

**Calderdale Standing Advisory Council
for Religious Education**

**ANNUAL REPORT
2011-2012**



Calderdale SACRE

Annual report 2011-2012

Contents

Introduction foreword from the Chair of SACRE	3
Executive summary	5
Section 1 Overview of the standards and quality of RE provision	8
Section 2 The Work of SACRE	19
Section 3 The Local Agreed Syllabus	23
Section 4 Collective Worship	25
Section 5 Community Cohesion and SMSC Development	26
Section 6 Summary of achievements and priorities	28
Appendices	
Appendix 1 Examination Results	29
Appendix 2 Professional Development and Consultancy	37
Appendix 3 Review of Ofsted reports	39
Appendix 4 Review of SIAS and section 48 reports	50
Appendix 5 SACRE membership	57
Appendix 6 Minutes of SACRE meetings	58

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From the Chair of SACRE

Since our last report the world of education has changed in many ways, and the local authority's relationship with schools and academies and been transformed. This has had an impact on the work of SACRE.

The initial funding crisis that hit the authority meant that although we were fortunate in keeping our consultant for longer than many areas, we had to lose the excellent support that we received from Mark Stephenson, and the progress that we had made with his help was put in jeopardy. The knock on effect of this was that SACRE was unable to meet for the majority of the academic year 2011 – 2012, which meant that a report was not forthcoming about the excellent work that had been done the previous year.

Due to generous support from the local authority we have managed to secure a consultant for a reduced period of one day a week term time from summer term last year, and this has given SACRE a fresh impetus to rise to the challenge of the current climate we find ourselves in.

The national situation has had a significant impact on the provision of RE in secondary schools. In particular, the decision to exclude RE from the English Baccalaureate has had an apparently major impact on the number of pupils taking short course GCSE RE falling to just over 40% of 2010 levels, with no significant change in full course GCSE numbers. This leaves us with a question as to the provision for a large number of our pupils in our secondary schools. RE provides one of the most significant opportunities to address issues of community cohesion and understanding within an academic framework which, in an increasingly segregated and isolated society, is a chance we squander at our peril.

However, the outlook is far from bleak. There is some excellent teaching and learning going on in many of our schools, and some individual results bear witness to this. Also, the focus on Spiritual, Moral, Social and Cultural (SMSC) development by Ofsted provides an

opportunity to address important issues across the whole of the curriculum and not just in a narrow way. SACRE is determined to support schools in addressing this vital area of development.

Training and support for school staff in particular has been re-launched, and network meetings, especially for primary schools, have proved very effective in sharing good practice. We aim to continue to develop this mutual support with the expertise that SACRE members also bring and the excellent support of our consultant, albeit on a more time-limited basis than before.

You will find in this report an overview of the recent work of SACRE and the current state of our schools in terms of RE and Collective Worship provision, and how we intend to continue to develop that provision across Calderdale, through the Agreed Syllabus, and direct support from SACRE. You will see the challenges and opportunities we face, and our determination to help the children of Calderdale receive the best possible experiences of RE and Collective Worship so that they can develop into the incredible people they all have the potential to be. Only the best will do!

I commend this report to you.



The Rev John Hellewell
Chair of SACRE

Executive Summary

1. A series of related national factors has a greater effect on RE here than any specific local context. These include the exclusion of RE from the English Baccalaureate. The fear is that RE, and the opportunities it offers for understanding and tolerance, will become increasingly marginalised.
2. Calderdale SACRE's policy is to serve and support all schools and academies in the area, regardless of their form of governance. We believe that the locally agreed syllabus and its supporting materials offers the best and most appropriate way of delivering RE and SMSC education and we offer support to all institutions on equal terms.
3. RE has much to offer towards the spiritual, moral, social and cultural development of students and the central place of SMSC has been recognised in its place in the 2012 Ofsted framework.
4. There was a hiatus in support for SACRE and RE during 2011-2012 due to the financial crisis facing all local authorities. The half time secondment of the consultant ended in March 2011. Since April 2012 statutory duties and school support has been provided through consultancy for a reduced time of one day a week during term time.
5. Exam entries for GCSE full course remain static but the numbers entered for GCSE short course has dramatically reduced with only 589 students entered this year. In 2010 this number was 1415. The numbers entered for short course had steadily increased over the period 2007- 2010. Nationally the figure entered for short course is 61.3% of the cohort. In Calderdale the numbers entered represents 22.4% of the cohort. SACRE is concerned that it appears students are not offered entry for short course GCSE and would like to investigate what provision is in place for religious studies at Key Stage 4 for these students.

6. 76% of students entered for GCSE full course Religious Studies attained A* - C. This was above the national average of 74%. Religious Studies results at GCSE are a contributing factor in the overall good results for Calderdale. The Calderdale average for students achieving 5+ A* - C grades in GCSE was 86.9% with the national average being 81.1%. Comparative data for AS and A2 levels nationally were not available at the time of this report being prepared. However a comparison with this year's results and those of 2010 show that students achieved better at A- C grades for A2 level (85.4%) than in 2010 (59.4%). Students at AS level achieved slightly worse in 2012 than in 2010 at A – C grade, with 2012 58.4% achieving A- C compared to 77.8% in 2010.
7. Most schools and academies continue to use the Calderdale Agreed Syllabus and the units of work that are linked to it. The syllabus was due for revision in 2013 but the validity has been extended until 2014 because of a national review of the subject. SACRE will begin consultation on revision late in 2012 and the syllabus will need to be revised during 2013 ready for implementation in September 2014.
8. A successful training course on SMSC development has been initiated and support is also offered at school level. A toolkit for auditing and checking SMSC provision in schools has been written and is available as part of the SMSC course.
9. Network meetings for RE teachers have been held each term since April 2012. A termly newsletter is now produced giving news on RE, information about professional development and some ideas for teaching and learning. There are plans for a student conference in March at New College, Huddersfield on the theme of 'Welcoming Difference'. Calderdale SACRE is exploring the possibility of a joint conference next year with Kirklees SACRE and the Diocese of Wakefield. This would be open to all RE teachers in the area and will probably focus on SMSC in the classroom. There are plans to initiate a regular network for RE in special schools across West Yorkshire.

10. Reviews of RE have been offered as part of SACRE's statutory to monitor and support RE.
11. Although SACRE includes representation from a good range of faiths and denominations, we are concerned to widen and extend this and particularly welcome more Muslim representation.
12. Calderdale SACRE has a budget of £3,000 in addition to the direct consultancy cost of £11,700 pa. This enables SACRE to offer support to RE in a variety of ways and it hopes to provide a conference for RE teachers in 2013 and reduce the cost to schools as a result of its statutory role.
13. SACRE will be initiating a programme of visits and support of collective worship in the 2013. There are determinations in place for two Calderdale primary schools and these are due for review in the coming year. There have been no new determinations during this year. There were no complaints made during the year to SACRE about Collective Worship.

Section 1: Overview of the standards and quality of RE provision

Good religious education broadens horizons, builds bridges and stretches minds.

We have the great benefit of living and learning in a place with a rich culture and religious diversity. RE is for young people of all religious faiths and none, for we surely need to develop our own beliefs, principles and values, whether religious or not. We certainly need to understand the perspective of others as well.

Here in Calderdale many schools continue to make the provision of religious education a priority for our young people from all backgrounds. This continues to be the case despite the uncertain context and confusing signals.

Any local survey of religious education is inevitably affected by the changing and uncertain picture at a national level. RE has a statutory place in British education and its inclusive and non-confessional nature is widely respected in other European countries. However a series of related national factors has a greater effect on RE here than any specific Calderdale context.

The exclusion of RE from the English Baccalaureate caused widespread alarm among teachers and advisers. Despite an extensive campaign including politicians from all parties, the government has not changed its position. The fear is that entries for the popular and respected Religious Studies GCSE courses will decline as a result.

In a report published in September 2012 the National Association of Teachers of RE (NATRE) indicated a decline in RE which it directly attributed to the EBacc. NATRE says, “this impact is seen not only in the reduction of past and planned examination entries, but also in the timetable where schools report that even though the subject is legally compulsory for all students unless withdrawn by their parents, students are not always receiving their entitlement to a religious education.”

A sample of 625 secondary schools in England revealed that in 33% of schools legal requirements were not being met in key stage 4 (an increase of 5% on 2011); 24% of schools reported a reduction in the number of specialist staff employed to teach RE for 2012/2013, and 82% of these reported that the introduction of the EBacc was the main reason for this change. 54% of schools reported that they will have no entries for GCSE Short Course in 2014, a rise of 12% over two years while 63% of schools that reported a drop in Full Course entries cited the EBacc as the main reason (55% in 2011).

The short course GCSE has been a popular and accredited way of delivering RE in key stage 4 with over a quarter of million entries a year across England. Indeed the Calderdale Agreed Syllabus, and many others, supports this as one way of providing a statutory curriculum entitlement. There may be strong academic arguments for serious reform of the qualification, but many were worried that its disappearance would leave a void for core RE at KS4. In the event the evidence of impact is mixed. Many schools, of all types, have chosen to opt for making full course Religious Studies GCSE a core provision for all or most students.

Other factors have impinged on RE too. The development of more autonomy through academies and free schools, the loss of RE adviser posts and consequent decline in monitoring compliance and the decline in training places have all had impact, the full extent of which is still uncertain. As the chair of the RE Council, John Keast MBE, has put it, "this will impact on the capacity of LAs to review and update agreed syllabuses, and support their schools in the teaching of them. The impact of the changes above on SACREs is equally dramatic, and there is a danger of them becoming increasingly redundant and impotent. Not only will they receive less professional support and resources, schools in their areas will increasingly be detached from the locally agreed syllabus. Schools designated with a religious character, academies and free schools will not have to teach RE in accordance with it. More and more schools will have no connection with their SACRE, and vice versa."

So there is widespread concern about the future of RE and the important role it has in providing students with a broad and balanced education. An all-party parliamentary group for RE was set up during 2012 with MPs from across the political spectrum.

RE has much to offer towards the spiritual, moral, social and cultural development of students and the central place of SMSC has been recognised in its place in the 2012 Ofsted framework. Although Ofsted says that it is concerned with SMSC provision rather than outcome, a trawl through inspection reports in Calderdale and elsewhere reveals that inspectors are in fact looking at outcomes too.

Calderdale has not been exempt from some of this turmoil. In March 2011 the secondment of the RE Consultant, Mark Stephenson, was ended because of the squeeze in local authority finances and the changing philosophy of school, improvement. Mark had supported SACRE and RE for a number of years for 2 days a week. SACRE did not meet between June 2011 and June 2012 and no report was produced for the year 2010-2011. However, the council responded to this situation by arranging for SACRE and RE support through Pennine Learning LLP. This is provided by Alastair Ross, RE adviser in Kirklees, for one day a week. This arrangement began in April 2012 and the present contract runs until July 2013.

SACRE has now been reconstituted and met in June 2012. Since April 2012 RE network meetings have been arranged for teachers and courses in SMSC development for teachers and senior leaders have been provided at Heath. As part of SACRE's statutory role of monitoring and supporting RE, the consultant has offered reviews of RE to primary schools and support in secondary schools. SACRE feels that this support should be offered to all schools and so no distinction has been made between community schools, church schools or academies. During the next few months we will offer a course and consultancy for coordinators of RE in primary and secondary schools. Calderdale and Kirklees SACREs are looking at planning a joint teacher conference in March 2013 and there is a weekend course for RE teachers in the north of England being planned for May 2013. This will be organised

by the National Association of Teachers of RE and will offer cheap places to schools which book through Calderdale SACRE. Another important priority will be the monitoring of collective worship, including the schools which have determinations from broadly Christian worship.

This report is limited in scope as it refers to just one SACRE meeting and the period from April to July 2012, including the GCSE and A level results released in August. Nevertheless it will follow the recommended areas outlined by NASACRE (the National Association of SACREs). One of the limitations we face is the difficulty of obtaining and collating comprehensive information. We cannot possibly comment with integrity and detail on the standard of RE teaching in every Calderdale school. Nevertheless we can give a snapshot from schools we have visited and from overall statistics such as GCSE results. Our aim is not simply to look back but to plan for the future.

Key area 1a: Compliance and time allocation for RE

No overall detailed survey of compliance took place in 2011-12. However through evidence from school visits and meetings with teachers we believe that most primary schools include RE on their curriculum and base this on Calderdale Locally Agreed Syllabus. Many choose to provide RE through a combination of discrete time and cross-curricular work through the creative curriculum. Clearly some syllabus units lend themselves to cross-curricular work more easily than others.

At secondary level most schools enter students for GCSE Religious Studies, either short or full course, or a combination of both. However some schools have stopped entering candidates for GCSE or have substantially reduced the proportion of the cohort that is offered accreditation. SACRE's advice is that students should follow a GCSE syllabus or units from one, even if they do not seek exam entry and accreditation. Entry Level courses can be a good alternative for less academic students.

Following an accredited exam course meets the agreed syllabus requirements. There is however some concern that provision for students not entered remains uncertain with at

least one school timetabling no RE at all. At present, SACRE has little evidence to know whether the agreed syllabus units are utilised for those schools that do not enter students for examination courses.

There have been no formal complaints registered to SACRE throughout the academic year 2010-2011.

Key area 1b: Public examination entries in RE

The impending demise of the short course has led to fears that some schools will drop or marginalise RE to a transient ten week passage on a carousel. This does not meet statutory requirements and opens the school to criticism on its SMSC provision. Elsewhere some schools have opted to enter all or most students for the full course RS, taking advantage of the choices of units available to teach full course in an hour a week for two years. Although this is not officially recommended it remains a possibility that some schools have successfully implemented. The tendency to start KS4 in general, or the RS course in particular, at Y9, has attraction for some. It does however have some dangers, not least the demise of KS3 provision.

Exam entries for GCSE full course remain static with 799 students entered for full course exam in 2012. 30% of the total Yr11 cohort within Calderdale schools sat the full course. The numbers entered for GCSE short course has dramatically reduced with only 589 students entered this year. In 2010 this number was 1415. The numbers entered for short course had steadily increased over the period 2007- 2010. Nationally the figure entered for short course is 61.3% of the cohort. In Calderdale the numbers entered represents 22.4% of the cohort. SACRE is concerned that it appears students are not offered entry for short course GCSE and would like to investigate what provision is in place for religious studies at Key Stage 4 for these students.

All schools except the secondary special school entered students for either short or full course GCSE. 9 schools entered students for short course GCSE and 11 schools entered students for full course GCSE.

Six schools entered students for A level Religious Studies with 41 entries at this level. This number of entries is comparable with the number of entries in 2010. The numbers entered for AS level is 12 from 6 schools. The numbers entered at AS level are below those in 2010.

More girls were entered for full course GCSE than boys and attained slightly higher results than the boys in A* - C grades. More boys than girls were entered for GCSE short course, however the proportion of girls scoring A* - C grades was higher than boys.

More girls were entered for A level exams than boys this year. However the attainment gap between girls and boys is slightly narrowed, with boys attaining nearly as well as girls. More girls were entered for AS level exams this year and attained better than the boys overall.

Key area 1c: Standards and achievement

RE coordinators at primary schools are often concerned with how to provide an effective but realistic provision for assessment. Many are unsure that adequate provision is in place. SACRE is addressing this through training for teacher and through consultancy support. There are plans for a course for RE coordinators in the spring which will focus, among other things, on a model of assessment that is both practically workable and educationally useful.

The future of assessment and the use of level descriptors remain uncertain and is one of the reasons SACRE has chosen to postpone the revision of the present syllabus until 2014.

We cannot therefore be sure about attainment at KS1/2 in any comprehensive way.

There is much to celebrate in the results this year. It is pleasing to note that 76% of students entered for GCSE full course Religious Studies attained A* - C. This was above the national average of 74%. Students that attained A* - G in GCSE full course compares well to the national average with Calderdale students achieving 98.9% and the national average being 98%.

Religious Studies results at GCSE are a contributing factor in the overall good results for Calderdale. The Calderdale average for students achieving 5+ A* - C grades in GCSE was 86.9% with the national average being 81.1%. It appears from analysis of the results at GCSE that in both short course and full course options, girls scored a greater proportion of A* - C grades than boys.

Comparative data for AS and A2 levels nationally were not available at the time of this report being prepared. However a comparison with this year's results and those of 2010 show that students achieved better at A- C grades for A2 level (85.4%) than in 2010 (59.4%). Students at AS level achieved slightly worse in 2012 than in 2010 at A - C grade, with 2012 58.4% achieving A- C compared to 77.8% in 2010. Girls generally attained higher than boys in AS level, but this gap is narrowed at A2 as both boys and girls attained relatively similar grades.

Key area 1d: Quality of teaching

No formal data is currently available on the teaching and learning of RE. It is not therefore possible to undertake any overall analysis with integrity or accuracy, although visits to schools provide the opportunity to review this with head teachers, heads of department and RE coordinators. Inevitably although review visits are a major priority for the consultant there can only be a relatively small proportion of schools visited during a year. Another source of more comprehensive evidence is through Ofsted reports, including those under section 48. Although these rarely comment in detail on RE (or any subject) their comments

on SMSC since January 2012 offer a parallel insight and we have outlined details of these as an appendix.

The creation of a Youth SACRE in 2009-2010 was interrupted in 2011 with the end of the previous secondment. But Mark Stephenson will be seeking to re-establish this early in 2013. It is hoped that it will provide a platform for sharing good practice and building a student voice.

Key area 1e: Quality of leadership and management

Many schools recognise the disproportionately positive impact of good RE on the ethos and wellbeing of a school, especially its contribution to community cohesion and SMSC development.

Monitoring and supporting the delivery of RE is a vital element of the coordinator's role. But it is also very difficult to organise this effectively in most infant or junior schools, simply because of the organisation and structure of the school day and staff responsibilities. There may be practical ways of improving the support and monitoring of RE, for example, establishing a pattern of meetings between the coordinator and individual teachers over the year. A 1-1 meeting with each teacher once a year can be feasible for some. This can be the opportunity to see children's work and planning. The very fact of having a meeting will focus objectives and the meeting could be part of the INSET timetable. Alternatively, some schools make provision through a regular place in staff meetings, giving the opportunity to plan together. It may also be possible to monitor RE through including at least the occasional observation of an RE lesson as part of teacher appraisal.

There is a local course for Primary RE coordinators in the Spring. This will be half a day with the option of a further half day one-to-one support in school.

The RE Consultant continues to offer free reviews of RE provision to primary and secondary schools and academies as part of SACRE's statutory role, but clearly the time available makes this very limited.

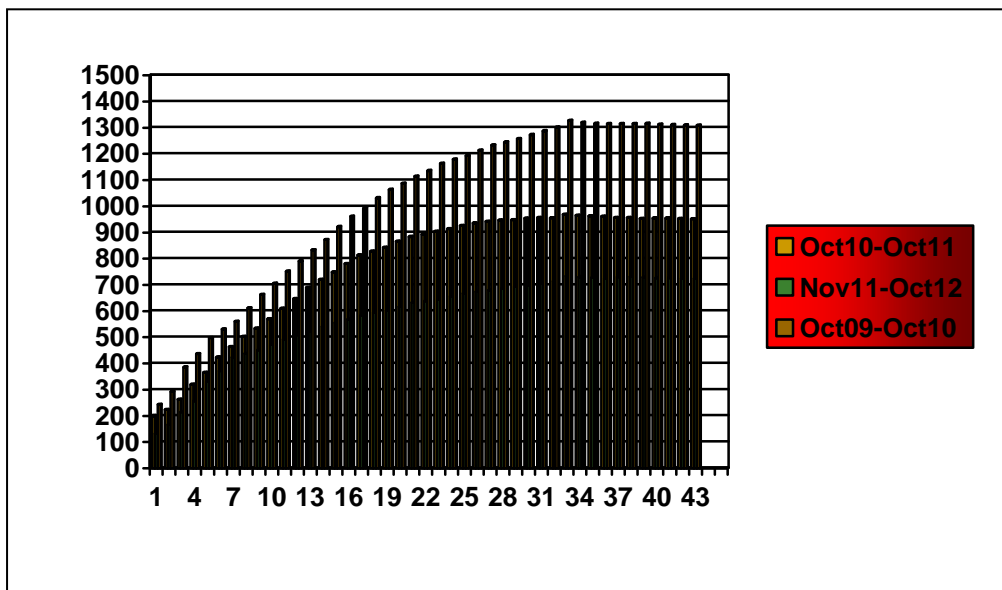
Key area 1f: Teacher recruitment and retention, level of specialist provision

We believe the situation is similar to that outlined in the last SACRE. At the present moment specialist provision in secondary schools has a mixed picture. Some schools have a strong team whilst others combine specialists with non-specialist provision and delivery at KS3 and 4. RE coordinators in Primary schools continue to maintain a determined enthusiasm to perform well and enhance the learning that goes on within the classroom.

A consultation exercise on the present agreed syllabus is planned for 2013. As part of this we will establish an online survey and may include questions about specialist provision. An economical and effective course is provided to enhance subject knowledge through the Culham Institute (www.culham.ac.uk) and we are planning more locally to offer a course jointly with Huddersfield University and Kirklees SACRE in the summer term of 2013.

The decline in the number of places for training specialist RE teachers causes alarm nationally. There has also been a withdrawal of the training bursary from 2013.

Applications for RE training places. Source: GTTR.



Key area 1g: Resources

Calderdale has a collection of religious artefacts for free hire by any school or academy in Calderdale. They are currently housed at All Saints School. They are boxed according to religion. Any school can arrange to borrow these by emailing Simon Scott, head teacher and SACRE member at: head@allsaints.calderdale.sch.uk.

Advice on community cohesion and collective worship has been previously published by SACRE and is available on line. Because of present uncertainty about website provision all documentation and resources are currently available at www.penninelearning.com, the contracted provider of support to SACRE and RE in Calderdale, though SACRE hopes to have its own website at some stage.

Schools are well aware of the importance of arranging visits to places of worship and of inviting in visitors. Done well, this contact builds bridges of understanding, widens cultural awareness and contributes significantly to SMSC development. Sometimes it is helpful to arrange a briefing for parents or even to arrange for them to a visit to the place of worship,

such as a mosque. It may be possible for some to go on the trip as helpers. There are many local opportunities and schools often create their own links. In nearby Kirklees Interfaith Schools offers local service to aid this and the contact is emma.stone@kirklees.gov.uk.

There is a similar project through Bradford Interfaith.

Section 2: The work of SACRE

Key area 2a SACRE meetings

There was just one meeting of SACRE during the year 2011-2012. This was held in June at Heath Training and Development Centre and was the annual general meeting. A full programme of meetings has been planned for the year 2012-2013.

Key area 2b: SACRE membership and training

The newly re-constituted SACRE included representatives from all four constituent committees.

Committee A	Faiths and denominations except the Church of England
Committee B	The Church of England
Committee C	Teachers and schools
Committee D	Calderdale Council

A full list of members can be found in appendix 5.

Although SACRE Committee A includes representation from a good range of faiths and denominations, we are concerned to widen and extend this and particularly welcome more Muslim representation.

As a member of NASACRE, Calderdale SACRE has received briefing from the national association and an induction pack is available for members. SACRE members are welcome to participate in training offered for teachers and also hope to meet in different places of worship as a way of gaining understanding about the faiths we represent.

Key area 2c: Initiatives and development

A successful training course on SMSC development was held in Heath during June. The consultant has provided training in schools and clusters in Calderdale and Kirklees. A further course is planned for October. A toolkit for auditing and checking SMSC provision in schools has been written and is available as part of the SMSC course.

Network meetings for RE teachers have been restarted with a twilight meeting every term.

A termly newsletter is now produced giving news on RE, information about professional development and some ideas for teaching and learning. This is professionally produced and emailed free to all schools.

Plans in 2010 for the development of the Youth SACRE did not come to fruition but there are now proposals to re-launch it with a meeting in January 2013. This will enable young people to encounter RE and to provide a voice to SACRE, especially as the revision of the syllabus is considered.

Calderdale SACRE is exploring the possibility of a joint conference next year with Kirklees SACRE and the Diocese of Wakefield. This would be open to all RE teachers in the area and would offer and support, probably focused on SMSC in the classroom.

Reviews of RE are provided as part of SACRE's duty to monitor and support RE. There are some places available for 2012-2013. SACRE also hopes to be more active in monitoring and supporting collective worship in the year ahead.

In a separate development there are plans to initiate a regular network for RE in special schools across West Yorkshire.

Key area 2d: Financial support

The absence of financial support from March 2011 to March 2012 severely limited the functioning of SACRE and the fulfilment of its functions. However, from April 2012 the local authority funded an RE Consultant, Alastair Ross, through a contract with Pennine Learning LLP. This partnership provides for one day a week during term time and enables the authority to meet its statutory obligations of supporting SACRE and monitoring RE and collective worship. Although this is less than half the time that was given for support of SACRE, RE and collective worship, the statutory functions are being met. Pennine Learning has also run a number of courses and networks with income going to the local authority, reducing the net cost of the contract.

Calderdale has allocated an additional budget of £3,000 to cover administration and other statutory costs. It also includes clerking of meetings, undertaken by Debby Simpson in Heath.

A big saving will be made by not printing this annual report. Instead it will be emailed to all schools and be available on line. A 2-page summary will be available as part of the Update in the Spring Term 2013.

Key area 2e: Information and advice received

There have been many extensive changes in the ways that local authorities relate to schools and this transformation is still underway. SACRE is grateful for the expertise of its members. Teacher and governor representatives also provide two way communication regarding what is happening in schools generally. In particular the data working group has done a full analysis of public examination results and has benefitted from Calderdale's new data sharing arrangements.

SACRE is grateful to Savile Park School for holding the resource bank of artefacts for a number of years and to All Saints' School which has recently taken up this mantle.

We also appreciate the advice and support of remaining Calderdale staff in the school improvement service and in administration.

Key area 2f: Partnerships with other key stakeholders

Calderdale SACRE is appreciative of the partnership that operates with faith communities. We are building positive and cooperative relationships in our work. We are mindful of the role of the two dioceses, Wakefield and Leeds, in RE and are glad to work in partnership with the church bodies. Our other key stakeholders are, of course, schools and teachers. In particular the consultant welcomes invitations to schools to support RE and collective worship . We are also very glad of interest from schools. The involvement of teachers is always crucial. This will be particularly important as we come to revise the syllabus towards 2014.

We are exploring ways we can cooperate with other local SACREs. A joint SACRE conference for teachers is envisaged with Kirklees SACRE next year. Some aspects of professional development are also shared. There is also a possibility of drawing all the West Yorkshire SACREs together to share some training and briefing early in 2013.

An embryonic network meeting for teachers in special schools throughout West Yorkshire is planned for November 2012 at Holly Bank, Mirfield.

SACRE is keen to support and encourage relevant local and regional projects, such as the visit of the Anne Frank and You exhibition to Bradford in April – May 2013.

Links to national bodies, such as the subject association for RE (NATRE) and the RE Council of England and Wales has helped it keep abreast of changes.

Section 3: The local agreed syllabus

Key area 3a: Review of the agreed syllabus

Every SACRE must review its locally agreed syllabus every five years. The current Calderdale syllabus is due for review in 2013. However, there is now a national review of religious education, originally intended to run in parallel with the proposed National Curriculum review. Across England, SACREs have been advised to wait until these reviews are complete before beginning a revision. This is clearly sensible advice.

Calderdale SACRE has therefore extended the validity of the current Agreed Syllabus for RE until September 2014. During 2013 SACRE will consult schools and other partners about revising the syllabus, but for the time being the existing syllabus remains in place. This decision means our revision would be in line with the national review. Neighbouring Kirklees has taken a decision to review at the same time which leaves the possibility of cooperation open. The Diocese of Wakefield area also keen to be involved in any collaboration and currently recommend church aided schools to use agreed syllabi in both local authorities.

Key area 3b: Using the non-statutory national framework

The framework is indexed in the current locally agreed syllabus, with all units being linked.

Key area 3c: Developing the revised agreed syllabus

Having extended the validity of the current syllabus, the review will now take place from the summer of 2013 with a new syllabus being in place for September 2014. There will be national consultation about the overall national review. We will encourage Calderdale teachers to respond to this and will also conduct our own consultation at an appropriate stage.

Any revision will have some financial implications. In particular there will be a need to involve serving teachers in the design and content of the syllabus, as is good practice in other SACREs. It is right to flag up this need at this stage. Budgeting for the new syllabus needs to be discussed at an early stage.

Key area 3d: Consultation/launch/implementation of the agreed syllabus
Key area 3e: Additional guidance/monitoring and evaluation of the agreed syllabus

The locally agreed syllabus is regularly supported through training at the teacher networks and has been uploaded onto the internet.

Support is offered in a number of ways:

- Courses and networks;
- Consultation and review at school level;
- A newsletter and training opportunities each term;
- Links to regional and national events such as NATRE's north of England conference in May 2013, with funding obtained for some subsidised places;
- SACRE has resources on all 6 Major World Religions for use in schools and 20 Flip Video cameras available for use in Calderdale Schools.

Section 4: Collective worship

Key area 4a: Practice and provision for collective worship

Key area 4b: Monitoring the provision of collective worship

There has been no monitoring of collective worship since 2010, due to the absence of SACRE meetings in 2011-12. However, SACRE will be initiating a programme of visits and support in the autumn of 2012.

There are determinations in place for two Calderdale primary schools: Parkinson Lane and Beech Hill. These will be reviewed during 2012-13. There have been no new determinations during this year.

There were no complaints made during the year to SACRE about Collective Worship.

SACRE produced a collective worship policy and guidelines two years ago. These are still available to download from the internet.

Section 5: Community Cohesion and Spiritual, Moral, Social and Cultural (SMSC) Development

Key area 5a: Representative nature of the SACRE

Key area 5b: Knowledge and understanding of the local religious, cultural and ethnic minority

Although SACRE Committee A includes representation from a good range of faiths and denominations, we are concerned to widen and extend this and particularly welcome more Muslim representation. We hope that the list of named members in Appendix 5 will be extended and also that current members will maintain regular attendance allowing SACRE to fulfil its function of representation effectively. SACRE is constantly seeking to fully reflect this area's religious diversity.

As a member of NASACRE, Calderdale SACRE has received briefing from the national association and an induction pack is available for members. SACRE members are welcome to participate in training offered for teachers and also hope to meet in different places of worship as a way of gaining understanding about the faiths we represent.

Key area 5c: Understanding the intrinsic contribution which RE can make to social, racial and religious harmony and to community cohesion

Key area 5d: Links to local authority initiatives promoting diversity

In recent years Calderdale SACRE has been proactive in promoting community cohesion. Advice and guidance has been published and distributed to schools and governors. A conference for pupils and teachers was held in 2010 highlighting community cohesion and entitled 'Respect for All'.

During 2012 there has been an increasing focus on SMSC. RE has much to offer towards the spiritual, moral, social and cultural development of students and the central place of SMSC has been recognised in its place in the 2012 Ofsted framework. A successful training course on SMSC development was held in Heath during June. The consultant has provided training

in schools and clusters in Calderdale, Kirklees and further afield. Another course is planned for October. A toolkit for auditing and checking SMSC provision in schools has been written and is available as part of the SMSC course.

Any revision of the syllabus will recognise the prime importance of building understanding, respect and tolerance in our wonderfully diverse country and borough.

Section 6: Summary of achievements and priorities

Achievements and good practice during 2011-2012

- SACRE has been re-launched and met for the first time in over a year. Its membership represent a good balance of partners, though we hope to extend this still further;
- SACRE has begun to explore the possibility of revising the agreed syllabus and working with partnership with others to achieve this;
- Through the consultant a network meeting has been re-established;
- A course in SMSC has been delivered, together with a toolkit for use in schools;
- A pattern of reviews for primary and secondary schools has been offered for the autumn of 2012 and beyond;
- SACRE has a new development plan in place, which includes the development of a Youth SACRE and plans for monitoring collective worship;
- A termly newsletter has been initiated.

Main priorities for 2012-2013

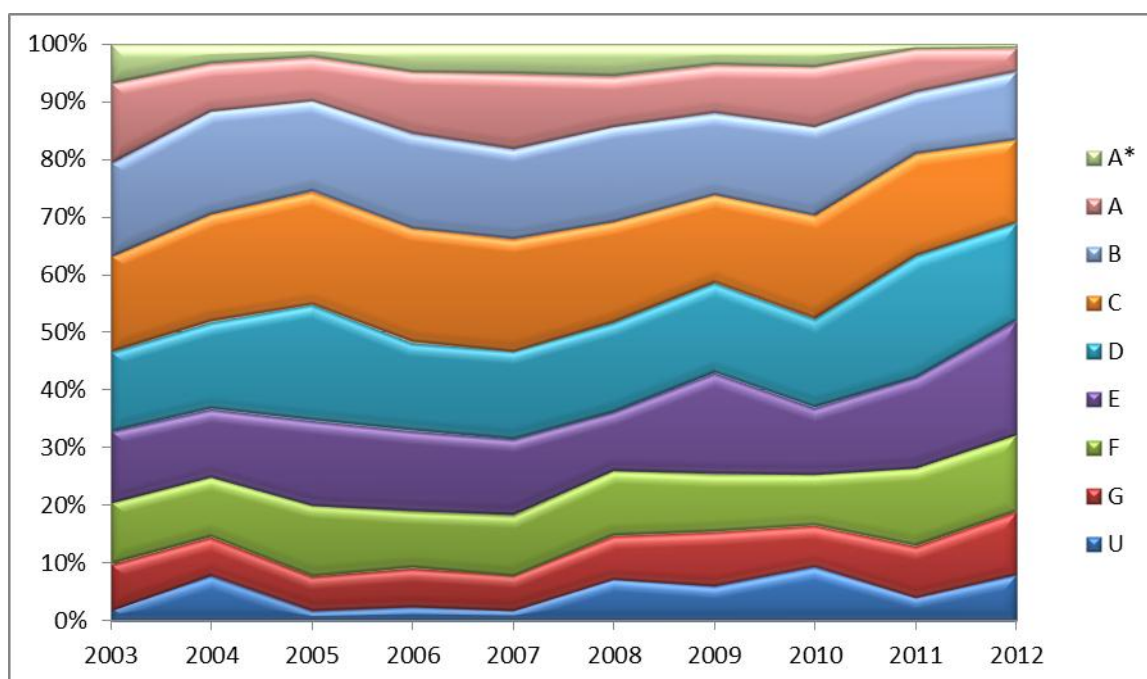
These are outlined in the SACRE development plan. They include:

- Support for the professional development of RE teachers in Calderdale
- Starting the review of the agreed syllabus
- Supporting and monitoring collective worship;
- Devising an appropriate and realistic way of collecting information
- Developing the Youth SACRE
- Contributing to the spiritual, moral, social and cultural development of pupils and supporting teachers and schools in this task;
- Strengthening and deepening links between faith communities and developing partnerships with stakeholders.

Appendix 1 Examination results

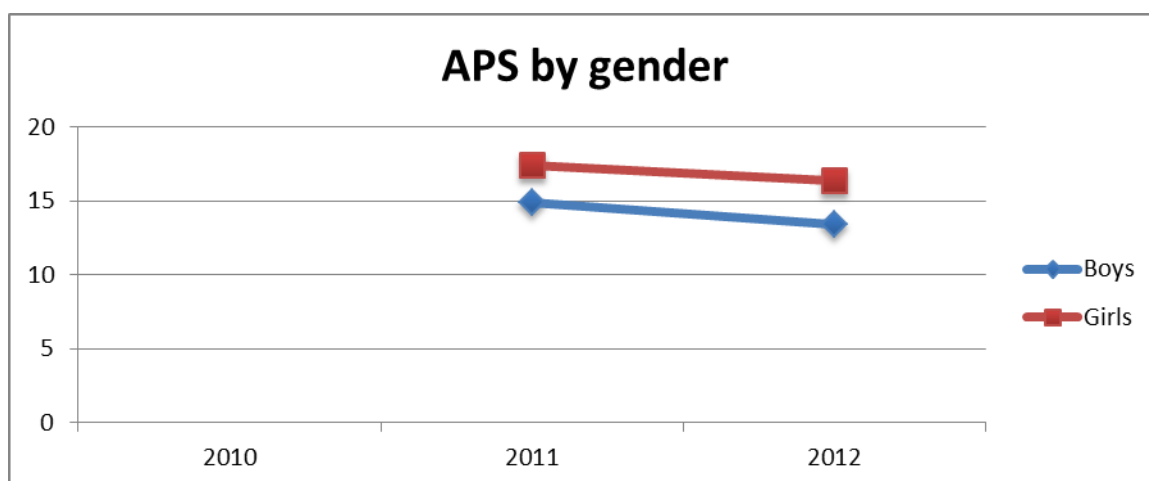
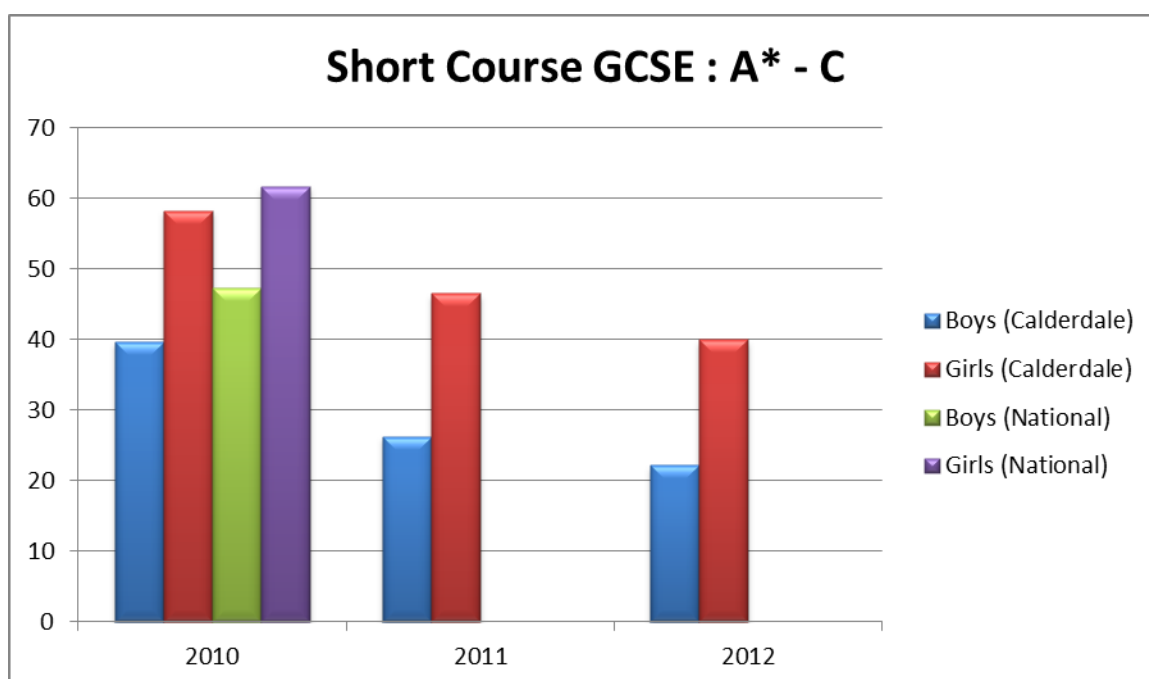
GCSE Results – Short Course – Grade breakdown

Grade	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
A*	6.4	3.2	2.1	4.8	5.1	5.5	3.5	3.9	0.8	0.7
A	13.0	7.7	7.3	10.6	13.0	8.3	8.4	10.3	7.5	4.1
B	15.4	17.1	15.2	16.4	15.7	16.1	14.2	15.4	10.7	11.7
C	15.6	17.7	18.9	19.8	19.3	17.1	15.2	17.9	17.7	14.4
D	13.1	14.3	19.2	15.3	15.3	15.0	15.7	15.4	21.1	17.0
E	11.6	11.2	14.1	13.8	13.1	9.8	17.4	11.6	15.7	19.7
F	10.2	9.8	11.9	9.8	10.4	11.0	10.2	8.9	13.5	13.4
G	7.1	6.5	5.7	6.8	6.0	7.3	9.3	7.1	8.9	10.9
U	2.2	7.4	1.8	2.5	2.1	7.1	6.1	9.4	4.2	8.1



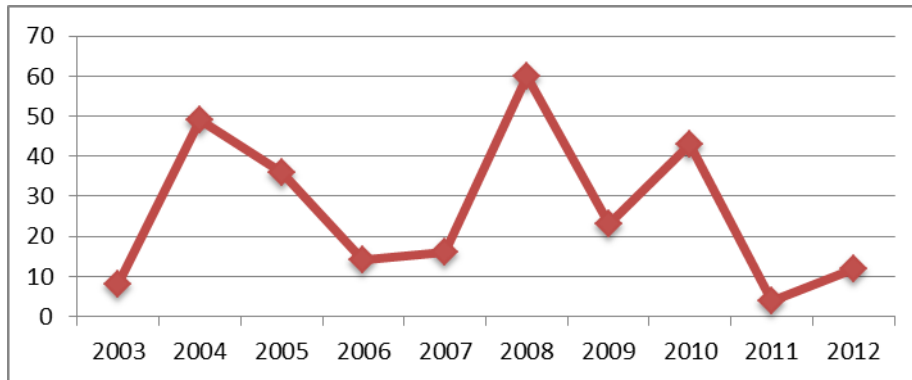
GCSE Results – Short Course – Analysis by Gender

		NOE Boys	NOE Girls	A* - C Av.			APS	
				Total	Boys	Girls	Boys	Girls
2010	Calderdale			47.5	39.7	58.3	-	-
	National	-	-	54.6	47.4	61.7	-	-
2011	Calderdale	301 (48.8%)	316 (51.2%)	36.7	26.3	46.5	14.9	17.4
	National	-	-	50.6				
2012	Calderdale	302 (51.3%)	287 (48.7%)	30.9	22.2	40.0	13.4	16.4
	National	-	-	50.3				

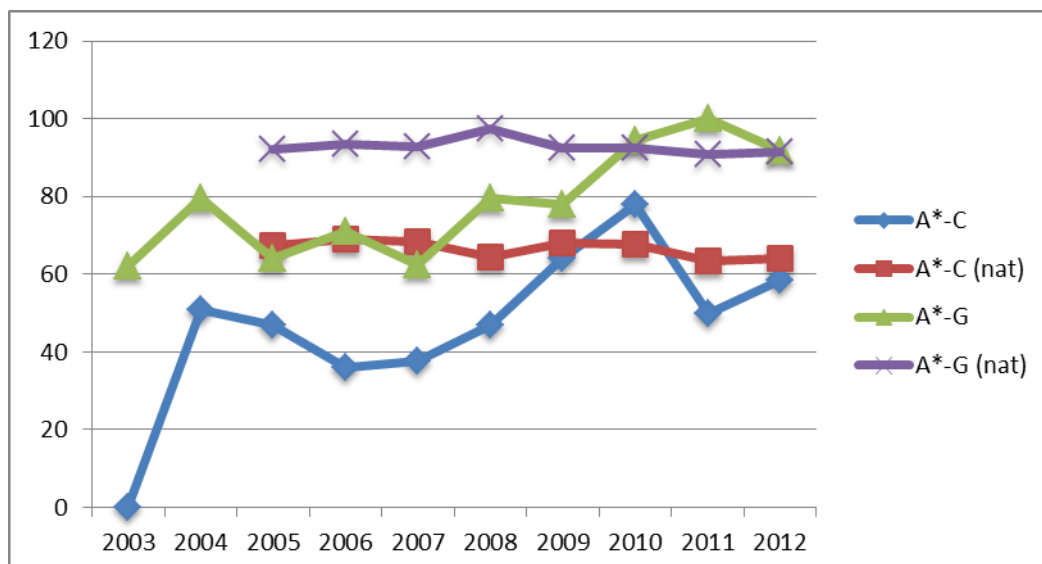


AS Results

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Total entries	8	49	36	14	16	60	23	43	4	12

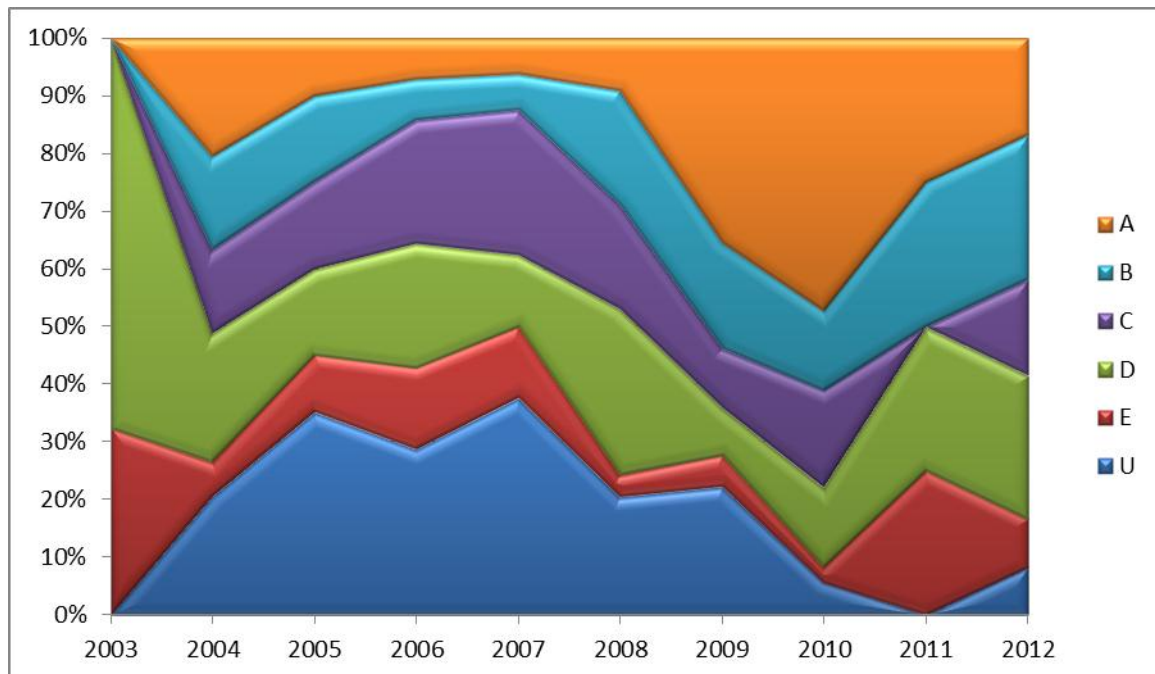


%age	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
A*-C	0	51.0	47.0	36.0	37.5	47	64.1	77.8	50.0	58.4
A*-C (national)			67.4	69.1	68.4	64.3	67.9	67.6	63.4	64.2
A*-G	62.0	79.5	64.0	71.0	62.5	79.6	77.8	94.4	100.0	91.7
A*-G (national)			92.3	93.3	92.9	97.5	92.6	92.5	90.7	91.5



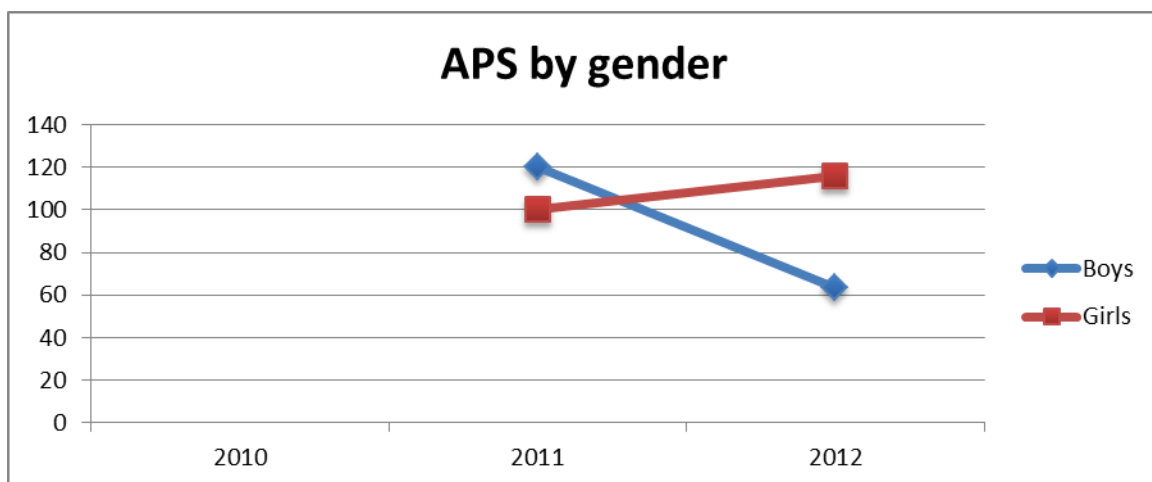
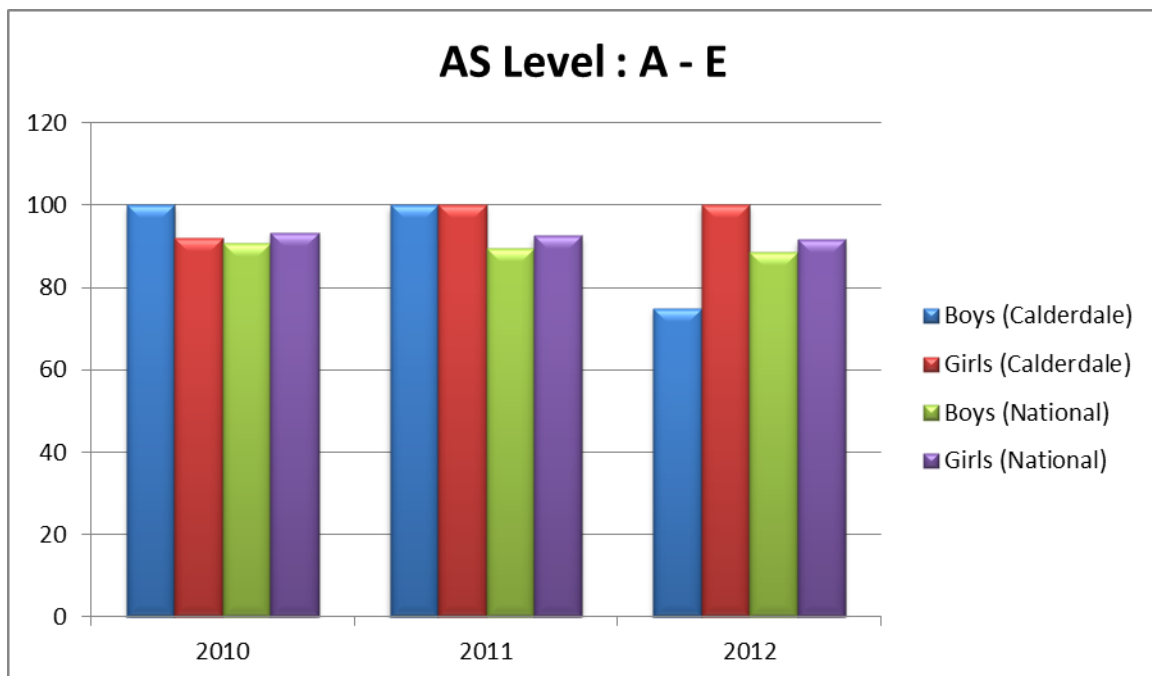
AS Results

Grade	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
A	0	20.4	10.0	7.1	6.25	9.2	35.3	47.2	25.0	16.7
B	0	16.3	15.0	7.1	6.25	19.6	18.6	13.9	25.0	25.0
C	0	14.3	15.0	21.4	25	18.2	10.2	16.7	0.0	16.7
D	25	22.4	15.0	21.4	12.5	28.7	8.2	13.9	25.0	25.0
E	12	6.1	10.0	14.3	12.5	3.9	5.5	2.8	25.0	8.3
U	0	20.4	35.0	28.5	37.5	20.4	22.2	5.6	0.0	8.3



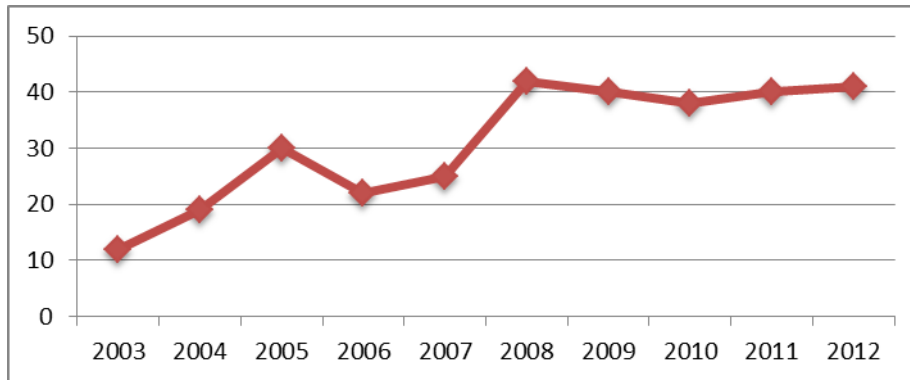
GCSE Results – AS Level – Analysis by Gender

		NOE Boys	NOE Girls	A - E Av.			APS	
				Total	Boys	Girls	Boys	Girls
2010	Calderdale			94.4	100.0	92.1	-	-
	National	-	-	92.5	90.7	93.4	-	-
2011	Calderdale	1 (25%)	3 (75%)	100	100	100	120	100
	National	8,491 (32.2%)	17,891 (67.8%)	91.5	89.5	92.5		
2012	Calderdale	4 (33.3%)	8 (66.7%)	91.7	75.0	100	63.75	116.25
	National	8,526 (32.5%)	17,683 (67.5%)	90.7	88.7	91.6		

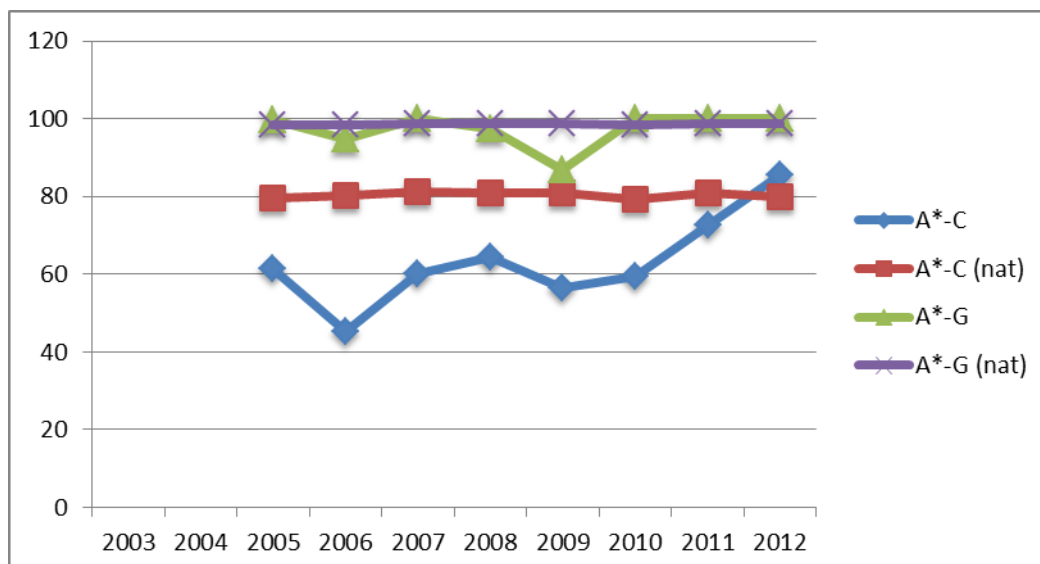


A Level Results

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Total entries	12	19	30	22	25	42	40	38	40	41

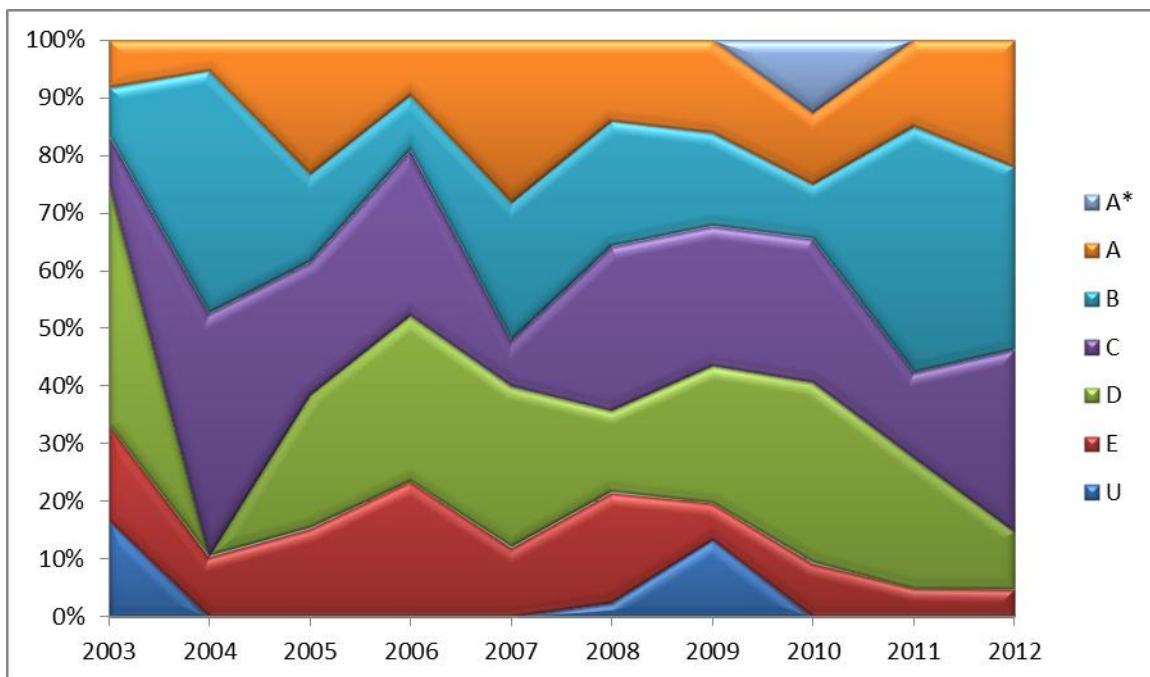


%age	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
A*-C			61.3	45.4	60	64.3	56.5	59.4	72.5	85.4
A*-C (national)			79.5	80.1	81.1	80.9	81.0	79.3	80.8	79.8
A*-G			99.6	94.8	100	97.5	86.7	100.0	100.0	100.0
A*-G (national)			98.4	98.5	98.7	98.6	98.6	98.3	98.8	98.9



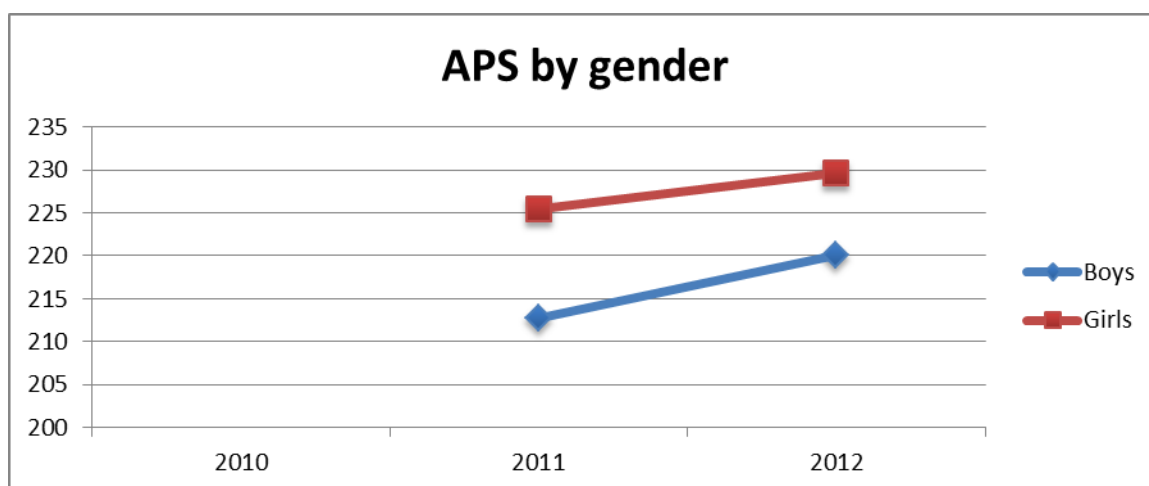
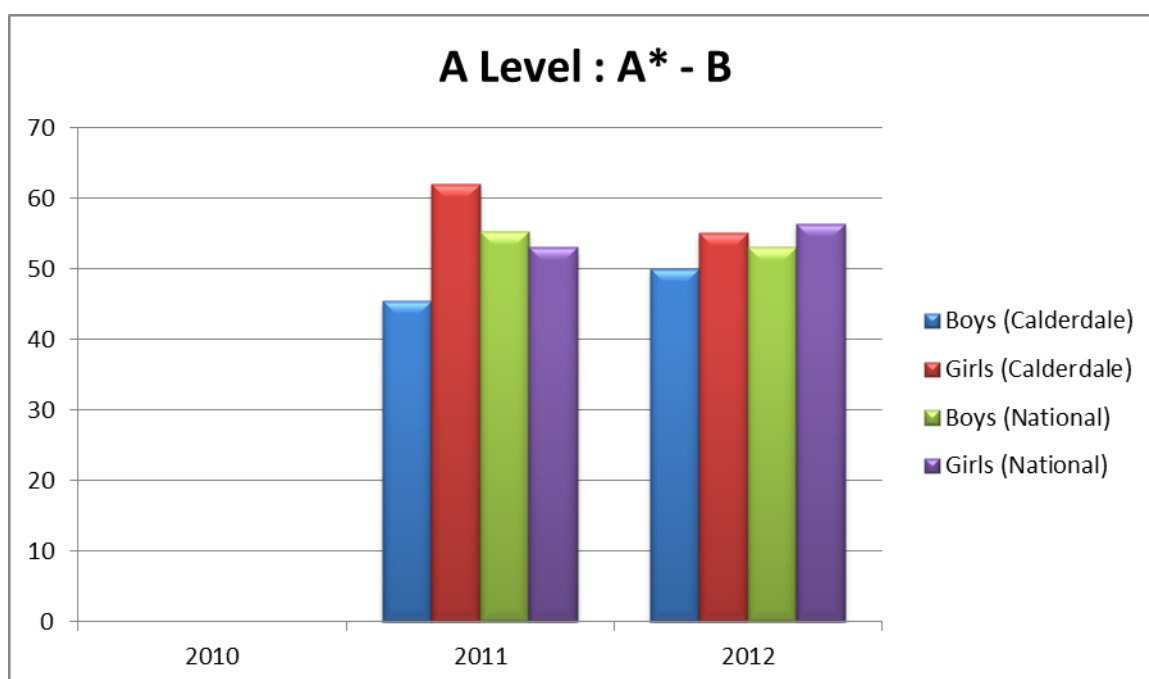
A Level Results

Grade	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
A*								12.5	0.0	0.0
A	8.3	5.3	23.0	9.1	28	14	16.1	12.5	15.0	22.0
B	8.3	42.1	15.3	9.1	24	21.7	16.2	9.4	42.5	31.7
C	8.3	42.1	23.0	27.2	8	28.6	24.2	25.0	15.0	31.7
D	41.6	0	23.0	27.2	28	14.1	23.8	31.3	22.5	9.8
E	16.6	10.5	15.3	22.2	12	19.1	6.4	9.4	5.0	4.9
U	16.6	0	0	0	0	2.5	13.3	0.0	0.0	0.0



GCSE Results – A Level – Analysis by Gender

		NOE Boys	NOE Girls	A* - B Av.			APS	
				Total	Boys	Girls	Boys	Girls
2010	Calderdale			34.4	-	-	-	-
	National	-	-	-	-	-	-	-
2011	Calderdale	11 (27.5%)	29 (72.5%)	57.5	45.5	62.1	212.7	225.5
	National	5,991 (32.3%)	12,545 (67.7%)	57.2	55.3	58.2	-	-
2012	Calderdale	12 (29.3%)	29 (70.7%)	53.7	50.0	55.2	220.0	229.6
	National	6,085 (32.3%)	12,769 (67.7%)	55.3	53.1	56.4	-	-



Appendix 2

Professional development and consultancy

Note: SACRE did not meet between June 2011 and June 2012 and there was no support offered in Calderdale until the summer term 2012

Date	Title	Approx numbers	Notes
1 st March 2012	Primary RE network	20	
26 th June 2012	Spiritual, Moral, Social and Cultural development: Why it matters to students, staff and inspectors	25	New course – will be repeated October 2012

Calderdale teachers have also attended courses run by Kirklees Traded Learning

Date	Title	Approx numbers	Notes
23 rd May 2012	Secondary RE network: Independent Learning	10	
30 th May 2012	Spiritual, Moral, Social and Cultural development: Why it matters to students, staff and inspectors	25	New course – will be repeated October 2012
27 th June 2012	Exploring three religions: Christianity, Sikhism and Islam in the primary school	30	RE Today course
12 th July 2012	Secondary network: Differentiation	7	

Work on SMSC has been particularly popular this year and there has also been training in individual schools. This reflects the new Ofsted framework but also the central role of SMSC development.

Consultancy and RE review

As part of the programme of RE reviews initiated by the consultant, the following schools will be visited during the autumn term of 2012. Other schools and academies have access to support and advice.

Primary Schools

Castle Hill Primary School, Todmorden

Christ Church Pellon CE School, Halifax

Shade Primary School, Todmorden

Longroyde Junior School, Rastrick

St John's Academy, Clifton

Secondary schools

Calder High School

Todmorden High School

Sowerby Bridge High School

Rastrick High School

Special Schools

Highbury School, Rastrick

Appendix 3

Review of OfSTED Reports September 2011 to July 2012

We have included relevant extracts from Ofsted reports here for RE, Collective Worship, Community Cohesion and Provision for SMSC. The framework changed in January 2012 and SMSC became central to the overall judgment.

Within Calderdale there were 30 reported Ofsted inspections of schools. An analysis of these inspection reports showed that Religious Education was only mentioned in 3 of the reports and within these reports RE was included as examples of SMSC development in the schools concerned.

Of the 30 inspection reports analysed key messages can be drawn together of how schools promote SMSC development, Religious education, Collective Worship and Community Cohesion. These are:

- Developing understanding and celebration of different cultures
- Curriculum provision that allows children time for reflection and discussion
- Extra curricula activities and clubs that also link with the local and wider community
- Establishing good relationships with the classroom and around school linked closely with behaviour and safety.
- Classroom teaching that allows and promotes children's engagement in lessons, which also develops social skills and allows time for reflection on moral and ethical issues.

Primary Schools

<p>Bowling Green Primary School</p> <p>24 – 25 April 2012</p>	<p>The school's strengths are in pupils' behaviour and safety, their spiritual, moral, social and cultural development and in the school's exemplary pastoral care of those who are vulnerable. Pupils' mature attitudes enable most to reflect on their work and to accurately access their next steps in learning. Pupils listen attentively to others, collaborate fairly and share resources and tasks equably in group activities.</p> <p>Pupils point out that teachers are friendly and really help them to succeed. As a result, pupils' spiritual, moral, social and cultural development is very strong.</p> <p>Pupils make every effort to ensure that their friends learn and are happy in an atmosphere of mutual trust and appreciation.</p> <p>The wide range of extra-curricular activities and village and community happenings, such as The Big Draw and Elland in Bloom, contribute considerably to pupils' outstanding spiritual moral, social and cultural development.</p>
<p>Carr Green Primary School</p> <p>8 -9 December 2011</p>	<p>The outstanding curriculum fuels pupils' enthusiasm for learning because it provides them with an array of memorable and meaningful experiences. The school is very highly regarded in the local community because pupils are so active in supporting local initiatives and because pupils are outstanding ambassadors for the school. Pupils' adoption of healthy lifestyles is outstanding as is their spiritual, moral, social and cultural development.</p> <p>Outstanding equality of opportunity is promoted, as is community cohesion. Pupils' outstanding spiritual, moral, social and cultural development is seen in their excellent grasp of right and wrong, their respect for each other and the adults working with them, and their deep knowledge and appreciation of other cultures and religions.</p> <p>The school has a clear action plan to promote community cohesion and evaluates the impact of its actions effectively. The school itself is an exceptionally harmonious community. Visits and visitors introduce pupils to other cultures and help them appreciate diversity.</p>
<p>Cragg Vale Junior and Infant School</p> <p>1 -2 December 2011</p>	<p>A wide range of partnerships contribute well to pupils' well-being and achievement. Community cohesion and pupils' spiritual, moral, social and cultural development are good. Pupils' experiences of different cultures and beliefs are well developed through the curriculum, charity work and links with a village in India.</p> <p>Pupils respond extremely well to the responsibilities they are given and make positive contributions to the school community and beyond through the school council, participation in assemblies and tree planting, for example. Good spiritual, moral, social and cultural development is evident in their reflective attitudes, willingness to take part in local, national and global charity work and good understanding of the faiths and beliefs of others. Positive partnerships exist with the local community through the church, the town council and local school partnerships. The promotion of community</p>

	cohesion is carefully planned and the school has developed joint ventures with other schools and organisations. Visits and visitors raise the pupils' awareness of other faiths and cultures.
<p>Cross Lane Primary and Nursery School</p> <p>8 – 9 December 2011</p>	<p>A warm and welcoming atmosphere prevails in the school and pupils are safe. Caring staff promote good personal development amongst pupils. Pupils' spiritual, moral, social and cultural development is good. There is a good degree of respect for other beliefs and this is celebrated at times such as Hanukkah, Eid and Ramadan, as well as Chinese New Year and Christian festivals.</p>
<p>Dean Field Community Primary School</p> <p>26 – 27 June 2012</p>	<p>Lessons promote wider learning. From the nursery onwards, teaching encourages pupils to consider others' feelings. Texts promote pupils' consideration of moral and social issues, such as justice. The ethos of the school, which promotes good care and support, is equally important in pupils' good sense of security in school. Pupils respond enthusiastically to a range of opportunities to take responsibility. They carry them out proudly and this contributes to their increasing skills in working together, making decisions and taking responsibility for their actions. Spiritual, moral, social and cultural development is promoted interestingly. Pupils made good progress, for example, in their understanding of Hindu culture through making Diwa lamps and creating henna designs.</p>
<p>Field Lane Primary School</p> <p>6–7 March 2012</p> <p>(Section 8 Inspection deemed as Section 5)</p>	<p>Pupils' spiritual, moral, social and cultural development contributes significantly to this good behaviour. The planned curriculum provides opportunities for pupils to consider the feelings and reactions of others as well as reflecting on their own attitudes and behaviour. Pupils show respect for people beyond the school and are keen to celebrate the customs and cultures of different nationalities.</p>
<p>Heptonstall Junior Infant and Nursery School</p> <p>1 – 2 December 2011</p>	<p>This is a good school. The school successfully promotes pupils' personal development and ensures they feel extremely safe within this strong community ethos. Pupils are proud to take on responsibilities within the school and to take actions to support others. They show a very strong awareness of their personal and social responsibility and they value opportunities to reflect on their values and those of others.</p> <p>The extent of pupils' spiritual, moral, social and cultural development is good.</p> <p>Many effective partnerships enhance and extend the school's provision, in particular in widening the curriculum and supporting pupils' personal development. The school effectively promotes community cohesion from a good understanding of its own context and strengthening links with the local area. Successful actions have given pupils good opportunities to widen their experiences and better understand those coming from different backgrounds.</p>

<p>Midgley School</p> <p>5 – 6 January 2012</p>	<p>The school provides pupils with a variety of well-planned opportunities to experience and learn about religions and cultures that are different to their own. As a result, they show respect for other faiths and communities, explaining that, 'they are different, not better or worse'.</p> <p>Pupils identified regular visits to places, such as the local theatres and Eureka Science Park, as highlights and feel that these opportunities have increased of late.</p> <p>Pupils' spiritual, moral, social and cultural development is good. Close involvement with the village community and opportunities to share experiences with pupils from other schools provide pupils with valuable experience of their own culture to those that are different.</p>
<p>Mount Pellon Junior and Infant School</p>	<p>Children are well prepared for the beginning of their school life in the Early Years Foundation Stage. They thoroughly enjoy the many opportunities to learn and, for example, relish discovering, role-playing, working on the computers, playing cooperatively and baking cakes. Classrooms are welcoming, and uplifting, because of the high quality of the displays of pupils' work, especially in art, craft and topic work. A moving example of this is seen in the displays about the Second World War, which help to promote pupils' spiritual, moral, social and cultural development.</p> <p>Leadership and management are ineffective in promoting good behaviour and the pupils' spiritual, moral, social and cultural development.</p>
<p>Norland CE Junior and Infant School</p> <p>15 – 16 November 2011</p>	<p>This is a good school. A major strength of the school is the outstanding care, guidance and support that it provides for its pupils. The school has evaluated its contribution to community cohesion and produced an action plan to develop this aspect of its work. Community cohesion has a very positive impact on the school and local community but the school has not fully understood the requirements to extend this work beyond the locality. Therefore, pupils do not have a good knowledge of national and global traditions, cultures and beliefs.</p> <p>Although pupils' knowledge of national and global diversity is variable, their spiritual, moral, social and cultural development is good. Pupils are very reflective, make reasoned judgements and respect the needs and interests of others.</p>
<p>Parkinson Lane Community Primary School</p> <p>18 – 19 October 2011</p>	<p>Excellent care, guidance and support and a very positive school atmosphere, lead to pupils' outstanding personal development and well-being. Pupils follow the strong spiritual and moral lead given by adults in school and feel safe and secure in school, which gives them the confidence to try their best and 'play hard, work harder'. Excellent cultural development is secured through the curriculum and links with pupils in different circumstances, residential trips and trips abroad.</p> <p>The extent of pupils' spiritual, moral, social and cultural development is outstanding.</p>

<p>Rawson Junior and Infant School</p> <p>24 – 25 January 2012</p>	<p>Pupils' spiritual, moral, social and cultural development is satisfactory. In a Year 5/6 lesson on Buddhism the atmosphere of calm created in the lesson and the excellent use of visual stimuli led to some outstanding learning about mediation and the cultural aspects of this religion. This kind of lesson has a strong impact on pupils' spiritual, moral, social and cultural development.</p> <p>Pupils respond well and, as a result, the school is a caring and inclusive community, which has a satisfactory influence on pupils' spiritual, moral, social and cultural development.</p>
<p>Riverside Junior School</p> <p>16 – 17 January 2012</p>	<p>In lessons where pupils make good progress, work is carefully matched to pupils' abilities. Tasks are thought provoking and stimulate curiosity, such as in one lesson where pupils buzzed with excitement as they worked in groups discussing the properties of solids, liquids and gases. Where teaching is less effective, this results in pupils being passive rather than active in lessons. Correspondingly, in these lessons there are fewer opportunities for pupils to develop their spiritual, moral, social and cultural understanding. While the curriculum offers broad and balanced opportunities which are enhanced by visits and visitors to the school, it is not meeting the needs of pupils with disabilities or for those with special educational needs. Pupils' spiritual, moral, social and cultural development is satisfactory, but opportunities to enhance their skills and understanding are missed in some lessons.</p>
<p>St Andrew's CE (VA) Infant School</p> <p>1 – 2 February 2012</p>	<p>Staff establish positive relationships with pupils which impacts positively on their social development and self-esteem. Where pupils are actively involved in their learning they show a high level of engagement and enthusiasm and so make good progress.</p> <p>The school has a welcoming and caring ethos. Relationships are positive and pupils show courtesy and respect for staff and each other. Equality of opportunity is promoted well and ensures that pupils receive a supportive curriculum and good quality teaching.</p> <p>Pupils' spiritual, moral, social and cultural development is good overall. Spiritual and cultural development are areas of strength. Regular worship times encourage children to reflect and pupils show a good awareness of other faiths.</p>

<p>St Andrew's CE (VA) Junior School</p> <p>23 – 24 May 2012</p>	<p>Pupils are polite and friendly. Their attitude to learning is generally positive. The respect for each other and adults around them is evident at all times of the school day.</p> <p>The curriculum gives pupils a wide range of opportunities especially through music. A range of extra-curricular activities enhances the curriculum further. The school is highly committed to pupils' spiritual, moral, social and cultural development. The school's ethos engenders a strong sense of belonging and respect. The school promotes equality and tackles any discrimination well. Members of the governing body play an active part in promoting the school ethos through activities such as 'Christian Crackers' and by leading assemblies in school.</p>
<p>St Augustine's CofE VA Junior and Infant School</p> <p>20 -21 September 2011</p>	<p>St Augustine's provides its pupils with a satisfactory quality of education in a warm and friendly atmosphere and promotes their personal development well. Pupils' enjoyment of school is clearly evident in the friendly way they greet visitors and the enthusiasm they show for learning in lessons. Pupils have a clear understanding of right and wrong and are sympathetic to the needs and feelings of others. Pupils' appreciation of their own culture is strong and their knowledge of cultures, traditions and beliefs that are different from their own is developing well.</p> <p>The extent of pupils' spiritual, moral, social and cultural development is good.</p> <p>Specialist teaching of physical education, religious education and Spanish, helps the school make the best of the skills of the staff. Pupils benefit from regular visits to places of educational interest and visitors to school, which do much to broaden pupils' horizons and stimulate their personal development.</p> <p>The school makes a good contribution to the local community, particularly through its links with the adjoining family centre and the church. The school's contribution to wider community cohesion is limited and currently under development.</p>
<p>St Chad's CofE (VA) Primary School</p> <p>29 February – 1 March 2012</p>	<p>Teachers generally create an atmosphere across the school that is calm and purposeful. Pupils are encouraged to work together and cooperate well. There are opportunities to develop social skills and reflect on ethical and moral choices in lessons. Evidence from lesson observations and discussions with pupils suggests they generally enjoy the topics they are learning about, which makes a positive contribution to their spiritual, moral, social and cultural development.</p> <p>There are some strengths in the provision for pupils' spiritual, moral, social and cultural development. For example, assemblies have enthusiastic singing and opportunities for reflection in which pupils participate well. The strong development of pupils' social skills throughout the school is shown in good levels of cooperation and behaviour. The school has engaged in some proactive work aimed at promoting equality, tackling discrimination and challenging prejudice and stereotypes through sports and linking projects with other schools.</p>

<p>St Joseph's Catholic Primary School, Brighouse</p> <p>7 – 8 February 2012</p>	<p>Pupils' mature social skills enable them to work effectively in pairs and to share ideas, tasks and resources. Strong links with the church enhance pupils' understanding of the importance of faith to a believer and give excellent opportunities for spiritual development by encouraging pupils to reflect deeply about others.</p> <p>The spiritual, moral, social and cultural development of pupils is outstanding overall so that pupils develop into mature and reflective young people. Pupils are very respectful of others and their differing life stances. The school is actively pursuing even more ways to enhance pupils' understanding of cultural diversity by extending local and international links.</p>
<p>St Mary's Catholic Primary School</p> <p>16 – 17 May 2012</p>	<p>In the more effective lessons, teachers use a range of strategies to engage and stimulate pupils. For example, in a Year 6 lesson pupils debated whether the rich should share their wealth. This is an example of how strong teaching uses the school's broad curriculum to underpin learning and develop pupils' spiritual, moral, social and cultural awareness.</p> <p>The pupils make a strong contribution to making the school a caring, considerate and friendly environment. The strength of pupils' social and moral development is demonstrated in the way they contribute to each other's learning by working cooperatively in small groups during lessons.</p> <p>The school's curriculum is broad and balanced and contributes to pupils' satisfactory achievement. It is enriched by a wide range of extra-curricular activities including, martial arts, gardening, orchestra and a signing choir. The promotion of pupils' spiritual, moral, social and cultural development is woven into all aspects of the school's work and is a strength.</p>
<p>St Mary's CofE (VC) J and I School</p> <p>16 – 17 May 2012</p>	<p>This is a good school. Good provision is made for pupils' spiritual, moral and social development, but their opportunities to meet and learn about people beyond the immediate locality are limited. A lively, wide-ranging curriculum supports pupils' interest and enjoyment, and hence their progress.</p> <p>The school's curriculum is broad and balanced with a good range of enrichment activities that support pupils' learning and enjoyment. The music curriculum is strong, making good use of outside expertise to enhance pupils' standards. Pupils' spiritual, moral and social development is consistently promoted in lessons, assemblies and in everyday interactions. There are good opportunities to help pupils' cultural development but, as the school has identified, they have too few opportunities to meet people from beyond the immediate area, or to learn about different cultures in this country and abroad.</p>

<p>St Michael and All Angels C of E Primary School</p> <p>22 – 23 February 2012</p>	<p>The ambitious leadership and drive of the headteacher, senior and middle managers and the governing body have created the conditions for learning that have allowed pupils to thrive. This includes establishing a good curriculum that successfully promotes pupils’ spiritual, moral, social and cultural development. Many teachers are good at promoting pupils’ spiritual, moral, social and cultural development; for example, in lessons that focused on poetry pupils were encouraged to appreciate the natural world around them and the development of descriptive language was combined with a sense of wonderment. Visits and special events enrich the well-planned curriculum and are used well to enhance teaching.</p> <p>The broad and balanced curriculum meets pupils’ needs and is good at promoting pupils’ spiritual, moral, social and cultural development. The school has improved its links with schools where pupils have more varied backgrounds and has also developed its programme of visits to places of worship such as mosques and synagogues. This is improving pupils’ understanding of different faiths and cultures. Equality is promoted well to try to ensure that every child reaches their full potential irrespective of their background.</p>
<p>Salterhebble Junior and Infant School</p> <p>11 -12 January 2012</p>	<p>In lessons pupils typically experience a good quality of learning. They are actively and enthusiastically engaged and have good opportunities to work with partners and in teams. Teaching effectively promotes pupils’ spiritual, moral, social and cultural understanding. Pupils were encouraged to think of others and understand their views in an act of collective worship on Hinduism. In a Year 4/ 5 geography lesson pupils considered the ethical and moral issues of importing food over thousands of miles. The promotion of pupils’ spiritual, moral, social and cultural development is good, particularly pupils’ cultural awareness. The school celebrates the increasing cultural diversity of its pupils and ensures that pupils who are potentially vulnerable due to their circumstances have equal access to the opportunities provided for all pupils.</p>
<p>Stubblings Infant School</p> <p>18 -19 January 2012</p>	<p>Pupils enjoy school and work well together. In the Year 1 assembly, pupils were confident and articulate as they narrated the journey to the Arctic and Antarctic. Pupils show respect to each other and are thoughtful towards others. They are now better supported in their emotional development through the introduction of a social and emotional programme.</p> <p>The curriculum meets the needs of learners well and is further enriched by visitors to the school such as, ceramic artists, dance companies, sports specialists and local church leaders.</p>

<p>Todmorden CE Junior and Infant School</p> <p>13 – 14 September 2011</p>	<p>Todmorden CE Junior and Infant School provides a good quality of education, with particular strengths in care, guidance and support for pupils and in its partnerships with parents, carers, other schools and agencies. These strengths support pupils' outstanding behaviour and spiritual, moral, social and cultural development.</p> <p>Spiritual, moral, social and cultural development is also outstanding. The school is a very cohesive and happy community and pupils are skilled and confident in speaking to one another, staff and visitors. Pupils make excellent use of times for reflection, for example, in assemblies.</p> <p>Although the school has taken effective steps to improve pupils' understanding of different cultures since the last inspection, this remains a slightly weaker element of pupils' exceptionally good spiritual, moral, social and cultural development.</p>
<p>Wainstalls School</p> <p>19 – 20 June 2012</p>	<p>Pupils make best progress when teaching involves them actively in their learning. They work well in groups and pairs where they enjoy sharing ideas. Many lessons promote pupils' spiritual and cultural understanding well. For example, in a poetry lesson, the theme of the beauty of the natural earth and the effects of pollution and extinction of species brought out strong emotions and feelings which pupils expressed with passion, both verbally and in writing.</p> <p>The curriculum is satisfactory. It provides a range of experiences that engage pupils' interest and enjoyment and it promotes pupils' spiritual, moral, social and cultural development well.</p>
<p>West Vale Primary School</p> <p>28 – 29 February 2012</p>	<p>West Vale is a good school. A happy and harmonious community pervades with staff and pupils sharing a strong sense of teamwork. Particular strengths are the Early Years Foundation Stage and pupils' spiritual, moral, social and cultural development.</p> <p>Lessons promote spiritual, moral, social and cultural development well, resulting in the trusting relationships between pupils and staff. A clear sense of enjoyment of learning was evident in all lessons. Spiritual, moral, social and cultural development is promoted very effectively. Pupils gain a strong sense of belonging as members of the four school teams. They work hard to earn team points by helping others and raising money for charity. They socialise happily across the age groups.</p>

Secondary Schools

<p>Brighouse High School</p> <p>16 – 17 May 2012</p>	<p>Most students are committed learners who enjoy working collaboratively to explore ideas. They are generally keen to learn and contribute willingly in most lessons. Students show acute enjoyment and progress when teaching is cleverly designed to inspire them. For example, in a Year 9 history lesson about Nazi Germany students compared photographs of two boys and then probed their thinking further with questions such as ‘what does it mean to be Jewish?’ and ‘what do you understand by racism?’.</p> <p>The impressive range and quality of artwork around the school contributes well to social, moral, spiritual and cultural learning.</p>
<p>Calder High School, A Specialist Technology College</p> <p>26 – 27 January 2012</p>	<p>Overall, provision for students’ spiritual, moral, social and cultural development is suitable but there are some weaknesses in the moral and social aspects. In the best lessons, when learning is challenging, exciting and interesting, students respond with eagerness and good application. Some lessons are disrupted by bad behaviour. Inspectors observed a small minority of lessons like this as well as some inadequate form periods at the start of the day, in which the provision for developing students’ spiritual, social, moral and cultural development is weak.</p>
<p>Ryburn Valley High School</p> <p>1 – 2 February 2012</p>	<p>The school provides an inclusive environment in which all students are valued as individuals. Behaviour is good and students say that they feel safe. The school is a harmonious community and students are welcoming and friendly. The leadership team has successfully addressed the area for improvement identified at the previous inspection relating to students’ spiritual, moral, social and cultural development, which is now good.</p> <p>In the best lessons students develop social skills and their capacity to learn independently through the opportunity to work collaboratively with their peers on a range of intriguing tasks that stimulate their imagination. Students’ spiritual, moral, social and cultural development is promoted well. Performing arts groups have participated in community activities, providing students with opportunities for social and cultural development through engagement with other groups in the area. Students welcome the opportunity to reflect upon other faiths, cultures and social issues through the curriculum.</p>

<p>St Catherine's Catholic High School</p> <p>6 – 7 March 2012</p>	<p>Students have strong and warm relationships with each other and their teachers. This creates a calm and purposeful environment in which students are developing increasing resilience in tackling their work.</p> <p>Students' social, moral, spiritual and cultural development is satisfactory. This is supported well in lessons where students have frequent opportunities to reflect, particularly in art, drama and music. Students feel valued and are clear that the staff will do all they can to help them should they need support.</p>
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Appendix 4

Calderdale SIAS and Section 48 reports: Sept 2011 -July 2012

We have included the sections on RE (in aided schools) and collective worship from SIAS reports. In Catholic schools we have included direct references to RE and collective worship from the Section 48 reports.

St Andrew's Church of England VA Infant School

The impact of collective worship on the school community is outstanding

Daily collective worship is important in the life of the school because it provides an affirming experience for pupils, staff and visitors. It is very well planned by the different leaders and well resourced. Children clearly enjoy the opportunities to spend time as a whole school in collective worship listening, singing, reflecting and praying. The behaviour is very good and children showed much eagerness to sing and join in saying prayers. Children learn response prayers saying sorry for wrong actions and thoughts and know they sing 'Jesus songs' because they 'believe in God and Jesus'. Children lead worship regularly, sharing stories through whole class drama. There is much support from families for 'family worship' and worship is consistently and recognisably Christian, honouring the Anglican tradition and helping pupils to understand liturgical colours through the year. There are excellent links with the local church and other local Christians effectively support worship. There are opportunities for children to experience aspects of worship on visits to church which are excellently planned and supported by members of the community. Since the last inspection, much progress has been made for children to evaluate collective worship and to discuss worship provision within school council meetings. The views of the children are acted upon to improve provision.

The effectiveness of the religious education is outstanding

Standards in religious education are good. Achievements in relation to the pupils' prior attainment is good. The attitude that children have for religious education is positive. Lessons are very well planned and well-paced. Teaching in lessons observed was outstanding. Children listen well to their teachers and work co-operatively with each other in lessons. They give thoughtful responses to questions asked by their teachers. The younger children can name some Christian artefacts associated with Easter and all pupils are able to spend time in reflective activities. They are aware of Christian festivals and can name a range of Christian stories. They recognise key learning points from Bible stories and know that giving something up for Lent helps them to think about Jesus and that Joseph's brothers were wrong to be jealous. Religious education is very well supported by visits to the local church. An after school club provided by some foundation governors and other members of the local church provide positive reinforcement of Christian stories and values. Planning in RE shows clear differentiated learning objectives and good use is made of reflection areas to develop 'learning from' in RE. Since the last inspection actions to improve RE provision have included adoption of the Calderdale Agreed Syllabus and training for staff to ensure a focus on 'learning from' religion. The school has also developed a tracking system in RE, an action point since the last inspection, and this is helping to identify gifted and talented pupils in RE.

SIAS report February 2012. St Andrew's CE VA Infant School, Brighouse, West Yorkshire, HD6 2HH.

St Andrew's Church of England Voluntary Aided Junior School

The impact of collective worship on the school community is outstanding

Worship has a positive impact on pupils' spiritual development and is central to the life of the school. The headteacher's outstanding, creative leadership ensures that worship is inspiring, accessible, varied in style, affirming and an enjoyable part of each school day. Worship is led by a wide variety of adults as well as the children themselves. Planning follows the Anglican calendar and tradition, with reference to other major religions. The vicar supports the affirmation and spiritual development of the whole school community through regularly leading whole school worship and a monthly Eucharist. Thoughtful consideration is given to ensuring that the school Eucharist is accessible to all, including parents and governors. A half-termly early morning Eucharist led by the vicar is affirming for staff. The local church is used for special services, such as at Easter, when the whole school community, including governors and parents join together. Children participate actively in collective worship through, for example, drama and joyful singing. They know a wide repertoire of favourite hymns and praise songs, some written by the headteacher, and their singing is exceptional. Children are still and respectful during reflection time and quiet prayer and this supports their spiritual growth. Children regularly plan and lead worship, especially for weekly class based worship assemblies. They are enthusiastic about collective worship. One child said, 'assembly is interesting and I enjoy it', whilst another commented, 'it makes me feel special, calm and safe'. Following an evaluation by the school council their suggestion for using the large screen for collective worship was implemented.

The effectiveness of the religious education is good

Religious Education is awarded high status in the school being well resourced and contributing effectively to the school's distinctive Christian character. Standards in RE are good, children reaching standards comparable to those of the other core subjects and making good progress. Children's attitudes to RE are positive and behaviour in lessons is good. They are engaged in meaningful lessons, which are well planned and encourage empathy with others. RE days are a focus for the whole school and sometimes for the church and local community too, such as 'the Cross' project before Easter. The experience was creative and enriching for the children and the resultant artwork depicting crosses was displayed in church and is now in school. Visitors enhance the RE curriculum, for example through Godly Play. Pupil's knowledge of other faiths and cultures was a focus for development in the last inspection and this has been addressed through the RE curriculum, visiting speakers and visits arranged to places of worship. The new RE scheme of work, which was a focus for development in the last inspection, is now in place and provides an RE curriculum within a Christian context. RE is well led by the dedicated and well-informed co-ordinator. There is a team approach to planning, staff are supportive of each other and share good practice. A whole school RE assessment system is in place to support consistent teacher assessment. However, regular checks on the quality of teaching of RE are not in place and so an overview of the impact of assessment on learning is not available.

SIAS report June 2012 St Andrew's CE (VA) Junior School, Waterloo Road, Brighouse, West Yorkshire, HD6 2AN

Norland Church of England Voluntary Controlled Junior & Infant School

School context

Norland is a small primary school serving the village and surrounding rural area. The village church is next door to the school. Almost all pupils are of White British heritage. The proportion of pupils eligible for free school meals is much lower than average with the proportion having special educational needs and/or disabilities being well below national average. The school has been successful in achieving Healthy School status, Basic Skills Quality Mark and Sports Activemark.

The impact of collective worship on the school community is satisfactory

Worship has an important place in the life of the school. Most pupils talk positively about the varied experiences and different leaders and particularly enjoy attending monthly services in church led by clergy. Planned in collaboration with the head these services develop the pupils understanding of Anglican faith and practices and include a celebration of the major festivals. The sense of community and partnership is enhanced through attendance by parents and governors both in church and during a weekly achievement assembly when the school celebrates and rewards pupils' talents. Pupils are respectful during worship, respond to questions enthusiastically and say they enjoy opportunities to take part through reading and role play. Older pupils speak of the responsibility of preparing the hall for worship and their enjoyment of singing Christian hymns and songs. 'Singing makes me feel joyful' responded one pupil. A respectful atmosphere is supported by music and a lighted candle that some children know represents, 'Jesus as the Light of the World.' Opportunities for spiritual growth through reflection are evident in the use of quiet time and prayer. This is supported by a thought for the week displayed in school and discussed during worship and the use of a prayer tree. Themes for worship are currently planned by the head teacher and include Christian references for example, through the use of Bible stories. Some monitoring and evaluation by pupils, staff and governors has taken place but this is currently limited to reviewing enjoyment and not the way in which worship impacts on behaviour and attitudes. Leaders recognise there are only limited opportunities for pupils to be involved in planning and leading acts of worship.

SIAS report December 2011 Norland CE VC Junior and Infant School, Norland, Sowerby Bridge, HX6 3RN

St Chad's Church of England Voluntary Aided Primary School, Brighouse

The effectiveness of the religious education is outstanding

RE, a core subject at St Chad's school, is outstanding because of the ways in which it is planned, evaluated and monitored. The excellent RE co-ordinator has put in place a nationally-recognised system that allows for pupil progress and attainment to be evaluated. This shows clearly that standards in RE are comparable with other core subjects. Well-resourced RE lessons, based on the Calderdale syllabus alongside the diocesan scheme, are planned to include discussions and activities to enable all pupils to develop their knowledge, skills and understanding. The school has rightly recognised that the older children in school are capable of more 'higher order' questioning and thinking to take expectations even higher, supported by more reflective marking of work. Children speak of their enjoyment of RE learning, and parents comment positively on how this learning spills over into the home when children connect RE with real life experiences. The inclusion of RE experience days each term is very beneficial, and apart from emphasising the priority given to the subject, they engage the children in wide-ranging learning of a high quality. Within the teaching programme, Christianity features predominantly, with some units of work containing a comparative religion element. It is this area that would benefit from closer links with other appropriate schools to allow the pupils to experience, at first hand, the life and cultures of other major world faiths. This would provide a richness of familiarity that would support pupils in gaining an apposite understanding of the multicultural and multi-faith world of today.

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

All policy documents relate to the distinctive Christian character of the school, and reflect its ethos and expectations. Because the governing body perceives an important role in providing the school leadership team with both challenge and encouragement, governors interact with staff, pupils and parents so they remain well informed and able to support the on-going development of the school. Led by the very committed headteacher, the school self-evaluates its ethos regularly, but would now profit from a regular ethos action plan with accountability and time scales that produce a methodical and ongoing strategy. This could be carried out by a focus group of stakeholders that might include staff, governors, and parents/carers. A beneficial first task would be to consider those specific Christian values that underpin the ethos of the school and then ensure they are explicit and celebrated in its life and work. The well-maintained school premises have benefited from extensive refurbishment in recent years. All classrooms have an RE corner. Christian artefacts, and a colourful timeline of Christian festivals down the main staircase serve as visual reminders of the school's faith traditions.

SIAS report March 2012, St Chad's CE Aided Primary, Brighouse, HD6 2PA

St Mary's Church of England (Voluntary Controlled) Junior & Infant School

The impact of collective worship on the school community is good

Worship at St Mary's School is well planned but not yet systematically evaluated. It brings together the whole school community to affirm the Christian faith of the school family. Worship leaders range from school staff to the local clergy, members of the local church community and other appropriate speakers. Pupils too lead worship and present an act of worship each term as a class to which parents and carers are invited. These are very well received and parents spoke highly of the thought and care that goes into the chosen theme and its positive impact on the children. Collective worship takes place in the school hall, with the children facing the worship table draped in liturgical colours, with lit candles on it and a cross above. The backdrop is the hall windows which reveal an inspirational changing vista of the rural valley side. Children commented on the impact of that vista on their worship and the connection they made between the changing seasons of nature and the seasons of the Christian year. A feeling of reverence was clear in the worship observed during the inspection, with background music playing as the children and all staff quietly arrived and sat together to begin the worship. The children's participation in singing worship songs was both enthusiastic and tuneful, as was the sung Lord's Prayer. As part of the current planned worship focus, the theme of trust allowed pupils to join in and help or offer ideas, with the outcome emphasised in a time for reflection which reinforced the link to trust in God through faith. The school's worship is connected with pupil's RE learning and also includes themes that reflect and celebrate other major world faiths whilst maintaining the centrality of Christianity. Further opportunities for children to experience the faith lives of others at first hand would be very beneficial as an integral part of extending opportunities for pupils to appreciate and value the multi-cultural and multi-faith diversity of their locality. The school worships regularly at St Mary's Church, so experiencing Anglican tradition and the major Christian festivals are marked with special worship either in school or at the church.

SIAS report May 2012 St Mary's CE (VC) J & I School, Mill Bank, Sowerby Bridge HX6 3EJ

Triangle Church of England Voluntary Controlled Primary School

The impact of collective worship on the school community is outstanding

Much care and attention is given to ensure that collective worship at Triangle CE School is an affirming and positive experience, bringing together and refreshing the many facets of the school's Christian ethos. Worship is seen as "central to the school's life". Careful planning ensures that worship themes are well thought-out and flow progressively. The theme of the inspection week was 'Trust' and this was demonstrated in the worship, ably led by the headteacher with suitable participation from pupils, on the theme of ultimately placing our trust in God. There was enthusiastic singing of a linked worship song and later use of the school prayer written by a current pupil in a recent competition which resulted in a very touching Triangle CE School prayer-book being produced. Prayer in school is not limited to collective worship with all classes using class prayers, various forms of grace before the midday meal, and an end of day prayer. All staff attend worship and their views, along with those of pupils and parents/carers are part of the ongoing evaluation of worship put in place by the highly effective Collective Worship co-ordinator who also oversees the worship themes, their resourcing and development. These themes are planned to integrate with the curriculum as well as ensure that children experience appropriate areas of Anglican tradition alongside an empathy and understanding of other major world faiths. Worship at Triangle CE has a wide variety of leaders which include the pupils, teaching staff, members of St Peter's Church (during the current interregnum), local clergy and pastors, both Anglican and from other denominations. Worship also takes place in St Peter's Church at the major festivals of the Christian year such as Christmas and Easter as well as for the harvest festival, St Nicholas' Day and leavers' services. These are well attended by parents and carers. Each Friday the school also welcomes parents and carers to be part of worship as the community celebrates the achievement of its pupils both in and out of school.

SIAS report July 2012 Triangle Church of England VC Primary, Sowerby Bridge, HX6 3NJ

Section 48 reports (Roman Catholic schools)

St Mary's Catholic Primary School, Halifax. Section 48 Report 28th - 29th June 2012

During Collective Worship pupils act with reverence and are keen to actively participate. They sing enthusiastically, reflect in silence and join in community prayers appropriately and with confidence. By the end of Key Stage 2 they have a good understanding of the religious seasons and feasts and are becoming skilled in the use of scripture, formal and informal prayer and religious artefacts. Pupils are at ease when praying with their school community and appreciate what is taking place; children show reverence and respect towards the faith beliefs of others, valuing visits to the local Mosque during 'Islam Week' and a Hindu temple in Bradford. The Year 5 retreat to Myddelton Grange, the successful use of the enthusiastic school choir and talented orchestra to enhance liturgy and regular class Mass attendance, where pupils take a leading role, are examples of opportunities provided allowing pupils to greatly contribute towards and benefit significantly from the Catholic Life of the school; this is a strength of the school.

Good spiritual, moral, social and cultural development was seen in the happy relationships between staff and pupils, and pupils willingly cooperated and supported each other. RE lessons always commenced with the lighting of a candle, demonstrating that the lesson was special and focused children on the distinctive nature of RE in a Catholic school.

With the adoption of a new RE scheme in 2011, the school adapted their assessment procedures in line with Diocesan guidelines. Three times per year tasks linked to 'The Way, the Truth and the Life' RE scheme are used to assess pupils' work. In Summer 2011 a tracking system was introduced allowing the RE Manager to have a closer overview of individual and cohort data; over time, the termly collation of data will allow for a more robust evaluation of standards. The school has correctly identified the need to continue moderating pupils' work both in-house and with other local schools to confirm accurate and consistent levelling. Assessment has been correctly identified by leadership as an area for continued focus and development.

The Religious Education curriculum is enriched through imaginative and well-planned opportunities to capitalise on the expertise within and beyond the school. This leads to learning that is often stimulating and memorable. The RE curriculum successfully meets the needs of particular groups and provides good opportunities for spiritual and moral development. It raises pupils' awareness of other faiths/cultures reflecting the diverse school community. A Y6 pupil said, "RE helps you learn about other religions and helps you with your faith. It shows you how to improve your community and Collective Worship gives you a time to pray."

The Collective Worship themes used were consistent with the Catholic character of the school and responsive to the religious diversity among pupils. Pupils with different religious beliefs are assisted and supported in prayer rituals. Whole school liturgies and celebrations of the Eucharist are of a high standard as evidenced by a Mass on the feast of SS Peter and Paul. Mgr Smith says that class Masses in church are always well planned and pupils' behaviour is reverent and prayerful. However, observed class based Collective Worship was mainly satisfactory with evidence of some good practice across the school. When successful, Collective Worship contained all the key elements of liturgy and involved the children in active participation. However some acts of worship were too teacher directed and tended to become an RE lesson. In these instances children became passive and unresponsive.

Section 48 Report, The Catholic Life of the School and Religious Education.
St Mary's Catholic Primary School, Swires Road, Halifax, West Yorkshire, HX1 2ER

**St Joseph's Catholic Primary School, Brighouse.
Section 48 Report 14th – 15th March 2012**

Teaching of RE is good throughout the school with varied tasks given to meet the needs of all the pupils. This was due to effective planning. Support staff members are fully aware of the tasks planned and deliver them effectively encouraging pupils to achieve according to their ability. Pupils were eager to share their work.

Pupils enjoy and are interested in their religious education and happily share their knowledge and opinions. Attainment is at least good with several pupils making very good progress. The more able pupils need to be challenged further in their learning enabling them to achieve their potential. The pupils are keen to do well, applying themselves conscientiously in lessons and working at a good pace. Children in the Foundation Stage could talk about the Christmas story and what happens in Lent. They relived their visit to Church through role play and observed the spirituality of the Mass through their actions, confidently naming the artifacts being used. Planning for pupils with learning needs and/or disabilities was appropriate and encouraged them to produce their best work.

Pupils regularly prepare and lead worship with confidence and enthusiasm from their earliest years in a variety of gatherings. They act with reverence and are keen to participate singing joyfully, reflecting in silence and joining in prayers appropriately and with confidence. The pupils are becoming skilled in the use of scripture, religious artifacts, hymns and other forms of prayer. The voluntary rosary group was well attended and pupils were reverent and reflective.

Teachers have good subject knowledge which inspires pupils and contributes to their enjoyment of Religious Education and good progress.

Acts of Collective Worship are given a high profile and are well resourced. Staff and pupils pray together through a range of formal and informal opportunities for daily prayer. Parents and parishioners are 'thrilled' to be invited to acts of worship in the school which take on various formats. Staff regularly reviews and plans improvements to the school's provision ensuring pupils are skilled and equipped in leading prayer. All pupils, including the children in reception, prepare the focus area for Collective Worship and are very aware of the reasons for each item on the table. In Key Stage Two the pupils prepared and delivered a very spiritual Collective Worship and were able to discuss why they chose the particular scripture and how it linked to the chosen hymn enhanced by the use of technology. In reception the children prepared the focal area independently and could say what they had done.

Section 48 Report, The Catholic Life of the School and Religious Education.
St Joseph's Catholic Primary School, Finkil Street, Brighouse, HD6 2NT

Appendix 5: Membership of SACRE

Committee A – Faiths and Denominations except the Church of England
Mr Alan Pollitt (Bahá'í)
Mrs Seema Buttoo (Hindu)
Mrs Stephanie Jenner (Methodist)
Mr Rajinder Singh Panesar (Sikh)
Major Paul McNally (Salvation Army)
Jo Woodhead: (RC)
Richard Constantine: (RC)
Tanveer Bostan – (Muslim)
There were vacancies for Buddhist and Jewish representatives and more places available for free church and Muslim representatives.
Committee B – The Church of England
The Rev Canon James Allison
The Rev Matthew Pollard
Mrs Denise Sotnyk
The Rev John Hellewell (Chair)
Dr Cathy Gunningham (Vice Chair)
The Rev Gill Johnson
Committee C – Schools and Teachers
Mr Mark Stephenson
Mr Simon Scott
Miss Gwenda Dewhirst
Miss Gretl Young
The Rev Sandie Maude
Committee D – Calderdale Council
Cllr Ashley Evans
Cllr Faisal Shoukat
Cllr Scott Benton
Mr Alastair Ross

Appendix 6

SACRE Meetings

Only one meeting of SACRE was held during the year 2011-12. This was the AGM on 12th June 2012. The minutes are appended here. A full programme of meetings has been arranged for 2012-13.

Members in attendance:

Committee A

Representing Other Denominations & Faiths	Richard Constantine (RC) Tanveer Bostan (TB)
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Committee B

Representing the Church of England	Mrs D Sotnyk (DS) Rev J Hellewell (JH) Dr C Gunningham (CG) Rev Gill Johnson (GJ)
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Committee C

Representing Calderdale Council & Teacher Associations	Mr M Stephenson (MS) Miss Gwenda Dewhirst (GD)
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Representing Calderdale Association of Secondary Headteachers (CASH)	Vacant
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Representing Calderdale Association of Primary Headteachers (CPHA)	Mr S Scott (SS)
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Representing Federation of Unions	Vacant
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Committee D

Representing Calderdale Council	Councillor Ashley Evans (Liberal Democrat) (Cabinet Member – Education & Life Long Learning) (AE) Councillor Faisal Shoukat (Labour) (FS)
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In attendance:

Mr Alastair Ross – Calderdale Council Representative (AR) Mrs Debby Simpson – Clerk (DS)
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Quorate for the meeting is 1 representative from each of the 4 Committees

Formal AGM Business

a) Apologies and Welcome:

JH welcomed everyone to the meeting. Apologies were received from Councillor Scott Benton (Committee D), Rev Canon James Allinson (Committee B), Rev Mathew Pollard (Committee B) and Rev Sandie Maude (Committee B).

b) Election of Chair

AR asked for nominations for Chair to SACRE. GD nominated Rev John Hellewell and this was seconded by CG. No other nominations were received. The group voted unanimously that JH take the Chair for a period of one year.

c) Election of Vice Chair

JH asked for nominations for Vice Chair to SACRE. GD nominated Dr Cathy Gunningham and this was seconded by AE. No other nominations were received. The group voted unanimously that CG take the position of Vice Chair for a period of one year.

d) Election of Group Chairs and Vice Chairs for groups A, B, C and D

After a discussion re previous procedures it was agreed unanimously that there would be no elected Chair or Vice Chair for the committees. If an issue arose when votes were being cast, this will be dealt with by the committees themselves.

e) Membership Review

A discussion took place on the current list of membership for SACRE and the vacant positions resulting in the following Actions:-

- MS will contact the representative for Buddhism to see if he is still interested in being a member of SACRE.
- DAS/AR will contact Mrs Stephanie Jenner to see if she is still interested in being the representative for the Methodist Church. DAS holds SJ's details.
- AR to contact the Salvation Army to find a representative to replace Major Paul McNally.
- RC to contact Jo Woodhead to see if she wishes to continue to represent the Roman Catholic Church.

- GJ to contact Michael Gosling, Principal of the Trinity Academy to see if he will replace Paul Triner as representative for secondary headteachers. If Michael is not interested then AR will contact Jeanne Watson from CASH to find a representative.
- JH to contact the Faith Ambassador and TB to contact the Madni Mosque to ask for full representation.
- It was explained that traditionally council representation did not have to be by an elected member if the council agreed a member of the Local Authority to take the position to represent them. However co-opted members would not have the right to vote. AE will discuss this with the relevant committees to see if AR could become a representative for the Local Authority.
- SACRE need to look at re-issuing the constitution of its members.
- Substitution of members was discussed and it was agreed that if there was to be a substitution then this should be submitted to the Clerk at least 6 hours before the meeting.

f) **Previous Minutes**

The most recent minutes that had been found were dated 22 September 2010, although they were actually for the meeting held in March 2011. This would need to be altered. Because of the length of time that had elapsed since this meeting it was agreed that the minutes would just be noted with the following items being discussed:-

- A determination had been made for Parkinson Lane and the school now had a copy of this. JH has a copy of the letter.
- There are now 2 schools in Calderdale who have determinations, Beech Hill and Parkinson Lane. Beech Hill should have another 2 years before their determination ends. DAS will look to see if she can locate the electronic folder or paper box with the determinations in.

SACRE Business

1. Outline of the Role and Work of SACRE

The following are the statutory duties of SACRE:-

- Determinations
- Publication of the Annual Report
- LA to agree a syllabus on a 5 yearly cycle
- Support for RE and Collective Worship in local schools (this can be as broad or long as SACRE determine)

2. Update on the Position of RE and SACRE, Nationally and in Calderdale

AR presented on the current situation. The power point is available to all colleagues if they wish to have a copy. AR to email to the group.

Items that need to be discussed:-

- The support of RE and collective worship in schools. This support helps communities work well together.
- Should SACRE run another conference?
- How can SACRE get into schools?

- Being in schools can have a big impact on community cohesion and the driver from the council should be on community cohesion.
- In schools children have a mis-interpretation on religion and this should be looked at.

3. **Budget for 2012-13**

AR has been commissioned to work for SACRE one day a week and a budget has been given of £3,000 for administration costs. Clarification was needed on what the £3,000 would cover.

4. **Discussion on Future Plans and Priorities**

The following plans and priorities were discussed:-

- How do SACRE support RE and collective worship – what should the priorities be?
- Release of the new syllabus – this will be due for renewal in September 2013. If the current one is not updated it will be that there will be a syllabus being used that is 10 years old. The LA should review the syllabus using advice from SACRE. One suggestion was to accept the syllabus for one more year. The syllabus needs to be discussed with schools to see how they perceive it and if it meets their needs. There needs to have a common framework and SACRE also need to talk to academies to get their perception of the syllabus. Actions are for the LA to send a letter advising that the syllabus will run for another year, however, SACRE need to review the syllabus now. SACRE need to brainstorm what had been done previously and use the intelligence gathered before.
- A discussion took place on which VLE SACRE information was published. DAS will check to see if it's on the school intranet. There was also information published on the Calderdale website. AE suggested that information should be sent to schools reminding them of their responsibilities, this could then be followed up by a questionnaire. This could lead to a better response. AE to contact David Whalley to put the information in his fortnightly bulletin, it can then be circulated to governing bodies and CGA. Information should also be passed to meeting that teachers attend.
- SACRE needed remind themselves of what they had already achieved. SS had already done evaluative work on collective worship, the group now needed to see if this needed taking forward. SS had previously been invited to 33 primary schools to ob-

serve and advise on collective worship. Areas to look at now are can the group afford the time and how do we engage secondary schools.

- Sharing of resources needed to be looked at and what topics needed to be shared. A discussion took place on how this could be achieved. It was agreed that the Diocese website could be used to share good practice.
- It was agreed that working groups would be set up to discuss agreed syllabus, Youth SACRE, collective worship and sharing good practice on the internet.
- It was agreed that the report would be discussed within the cluster groups rather than the individual School Improvement Partner as in the past.
- A leaflet had been produced which can be found on the Campus Calderdale Checklist Website, that showed how SACRE could support primary and secondary schools in community cohesion, council priorities and indicators. This needed to be explored. AE to find out where the council is with this and if it is still ongoing.
- JH will arrange to talk to the Scrutiny Panel on SACRE.

It was agreed the way forward would be:-

- A speaker needs to be invited to each SACRE meeting from each faith to remind SACRE of what it's all about and to re-train the group. JH will invite the inter-faith ambassador to come to the next meeting in order to create more links.
- It was agreed that full SACRE will meet once a term. Visits had been held in the past to various religious venues that had raised the profile of SACRE, the group needs to discuss what are the next steps from the visits.
- It was agreed that interim visits would be made to schools with determinations (Parkinson Lane and Beech Hill).
- JH, CG and AR will produce a skeleton development plan to share with the group at the next meeting in September. (A meeting has been arranged at 3.30 pm on Monday 16 July 2012 at Heath Training & Development Centre.
- SACRE to send a formal letter to Stuart Smith, Director CYPS to advise that the Syllabus should be renewed for a further year. We should also remind the Authority that additional budget should be allocated for the revision.
- DAS to arrange a meeting between AR, JH and DW to discuss SACRE, the syllabus revision and associated matters.

5. Organisation of SACRE: Sub-committees/work groups

The following groups were agreed:-

Youth SACRE: MS, JH, AR (for support) – MS to ask MP and JA if they wish to join the group. (A meeting has been arranged for 1.30 pm on Tuesday 10 July 2012 at Rastrick High School.

Website: JH, GJ and AR.

Revision of Syllabus: To be agreed at September meeting.

Data Evaluation and Production of Report: CG, SS and AR (for support).

6. Planning the Annual Report 2012-13

AR will do a summary of the report. The report needs to be produced by December, therefore a meeting needs to be arranged in December for this.

7. Any Other Business

No other business.

8. Date of Next Meetings

12 September 2012 at Heath Training & Development Centre, 6.00 pm – 8.00 pm

3 December 2012, venue to be confirmed, 6.00 pm – 8.00 pm

20 May 2013, venue to be confirmed, 6.00 pm – 8.00 pm

The meeting closed at 8.30 pm.