



Barnsley Standing Advisory Council for Religious Education (Barnsley SACRE)



**ANNUAL REPORT FOR THE
ACADEMIC YEAR
2013 - 2014**





FOREWORD FROM THE CHAIR OF SACRE



On behalf of Barnsley SACRE I would again like to thank all schools, teachers, RE Subject Leaders and volunteers from the faith communities who have worked so hard to raise the standard of Religious Education in Barnsley during the past year.

The number of young people in Barnsley taking RE courses at GCSE level continues to give a very encouraging picture. I am very pleased to report that in the 2014 RE GCSE (full course) examinations 70% of our ALCs/Secondary schools achieved over 54% A to C passes with some schools making significant improvement on last year's results.

SACRE currently has a strong membership. We are a committed team dedicated to supporting schools, teachers and pupils in Barnsley. During the academic year we have had an Annual General Meeting and three business meetings held at Horizon Community College and Emmanuel Methodist Church.

On 7 November 2013 teachers and SACRE members visited the Madni Mosque, the Shree Laxmi Narayan Hindu Mandir and the Singh Sabha Sikh Gurdwara in Bradford. This was an extremely interesting day culminating in a visit to the famous Bombay Store.

As the main focus for this year we are arranging a visit to Sheffield for teachers/teaching assistants/governors with a responsibility for RE and SACRE members. The educational day will include visits to the Sheffield Buddhist and Jewish Centres.

The plaques for the James Hudson Taylor Trail have now been positioned at various sites around the town. We have recently produced a teachers' guide to accompany the Trail which we hope practitioners will find useful (see Appendix C)

I would again like to take the opportunity to thank Roger Holmes for his continued enthusiasm and commitment in his role as adviser to SACRE and personally for the support he has given me as Chairperson of SACRE. We look forward to another successful year.

Mrs Jenny Witty



Wellgate Primary School



Brierley CE Primary School



Royston CE Primary School

The Annual Report of the Barnsley Standing Advisory Council for Religious Education (SACRE) (Academic year 2013 – 2014)

Summary

This report provides members and QCA with details of the work of the Barnsley Standing Advisory Council for Religious Education (SACRE) for the academic year 2013 – 2014.

1 Background

Under the provision of the 1988 Education Reform Act every local education authority has a responsibility to establish a permanent body, called a Standing Advisory Council for Religious Education (SACRE), together with an occasional body, called an Agreed Syllabus Conference.

2 Memberships

The people who serve on SACREs are invited to do so by the Director of Children's Services on the recommendation of various bodies in the local community with a concern for the religious education of school children. The law prescribes that there have to be four 'committees' each comprising representatives of specified groups. These four committees can together co-opt further non-voting members, provided a majority are in agreement. The actual members change over time and the current SACRE is constituted as follows:

- ❖ Group A (10 places) Christian and other religious denominations which reflect the principal religious traditions in the area
- ❖ Group B (5 places) Church of England
- ❖ Group C (5 places) Teacher Associations
- ❖ Group D (5 places) Local Authority Representatives

3 Religious Education

The Barnsley SACRE was established during the autumn term 1988 and held its first meeting in January 1989.



Carlton Primary School



Sheffield Jewish Centre

At this meeting members of SACRE agreed unanimously to adopt the Barnsley Agreed Syllabus for Religious Education.

Since that date there have been a number of syllabus revisions. An Agreed Syllabus Conference was held in June 2010 to adopt the current Syllabus, which will be operational for the statutory five year period to 2015.

4 Collective Worship

Collective Worship forms part of the statutory Church School OFSTED Inspection (Section 48). We are delighted to report that Church Schools inspected under Section 48 in the Academic Year 2013 – 2014 all achieved outstanding or good.

SACRE members would like to thank the Diocesan Education Teams (West Yorkshire & The Dales, Sheffield and Hallam) for their continued support of schools in the Barnsley Local Authority.

5 Support for Schools/Teacher Network Meetings

Members of SACRE are keen to support staff and governors in schools to raise standards in RE. They are regularly kept up to date with strategies to achieve this through reports from our adviser whose work involves supporting RE Subject Leaders with newsletters, and network meetings.

We have organised a series of Governor training sessions to support their understanding of the Agreed Syllabus and current RE issues. Following the recent introduction of the RE Quality Mark we have supported several schools in assessing the standard in RE prior to applying for Quality Mark status. We hope that more Barnsley schools will consider this interesting new national development in RE.

6 SACRE RE Website

We are currently re-designing our website as part of the main Barnsley MBC website: www.barnsley.gov.uk/SACRE

This will ensure easy access to a variety of useful resources to support the teaching of RE. We are hoping that the site will be fully operational by Spring 2015.



Royston CE Primary School



Cherry Dale Primary School

7 Statutory Inspections of Church Schools (Section 48)

In the Barnsley LA we have 15 Church Schools (Church of England and Roman Catholic). Each school is subject to an additional OFSTED Inspection covering RE and Collective Worship. We are delighted to report that Church Schools inspected under Section 48 in the Academic Year 2013 - 2014 all achieved Outstanding or Good. SACRE members would like to thank the three Diocesan Education Teams (West Yorkshire & The Dales, Sheffield and Hallam) for their continued support of schools in the Barnsley Local Authority.

8 Constitutions

The SACRE constitution was reviewed and revised in 2013.

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Appendices

- A Barnsley SACRE Constitution
- B Guidance for Governing Bodies
- C James Hudson Taylor Trail
- D Public Examination Results



Sheffield Buddhist Centre



Sheffield Buddhist Centre



BARNSELY STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

CONSTITUTION

1 Status

- 1.1 Under Section 390 of the Education Act 1996, the LA has a duty to constitute a Standing Advisory Council on Religious Education (SACRE). The Constitution may be amended at the discretion of the Local Authority.

2 The function of SACRE

- 2.1 A SACRE's main function is 'to advise the authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with an agreed syllabus' (Education Act 1996, section 391)

- 2.2 A SACRE must:

- ❖ consider 'applications for a determination of cases in which the requirement for Christian worship is not to apply' (refer Appendix 1)
- ❖ consider the agreed syllabus and if deemed necessary require the authority to carry out a review. (refer Appendix 2)
- ❖ publish an annual report on its work (refer Appendix 3)

- 2.3 The broad role of a SACRE is to support the effective provision of RE and collective worship in schools. Each LA should work with its SACRE to review the existing provision of RE and consider with the SACRE whether any changes need to be made in the agreed syllabus or in the support offered to schools. Similarly it should work with its SACRE to monitor the provision of daily collective worship and to consider any action which might be taken to improve such provision.

- 2.4 'An LA may decide on matters to refer to its SACRE, including in particular methods of training, choice of teaching material and provision of teacher training.'

Section 391 (1)(a), Education Act 1996, DCSF - Religious education in English schools: Non-statutory guidance 2010

3 Membership

- 3.1 The Council shall consist of members, appointed by the Authority to represent the following groups:
- 3.2 Such Christian denominations and other religions and religious denominations as, in the opinion of the Authority, reflect the principal religious traditions of the area (Committee A - up to 10 representatives).
- 3.3 The Church of England (Committee B - up to five representatives).
- 3.4 Such teachers' associations as in the opinion of the Authority ought to be represented (Committee C - up to five representatives).
- 3.5 The Local Authority (Committee D - up to five representatives).
- 3.6 The Standing Advisory Council may co-opt members on terms to be decided by the Council. Co-opted members will have no voting rights.
- 3.7 A member of the SACRE may be removed from membership by the Authority if that person is considered to no longer be representative of the group they are nominated to represent.
- 3.8 A member of the SACRE may resign from office at any time.
- 3.9 Members may be changed by the Authority nominating an alternative representative or by the represented body nominating an alternative representative for the approval of the Authority.
- 3.10 The composition of the SACRE will be reviewed regularly.

4 Attendance

- 4.1 If a member is unable to attend a meeting, apologies should be sent in advance to the Clerk to SACRE. The reason for absence should be stated. A decision regarding the acceptance or otherwise of the apology will be agreed at the meeting of SACRE and the outcome will be minuted.

- 4.2 If a member does not attend, or have any apologies accepted by the SACRE, for the period of one year they may be informed that their membership has ceased.

5 Chair

- 5.1 The Chair of SACRE and a Vice Chair shall be appointed by the Standing Advisory Council. Nominations will be requested prior to the annual election for these posts..

6 Voting

- 6.1 Barnsley SACRE has a distinctive ethos of co-operation and support, which underpins all aspects of its work and decision making. Where voting is required, the legal requirements as set out below will be followed.
- 6.2 In Business meetings voting follows the usual procedure of one vote per full member. However, on any question to be decided by the SACRE in an Agreed Syllabus Conference (usually held every five years), only the representative groups ie the LA, the teacher associations, the Church of England and the other faiths and denominations specified in Section 3 above, shall vote and each group shall have a single vote.
- 6.3 On the question of whether to require the Authority to review the local agreed syllabus only the three non-LA groups shall have a vote and a majority vote shall carry the decision.

7 Meetings

- 7.1 The Standing Advisory Council is required to meet at least once per term. In Barnsley a Business meeting will be held each term and a regular programme of SACRE Development Meetings will take place. Any additional meetings may be held at the request of the LA.
- 7.2 Meetings shall be called by the Executive Director for Children, Young People and Families and/or Chief Executive of the Authority giving at least seven day's notice.
- 7.3 The Executive Director for Children, Young People and Families or representative shall be entitled to attend any meeting.
- 7.4 The quorum for any meeting shall be one quarter of the total membership.

7.5 The proceedings of the Standing Advisory Council are not invalidated on the grounds of a vacancy in the membership or on the ground that a representative member has ceased to be representative or to represent the denomination or association in question.

7.6 In the absence of the Chair and Vice Chair from a meeting the Council shall elect a Chair from its number to Chair that single meeting.

Appendix 1

In accordance with section 394 of the Education Act 1996, SACRE shall receive applications from Headteachers of any community school maintained by the Authority, to consider whether the requirements imposed by paragraph 3 (2) of schedule 20 to the School Standards and Framework Act 1998 apply in the case of the school or in the case of any class or description of pupils at the school. The application shall be made in writing to the Chair of SACRE.

In its consideration the SACRE shall have regard to any circumstances relating to the family background of the pupils at the school, of the particular class or description in question, which are relevant for determining the character of collective worship appropriate in their case.

SACRE's decision shall be given in writing to the Headteacher.

Any determination shall be reviewed by SACRE:

- ❖ at any time on the application of the Headteacher.
- ❖ in any event not later than five years beginning with the date on which the determination first took effect or (when it has been reviewed under this paragraph) beginning with the effective date of the review.

Appendix 2

SACRE may by a majority vote of the representative groups other than the group representing the Authority, require the Authority to review the agreed syllabus for the time adopted by the Authority in accordance with Schedule 31 of the Education Act 1996.

Appendix 3

SACRE shall prepare an annual report in accordance with section 391 (6) of the Education Act 1996 which shall in particular:

- (a) specify the matters in respect of which SACRE has given advice to the Authority
- (b) broadly describe the nature of the advice given
- (c) where any such matter was not referred to SACRE by the Authority give the Council's reasons for giving advice on that matter

THE PROVISION AND TRAINING OF TEACHERS OF RELIGIOUS EDUCATION: GUIDANCE FOR GOVERNING BODIES OF PRIMARY SCHOOLS

The purpose of this paper is to make school governors aware of the findings and recommendations of *Religious Education the Truth Unmasked* which reports the outcomes of the recent inquiry held by the All Party Parliamentary Group for RE (APPG). The full text of the report can be found on the RE Council website: www.religioueducationcouncil.org.uk

Governors' Legal Responsibility for Religious Education (RE)

Governing bodies and headteachers in all state schools must ensure that provision is made for RE for all pupils, unless they are withdrawn by their parents. Further details, in particular guidance on the RE curriculum to be taught in different types of school, may be found in two documents on the Department for Education (DfE) website:

1 *Religious Education in English Schools: Non-Statutory Guidance 2010*

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/a0064886/religious-education-in-english-schools-non-statutory-guidance-2010>

2 *Religious Education (RE) in Academies*

<http://media.education.gov.uk/assets/files/pdf/r/re%20and%20collective%20worship%20in%20acads%20and%20fs%20qanda.pdf>

The Importance of RE

The APPG concluded that:

Religious Education has a vital and powerful contribution to make in equipping young people, whatever their backgrounds and personal beliefs with the skills to understand and thrive in a diverse and shifting world. The ... subject is now under threat as never before, just at the moment when it is needed most.

The Staffing of Primary RE

OFSTED has found that pupils' achievement in RE is very inconsistent. At the time of OFSTED's most recent report on RE (OFSTED 2010)¹ primary school pupils' achievement in RE was good or outstanding in only 4 out of 10 schools. The APPG inquiry identified four key concerns related to the deployment of teachers that contributed to these disappointing standards in RE.

- a) **The excessive use of teaching assistants to teach RE.** OFSTED has found that class teachers use their RE lesson time for planning, preparation and assessment (PPA) more than they use other subject time. In over half of the 300 primary schools participating in the APPG inquiry, some or all pupils were taught RE by someone other than the class teacher. In 24% of schools in the inquiry RE was taught to some children by higher level teaching assistants (HLTAs), a practice almost unknown in foundation subjects such as history, geography and design and technology. The outcome is not always negative and OFSTED has reported that on the few occasions 'where the teaching assistants were very carefully supported, managed and monitored, their enthusiasm and interest in the subject could have a very positive impact on pupils' learning' (OFSTED 2010:36). BUT generally the practice is not good and reflects the low status of RE in many schools (2.2-2.5).
- b) **Teachers' lack of confidence.** About a half of primary teachers and trainee teachers lack confidence in teaching RE (2.6-2.10). Evidence presented to the APPG shows that the following reasons account for trainees' caution/lack of confidence with RE:
 - Fear of bias (especially in those of faith)
 - Feeling of unpreparedness/lack of experience

¹ OFSTED (2010) Transforming Religious Education

- Fear about pronunciations
 - Fear of offending
 - Unsure about the RE curriculum
 - Fear of teaching controversial topics
 - Uncertainty about the place of RE in the curriculum
- c) **RE subject leaders' lack of expertise.** About half of subject leaders who replied to the inquiry said that they lacked the expertise or experience to undertake their role effectively (2.11-2.13). Over a third of primary RE subject leaders in responding schools had no qualifications in RE above GCSE/O Level.
- d) **Insufficient teacher training in RE.** There is a wide variation in the extent of initial teacher training in RE and too many trainee teachers had little or no effective preparation for teaching the subject (2.14-2.16).

Support for Primary Teachers of RE

The APPG inquiry found that in spite of many teachers' weak subject knowledge and confidence, too little in-service training in RE is available (6.1-6.3). In particular:

- a) RE subject leaders responding to the APPG identified three particular CPD needs above all others:
- improving their knowledge of world religions
 - help with implementing a new agreed syllabus
 - how to assess pupils' learning
- b) The ability of SACREs to provide support for teachers of RE at a local level has been dramatically reduced by local authority funding decisions (6.31-6.36).
- c) Primary teachers and subject leaders in schools without a religious character have particularly limited access to RE CPD (6.13-6.21).
- d) Teachers' access to RE CPD is a postcode lottery; it depends on the resources of their local SACRE or diocese, proximity to training and the priority given to RE in schools.
- e) CPD is sometimes provided by other organisations, if teachers know where to look. In particular the National Association of Teachers of RE (NATRE) provides after-school RE support groups in some areas. In addition several websites (eg NATRE) and journals (eg RE Today) offer subject knowledge and ideas for teaching. Charitable trusts such as Culham St Gabriel's and the Farmington Institute also offer CPD opportunities.

RECOMMENDATIONS

In response to the APPG recommendations governors should:

- require a review of RE in the school to find out:
 - the extent of teachers' confidence in teaching RE and the reasons for any lack of confidence
 - how many teachers, if any, are not teaching RE to their class and the reasons why the training, expertise and enthusiasm of staff covering other teachers' RE classes require the school leadership to:
 - make proper provision for CPD for RE subject leaders and others with responsibility for teaching RE in order to improve its quality
 - ensure that the RE subject leader knows where to find training and support locally and from national organisations
 - provide regular opportunities for RE subject leaders to train their colleagues in subject knowledge and planning and assessing RE

JAMES HUDSON TAYLOR TRAIL

James Hudson Taylor (1832 – 1905) was born in Barnsley and spent most of his adult life as a missionary in China. He was the founder of the China Inland Mission, one of the largest Christian movements in the world.

Eleven circular red plaques in English and Chinese have been placed in the centre of Barnsley marking important sites. Other sites can be found at the front of Emmanuel Church, Huddersfield Road where there are the original steps on which John Wesley preached, on the lych gate of Royston Parish Church where James Taylor married Elizabeth Johnson in 1776 and at Staincross Cottage near Paddock Road where James Taylor (James Hudson Taylor's great grandfather) lived.

A great deal of information about James Hudson Taylor's life and work is available on the internet - www.jameshudsontaylor.org.uk He is included in the Barnsley Local Agreed Syllabus (page 80) Christian Faith, Key Question 3 - 'How can faith contribute to Community Cohesion?' - 'Look at the lives of inspirational Christians, past and present and describe why they are inspiring and how they have been influenced by Jesus' teaching.' This would provide a very interesting and thought provoking research topic for upper KS2 and KS3/4.

SUGGESTED CENTRAL BARNSELY JAMES HUDSON TAYLOR TRAIL

(Safe walking time with a class of children - approx 1 ½ hours)

1. Begin trail on the top right hand side of Old Mill Lane across from Barnsley College building.

Site 1: 'James Taylor, his wife and their son, John, lived in a cottage on this site in 1777'.

2. Safe crossing next to site - walk past College building, on Church Street to site opposite Town Hall.

Site 2: 'In 1847 James Hudson Taylor started work as a junior clerk in this building when it was the Wakefield and Barnsley Bank'.

3. Safe crossing next to site - walk up Sadler Gate on right hand side of Town Hall. Turn left behind Town Hall. Site 3 Plaque which was placed on the Central Library will hopefully be re-installed when the new College building is completed. This was where the Taylors heard John Wesley preach in 1786.

Retrace your steps cross by the pedestrian crossing and walk up Westgate to the Lamp Room Theatre - Site 4.

Site 4: 'This building was originally a chapel built by a group led by James Taylor, great grandfather to James Hudson Taylor and opened in 1794'.

Pavement narrow in front of Plaque - children could stand on opposite pavement.

4. Proceed forwards to Pinfold Steps - walk down steps - Plaque 5 on wall at bottom of steps next to National Tyres & Autocare.

Site 5: 'At the top of these steps John Taylor, James Hudson Taylor's grandfather had his first house and workshop'.

5. Walk down Shambles Street to safe crossing just before Town End roundabout, in the direction of KFC. Safe crossing next to Lidl sign - continue over dual carriageway (West Way). Turn left to St George's Church. Plaque 6 on Church wall on corner of York Street and Pitt Street

Site 6: 'In 1823 John Taylor built a house on the corner of York Street and Pitt Street opposite this Plaque'.

6. To avoid crossing the road twice, turn left down Pitt Street in the direction of the General Post Office, staying on the left hand footpath. Walk across the dual carriageway bridge - Plaque 7 can be found adjoining the footpath on a stone post in front of a Children's Centre.

Site 7: 'James Taylor witnessed the opening of the Methodist Chapel on this site on 8 October 1846'.

7. Cross the road with care to Plaque 8 on Dove Dental Care building.

Site 8: 'In 1824 Rev Benjamin Hudson and his family lived in this building'.

8. Turn right by General Post Office, along Blucher Street - stay on right hand side of the street to Plaque 9, Salem Wesleyan Reform Church.

Site 9: 'This chapel was built in 1825 and James Hudson Taylor preached here'.

9. Cross the road with care and re-trace steps a few yards to Hope House Church and Christian School - Plaque 10.

Site 10: 'In 1860 Mr and Mrs Meadows, from this chapel joined James Hudson Taylor at the start of the China Inland Mission'.

10. Return along Blucher Street - turn right past the General Post Office - cross Wellington Street at the safe crossing to Peel Square (busy pedestrian area). Turn right in front of Halifax building on Queen Street past Marks & Spencer and Superdrug to Boots the Chemist (Cheapside). Three plaques on right hand side of building on Albert Street East.

Site 11: 'On this site James Hudson Taylor was born on 21 May 1832'.

11. To return to starting point re-trace steps along Cheapside - cross road on corner of Halifax building and proceed up Market Hill, with Town Hall on your left to return to Site 1.

KEY STAGE 4 RESULTS (2014) PROVISIONAL
% of Pupils at end of KS4 achieving an A*-C and A*-G Pass in GCSE Religious Education

DfE No	SCHOOL	Cohort	GCSE RE				
			RE Full Course				
			No Entered	No A*-C Passes	% A*-C Passes	No A*-G Passes	% A*-G Passes
	LA	2,387	1,251	698	55.8	1,189	95.0
	NATIONAL		2,587,000	1,844,000	71.0	2,526,000	98.0
6905	Barnsley Academy	136	12	7	58.3	10	83.3
4802	Carlton	217	50	27	54.0	50	100.0
4025	Darton	182	82	64	78.0	82	100.0
3326	Holy Trinity	155	151	113	74.8	150	99.3
4805	Horizon	460	442	240	54.3	416	94.1
4029	Kirk Balk	240	117	97	82.9	117	100.0
4804	Netherwood	258	228	93	40.8	199	87.3
4027	Penistone	271	1	1	100.0	1	100.0
4803	Shafton	238	168	56	33.3	164	97.6
4037	The Dearne	194	0	-	-	-	-

% Passes relates to the percentage of entries and not percentage of cohort
 LA and schools figures taken from provisional EPAS figures October 2014.

