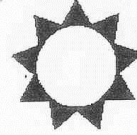
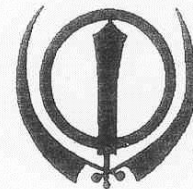




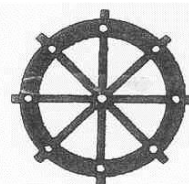
BARNSELY
Metropolitan Borough Council

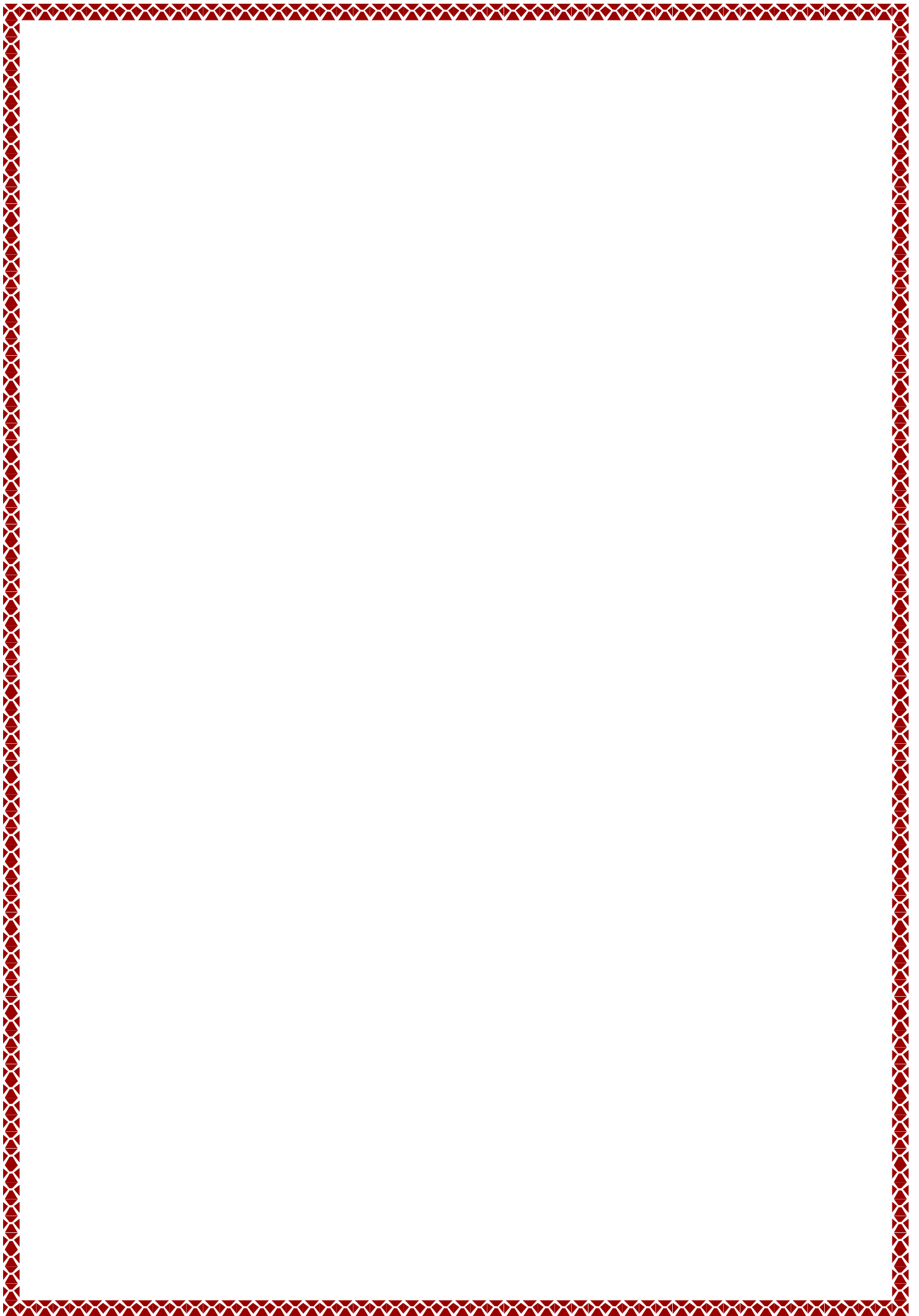


Barnsley Standing Advisory Council for Religious Education (Barnsley SACRE)



**ANNUAL REPORT FOR THE
ACADEMIC YEAR
2014 - 2015**







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.

I am disappointed to report that the number of young people in Barnsley taking RE courses at GCSE level fell from 1,251 in 2014 to 977 in 2015. However, a pleasing aspect of this year's results is that out of the 8 ALC/Secondary schools who entered students for GCSE RE, 6 of them achieved over 58% A* - C passes with 4 ALC/Secondary schools achieving a significant improvement on the previous year.

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 followed by a business meeting at Barnsley Town Hall. The other three business meetings were held at Penistone Grammar School and Emmanuel Methodist Church. The March business meeting was preceded by an Agreed Syllabus Conference where updates to the Barnsley RE Agreed Syllabus were ratified. The Syllabus was approved for use in Barnsley schools for the next five years. Our SACRE Clerk, Denise Masters, retired at the end of March 2015, after many years of sterling service. She will be sadly missed by SACRE members. I am pleased to report that we now have a new clerk – Marion Proudfoot.

On 14 November 2014, teachers and SACRE members visited the Sheffield Jewish and Buddhist Centres. This was an interesting visit. Information has recently been included on our SACRE website – www.barnsley.gov.uk/sacre

On 15 June Roger and I visited the site of Monk Bretton Priory, Cundy Cross, as a possible venue for links within RE for all Key Stages. Additional information can be found on page 10 of this report and the SACRE website.

As the main focus for this year we are arranging a visit to Wakefield for teachers/teaching assistants/governors with a responsibility for RE and SACRE members. The educational day will include visits to the Jamie Swafie Mosque, the Wakefield Central Mosque, the 14th century Wakefield Chantry Chapel and Wakefield Cathedral.

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 B).

On 23 June 2015, a small group of SACRE members were fortunate to meet Jamie Taylor, a descendant of James Hudson Taylor, at Horizon Community College, during his visit to Barnsley. Jamie is currently the Chairman of the Overseas Missionary Fellowship International (OMF), formerly the China Inland Mission.

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

Still Learning

Bringing Buddhism to life for your school

Still Learning is now entering its fifth academic year, having worked with over 85 schools. We aim to make learning **enjoyable**, **accessible** and **relevant** for young people of all ages.

DOWNLOAD FREE
TEACHING RESOURCES:
www.sheffieldbuddhistcentre.org/schools

1. Come and Visit our Place of Worship

Fun and **interactive tours** around our beautiful and atmospheric Buddhist Centre, filled with interesting scents and artwork, beautiful gardens and our impressive Great Hall.

2. Or We Can Visit You

We can spend the day in your school working around a theme of your choice with our **engaging workshops**. Bring the living tradition of Buddhism into your classroom and get real Buddhists to answer your questions.

"I had an epic day. I really liked looking at the objects. I thought the most interesting ones were the Demon Dagger, the singing bowl and the mala." Bailey (age 8), St John the Baptist School

"I liked how there were lots of activities to make us feel involved! My favorite part was probably the meditating, but everything was fun." Eleanor (age 12), Lady Manners School



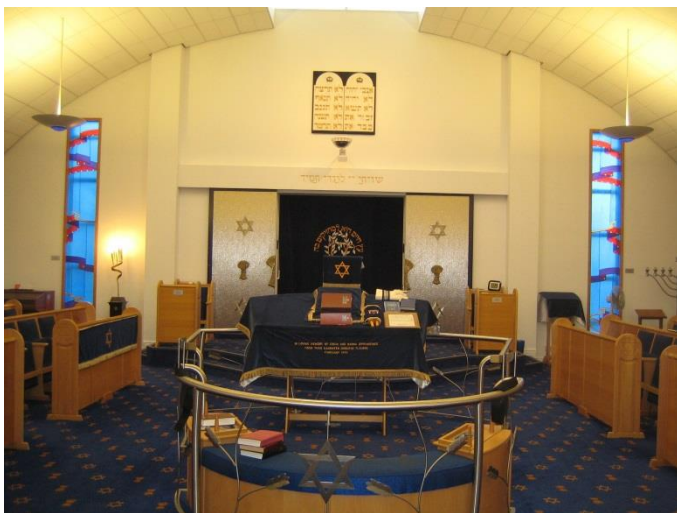
"I would happily recommend you to another teacher. There was a wonderful calming atmosphere." Steve Davies, Notre Dame Catholic High School, Sheffield

"It was so amazing. I learnt lots about Buddhism. When I entered the room with the Buddha's life story I could smell the EPIC scent of burning incense, and the storyboard was so interesting!" Jay (age 8), St. John the Baptist School

3. Next Steps

If you have any questions or would like to book a visit, please call **Dave Cooke** directly on **07903 103 338**. Or visit our website to see more about our team, activities and to download free resources...

SHEFFIELD JEWISH CENTRE



**The Annual Report of the Barnsley Standing
Advisory Council for Religious Education (SACRE)
(Academic year 2014 – 2015)**

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 2014 – 2015.

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 Executive Director for Children, Young People and Families 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.

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 on 10 March, 2015 to adopt the current Syllabus, which will be operational for the statutory five year period to 2020.

4 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, network meetings and entries on our SACRE website.

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.

5 SACRE RE Website

We are currently updating 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.

6 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 2014 - 2015 all achieved Outstanding. 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.

7 Constitutions

The SACRE constitution was reviewed and revised in 2016 and is now available on the SACRE website.

Useful Contacts - Email SACRE@barnsley.gov.uk - Tel: 01226 775655

Chair of SACRE

Mrs Jenny Witty
c/o Gateway Plaza
Sackville Street
Barnsley
South Yorkshire S70 2RD

Clerk to SACRE

Mrs Marion Proudfoot
c/o Gateway Plaza
Sackville Street
Barnsley
South Yorkshire S70 2RD

SACRE Adviser

Mr Roger Holmes
c/o Gateway Plaza
Sackville Street
Barnsley
South Yorkshire S70 2RD

Appendices

- A Guidance for Governing Bodies
- B James Hudson Taylor Trail
- C Public Examination Results

MONK BRETTON PRIORY

Monk Bretton Priory, circa 1154 (12th century) was built by Adam Fitz Swain. It was built as a daughter house of St Johns Priory for Cluniac Monks, founded by Ilbert de Laci close to his base at Pontefract Castle.

Cluniacs at Monk Bretton Priory controlled agriculture and natural resources on many sites between Wakefield and Rotherham. After the dissolution of the monasteries under Henry VIII, it became the home of the Armyne and Talbot families, descendants of the Earl of Shrewsbury. Monk Bretton Priory is currently owned by Barnsley MBC under the custody of English Heritage.

School Visits

The site is currently a free site open every date from 10.30 am to 3.00 pm. An earlier opening time may be possible by contacting the Friends of Monk Bretton Priory – details below.

Monk Bretton Priory has a well preserved Gatehouse and Administrative building. The remaining site has low walls which easily identify other areas eg the 12th century Church, the 13th century Cloister, the late 13th century kitchen with the best remains of Cluniac drainage in Europe.

Information

Very clearly written information boards can be found throughout the site.

Parking

Immediately in front of the Gatehouse with space for several cars and coaches.

Toilets

There are no toilet facilities on site but a special arrangement has been made for school parties to use toilets just across the road at Priory Campus (open week days 8.00 am to 5.30 pm). These toilets are open to the public and students entering Priory Campus must be supervised at all times. Entry to Priory Campus is on the right hand side of the building adjacent to the car park.

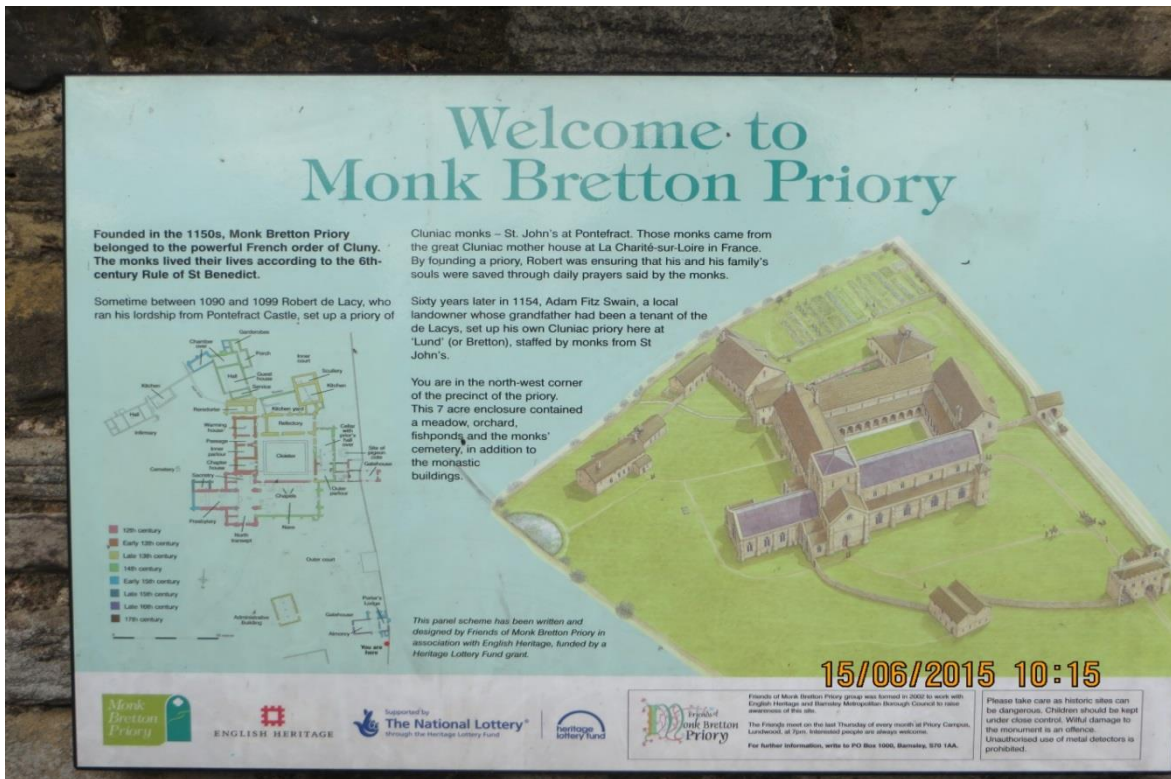
Risk Assessment

A basic risk assessment will need to be completed prior to any visit.

Further Information

Further information can be found on the Friends of Monk Bretton Priory website – www.monkbrettonpriory.org.uk or by writing to Friends of Monk Bretton Priory, PO Box 1000, Barnsley, S70 1AA.

MONK BRETTON PRIORY



Gatehouse

MONK BRETTON PRIORY



Administrative Building



Prior's Range



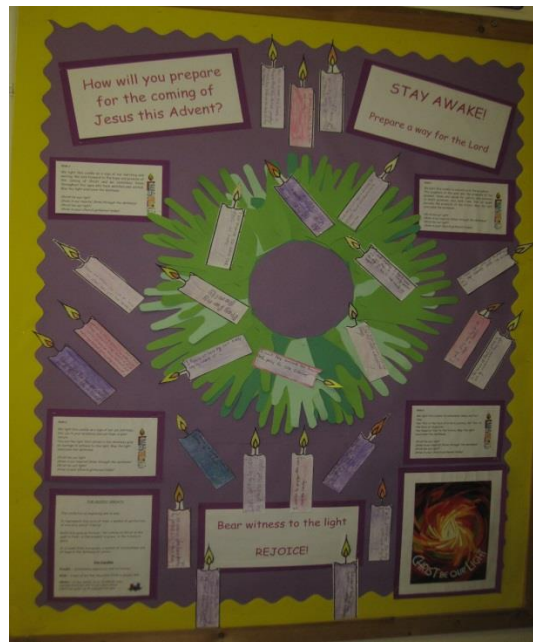
Cloister



Cluniac Drainage



SACRE members wishing Denise Masters a happy retirement in March 2015 after many years of sterling service as Clerk to SACRE.



ADVENT DISPLAY – HOLY ROOD RC PRIMARY SCHOOL



ROYSTON PARISH CHURCH – THE JESSE TREE.
An idea for a classroom or hall where students can attach prayers, thoughts, saints etc.

**WAKEFIELD CATHEDRAL
ACTIVITIES FOR SCHOOLS
2016**

With the completion of the renovation work in the Spring of 2016 we will be offering a brand new selection of workshops for schools, alongside some old favourites!

Workshops can be adapted for Early Years – Key Stage 4

For All the Saints

An interactive workshop in the East End of the Cathedral, focussing on the story of the Northern Saints.

Local Studies

Enhance your local studies project with a visit to the Cathedral and learn about local people who are part of the history of Wakefield.

Making Music

Meet our Director of Music, discover our musical traditions and experience the sounds and silence of the Cathedral.

Stained Glass Windows

Explore in depth our beautiful Victorian stained glass. Discover their stories and design a window.

SOME OLD FAVOURITES ...

Signs, Saints and Symbols

A highly interactive workshop, looking at the history and symbolism of the Cathedral. Suitable as an introduction to Christianity or for deeper exploration.

War and Peace

Explore the history of WW1 or WW2 in the context of the people of Wakefield. Available throughout Oct/Nov.

Pilgrimage to the Cross

A journey around the Cathedral telling the Easter story, inspired by aspects of the Cathedral's heritage. Available throughout Lent.

Follow the Star

A journey through the Cathedral exploring the Christmas story using the windows and statue of Mary as stimuli. Available from late November through December.

For more information or to book a workshop contact

Bev Howes – Administrative Assistant

Learning.admin@wakefield-cathedral.org.uk Telephone: 01924 373923

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.religiouseducationcouncil.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 1½ 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 (2015) 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	2272	977	517	52.9	936	95.8
	NATIONAL	600,400	269,000	193,680	72.0	263,620	98.0
6905	Barnsley Academy	171	5	2	40.0	5	100.0
4802	Carlton	201	62	47	75.8	62	100.0
4025	Darton	158	81	49	60.5	81	100.0
3326	Holy Trinity	126	111	75	67.6	111	100.0
4805	Horizon	383	375	218	58.1	363	96.8
4029	Kirk Balk	236	11	10	90.9	11	100.0
4804	Netherwood	280	252	67	26.6	223	88.5
4027	Penistone	267	0	-	-	-	-
4803	Shafton	235	80	49	61.3	80	100.0
4037	The Dearne	181	0	-	-	-	-

% Passes relates to the percentage of entries and not percentage of cohort.
 LA and schools figures taken from provisional EPAS figures October 2015.

