspectors, Advisers and Consultants)

The RE Adviser and two Church of England representatives are members of AREIAC and attend termly regional meetings which provide a forum for information and discussion of national and local developments in RE as well as sharing good practice.

The Effectiveness of the Locally Agreed Syllabus

Feedback from the secondary questionnaires and primary visits indicate a high level of satisfaction (see Appendix D and E).

Collective Worship

Practice and Provision for Collective Worship

This has been a focus for SACRE in 2011/12. We have reviewed and updated guidance for schools and it has been published on the SACRE website including a section containing Frequently Asked Questions. The next stage of development identified on the development plan is to monitor provision and provide case studies.

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

Other Achievements in 2011/12

AS Religious Studies Conference

SACRE ran its first conference for A Level students on 20th April 2012 at North Leamington School with guest speaker Hugh Campbell, an experienced teacher and examiner of Philosophy of Religion.

The conference covered various aspects of both Philosophy and Ethics including Ancient Greek, Judeo-Christian and scientific influences on the concept of God, Darwin's Black Box and applying ethical theories to an ethical issue. Students were also given some really helpful tips on how to structure exam essays and were given an example to learn from.

Feedback from both teachers and students was extremely positive with a large proportion stating that the exam advice and example essay were particularly useful, as well as the overview that the day provided.

SACRE hope to be able to run another event for AS students in 2013 as there seemed to be demand for this following the success of the first event. Requests were also made that future conferences include content for A2 students also.

For a full summary of evaluations from the conference see Appendix H.

Youth SACRE - 'Respect for All' Conference

On 18th June over 100 pupils and teachers from schools across Warwickshire came together at Coventry Cathedral for the 'Respect for All' conference. The event was aimed at Year 5 and Year 8 Gifted & Talented pupils and was led by Stephen Pett and Fiona Moss from RE Today.

The aims of the conference were to:

- provide an interesting and exciting experience

- promote excellent, open-minded RE
- encourage pupils to learn from each other through discussion and shared experience
- develop pupils' creative and expressive talents
- encourage respect through open discussion
- provide teachers with high quality tried and tested 'respect for all' resources to use in their own schools, and models of how to use them



Pupils worked together throughout the day, mixing with pupils from different schools and backgrounds. Year 8 students relished the opportunity to act as peer mentors for Year 5s and approached the task with much enthusiasm.

Each session actively encouraged pupils to openly discuss their thoughts and feelings about a range of issues including what they would like to ask God and what the Olympics has inspired them to do. The 'Wheels within Wheels' exercise encouraged pupils to talk honestly and openly about their own beliefs with whoever was sat

opposite them, in most cases a complete stranger.

This session also posed a dilemma for pupils to consider: should Mo Sibhi, a Muslim and Olympic Rower, respect the traditions of his religion and fast while he is competing in the Olympics, or should he do whatever he can to maximise his performance to achieve his goals?

Another highlight was the use of 100 jelly babies to represent the world population and to encourage pupils to explore the differences between communities.

In the afternoon, pupils were asked to create either a logo for the Faith Centre at the Olympic Park or a logo to represent 'Rainbow Britain', and came up with some inspirational and very imaginative pieces of work. At the end of the afternoon everyone gathered together to see a display of the logos made and share some of their thoughts and meanings behind these.



Feedback after the event was extremely positive, with pupils enjoying the chance to be creative and talk openly with pupils from other schools. Teachers were excited about taking some new ideas back to their classrooms.

For a full summary of evaluations from the event see Appendix I.

Glossary of Acronyms

AGM	Annual General Meeting
AREIAC	Association for RE Inspectors, Advisers and Consultants
C of E	Church of England
CPD	Continuing Professional Development
DfE	Department for Education
EBacc	English Baccalaureate
GCSE	General Certificate of Secondary Education
ICT	Information and Communication Technology
INSET	In-Service Training Day
KS	Key Stage
LA	Local Authority
LOtC	Learning Outside the Classroom
NASACRE	National Association of Standing Advisory Councils for Religious Education
NATRE	National Association of Teachers of Religious Education
NQT	Newly Qualified Teacher
Ofsted	Office for Standards in Education
PEBBLE	Public Body Liaison Committee for British Paganism
RE	Religious Education
RS	Religious Studies
SACRE	Standing Advisory Council for Religious Education
SIAS	Statutory Inspection of Anglican Schools
SMSCD	Spiritual, moral, social and cultural development
WCC	Warwickshire County Council

Bibliography

Ofsted Reports of Warwickshire Schools, Ofsted, September 2011 – July 2012
SIAS Reports of Warwickshire Schools, September 2011 – July 2012
Warwickshire Agreed Syllabus for Education, Warwickshire County Council, 2009
Warwickshire SACRE Report, 2010/2011

Useful Websites

Warwickshire SACRE	www.warwickshire.gov.uk/sacre
BBC Religion and Ethics	www.bbc.co.uk/religion
Department for Education	www.education.gov.uk
Learning Outside the Classroom	www.lotc.org.uk
NASACRE	www.nasacre.org.uk
NATRE	www.natre.org.uk
Religious Education Council of England & Wales	www.religiouseducationcouncil.org
RE Online Resources	www.reonline.org.uk
RE Today	www.retoday.org.uk
Teach RE	www.teachre.com

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

APPENDIX A - SUMMARY OF OFSTED REPORTS 2011/12

Report Summary

This summary of relevant comments from Ofsted reports for Warwickshire schools for 2011-12 shows a varied and diverse range of practice. Of the 18 schools that were graded on SMSC, 15 were given a grade 1 or 2, indicating that there is some very good practice in the county. Many of the comments relating to SMSC highlight opportunities for visits and visitors as well as links with other schools nationally and internationally. An engaging and exciting curriculum and a range of activities and opportunities for pupils are also repeatedly cited as good indicators of SMSC. A number of reports recognise the opportunities presented by collective worship and RE for SMSC. Whilst these themes are strong, it is also clear that Ofsted is looking at each school as a whole and is finding evidence for SMSC in all areas of school life and the curriculum. Whilst this document does not highlight any clear trends or issues for Warwickshire schools, it is very useful for highlighting examples of good practice and helping schools to develop these areas.

Primary Schools (42 schools inspected)

School	Date	Overall Judgement	SMSC Judgement	Community Cohesion Judgement	Relevant comments
School 1	June 2012	2	n/a	n/a	What stands out at this school is the excellent, innovative curriculum which promotes pupils' spiritual, moral, social and cultural development exceptionally well. Pupils benefit from a rich variety of opportunities to reflect on and learn a great deal about their own and other cultures. The stimulating curriculum also ensures pupils are engaged and interested in learning.
School 2	March 2012	2	n/a	n/a	The planned curriculum has a positive impact on pupils' learning. For example, a mathematical investigation in Year 2 successfully developed the crucial skill of identifying patterns in numbers. It tested pupils' knowledge of multiplication and division well as they found different ways of arriving at the same answer. <u>Lessons such as these also have a positive impact on pupils' spiritual, moral, social and cultural development, by promoting skills in investigating and working collaboratively.</u>
School 3	June 2012	2	n/a	n/a	Pupils enjoy a good and wide range of experiences because the curriculum has been considerably improved and amended since the previous inspection. In particular, topics and themes successfully build on pupils' own interests. Their spiritual, moral, social and cultural development is promoted well.
School 4	July 2012	2	n/a	n/a	Teaching makes a positive contribution to pupils' spiritual, moral, social and cultural development, particularly in supporting pupils to work well together. Extensive use is made of outdoor learning and visits, and there is a strong focus on pupils having experience of the arts and different types of sports. <u>This effectively promotes pupils'</u>

					<u>spiritual, moral, social and cultural development.</u>
School 5	Dec 2011	1	1	1	Their spiritual, moral social and cultural development is outstanding and all benefit from being part of this harmonious school community. The vibrant curriculum engages pupils exceptionally well so that they are keen to learn.
School 6	Nov 2011	2	2	1	Pupils' spiritual, moral, social and cultural development is good. The curriculum ensures that pupils receive a good variety of exciting activities and experiences. There are regular visits to sites linked with current school topics and a good range of visitors to school
School 7	Feb 2012	1	n/a	n/a	Social values such as reciprocity, resilience and empathy for others are promoted effectively in this Church of England school. The highly effective promotion of pupils' spiritual, moral and social development contributes enormously to pupils' positive attitudes and high achievement. Through religious education lessons and frequent visitors, pupils have a good understanding of cultures other than their own. Their multicultural awareness is enhanced by studying French speaking areas of the world like the Polynesian islands. The International School's Award recognises the strong links with other countries.
School 8	May 2012	3	n/a	n/a	Teachers promote pupils' spiritual, moral, social and cultural development well by engaging and motivating pupils to learn and fostering their curiosity and enthusiasm for learning.
School 9	Oct 2011	2	2	3	Improve pupils' appreciation of ethnic and religious diversity within the United Kingdom by: <ul style="list-style-type: none"> • embedding this objective in planning across the curriculum • ensuring that planned activities build on pupils' existing knowledge • monitoring outcomes and adjusting future planning accordingly.
School 10	Dec 2011	3	2	2	Observations during lessons, assemblies and around the school confirm that pupils' behaviour is outstanding and a credit to both the pupils and to the school. Pupils' spiritual, moral, social and cultural development is good. Pupils show considerable respect for the feelings and beliefs of others. They have good attitudes to learning and develop considerate relationships with their peers and with adults. They say they feel very safe and understand the need for healthy lifestyles and the need for exercise. They value their school community and participate constructively in school life. Pupils say they enjoy coming to school, and this is shown by the high levels of attendance achieved year on year. Their satisfactory and steadily improving skills in literacy and numeracy, their exemplary attendance, excellent behaviour and good social skills prepare them well for the future world of work.
School 11	Jan 2012	3	n/a	n/a	Teachers apply their good subject knowledge to pose challenging questions around social issues and moral dilemmas. For example, in a Year 11 English lesson students were encouraged to learn in depth through discussion and debate, how a poet and artist used colour and symbolism to deliver a complex view of right and wrong and good and evil.

					The curriculum is good because the spiritual, moral, social and cultural development of students is promoted well through planned opportunities to offer a variety of experiences.
School 12	July 2012	3	n/a	n/a	Very good assemblies reflect a strong commitment to promoting pupils' spiritual, moral, social and cultural development, as do the high quality displays found right around the school.
School 13	Feb 2012	2	n/a	n/a	Well-planned enrichment activities, including visits to museums, visits from religious and theatre groups and links with other schools, help to develop pupils' understanding of different faiths and cultures and have a good impact on their spiritual, moral, social and cultural development.
School 14	May 2012	1	n/a	n/a	Imaginative teaching strategies and visiting experts are used to very good effect, bringing learning alive for pupils. The Ghurkhas visited to explain their survival skills during a Year 6 topic and an artist made engines with the pupils during a Victorian topic day. Pupils' spiritual, moral, social and cultural development was promoted extremely well in this lesson as they were introduced to thought-provoking issues around life in Victorian time. Every opportunity is taken to reinforce learning including interactive displays in corridors which encourage response and reflection. Partnerships with schools in contrasting settings, for example, in China, Poland and England give pupils an awareness and understanding of what life is like for children whose backgrounds are different from their own...
School 15	March 2012	2	n/a	n/a	Paired and small group learning supports pupils' personal development well and has a positive impact on pupils' spiritual, moral, social and cultural development.
School 16	Feb 2012	2	n/a	n/a	Cross-curricular links present in many lessons contribute well to pupils' spiritual, moral, social and cultural understanding. Teachers make sure that pupils are given opportunities in their lessons to reflect on issues that affect themselves and the wider world, and to consider similarities and differences between different people's lives.
School 17	June 2012	2	n/a	n/a	Their spiritual, moral, social and cultural development is well supported in learning activities and assemblies, where everyone celebrates the work of the three school choirs.
School 18	March 2012	3	n/a	n/a	Teaching in the school is actively supporting the satisfactory spiritual, moral, social and cultural development of the pupils. For example, the teaching of different cultures, beliefs and ways of life is satisfactory and includes visits to a synagogue in Birmingham and a mosque in Walsall.
School 19	Nov 2011	3	3	3	Thank you for making us so welcome when we visited your school, and for telling us your views. I particularly enjoyed watching the Year 3 assembly and I thought that your 'Good Samaritan' rap was brilliant! Pupils' spiritual, moral, social and cultural development is satisfactory. They are starting to

					express opinions, for example in the good quality Year 5 work in which they considered children's rights.
School 20	March 2012	2	n/a	n/a	The majority of teachers use a range of techniques to interest and involve pupils. They promote pupils' spiritual, moral social and cultural development well in lessons, for example by encouraging discussion, reflection, promoting enquiry and a study of art and literature from a range of contrasting cultures. In the Early Years Foundation Stage, an excellent range of tasks and resources helped children in their work related to 'Jack and the Beanstalk'. They were fascinated to plant their own seeds. Even when working independently of adults, they remained motivated and on task. They became fascinated by growing plants. During this activity, the teacher was very careful to use opportunities to develop children's communication and personal skills.
School 21	Oct 2011	2	2	2	Pupils in Years 5 and 6 enjoy undertaking responsibilities, such as organising charitable fund-raising events, helping at break and lunchtimes or preparing for assembly. Pupils in Years 3 and 4 do not have as many opportunities available to them. Pupils' involvement within the local community is increasing and they have a good awareness of life in other parts of the world as teachers make good use of contacts in other countries. Displays around the school, for example, indicate good awareness of aspects of life in Japan and India, and pupils have gained insight, through correspondence, into the life of troops in Afghanistan.
School 22	June 2012	3	n/a	n/a	Teaching and the curriculum make an outstanding contribution to pupils' excellent spiritual development and good moral, social and cultural development. Pupils have good opportunities to research, reflect, talk and write about characters in stories, people alive today and in the past and the work of charities. As a result, older pupils have a strong empathy with the feelings and plight of others locally and around the world. One Year 6 pupil wrote, 'You should see how many families die from drinking dirty water.' Spiritual development is outstanding. Pupils have numerous opportunities to reflect upon their own and others' feelings and benefit extremely well from the excellent support from all staff when they are upset or have a worry.
School 23	March 2012	4	n/a	n/a	The overall quality of leadership and management is inadequate. The current leaders and managers have spent much time in creating a positive ethos for learning by tackling with more rigour the behaviour of pupils and enabling the staff to work as a team to improve the quality of teaching and learning. This has had a noticeable effect on pupils, one of whom summed up their feelings by saying, 'The atmosphere in the school has improved.' This has also had a positive impact on pupils' spiritual, moral, social and cultural development, which is satisfactory.
School 24	Nov 2011	2	2	2	You enjoy learning about people with different faiths and customs in religious education and curriculum topics, but also learn about the cultures of your classmates from other countries. Your school's excellent partnerships with your parents and carers, and those with other

					schools, are highly beneficial to your education. They enjoy learning about different religions and cultures through the curriculum.
School 25	July 2012	3	n/a	n/a	The school have worked in partnership with other schools to develop a themed approach to the curriculum enriched with trips, such as to the science museum or visitors in school, including Indian dancers. The school has also developed a link with a school in India. These activities, lessons and assemblies all successfully promote pupils' spiritual, moral, social, and cultural development.
School 26	May 2012	2	n/a	n/a	The stimulating curriculum promotes a love of learning in all pupils and has an outstanding impact on their spiritual, moral, social and cultural development. Teachers introduce elements of spiritual, moral, social and cultural development well by encouraging pupils to cooperate with one another regularly. However, this is deepened by the pupils' own personal drive to promote the ethos of the school. They show great reverence in acts of collective worship and look after their friends well. The strong emphasis on the teaching of spiritual aspects resonates in pupils' everyday life. 'We are all the same, we are one happy community' said one pupil. The curriculum is broad, balanced and reflective of pupils' needs and promotes excellent opportunities for their spiritual, moral, social and cultural development. Pupils learn about other cultures, faiths and celebrations through a wide range of visits and visitors, as well as direct teaching in their religious education lessons.
School 27	Nov 2011	2	2	2	The curriculum is strongly based on first-hand experiences. Regular enrichment through a range of visits and visitors adds an extra dimension to pupils' learning. For example, during the course of the inspection, pupils in Years 1 and 5 visited both the local church and a mosque to look at different beliefs and ways of worship.
School 28	June 2012	2	n/a	n/a	The curriculum is good, providing relevant and memorable experiences that support pupils' spiritual, moral, social and cultural education well. They show respect for those with different beliefs or backgrounds to their own and enjoy learning about different cultures from their peers and from visits and visitors.
School 29	June 2012	3	n/a	n/a	The school effectively supports pupils' spiritual and cultural development. Moral and social development is a particular strength of the school.
School 30	Jan 2012	2	n/a	n/a	Topics, complemented by such assembly themes as the nature of trust, also successfully promote the pupils' spiritual, moral, social and cultural development and their enjoyment of school
School 31	March 2012	1	n/a	n/a	Pupils behave exceptionally well in lessons and around school, and this makes a significant contribution to their learning. The school is very effective in minimising the impact of any inappropriate behaviour on the learning of other pupils. Pupils rise to challenge very well, apply themselves fully in lessons and show great initiative. <u>Their spiritual, moral, social and</u>

					cultural development is outstanding. Pupils are safe in school. They gain a good understanding of how to stay safe and are confident in asking for support when needed.
School 32	Nov 2011	2	2	2	<p>The school recognises the importance of promoting all aspects of equality and helps pupils to appreciate their own and others' differences and similarities. As a result, the school presents itself as a cohesive community. Good links with other religious and cultural groups nationally and internationally helps pupils to appreciate life outside of their own school and home environment</p> <p>Many of you play an active role in the life of the school, for example, as members of the school and worship councils.</p> <p>Pupils appreciate the school's inclusive approach and the strong focus upon their spiritual, moral, social and cultural development. These positive features combine to engage pupils very well and support their outstanding behaviour in lessons and around the school.</p>
School 33	Oct 2011	3	1	2	<p>Pupils' spiritual development is promoted exceptionally well, often through experiences such as visiting the graves of unknown soldiers in France, and dawn walks to view the natural beauty of the sunrise and landscape. Effective use of the tranquillity garden and reflection time enables pupils to consider their emotions and understand how their actions affect others. Links with schools throughout the world help pupils compare and contrast their own lives with those of others. Visits to places of worship help pupils gain a strong understanding of the diversity of faiths and traditions in the United Kingdom and globally.</p>
School 34	Sept 2011	3	2	3	<p>Pupils' spiritual, moral, social and cultural development is a particular strength of the school. They willingly take on responsibilities, for example as monitors, buddies, and school councillors. They are involved in the local community through organising activities for summer fetes and a Victorian Christmas fair. They enjoy very active playtimes and sporting clubs reflecting their positive attitudes to staying fit and healthy. Pupils show their care for others by a wide variety of charitable giving, both in their immediate neighbourhood and through support of children and schools in South Africa and Brazil.</p>
School 35	Dec 2011	1	2	2	<p>Pupils' spiritual, moral, social and cultural development is good. They willingly take on responsibilities in school. Particularly noteworthy is the way in which older pupils willingly look after and care for the youngest children in collective worship. Pupils' excellent drama and music skills culminated in a confident performance of 'Babes in the Wood' for an appreciative audience. Pupils have a sound knowledge of a variety of religious festivals and their understanding of international communities is considerably enhanced by the school's involvement in the Comenius Project. However, their understanding of the United Kingdom as a diverse multi-cultural society is less well developed.</p>
School 36	Oct 2011	2	2	2	<p>Sensitively planned religious experiences enable all pupils to develop valuable insights into each other's beliefs and traditions.</p> <p>The curriculum is enriched with a good range of visits and visitors and extra-curricular activities.</p> <p>Pupils are curious about the world around them and enjoy new experiences which broaden their understanding, including visits to places of worship, theatres and topics such as</p>

					'Intrepid Explorers' and 'Robin Hood'.
School 37	March 2012	2	n/a	n/a	The curriculum promotes pupils' spiritual, moral, social and cultural development well. Well-planned opportunities to debate moral issues promote pupils' excellent empathy for the feelings of others.
School 38	Jan 2012	3	n/a	n/a	The revised topic-based curriculum provides relevant contexts for learning and successfully engages pupils' interest. Spiritual, moral, social and cultural development is satisfactory. Through topics, art, music and religious education, pupils have a suitable knowledge and understanding of, and respect for, different religions and cultures. Pupils are encouraged to raise funds for various charities throughout the year and look forward to finding out which house has collected the most points each week. The varied range of extra-curricular opportunities enriches pupils' learning and promotes social development well.
School 39	Feb 2012	3	n/a	n/a	[To improve the school needs to] Make the curriculum even more challenging and relevant by: <ul style="list-style-type: none"> ensuring that the new skills-based curriculum is fully embedded across the school and that its impact is closely monitored and evaluated linking pupils' studies to their own environment and experiences wherever possible incorporating specific objectives in planning relating to pupils' personal development, including all aspects of their spiritual, moral, social and cultural development
School 40	May 2012	2	n/a	n/a	[To improve the school needs to] Enhance the pupils' spiritual, moral, social and cultural development, by: <ul style="list-style-type: none"> Planning regular opportunities for them to express and discuss their feelings and views with their peers Making more use of the range of cultures and experiences represented in each class to enrich pupils' understanding of the diversity of the wider world. The pupils' books show that they have learned a lot about different religions, but the religious and cultural traditions represented by pupils in the school are not fully represented in planning for pupils' spiritual, moral, social and cultural development.
School 41	March 2012	3	n/a	n/a	Pupils' spiritual development is enhanced through the celebration of individual personal qualities but opportunities are missed to develop awe and wonder, for example, through exploring patterns in nature.
School 42	Sept 2011	3	3	3	The extent of pupils' spiritual, moral, social and cultural development awarded grade 3.

Secondary Schools (6 schools inspected)

School	Date	Overall Judgement	SMSC Judgement	Community Cohesion Judgement	Relevant comments
School 1	Jan 2012	3	n/a	n/a	<p>Lessons often include opportunities for students to develop a good spiritual awareness, a moral understanding of relevant issues, awareness of a variety of different cultures and the ability to work sociably and cooperatively.</p> <p>Lessons often allow students to reflect upon spiritual elements, for example in science.</p> <p>Students gain an insight into different cultures, for example within art.</p> <p>The curriculum supports students to develop good spiritual, moral, social and cultural understanding. A working party is supporting departments in updating their schemes of work to identify and deliver more opportunities for students to incorporate these aspects in their learning.</p>
School 2	Sept 2011	2	2	2	<p>The school's clear analysis of its religious, ethnic and socio-economic context has aided its development of detailed and well-evaluated plans to promote community cohesion with its immediate and distant communities. The resulting strategies have led to a good range of learning opportunities for students. Links with schools in Sri Lanka, Mumbai and Birmingham enrich students' understanding of how young people from different backgrounds live.</p> <p>This school has done much to improve its provision for developing students' spiritual, moral, social and cultural awareness since the previous inspection, including providing an improved range of opportunities for students to develop an awareness and understanding of the different cultures in the United Kingdom. They engage enthusiastically in artistic, sporting and cultural opportunities and show, through their actions in lessons and around school, that they respect the needs and interests of others and make reasoned decisions about their behaviour based upon a strong moral code.</p>
School 3	Nov 2011	3	3	3	<p>The mixed Year 7 to 10 weekly discussion groups offer worthwhile opportunities for students to discuss topical issues which have an impact on their spiritual, moral, social and cultural awareness.</p>
School 4	Feb 2012	2	n/a	n/a	<p>Teaching has a good impact on students' spiritual, moral, social and cultural development. Lessons often allow students to reflect upon spiritual elements, for example considering the speed of light when travelling on a train. In a history lesson students were challenged by the teacher to develop further their understanding of the 'Final Solution' and excellent use was made of reflections from students who had recently visited concentration camps in Poland. Students also often debate issues within English or reflect upon the meaning of life during philosophy classes.</p> <p>The good curriculum is mainly based around GCSE at Key Stage 4 and A level in the sixth form. For example over half the students successfully study for a GCSE in modern foreign</p>

					<p>language and three-quarters for one in humanities.</p> <p>The curriculum has developed recently and it ensures that you have opportunities to think about the spiritual elements of your studies, think about moral issues that are relevant today, work sociably together in groups and learn about a wide variety of cultures. You also told us how much you enjoy your educational visits. We were extremely impressed by the assembly which was prepared by some of you who had recently visited Poland. It was very moving.</p>
School 5	July 2012	3	n/a	n/a	<p>The curriculum also supports students' spiritual, moral, social and cultural development, for example, through the choice of texts in English to reflect social diversity...</p> <p>...oral communication is used well in performing arts and religious education lessons...</p>
School 6	Nov 2011	1	1	1	<p>The promotion of pupils' spiritual, moral, social and cultural development is outstanding. [In drama] For example, in a Year 7 lesson using role play about space travellers leaving Earth, pupils' skills in developing character and emotional understanding were promoted very well. This lesson was also an example of how pupils' spiritual development is promoted very effectively in a number of subjects.</p> <p>There is a very strong commitment to promote community cohesion. The academy community itself is very harmonious and cohesive. Pupils have a very strong understanding of different faiths and cultures, helped by the academy's link with an inner city school, which broadens horizons for pupils at both schools. Pupils also maintain very effective links with national and international schools and charities.</p>

Special Schools (2 schools inspected)

School 1	Feb 2012	3	n/a	n/a	<p>During personal, social and health education lessons students are encouraged to discuss moral and ethical issues that relate to their own lives and reflect on their experiences so that they can learn from each other. This makes a good contribution to their spiritual and moral development.</p>
School 2	Dec 2011	1	1	2	<p>Their spiritual, moral, social and cultural development is outstanding. Pupils have regular opportunities for reflection. An assembly to commemorate Remembrance Day produced a long respectful silence.</p> <p>An emphasis on promoting tolerance and respect underpins much of the school's work. The school is a harmonious community, where everyone is respected and valued and equal opportunities are promoted exceptionally well.</p>

APPENDIX B – ANALYSIS OF SIAS REPORTS 2011/12

School	Distinctiveness and effectiveness as C of E school	Impact of Collective Worship	Effectiveness of Religious Education	Relevant Areas for development / Additional information
School 1	Outstanding	Outstanding	n/a	The RE subject leader leads staff training, and has opportunities to monitor RE lessons, which are an intrinsic part of the school's excellent curriculum. There is a wide range of opportunities for learners, and very effective partnerships with the local church, the diocese, parents, governors and the local community. Collective worship wholly engages all of the pupils and is making a real impact on pupils' lives, enriching their spiritual and moral development.
School 2	Good	Good	Good	<u>Focus for development:</u> <ul style="list-style-type: none"> Give greater opportunities for the involvement of pupils in the planning and delivery of worship. Improve standards in religious education (RE) through the planned revision of syllabus, assessment procedures and levelling of work.
School 3	Outstanding	Outstanding	n/a	Inspirational worship which engages with and affirms all members of the school community. Passionate and dynamic leadership by the headteacher and the Spiritual, Moral, Social, Cultural (SMSC) leader.
School 4	Good	Good	n/a	Pupils welcome being more involved in the planning and leading of worship, such as the class worship they currently plan with the rector. This is still in its infancy. They are keen to contribute their own thoughts and reflections, thus enabling worship to continually improve in quality, integrity and style. Governors recognise the need to evaluate worship and to include pupils in this process. In these ways, the profile of worship is being raised, whilst supporting pupils' spiritual development.
School 5	Good	Good	n/a	<u>Focus for development:</u> <ul style="list-style-type: none"> Develop the whole school environment to provide spaces for reflection. Monitor and evaluate the impact of collective worship involving everyone.
School 6	Good	Good	n/a	Worship planning and delivery are monitored and evaluated at regular intervals enabling good progress to be made in identifying gaps and tackling them successfully. These were issues at the previous inspection that have been tackled well.
School 7	Good	Good	n/a	Need to involve pupils in planning of collective worship
School 8	Outstanding	Outstanding	n/a	School leaders recognise that more areas to aid the pupils' spiritual development and reflective qualities can be established in the school environment Pupils talk fluently about the variety of Christian symbols and artwork displayed in school and how they extend their knowledge of the school's Christian distinctiveness. Knowledge of other faiths and cultures is limited but pupils are keen to find out more through worship and formal

				<p>lessons</p> <p>The sincerity and reverence of worship, together with the sensitive leading of the occasion by the headteacher and interaction with pupils, ensures that all present gain inspiration, are encouraged to grow spiritually and are personally affirmed.</p>
School 9	Good	Good	n/a	<p>RE makes a very good contribution to spiritual and moral development, with its emphasis on relating what pupils study about different religions to their own lives.</p> <p>The daily act of collective worship is central to the life of the school and is mainly based on the Christian gospel, supplemented with suitable stories from other sources, including the SEAL materials.</p> <p><u>Focus for development:</u> involve the pupils to a greater extent in the planning, leading and evaluation of collective worship.</p>
School 10	Good	Good	Satisfactory	<p>Children's work demonstrates that they learn both about and from religion and they are able to pose pertinent questions about their studies.</p> <p>Children are given opportunities to learn about religion through visiting places of worship, in addition to their local church, as part of the curriculum. Learning about the bombing of Coventry Cathedral in a history topic on Britain since the 1930s, helped children to understand the cathedral's focus on reconciliation.</p>
School 11	Good	Good	n/a	<p>The school's curriculum carefully weaves opportunities to develop pupils' spiritual, moral, cultural and religious awareness across different curriculum areas and experiences, making them relevant and accessible. This is demonstrated in the effective, well resourced and practical approach taken in the delivery of RE, making pupils own faith and that of others come alive</p> <p>Outside many areas have been created to develop and enhance pupils' spirituality.</p>
School 12	Outstanding	Outstanding	Outstanding	<p>There is outstanding provision for personal and spiritual development.</p> <p>RE makes a very effective contribution to the children's spiritual, moral, social and cultural development and has a significant influence on the quality of relationships within the school.</p>
School 13	Outstanding	Outstanding	n/a	<p>The whole school environment, with well used reflection areas in each classroom, individual class created 'Worship Boxes', and the Spirituality Garden with a bench dedicated to the memory of parents of current pupils who have lost parents, make highly significant contributions to the spiritual development of all learners.</p>
School 14	Good	Outstanding	n/a	<p>They are gaining an increasing insight into other cultures through receiving visitors from other</p>

				faiths and the good teaching of religious education [RE]. These features, together with an outdoor school environment that contains a reflection area, whilst indoors the high quality wall displays and Christian symbolism, present opportunities for pupils to reflect on their lives, what it means to be a pupil in a church school, the wider world and spirituality.
School 15	Outstanding	Outstanding	Good	There is a growing sense of standards across the school in RE by all stakeholders. The RE co-ordinator is working hard to put in place systems to track attainment and progress. In many classes displays depicted the study of Diwali and a Hindu girl in the school was proud to talk about her work in this topic. Pupils express their enjoyment in RE and are able to link their study of religion to their exploration of more personal reflections on issues of meaning and purpose. The curriculum for RE is well planned for giving breadth and the opportunity to learn from first hand experiences. Coverage and prominence given to RE is good. However there is not always enough evidence to demonstrate this coverage.
School 16	Outstanding	Outstanding	n/a	Many pupils are able to discuss spiritual concepts, such as the nature of the afterlife, to a much higher level than expected for their age. Furthermore, they show very good understanding of other faiths, being able to reflect on different approaches to religious concepts. Spirituality is strengthened through religious education (RE) lessons with complex topics such as 'legacy' being linked spontaneously to prayer by some pupils. The environment is used exceptionally well to promote the distinctiveness of the school and to acknowledge pupils' achievements.
School 1	Good	Good	n/a	<u>Focus for development:</u> <ul style="list-style-type: none"> Engage pupils in the planning and deliver of collective worship Develop the school environment, both inside and outside, to create quiet areas for reflection
School 17	Good	Good	Satisfactory	<u>Focus for development:</u> <ul style="list-style-type: none"> Develop procedures for assessment in religious education [RE] to ensure that the school has a clear picture of standards and progress across the school. Ensure there is consistency in planning across both key stages so that learning tasks are better matched to the needs of all individuals.
School 18	Good	Good	n/a	There is very strong evidence to support the growing strength of provision, primarily developed as a consequence of the excellent work of the collective worship/RE co-ordinator. Evaluation of impact is beginning to develop well, such as through the book of reflection to record impact of worship, thus giving a strengthening picture for development, even though this is thought to be 'difficult to quantify'.

Comparison with previous years' inspections

	No. of schools inspected	Distinctiveness and effectiveness as C of E school				Impact of Collective Worship			
		1	2	3	4	1	2	3	4
2009/10	12	0 (0%)	9 (75%)	3 (25%)	0 (0%)	1 (8%)	7 (58%)	4 (33%)	0 (0%)
2010/11	19	9 (47%)	9 (47%)	1 (6%)	0 (0%)	10 (53%)	8 (42%)	1 (5%)	0 (0%)
2011/12	19	7 (37%)	12 (63%)	0 (0%)	0 (0%)	8 (42%)	11 (58%)	0 (0%)	0 (0%)

Effectiveness of Religious Education

(only Voluntary Aided schools are inspected on the quality of their RE provision)

	No. of Voluntary Aided Schools Inspected	1	2	3	4
2009/10	3	0	2 (67%)	1 (33%)	0
2010/11	7	4 (57%)	2 (29%)	1 (14%)	0
2011/12	5	1 (20%)	2 (40%)	2 (40%)	0

KEY: 1 = Outstanding; 2 = Good; 3 = Satisfactory; 4 = Inadequate

APPENDIX C – ANALYSIS OF EXAM RESULTS 2011/12

Key Stage 4

	NOR	Full Course Entries	Short Course Entries	Entry Level	GCE AS level	No. not entered	No. not entered as %
2009-10	6199	2469	2140	13	-	1577	25%
2010-11	6029	2631	1948	8	1	1441	24%
2011-12	5930	2990	1628	10	18	1284	22%

Entries by school

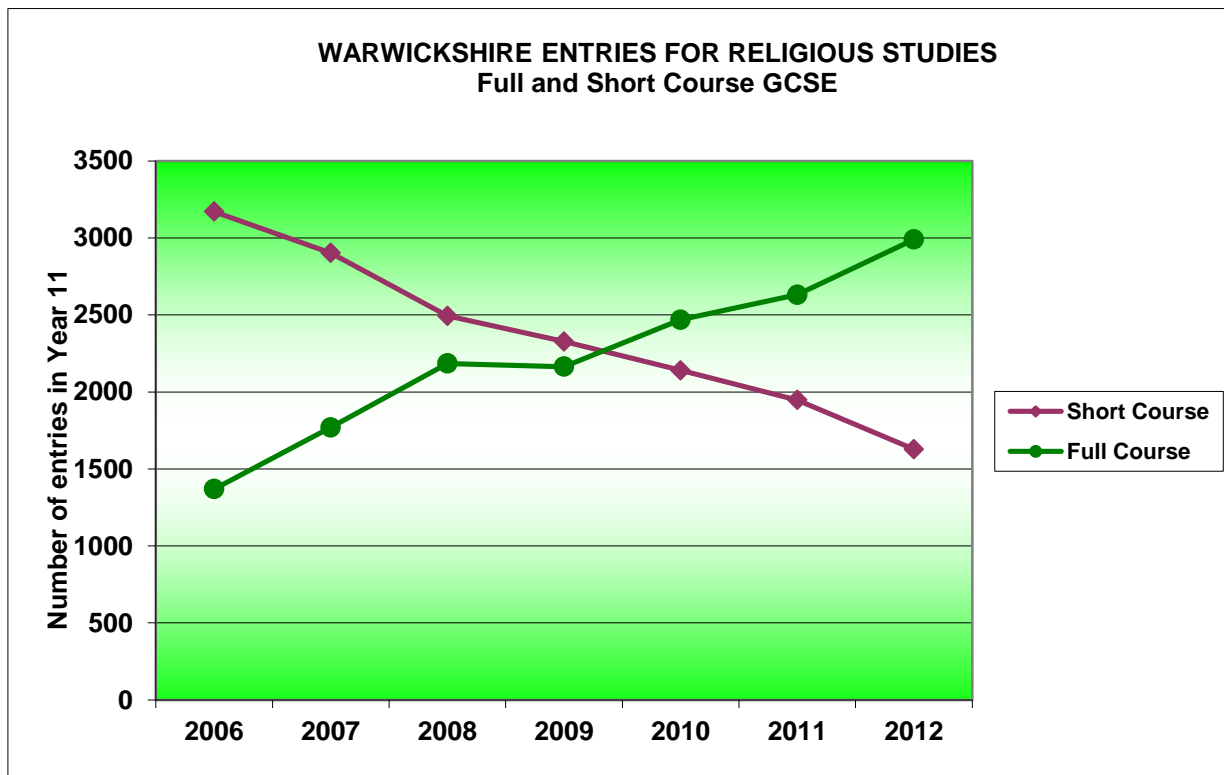
School	NOR	GCSE Full Course Entries	GCSE Short Course Entries	GCE AS Level	Not Entered	No. not entered (%)
School 1	155	62	72	-	21	14%
School 2	90	8	24	-	58	64%
School 3	131	-	-	-	131	100%
School 4	259	87	-	-	172	66%
School 5	132	11	115	-	6	5%
School 6	190	-	176	-	14	7%
School 7	95	14	7	-	74	78%
School 8	160	132	6	-	22	14%
School 9	166	122	9	17	18	11%
School 10	162	53	106	-	3	2%
School 11	117	87	27	-	3	3%
School 12	240	200	33	-	7	3%
School 13	264	78	166	-	20	8%
School 14	144	122	6	1	15	10%
School 15	75	75	-	-	0	0%
School 16	121	44	-	-	77	64%
School 17	117	105	3	-	9	8%
School 18	266	259	3	-	4	2%
School 19	292	164	97	-	31	11%
School 20	164	15	127	-	22	13%
School 21	124	82	23	-	19	15%
School 22	91	43	48	-	0	0%
School 23	64	13	-	-	51	80%
School 24	223	-	153	-	70	31%
School 25	104	96	-	-	8	8%
School 26	163	158	1	-	4	2%
School 27	71	69	2	-	0	0%
School 28	231	199	1	-	31	13%
School 29	153	146	-	-	7	5%
School 30	219	66	-	-	153	70%
School 31	174	61	71	-	42	24%
School 32	125	8	107	-	10	8%
School 33	268	-	238	-	30	11%
School 34	232	230	-	-	2	1%
School 35	197	176	1	-	20	10%

Source: All Figures from EPAS

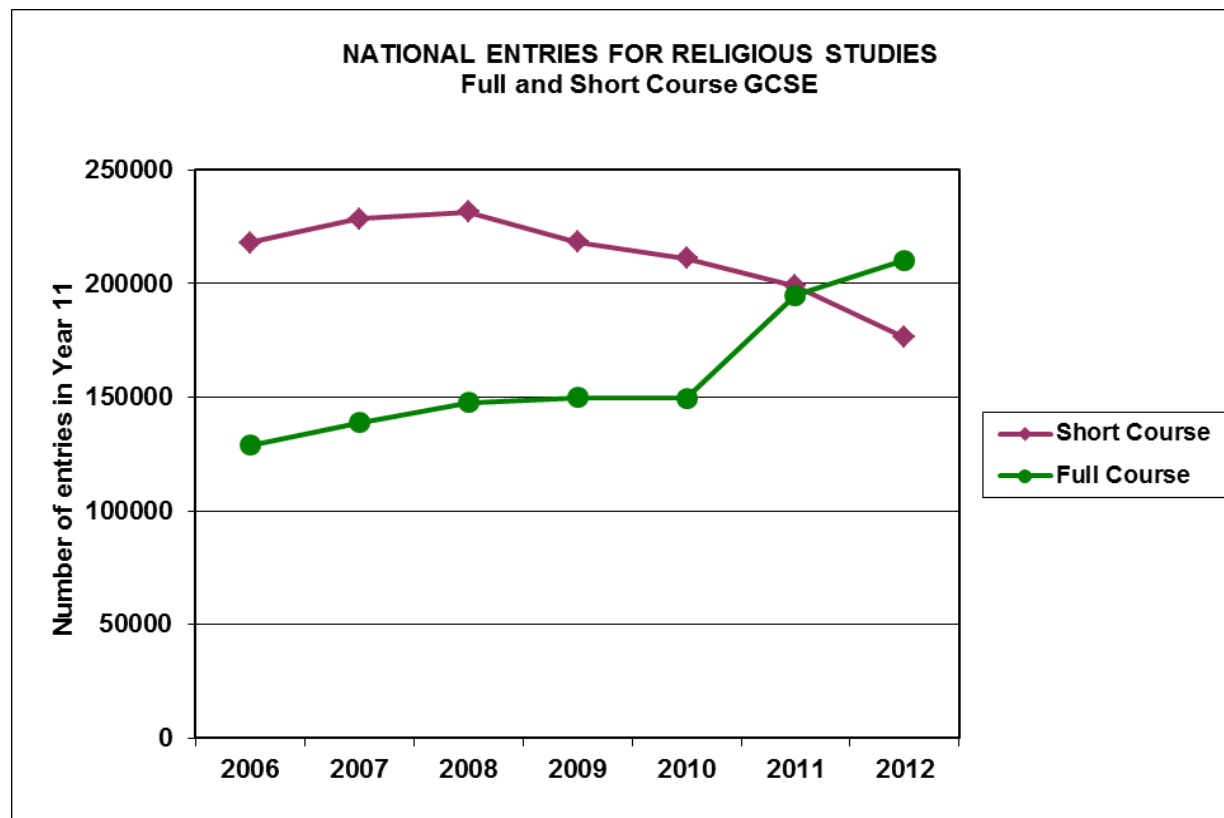
KEY

	More than 50% of cohort not entered for exam		More than 90% of cohort entered for exam
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Graph 1: Number of entries for Full and Short Course GCSE in Warwickshire 2006-2012



Graph 2: Number of entries for Full and Short Course GCSE Nationally, 2006-2012



Full Course GCSE

Table 1: Results for all pupils and by gender in Warwickshire and nationally, 2011/12 (%)

	A*	A	B	C	D	E	F	G	U
Boys	8	15	21	20	13	10	7	4	2
Girls	15	22	21	21	10	6	4	2	1
All	11	18	21	21	11	8	6	3	1
National	12	20	23	19	11	7	4	2	1

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

Table 2: % of pupils entered achieving A*-C in GCSE Full Course Subjects 2007-2012

	2007	2008	2009	2010	2011	2012
Warwickshire RS	69	70	69	69	75	71
National RS	70	71	72	73	74	74
Warwickshire English GCSE	64	65	68	72	74	81
Warwickshire History GCSE	60	63	62	63	67	67
Warwickshire Geography GCSE	64	65	62	66	66	68

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

Short Course GCSE Exam Results

Table 3: Results for all pupils and by gender in Warwickshire and nationally, 2011/12 (%)

	A*	A	B	C	D	E	F	G	U
Boys	3	6	10	18	18	16	11	11	8
Girls	5	14	14	19	15	14	10	6	4
All	4	10	12	18	16	15	10	8	6
National	6	11	16	18	15	12	9	6	5

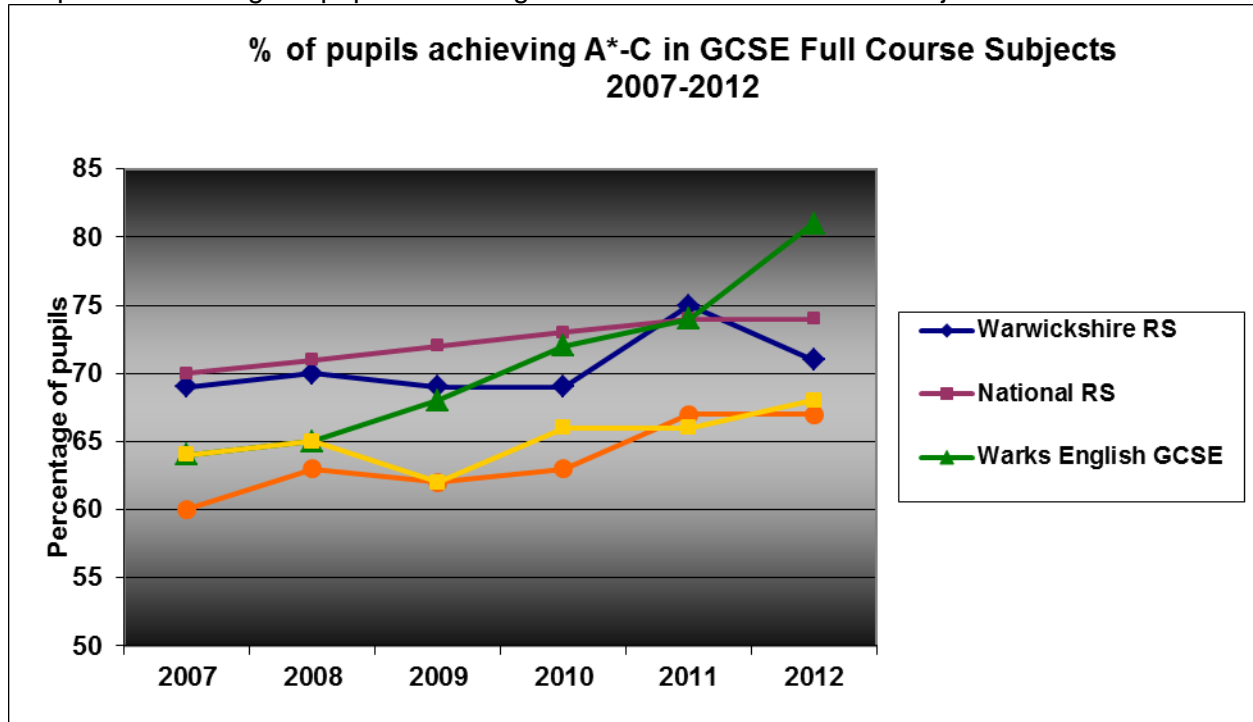
Source: EPAS. National figure relates to all schools in England

Table 4: % of pupils entered achieving A*-C in GCSE Short Course subjects 2007-2012

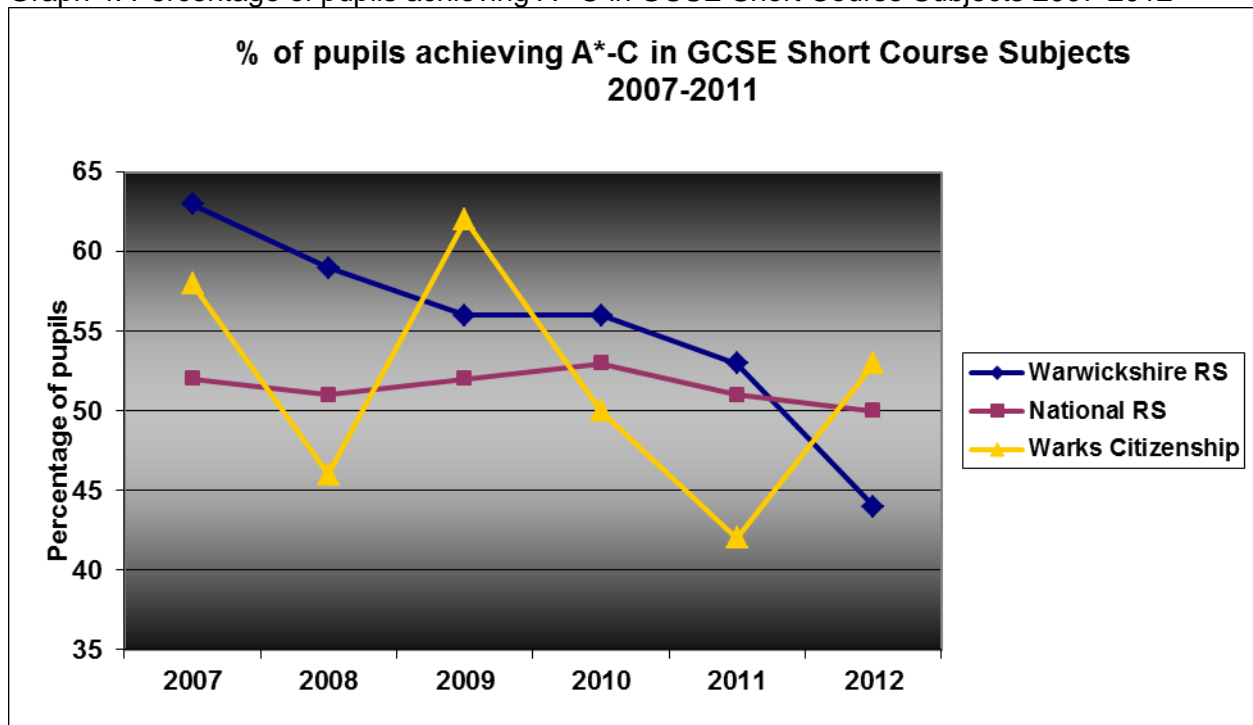
	2007	2008	2009	2010	2011	2012
Warwickshire RS	63	59	56	56	53	44
National RS	52	51	52	53	51	50
Warwickshire Citizenship Short Course	58	46	62	50	42	53

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

Graph 3: Percentage of pupils achieving A*-C in GCSE Full Course Subjects 2007-2012



Graph 4: Percentage of pupils achieving A*-C in GCSE Short Course Subjects 2007-2012



Key Stage 5

GCE AS Religious Studies

	2007	2008	2009	2010	2011	2012
No of entries	40	48	51	58	44	49

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

Table 5: Results for all pupils by gender in Warwickshire and nationally, 2011/12 (%)

	A	B	C	D	E	U
Boys	12	24	29	12	12	12
Girls	9	31	28	13	13	6
All	10	29	29	12	12	8
National	20	21	23	17	11	8

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

Table 6: % of pupils achieving A – C in AS Level Subjects 2007-2012

	2007	2008	2009	2010	2011	2012
Warwickshire RS	60	69	61	50	64	67
National RS	67	65	63	63	63	64
Warwickshire English Lit	51	55	59	65	66	66
Warwickshire History	57	52	51	60	51	52
Warwickshire Geography	49	40	56	58	67	69

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

GCE A Level Religious Studies

	2007	2008	2009	2010	2011	2012
No of entries	136	133	128	146	123	135

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

Table 7: Results for all pupils by gender in Warwickshire and nationally, 2011/12 (%)

	A*	A	B	C	D	E	U
Boys	8	5	49	16	19	3	-
Girls	4	19	25	29	18	3	2
All	5	16	31	25	19	3	2
National	6	20	30	25	14	5	1

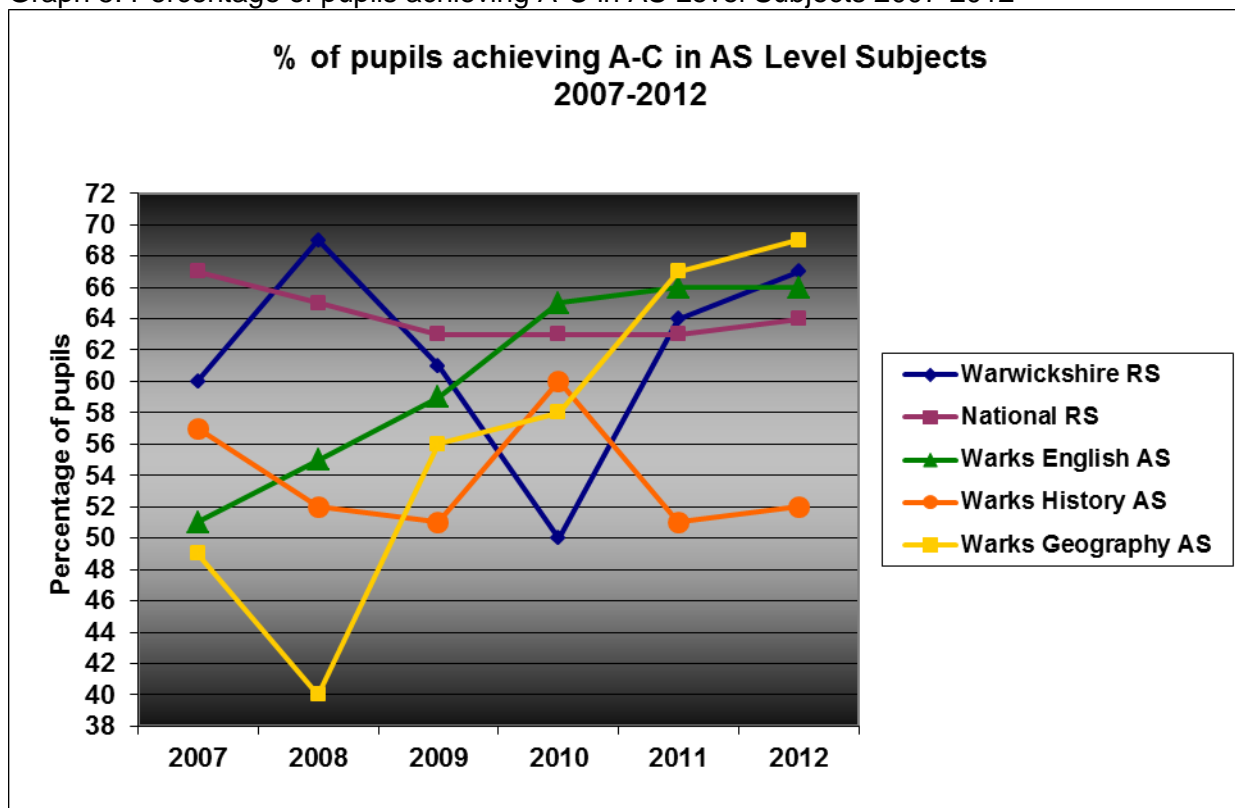
Source: EPAS. Discounting: Current session

Table 8: % of pupils achieving A* – C at A Level

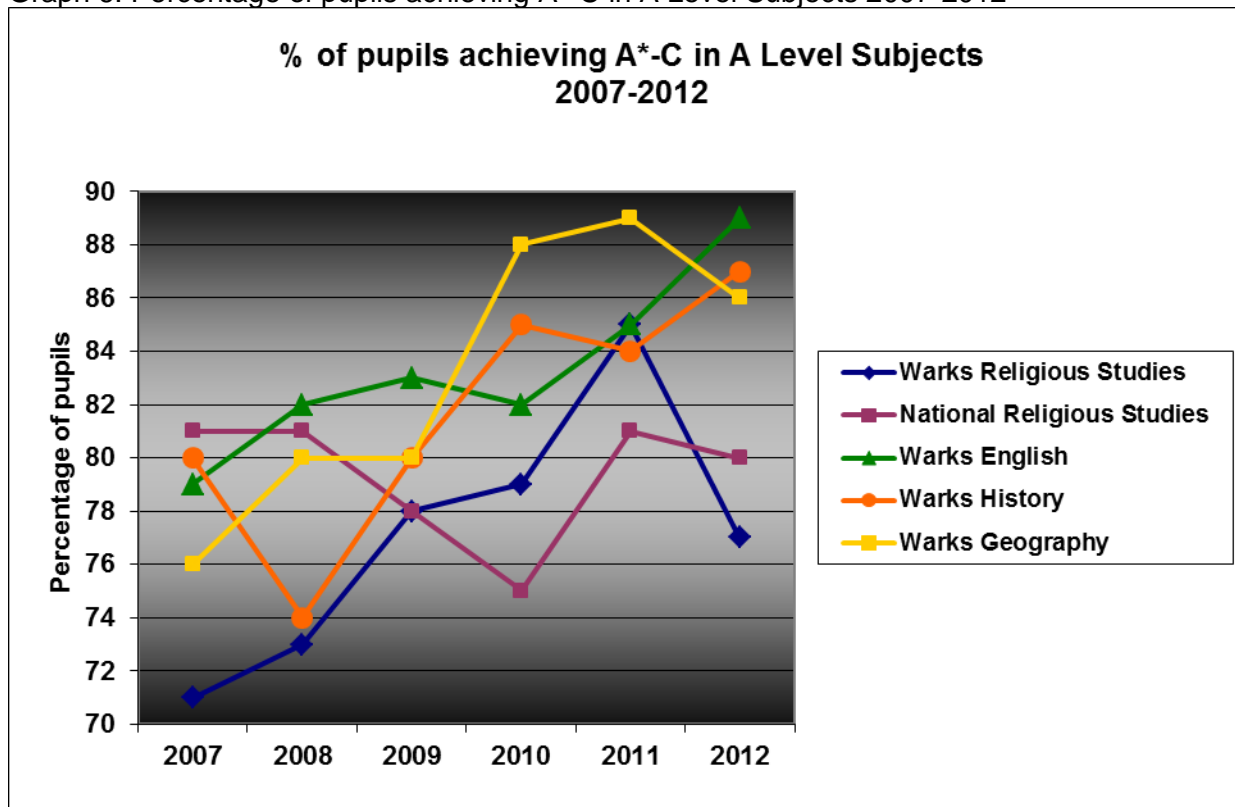
	2007	2008	2009	2010	2011	2012
Warwickshire RS	71	73	78	79	85	77
National RS	81	81	78	75	81	80
Warwickshire English Lit	79	82	83	82	85	89
Warwickshire History	80	74	80	85	84	87
Warwickshire Geography	76	80	80	88	89	86

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

Graph 5: Percentage of pupils achieving A-C in AS Level Subjects 2007-2012



Graph 6: Percentage of pupils achieving A*-C in A Level Subjects 2007-2012



APPENDIX D – ANALYSIS OF SECONDARY QUESTIONNAIRES

Key Points

- 1 school (non Academy) not using agreed syllabus
Action: Karen to approach school and offer support
- Small number of schools not entering majority of KS4 cohort for a qualification
Action: SACRE is already responding to this following analysis of exam results
- Significant number of schools not complying with statutory post -16 RE
Action:
- Need to promote website to schools
Action: Karen to e-mail subject leaders and recommend website

A: The School

1. 18 questionnaires returned out of 35: a response rate of 51%
2. 11 of the 18 have Academy status
3. 17 of the schools reported that they follow the Warwickshire Agreed Syllabus; one school (not yet an academy) said they do not have recent copies of the syllabus and follow it “to a certain extent”.

B: Staffing

1. **Specialist teachers** (‘specialists’ denotes a teacher who has a qualification in RE and it is their main subject):
Only one school had no specialist RE teachers. Most schools had 2 or more, with one school having 8.
2. **Non-specialists**
13 schools had non-specialists teaching RE (one school had as many as 9 non-specialists led by a specialist)

C: Provision

1. **Time allocation**
All schools indicated that they comply with the time allocation required for the Agreed Syllabus (some exceeded it in some years). The most popular model of delivery by some way is the lesson per week model. However, one school combined this with flexible learning days and two schools indicated that RE was taught as part of an integrated humanities programme.
2. **KS4 Qualifications**
16 of the 18 schools indicated that they enter the majority of their cohort for either short course or full course GCSE qualifications. Edexcel and OCR boards were the most popular, with most schools choosing to teach the Christian and Muslim traditions at KS4. One school offers no KS4 qualification at all (RE is taught with Citizenship); another only enters 3 classes, with the remainder having some RE as part of PSHE; another school enters the 10% who do not do GCSE for an entry level qualification.

D: Key Stage 5 Provision

1. 11 of the schools have sixth forms
2. Only 5/11 schools indicated that they provide statutory RE at post-16 level either through PSHE/General Studies or through special learning days/conferences. One school is currently planning to implement post 16 statutory RE. Two schools did not answer this question.
3. 9 of the schools offer A-level Religious Studies. All but one of these follows the OCR Philosophy of Religion and Religious Ethics course.

E: The Agreed Syllabus

1. Please give your comment(s) on the effectiveness of the Warwickshire Agreed Syllabus:
 1. very effective **6**
 2. quite effective **12**
 3. not very effective **0**

Comments:

- *"It has sufficient breadth to mean that the school can teach what they want. The levels are fine, though the descriptors are unwieldy"*
- *"The syllabus is very broad and enables teachers to cover a range of topics. It seems very flexible too"*
- *"It is a good framework. It covers all the key religions and themes we would want to cover"*
- *"Easy to follow and apply"*
- *"Example schemes of work are very useful"*
- *"Recent changes have made it easier to access and more manageable"*

2. a. Do you use the SACRE website?

Yes **8**
No **10**

- b. If you answered yes, please make any comments about the effectiveness of the website:

- *"It is rarely updated"*
- *"It helps with teaching CPD, pedagogy and practise"*
- *"Good at directing non-specialist staff"*
- *"Effective but there could be more in it e.g. AfL guidance"*
- *"Newsletter"*
- *"Keeps me informed of current issues"*

3. Please comment on the amount and quality of support available for implementing the Warwickshire Agreed Syllabus:

- *"I'm not aware of the support there is"*
- *"Generally adequate though more time needed on assessment"*
- *"I know that support is always available when needed"*
- *"Aware of Karen Steele's support if necessary"*

- *"Karen Steele's help with the NATRE meetings and providing inset has been exemplary"*
 - *"There is very little I know of"*
 - *"Next to nothing for secondary teachers of RE"*
 - *"Very good"*
4. Please make any other comments relating to your experience of teaching RE in Warwickshire.
- *"Not enough courses/CPD for secondary teachers"*
 - *"I love teaching it in my school but there are not enough hours to cover the full syllabus and I would like more support with the subject"*
 - *"Changes in assessment were welcome and are more manageable"*
 - *"I have always felt supported by my school and the county, and it has been a positive experience"*
 - *"I was pleased to receive this. As a member of [another] SACRE I am somewhat frustrated at the lack of knowledge of RE provision in county schools"*
 - *"Thankyou for the letter that Warwickshire SACRE sent in about our exam results and the number of students that we enter each year. It was good to see our efforts acknowledged"*
 - *"I have taught RE in Warwickshire for 12 years. It is both challenging and enjoyable"*
 - *"is a mono-cultural area by and large so work is needed on developing positive attitudes and links with faith communities"*
5. Please make suggestions for support that you would like to receive:
- *"Developing KS5 provision"*
 - *"Links with Warwickshire places of worship"*
 - *"Could a networking group be set up?"*
 - *"Child-speak levels were considered unhelpful by the department"*
 - *"More courses for KS3 RE and delivery of RE at KS4, especially short course – methods of delivery"*
 - *"Focus groups/CPD/e-mail contacts of other subject leaders"*
 - *"Consultancy and network meetings"*
 - *"Have tried to implement a North Warwks HOD meeting, but only one school turned up"*

APPENDIX E – OVERVIEW OF PRIMARY MONITORING VISITS

SACRE members were asked to write up a brief summary of the visit using the following headings. This was shared and agreed with the school before being submitted to SACRE. Below is an overview of the findings of the four visits that took place this year. Individual schools will not be identified.

<p>1. Requirements of the Warwickshire Agreed Syllabus</p> <p>1(a) Are the recommended time allocations for RE at each key stage met?</p> <p>Yes: 4</p> <p>1(b) Are the required traditions covered at each key stage?</p> <p>Yes: 4</p>
<p>2. RE in the curriculum: how is RE organised and taught?</p> <p><i>A diverse range of models, including discrete weekly RE lessons, RE themed afternoons/days/weeks and cross-curricular teaching.</i></p>
<p>3. What aspects of the agreed syllabus does the school feel it teaches well? (please give details)</p> <p><i>Schools highlighted a range of things, including the adaptation of SACRE units of work, working with faith communities, creative approaches to RE (including drama, role-play).</i></p> <p><i>One school commented that teachers felt that teaching Christianity was a particular strength.</i></p> <p><i>Another highlighted the 'deep, effective, reflective' learning that RE days allow.</i></p>
<p>4. Are there any aspects of RE teaching the school finds difficult? (please give details)</p> <p><i>One school would find it useful to have an exemplar scheme of work that relates specifically to their catchment.</i></p> <p><i>Another said that they would love to do more trips to places of worship, but that transport issues make this difficult.</i></p> <p><i>Another school highlighted the difficulties faced by non-specialist teachers.</i></p> <p><i>One school felt that more information and resources should be made available for KS1, and raised some concern about whether some of the KS1 units were age appropriate.</i></p>
<p>5. Training and resources for RE</p> <p>5(a) Has the RE co-ordinator attended relevant CPD in the last year?</p> <p>Yes: 2 (RE co-ordinator meetings); No: 2</p> <p>5(b) Have there been any RE CPD opportunities for other teachers who teach RE?</p> <p>Yes: 2; No: 2</p>

<p>5(c) Is there a specific budget for purchasing RE resources?</p> <p><i>Yes: 1; others indicated that there are resources for RE available</i></p>
<p>6. Links with faith communities</p> <p>6(a) Have there been any pupil visits to places of worship in the last year?</p> <p><i>Yes: 4 (evidence of many visits to a varied number of places)</i></p> <p>6(b) Have there been any visitors from faith communities in the last year?</p> <p><i>Yes: 4 (again great variety)</i></p> <p>Any additional information:</p> <p><i>One school would find it helpful to have a contact list of places of worship and volunteers from local faith communities who would be willing to come into school.</i></p>
<p>7. School views about the effectiveness of the Warwickshire Agreed Syllabus</p> <p>7(a) How does the school feel about the effectiveness of the revised Warwickshire Agreed Syllabus?</p> <p><i>3 schools described it as 'very effective'; another as 'fine'.</i></p> <p>7(b) Does the school use the SACRE website?</p> <p><i>Yes: 3; No : 1</i></p> <p>7(c) Does the school use the units of work produced by SACRE?</p> <p><i>Yes: 4</i></p> <p>7(d) How does the school feel about the amount and quality of support available for implementing the Warwickshire Agreed Syllabus?</p> <p><i>Two schools described it as 'good'. The other two did not provide a response to this question.</i></p>
<p>8. Any other relevant Information</p> <p><i>One school said they would find it useful if the SACRE/Warwickshire Agreed Syllabus information was shared through the We Learn emails which are sent to all Headteachers.</i></p> <p>End Notes:</p> <p><i>All four reports indicated what a positive experience this had been and indicated that there is a great deal of good practice going on in these schools. There were a number of comments about the evident spiritual development taking place.</i></p>

APPENDIX F- **SACRE MEMBERSHIP & WORKING ARRANGEMENTS**

CONSTITUENT MEMBERS OF THE STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION 2011/12

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

Baha'i (1)	Rocky Grove
Buddhist (1)	Venerable Manapo / Ajahn Khemadhammo (change during year)
Hindu (2)	Santosh Kundi, Ramesh Srivastava
Muslim (2)	Yusuf Patel, Abeda Vorajee
Non-conformist (3)	Pamela Davey / Lorna Maloney (covering maternity), Anne Davies, Gill Kingston
Sikh (2)	Shisham Singh Sahota, Manjit Kaur (Co-Chairs)

Committee B – Church of England

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

Committee C – Teacher Associations

ASCL	Sue Dudley / David Hazeldine (change during year)
ATL	Aveninder Kaur
NASUWT	<i>Vacancy</i>
NUT	Jackie Salter
VOICE	Elizabeth Banyard

Committee D – Warwickshire County Council

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

Co-opted Members (non-voting)

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

Local Authority Officers

Mark Gore /	Head of Service Learning & Achievement /
Yvonne Rose	Service Manager, Secondary Phase
Karen Steele	RE Adviser
Ruth Waterman	Clerk to SACRE

SACRE WORKING ARRANGEMENTS

SACRE's Constitution

SACRE reviewed its constitution in March 2011. The constitution is available from the clerk to SACRE or at www.warwickshire.gov.uk/sacre

Voting Procedures

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

Quorum

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

Administrative Arrangements

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

APPENDIX G – SACRE DEVELOPMENT PLAN: JUNE 2012

Progress

Target 1: Monitoring and supporting schools with collective worship

Progress made: a working group developed some guidance including FAQs, policy guidelines and draft letter for speakers. This has been publicised to schools and is now available on the SACRE website.

Target 2: Establishing links with school governors/academies

Progress made: SACRE's A-level conference was attended by a number of academies and was very successful. Response to secondary monitoring questionnaires was good, indicating that change to academy status has not had a big impact. Despite desire to establish links with governors, there does not seem to be any route to do so.

Target 3: Support materials for Early Years Foundation Stage and Special Schools

Progress made: it was decided to leave this until the publication of the EYFS review

Target 4: Youth SACRE

Progress made: very successful Youth SACRE held at Coventry Cathedral including primary, secondary and special schools. See summary of evaluations.

Additional Achievements:

- Very successful AS level conference in April
- First complete round of primary monitoring visits (very positive feedback)
- Improved monitoring procedures enabled us to easily produce a robust and detailed annual report

SACRE Self-evaluation 2011/12

The table on the following pages is taken from Ofsted '*SACREs and self-evaluation: A guide*' and sets out the key areas of a SACRE's work and exemplification of good practice. This guidance is to help SACRE evaluate their progress and to consider what their key priorities should be for the next academic year. **The areas highlighted in grey are suggested indicators of the current progress of Warwickshire SACRE.**

The last page suggests some key areas of strength and also some key areas for development in 2012/13.

1. Standards and quality of provision of religious education

How effectively does the SACRE, in partnership with the LEA, monitor and evaluate standards and the quality of provision for RE in schools?

How effective are the strategies to improve standards and the quality of provision?

Key area	Developing	Established	Advanced	Exemplar of good practice
1a Compliance and time allocation for RE	Little knowledge of levels of compliance with the legal requirements for RE in schools. Little information about the time schools are allocating to RE.	Informed about levels of compliance and time allocations but limited opportunities to establish strategies for action where evidence of non-compliance or inadequate time allocation is reported.	Well informed about levels of compliance and time allocations and factors impacting on these. Clear understanding of effective ways schools can provide adequate time for RE. Established strategies to take action to support schools which are non-compliant and receive feedback on the impact of interventions.	Where a school self-evaluation shows it to be non-compliant or to provide inadequate curriculum time for RE, the SACRE requires the LEA to investigate and report back on the action being taken by the school to address the situation.
1b Public examination entries in RE	Limited knowledge of the number of pupils in the LEA entered for GCSE, AS and A2 examinations.	Informed about the number of pupils in the LEA entered for GCSE, AS and A2 examinations and how this compares with national figures but few strategies to increase the number of entries.	Well informed about the number of pupils in the LEA entered for GCSE, AS and A2 examinations and how this compares with national figures. Clear strategies in place to increase the number of entries.	The SACRE receives a detailed analysis of examination entries in RE from the LEA, including a breakdown by grouping (e.g. gender and ethnicity) and how this compares with national figures. The SACRE works collaboratively with the LEA to promote examination courses as a means of fulfilling statutory requirements.
1c Standards and achievement:	Limited knowledge about standards within schools and no clear SACRE or LEA	Informed about standards of RE in schools locally and by comparison with national	Detailed information about standards with careful analysis of data against national figures	The SACRE receives detailed analysis of examination performance and requires the LEA

Key area	Developing	Established	Advanced	Exemplar of good practice
including standards at the end of Key Stages 1, 2 and 3, GCSE, AS and A2 level	strategies to address areas of concern or share good practice.	figures, but limited analysis of the data and little opportunity to develop strategies to address weaknesses.	and trends. Information about standards extends to primary schools and Key Stage 3. Clear strategies in place to tackle areas of weakness. Developing independent mechanisms to gather data about performance.	to explain how it will intervene in schools where there is clear evidence of underperformance. The SACRE requests schools to provide details of pupils' levels of performance at the end of each key stage.
1d Quality of teaching	Limited knowledge about the quality of RE teaching in schools.	Information provided about findings in relation to quality of teaching derived from LEA intelligence and RE subject self-evaluations, but limited analysis of strengths and weaknesses and little opportunity to develop strategies to tackle weaknesses.	Clear and detailed information about the quality of teaching, with some analysis of trends and strengths and weaknesses. Good strategies to share good practice and target improvement strategies on areas of weakness.	The SACRE receives regular presentations from teachers about good practice in teaching and learning in RE. The SACRE works with the LEA to provide guidance to schools about effective RE teaching in primary and secondary schools, including guidance on effective and rigorous subject self-evaluation.
1e Quality of leadership and management	Limited knowledge about the quality of leadership and management of RE in schools.	Information provided about findings in relation to quality of leadership and management derived from LEA intelligence and RE subject self-evaluations, but limited analysis of strengths and weaknesses and little opportunity to develop strategies to tackle weaknesses.	Clear and detailed information about the quality of leadership and management, with some analysis of trends and strengths and weaknesses. Good strategies to share good practice and target improvement strategies on areas of weakness.	The SACRE works with the LEA to provide guidance to schools about effective leadership and management of RE in primary and secondary schools, including guidance on effective and rigorous subject self-evaluation.
1f Recruitment and retention	Little knowledge of data and issues related to the recruitment or retention of	Some investigation and analysis of subject recruitment and retention issues. The	Detailed knowledge of patterns of recruitment, retention and specialist provision. The SACRE	The SACRE recommends to the LEA that a comprehensive analysis is undertaken of the provision of

Key area	Developing	Established	Advanced	Exemplar of good practice
issues. Level of specialist provision	specialist RE teachers in schools.	SACRE is aware of the level of non-specialist teaching of RE but has limited opportunity to take action to deal with its concerns.	is active in promoting strategies to improve recruitment and provide training to address the needs of non-specialist teachers of RE.	specialist staffing for RE across the LEA. Together they build links with local teacher training providers to explore ways of improving recruitment of specialist staff.
1g Resources	Little knowledge about issues related to the quality of resources for RE in schools	Some information about issues related to resources for RE in schools but limited opportunity to address areas of concern.	Detailed knowledge of issues related to resources for RE in schools. The SACRE is active in promoting the development of resources and setting benchmarks about appropriate levels of funding for the subject in schools.	The SACRE works in partnership with the LEA to develop a subject website which incorporates guidance about current high quality resource materials.

2. Management of the SACRE and partnership with the LEA and other key Stakeholders

How far does the SACRE's partnership with the LEA enable it to carry out its responsibilities effectively?

Key area	Developing	Established	Advanced	Exemplar of good practice
2a SACRE meetings	Meetings are held regularly. Routine administrative arrangements are in place. Agendas and papers are distributed appropriately. Attendance is satisfactory. Business is dealt with in a prompt and orderly way. There are limited opportunities for teachers	Attendance is good and all four committees are well represented. Agendas and papers are distributed well in advance ensuring all members have time to consider them carefully. Meetings are well managed with strong contributions from	SACRE members contribute to development of the agenda. Meetings are lively and purposeful with wide variety of contributions. Teachers and representatives of faith communities regularly attend and participate fully in meetings, sharing their experience and insights. Meetings are held in a	The SACRE frequently holds meetings in local places of worship providing opportunities for members to develop their understanding of the religious communities in the local area.

Key area	Developing	Established	Advanced	Exemplar of good practice
	and representatives of faith communities to be invited to share their work. Business tends to be focused solely on routine statutory requirements.	a wide range of members. Meetings move beyond routine matters to consider wider issues about the quality of RE and collective worship.	variety of venues, including local places of worship and schools.	
2b Membership and training	The membership fulfils the basic statutory obligations. The arrangements to fill vacancies are not always effective. There are limited induction and training opportunities for SACRE members.	The membership strongly reflects the diversity of the wider religious and professional community. There are some opportunities for SACRE members to participate in training activities.	Very good use is made of cooption to ensure membership of the SACRE is well informed and is highly representative of the diversity of the local community. There is a strong and coordinated programme of induction, and training opportunities for SACRE members.	The SACRE has a well-developed process of co-option of local teachers of RE to ensure it has a broad representation from all types of school in the LEA.
2c Improvement/development planning	The SACRE does not have an action plan to focus its future work and there is little overt linkage between the priorities of the LEA's development / improvement plan and the work of the SACRE.	The SACRE has a basic action plan which is reviewed regularly and updated on an annual basis. This provides an effective focus for the SACRE's work. There is some attempt to link the plan to the wider LEA priorities.	The SACRE has a well-defined action plan with clear objectives and success criteria. Resource implications are clearly defined. There is a clear link between the plan and the wider objectives of the LEA. The SACRE is regularly represented at national events relevant to its work; for example, NASACRE.	The SACRE is provided with a summary of the current LEA priorities and identifies ways its action plan can incorporate relevant objectives related to these priorities.

Key area	Developing	Established	Advanced	Exemplar of good practice
2d Professional and financial support	Representatives of the LEA attend meetings but there is limited subject specialist advice available. There are resources for basic SACRE functions but there is no specific budget for the SACRE and little opportunity for the SACRE to take initiatives requiring funding.	The SACRE has some access to subject specialist advice. The LEA is represented at meetings and can provide a means of communication with the wider LEA. The SACRE has a modest budget which enables it to fund some initiatives.	The SACRE is well supported by a subject specialist who provides effective advice and is well informed about the provision and quality of RE in the LEA and about national developments. The SACRE is also attended by a lead officer from the LEA who can provide a strong link between the work of the SACRE and the wider LEA. The SACRE has access to funds to enable it to make decisions about its priorities and ensure these can be properly resourced.	The SACRE in an LEA with no subject specialist adviser co-opts a local advanced skills teacher (AST) with expertise in RE and secures release time for her to undertake development work for the SACRE and schools.
2e Information and advice	The SACRE receives limited information about public examination data from the LEA. Limited information is provided about wider national and local developments. The SACRE tends to receive information from the LEA rather than ask questions of the LEA and challenge its work.	The SACRE is regularly provided with clear information relevant to the quality and provision for RE and collective worship in local schools. The SACRE receives the information in a way that enables it to challenge and question the LEA's work.	The SACRE receives detailed and well-analysed information about the quality and provision for RE and collective worship. As a result SACRE uses this information effectively to give advice to the LEA which leads to strategic action to improve standards and quality in schools. The SACRE has a strong partnership with the LEA and plays an active role in promoting ideas and initiatives.	The SACRE, as a result of receiving detailed evidence about pupil performance, identifies significant underachievement by boys. It advises the LEA to undertake an exercise to identify good practice and provide guidance to schools that is effective in raising boys' achievement.

Key area	Developing	Established	Advanced	Exemplar of good practice
2f Partnerships with other key stakeholders (for example pupils, parent, ASTs, specialist schools, ITT providers, local religious organisations, and groups, Commission for Racial Equality)	The SACRE has little contact with or awareness of other local agencies, and rarely has contact with pupils or parents.	The SACRE is well informed about other key stakeholders supporting RE and has some contact with the groups involved.	The SACRE has opportunities to hear the views and experience of pupils and parents about RE. Representatives of key support networks such as ASTs and higher education providers are regularly involved with the SACRE. The SACRE's activities build effectively on local networks.	The SACRE invites RE trainees on the PGCE course at the local university to attend one meeting a year to provide an opportunity for the trainees to develop their understanding of the role of the SACRE and provide a forum to discuss issues of mutual interest.

3. The effectiveness of the locally agreed syllabus

How effectively does the SACRE, in partnership with the LEA, monitor the impact of the agreed syllabus in raising standards, use national guidance (e.g. the non-statutory national framework) and evaluate the effectiveness of the previous agreed syllabus?

Key area	Developing	Established	Advanced	Exemplar of good practice
3a Review of the agreed syllabus	Little opportunity to review the effectiveness of the previous agreed syllabus. Teachers' views are not known and there has been no external evaluation of strengths/weaknesses of the existing version. There is little budget for agreed syllabus development and	The SACRE has a good idea of the strengths/weaknesses of the previous agreed syllabus. Teachers' views and some external evaluation are carefully taken into consideration and there is a clear action plan and sufficient budget for the agreed syllabus review.	The SACRE has a clear and systematic process for reviewing the agreed syllabus including full consultation with schools and other key stakeholders, particularly faith communities. The budget is clearly allocated including consultation meetings, external evaluation and printing/distribution costs. There	The SACRE reviews all available evaluation data about the effectiveness of the existing agreed syllabus. It consults local teachers through meetings and a questionnaire to evaluate the strengths and weaknesses of the agreed syllabus. It invites participation of an external consultant to provide a more

Key area	Developing	Established	Advanced	Exemplar of good practice
	no clear action plan to structure the review process.		is strong sense of ownership of the agreed syllabus review, with clear targets for what needs to be achieved.	objective view of the quality of the existing syllabus.
3b Using the National Framework for Religious Education	The SACRE has a limited view of the role and significance of the National Framework in relation to the agreed syllabus review process and does not use the Framework in a coherent way.	The SACRE is aware of the National Framework and uses it in their agreed syllabus review but does not extend the Framework to reflect local circumstances.	The SACRE fully uses the National Framework in the construction of the revised agreed syllabus, understanding fully the importance of retaining the coherence and integrity of the Framework. It uses and extends the Framework in a coherent way to reflect local circumstances.	The SACRE undertakes a careful cost-benefit analysis of the value of using the National Framework for Religious Education as a basis for its revision of the existing agreed syllabus. As a result, it establishes a clear view of the way its revision of the agreed syllabus will build on the National Framework.
3c Developing the revised agreed syllabus. See Annex 1 for the characteristics of an effective agreed syllabus.	The SACRE has no clear structure for developing a revised agreed syllabus. It does not undertake a thorough revision, tending to add material rather haphazardly to the existing syllabus, leading to lack of coherence in the final outcome. There is little or no consultation during the development of a new agreed syllabus.	The SACRE has clear objectives for the revision and involves a wide range of local expertise in its construction. The SACRE ensures that strong direction is provided to design an agreed syllabus which is coherent, clear and accessible. The SACRE, in partnership with the LEA, holds consultation meetings which are reasonably supported.	The SACRE ensures that high quality advice is sought to review and advise on the revisions as they develop. The SACRE, in partnership with the LEA, holds very well attended consultation meetings and briefings to ensure teachers are fully involved in, and have a sense of ownership of, the revision process.	The SACRE produces a regular newsletter circulated to all schools outlining the progress with the revision of the agreed syllabus.
3d Consultation / launch / implementation of the agreed	No special launch is planned and schools are not aware of the significance of the revisions for their teaching and learning in RE.	A launch event is organised and other forms of communication (for example the LEA website) are used to promote the launch. There are	A successful launch, involving the wider community and strong media coverage, gives the agreed syllabus a high profile as an important development in the	The SACRE provides clear guidance about ways in which schools might begin the process of reviewing their own provision for RE in the light of the revised

Key area	Developing	Established	Advanced	Exemplar of good practice
syllabus	There is little training provision for implementing the revised syllabus.	clear arrangements for training teachers on implementing the syllabus; this training is well supported and managed.	work of the LEA and SACRE. Effective training on implementing the agreed syllabus, which is supported by all schools, leads to teachers being clear about standards and expectations in the agreed syllabus and the implications for teaching and learning.	syllabus. The launch event includes high quality presentations from a range of local religious communities and schools.
3e Additional guidance / monitoring and evaluating the agreed syllabus	A shortage of financial and human resources prevent the SACRE from providing any significant additional guidance on using the agreed syllabus. It has limited arrangements in place to monitor the impact of the agreed syllabus, particularly in raising standards.	The SACRE, through its costed development plan, has arrangements in place to develop additional guidance. The SACRE is able to monitor the impact of the agreed syllabus, particularly in raising standards.	The SACRE has fully costed precise plans for further guidance and support and has consulted extensively with schools on what these should be. Teachers are actively involved in the development of support materials ensuring the process provides a strong professional development opportunity. There are clear arrangements in place to monitor the impact of the new agreed syllabus and to measure its effectiveness in raising standards.	The SACRE builds a process of monitoring the effectiveness of the agreed syllabus into its development plan. It identifies a series of specific and phased activities which will be undertaken to provide evidence of the impact of the syllabus leading through to the next five-year revision.

4. Collective worship

How effectively does the SACRE fulfil its responsibilities for the provision and practice of collective worship?

Key area	Developing	Established	Advanced	Exemplar of good practice
4a Practice and provision for collective worship	The SACRE has not provided guidance to schools on collective worship and arrangements for determinations are not in place. Issues regarding collective worship have not featured as part of the SACRE's agenda and national developments are not known. There is no training provision for collective worship.	The SACRE has not provided guidance to schools on collective worship which focuses on good practice. Meetings of the SACRE regularly focus on provision and practice in collective worship, and schools consider they are well supported by their SACRE on matters related to collective worship. The SACRE is aware of national developments in collective worship. Training is provided for schools and is reasonably supported.	The SACRE provides high quality advice and support on collective worship, sharing best practice, which leads to improvements in the quality of children's learning experiences. The SACRE regularly focuses on collective worship in its meetings and updates schools on new resources. The SACRE is actively involved in national developments in collective worship. High quality, well supported training enhances provision.	Through its website the SACRE regularly provides exemplar acts of worship for schools to use. These are frequently updated. Members of SACRE visit schools to observe and/or lead collective worship and share their findings. Feedback from schools indicates high-level usage of the exemplar acts of worship.
4b Monitoring the provision of collective worship and tackling issues of non-compliance	The SACRE does not monitor provision of collective worship. Members are unaware of the issues facing schools and do not provide advice on how issues of non-compliance can be addressed.	The SACRE monitors provision of collective worship and is aware of non-compliance issues and the demands collective worship places on schools. As a result of monitoring, further advice is provided to schools but members of the SACRE have limited 'hands-on' experience of collective worship in schools.	The SACRE closely monitors provision for collective worship, and provides guidance and support for schools, particularly on non-compliance. Members of the SACRE have direct experience of collective worship in schools through first-hand observation. They discuss key issues with staff and pupils and provide further advice in the light of their findings.	The SACRE, in partnership with the LEA and the local secondary heads association, arranges for all its members to visit local secondary schools to observe acts of worship and discuss issues with staff and pupils. Following the visits a report is published, highlighting best practice and ways in which noncompliance might be tackled.

5. Contribution of the SACRE to the social and racial harmony agenda

How effectively does the SACRE, in partnership with the LEA, contribute to the wider social and racial harmony agenda?

Key area	Developing	Established	Advanced	Exemplar of good practice
5a Representative nature of the SACRE	Membership of the SACRE meets statutory requirements but is not necessarily strongly representative of the religious diversity of the local community.	The SACRE and the LEA ensure representation broadly reflects the religious diversity of the local community.	The SACRE has strong representation from all major local religious communities, including different groups within the same religious tradition (for example, different Muslim communities).	The SACRE in an LEA with few non-Christian communities is pro-active in seeking out members who are representative of a wide diversity of other religious traditions.
5b Knowledge and understanding of the local religious, cultural and ethnic community	The SACRE has limited knowledge about the religious, cultural and ethnic diversity in the local area.	The SACRE is well aware of different groups representing the diversity within the local area.	The SACRE is very aware of the nature of the religious, ethnic and cultural diversity in the local area and takes active steps to inform itself about the distinctive needs and opportunities created by this diversity.	The SACRE is provided with a detailed analysis of the religious and cultural diversity within the LEA and issues related to the relative educational performance of pupils from different ethnic groups.
5c Understanding the intrinsic contribution which RE can make to social and racial harmony	The SACRE has a basic grasp of the contribution which RE can make to the social and racial harmony agenda but has limited opportunity to promote this further.	The SACRE has a clear commitment to the part RE can play in promoting the social and racial harmony agenda and seeks to promote this throughout its work.	The SACRE plays a key role in promoting activities to extend the contribution of RE to the development of social and racial harmony. It ensures that this is embedded explicitly in the agreed syllabus and related guidance.	The SACRE produces guidance for schools to support the contribution RE can make to social and racial harmony and the wider inclusion agenda.

SACRE self-evaluation

What is distinctive about your SACRE?

- Monitoring of Religious Education established, with clear procedures and policies in place
- Inclusive SACRE that co-opts a range of members who are active in promoting the work of SACRE
- Constantly evolving and well used website that provides a range of support materials for schools
- Youth SACRE/ A- Level conference

Key strengths

- Monitoring
- Relationships with schools
- Provision of valued support materials available on SACRE website

Key areas for development

- 4a & b: monitoring of collective worship(including development of a protocol) and production of exemplar material
- Support materials for Early Years Foundation Stage and Special Schools
- Support for SMSC in schools

APPENDIX H: RELIGIOUS STUDIES AS LEVEL CONFERENCE

EVALUATION FORM SUMMARY

On a scale of 1-5, how worthwhile did you find the AS Conference? (please circle)

Not worthwhile 1 (0) 2 (5) 3 (16) 4 (29) 5 (24) *Very worthwhile*

NB – a small number of A2 students attended and they gave 2 because the content was not aimed at A2

Which part of the conference did you find most useful and why?

Nearly all responses identified the exam advice as very useful. Many identified the 'overview' that the day provided as particularly useful. Many also found the PowerPoint presentations and the example essay activity useful. There were also a number of comments relating to the usefulness of the ethics presentation.

Which part of the conference did you find least useful and why?

No significant patterns emerged here. A small number of A2 students attended and they commented that the content was not aimed at A2. A small number of pupils did not find the final activity particularly useful.

How did you find the organisation before the event and on the day?

Very positive feedback here. Comments included that it was easy to book and there was a lot of communication. Whilst many felt that the day had a prompt start and ran to time, a small number felt that longer breaks were needed and more effort to stick to the timings of the day.

Do you have any comments regarding the venue or facilities?

Many felt that the venue was very good, however, there were many comments about the temperature: it was very cold. Also, a number indicated that they would have liked more table space. There were also some comments about the availability of drinks (pupils) and biscuits (staff!).

Do you have any suggestions for future Religious Studies conferences?

A few comments indicated that it would have been better to have this conference before the Easter holidays.

There were some requests for some more fun activities e.g. quizzes/games

Some pupils said they would have liked more pupil activities, whilst others said they would have liked more lecture style content.

Some requested handouts of the PowerPoints

Many requests for A2 as well

Recommendations:

- Move to before Easter holidays and include A2
- Include handouts hot drinks & biscuits for all (will increase cost)
- Ensure more tables available

APPENDIX I: 'RESPECT FOR ALL' CONFERENCE – 18th June 2012 at Coventry Cathedral

Summary of Evaluations

A total of 66 evaluations were received.

Overall, the course was:	Very Good (31)	Good (27)	Satisfactory (1)	Poor (0)
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NB: 7 of the evaluations did not circle any of the options above.

What I liked:

A large majority of the responses identified the creative activity in the afternoon as the highlight of the day. The activity using jelly babies to represent the world's population was also very popular. Many also valued the opportunity to work with different schools and different ages and liked being able to communicate with people they had never met before. Some of the Year 8s particularly liked having the opportunity to work with the younger children and to be able to help them during the activities.

What I will do because I have been on this course:

A lot of respondents were very enthusiastic about being able to share their experiences of the day and their new knowledge of different religions with their peers and also their families, and to be able to broaden others' understanding by teaching them what they had learned. Pupils were also keen to be able to put into practice what they had learned by showing more respect to people from different backgrounds and by helping and caring for others around them. Others' experiences of the day have prompted them to think more about religion and to try and see things from other peoples' perspective.

The main things I learned today were:

Some of the recurring responses from people in relation to what they had learned from the day were:

From pupils:

- That religions are all equal
- That the world is unfair and wealth is not shared
- Facts about different religious beliefs and faith traditions
- It is important to work collaboratively and listen to others
- To respect each others' beliefs and opinions

From teachers:

- New resource ideas and activities to use in school
- Ideas to teach RE in cross-curricular ways including through creative activities
- How to make RE relevant and up to date
- Children have a great capacity to consider many aspects of life and faith and their potential should not be underestimated

What I would have changed:

Most of the responses related to the time allocated to activities. The majority felt that there was not enough time given to the art activity and therefore pupils were not able to finish their work. Some felt that more time could have been given to all activities with less explanation and talking beforehand. One respondent suggested that it might have been better to do fewer activities but allow more time for each one. A small number would have liked more room to work around tables especially for the art activity. There were a quite a number of respondents who said there was nothing they would change about the day.