



# **Barnsley Standing Advisory Council for Religious Education (Barnsley SACRE)**



**ANNUAL REPORT FOR THE  
ACADEMIC YEAR  
2012 - 2013**





## 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 (long and short courses) at GCSE level continues to give a very encouraging picture. I am very pleased to report that in the 2013 RE GCSE (full course) examinations 75% of our ALCs/Secondary schools achieved over 59% A to C passes. What a magnificent achievement!

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 Shafton ALC, The Dearne ALC and Holy Trinity 3 - 16 Catholic and Church of England (VA).

On 18 October 2012, members of SACRE and RE Subject Leaders visited six central Barnsley Christian places of worship. Representatives from each place of worship gave us a valuable insight into the history, Christian life and outreach of their worshipping congregations. These and other central Barnsley Churches are featured on our website and are highly recommended as a local resource to enhance the teaching of Christianity. The development of the Hudson Taylor Barnsley trail, as mentioned in our Local Agreed RE Syllabus, will also be a valuable resource for teachers. When completed, we are hoping to arrange a visit for practitioners to the various sites.

As the main focus for this year we are arranging a visit to the Bradford Interfaith Centre for teachers/teaching assistants/governors with a responsibility for RE and SACRE members. The educational day will include visits to the Madni Mosque, the Shree Laxmi Narayan Hindu Temple and the Singh Saeha Gurdwara.

Roger and I are planning to visit a number of Christian places of worship situated outside the centre of Barnsley. Information about these will then be added to the SACRE website.

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



**SACRE members' visit to Buckley Street Methodist Church  
Autumn 2012**



**First plaques of the Hudson Taylor trail erected on the side  
of Boots the Chemist (Cheapside, Barnsley)**



# **The Annual Report of the Barnsley Standing Advisory Council for Religious Education (SACRE) (Academic year 2012 – 2013)**

## **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 2012 – 2013.

### **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.

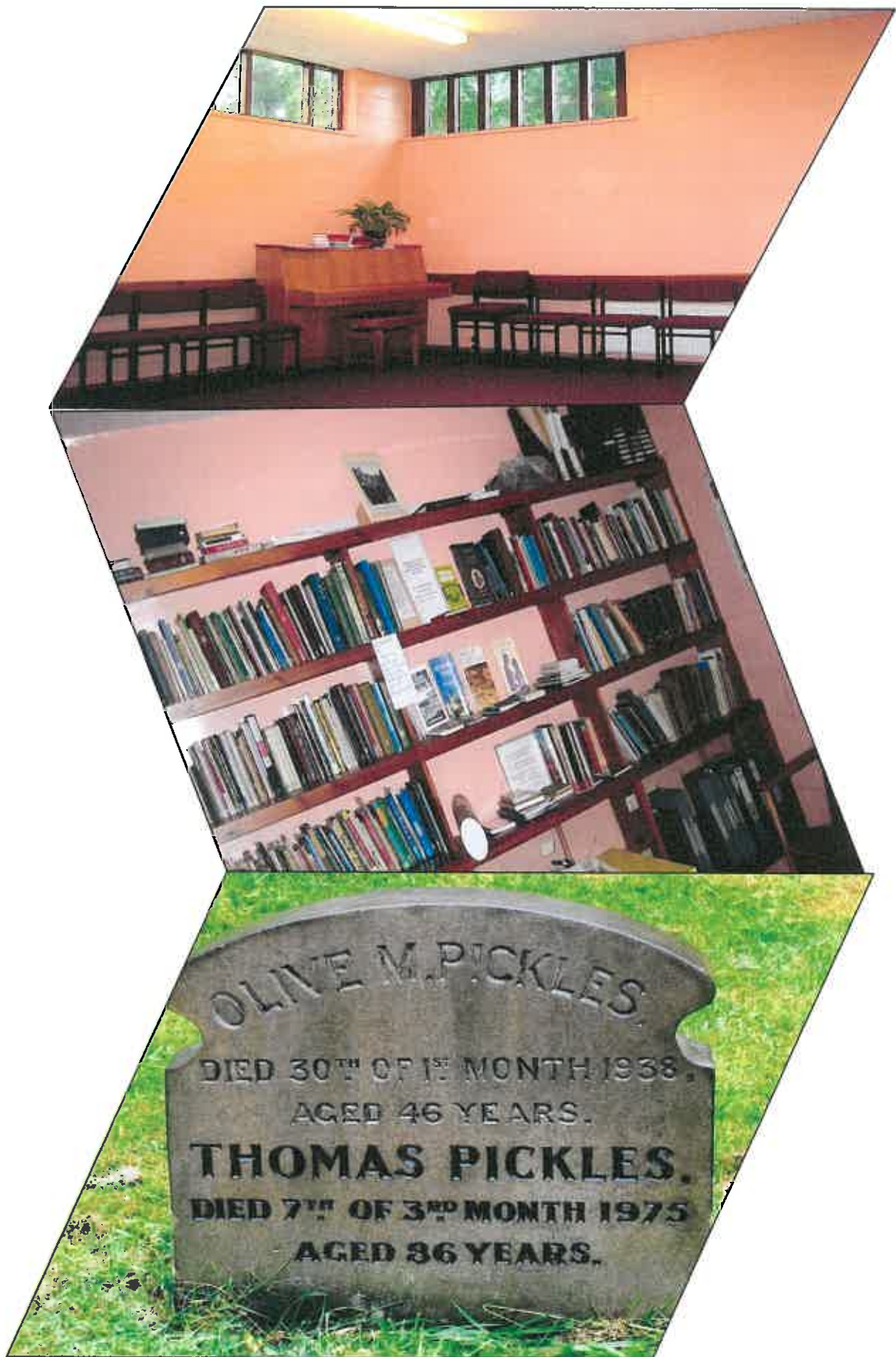
### **2 Memberships**

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.



**SACRE members' visit to the Quaker Meeting House  
Huddersfield Road, Barnsley**

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.

Following the revised EYFS Government guidelines during the academic year a group of Early Years Practitioners have worked together to update the appropriate sections of the current Barnsley Local Agreed Syllabus. Following approval by SACRE, copies of this update were subsequently distributed to schools. SACRE members would particularly like to thank Katrina Dalton (Royston St John Baptist CE Primary School), Lynsey Andrews and Jeannette Stratton (Lacewood Primary School) for their sterling efforts.

#### **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 2012 – 2013 all achieved outstanding or good.

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

We have included a section on Collective Acts of Worship on our website and welcome any suggestions from practising colleagues to populate this area of the site.

#### **5 Support for Schools/Teacher Network Meetings**

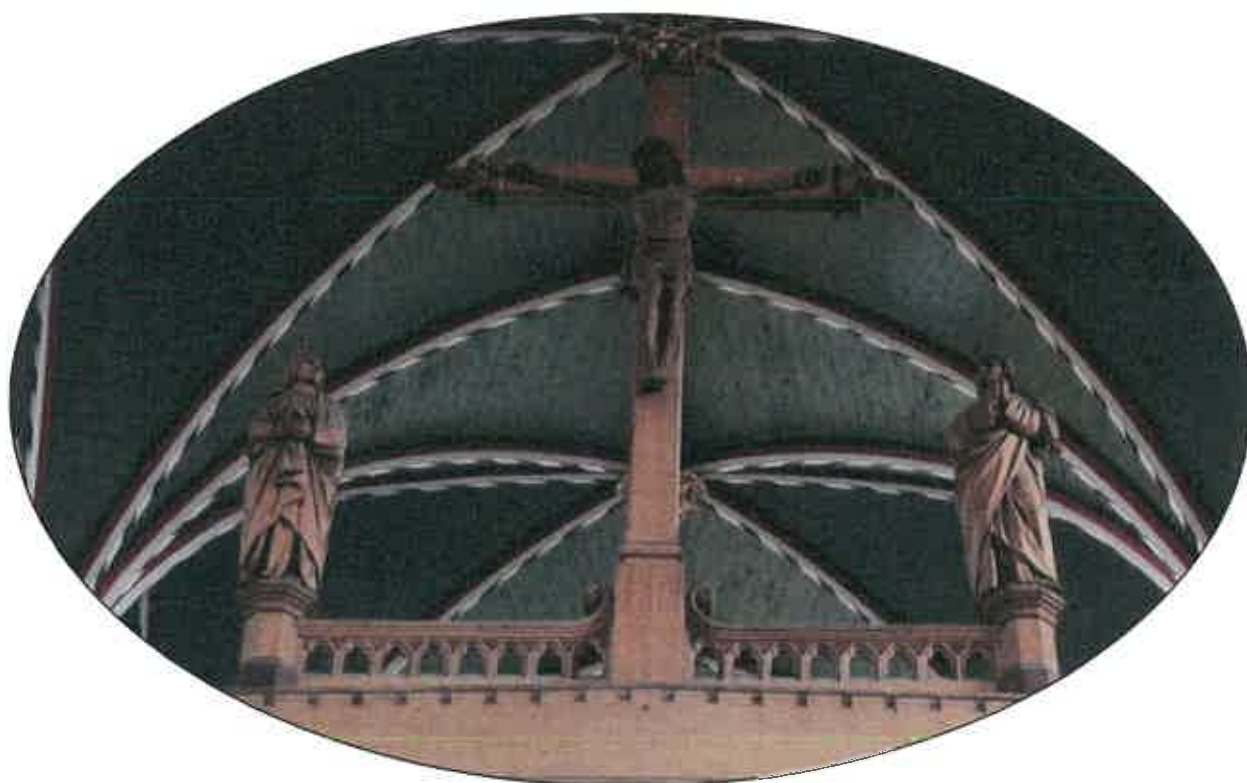
Members of SACRE are keen to support staff and governors in schools to raise standards in RE. They are regularly kept up to date with strategies to achieve this through reports from our adviser whose work involves supporting RE Subject Leaders with newsletters, and network meetings.

We are currently planning 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 received several requests from schools for support in assessing the standard in RE prior to applying for Quality Mark status. We hope that many Barnsley schools will consider this interesting new national development in RE.





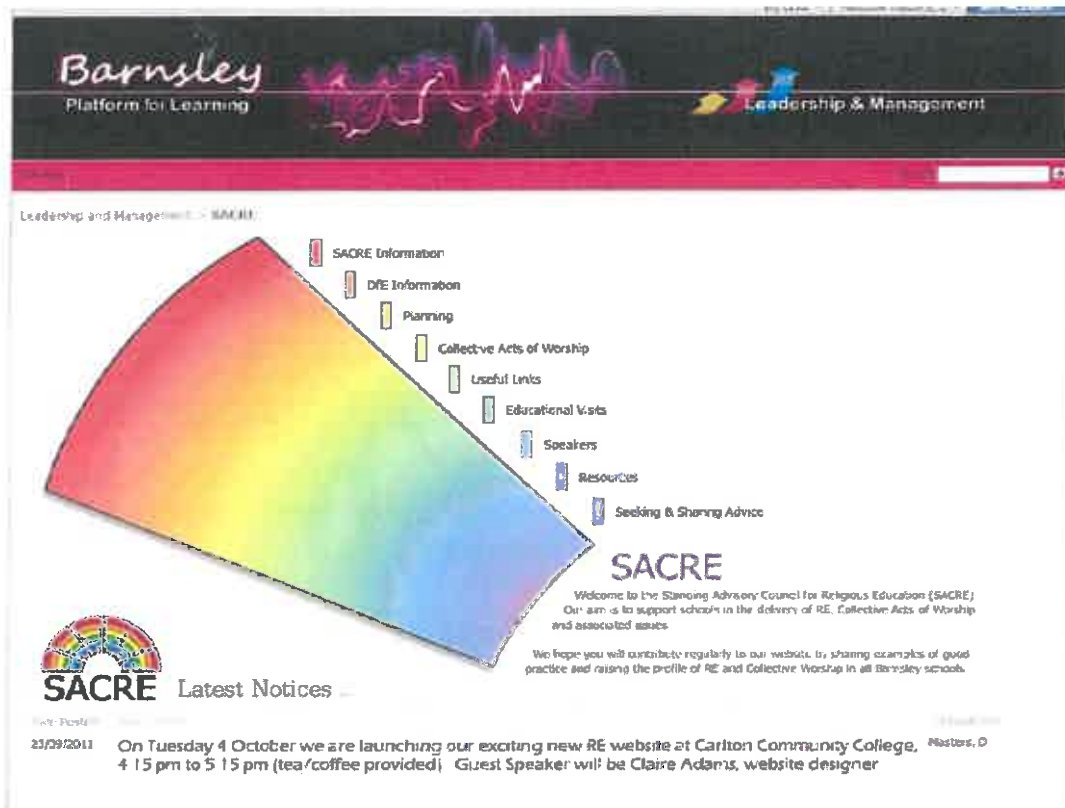
**SACRE members' visit to Sheffield Road Baptist Church  
Barnsley**



**SACRE members' visit to St Peter's CE Church,  
Doncaster Road, Barnsley**

## 6 SACRE RE Website

Our website (part of the Barnsley Platform for Learning site) is now fully operational. A great deal of information has been included in the SACRE Information and Educational Visits sections. Other sections still await information from Subject Leaders. We hope that this will prove to be a useful source of reference for teachers.



## 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 2012-2013 all achieved Outstanding or Good. SACRE members would like to thank the three Diocesan Education Teams (Wakefield, Sheffield and Hallam) for their continued support of schools in the Barnsley LA.

## 8 Constitutions

The SACRE constitution was reviewed and revised in 2012.



## Useful Contacts

### Chair of SACRE

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### Clerk to SACRE

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## Appendices

- A Barnsley SACRE Constitution
- B Public Examination Results



**Harvest Festival  
West Meadows Primary**



**Noah's Ark**  
**Royston St John Baptist CE Primary**



# 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 On any question to be decided by the SACRE only the representative groups, the LA, the teachers, 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.



**Christian Artwork  
Mapplewell Primary**

## 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.religiouseducationcouncil.org.uk](http://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)<sup>1</sup> 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
  - Fear about pronunciations

<sup>1</sup> OFSTED (2010) Transforming Religious Education



- 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

**KEY STAGE 4 RESULTS (2013) 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 Short Course					RE Full Course				
			No Entered	No A*-C Passes	% A*-C Passes	No A*-G Passes	% A*-G Passes	No Entered	No A*-C Passes	% A*-C Passes	No A*-G Passes	% A*-G Passes
	LA			271	36.8	688	93.4	1,067	565	53.0	1,012	94.8
	NATIONAL*	620,800	228,800	168,300	73.6	224,800	98.3	158,128	79,043	50.0	146,806	92.8
6905	Barnsley Academy	132	54	9	16.7	50	92.6	13	8	61.5	11	84.6
4802	Carlton	219	113	14	12.4	108	95.6	31	30	96.8	31	100.0
4025	Darton	221	6			5	83.3	91	63	69.2	89	97.8
	Holy Trinity	140	1			1	100.0	133	89	66.9	133	100.0
	Horizon	455	118	38	32.2	113	95.8	242	155	64.0	233	96.3
4029	Kirk Balk	237	21	6	28.6	12	57.1	181	64	35.4	168	92.8
	Netherwood	214	23	6	26.1	20	87.0	195	115	59.0	189	96.9
4027	Penistone	273	215	118	54.9	208	96.7					
4803	Shafton	306	168	80	47.6	161	95.8					
4037	The Dearne	229	18			10	55.6	181	41	22.7	158	87.3

% Passes relates to the percentage of entries and not percentage of cohort

\* National results are provisional <https://www.gov.uk/government/publications/2013-gcse-and-equivalent-results-including-key-stage-3-provisional>  
 LA and schools figures taken from revised interim EPAS figures September 2013.

