



Kirklees SACRE

Annual report 2011-2012



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Cover pictures from 'Respect for All' conference held at the Deighton Centre in March 2012.

Foreword

I am pleased to present the Kirklees SACRE report for 2012.

This has been a year of many changes in the education service both nationally and locally. The high quality of RE nurtured in Kirklees may be under threat because of some of these changes. The impact of the English Baccalaureate has yet to be fully understood. Many school leaders are well aware of the value of quality RE in the educational development of our young people, but there is also some evidence that less time is being given to the subject and it is being taught by non-specialists in some schools.

I would like to extend my heartfelt thanks to the members of SACRE, who are all volunteers representing teachers, faith communities and the local community. They have generously given up their time and for the benefit of RE in Kirklees. This year we have had a change in membership and I would particularly like to thank those members who have left SACRE and who have served so professionally. I would also like to welcome new members and hope that we can utilize their enthusiasm for our future endeavours.

You will read in the report that GCSE results this year are mixed. The teachers who are achieving good results in this difficult climate are to be congratulated. Nearly 50% of all students are entered for GCSE and this has increased over the past year. Many schools and academies realise the value of RE for young people's personal development as well as its contribution to community cohesion.

Kirklees Council funds SACRE as part of its statutory responsibilities and we are grateful for the authority's commitment and support. This helps to fund support from a part-time consultant working within the Council. His help is vital to the success of our work.

We will be embarking on the revision of the Agreed Syllabus in the year ahead. We are hoping to make use of our links with national bodies and perhaps to work with other nearby SACREs. Despite the lack of certainty the SACRE remains positive about the future of RE.

Carol Waters

Chair of SACRE

Executive Summary

1. Despite many positive features of Religious Education in Kirklees, 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 developing understanding and tolerance, will become increasingly marginalised.
2. Kirklees 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 early in the academic year, due to the financial crisis facing all local authorities. Since January 2012 statutory duties and school support has been offered through a consultant for two days a week.
5. Exam entries for GCSE full course continues to rise. In 2010 892 pupils were entered. This increased to 1697 in 2011 and in 2012 reached 2312. 51% of the total Yr11 cohort within Kirklees schools sat the full course. The numbers entered for GCSE short course has gradually declined over the last few years. In 2010 2334 pupils were entered for short course Religious Studies GCSE. In 2012 the numbers entered were 1153. This represents 25% of the total Y11 cohort within Kirklees schools. Only one

secondary school in Kirklees did not enter students for either full course or short course GCSE.

6. Six schools entered students for A level Religious Studies with 62 entries at this level. This number of entries is slightly higher than the numbers entered in 2011. The numbers entered for AS level is 11 from 4 schools. The numbers entered at AS level are slightly below those in 2011.
7. The percentage of pupils achieving A* - C grades at GCSE full course remains fairly static with 57.4% of students entered for GCSE full course Religious Studies attaining A* - C. This is well below the national average of 74%. Students that attained A* – G in GCSE full course compares favourably to the national average with Kirklees students achieving 96.5% and the national average being 98%.
8. Most schools and academies continue to use and value the Kirklees Agreed Syllabus and the units of work that are linked to it. The syllabus was due for revision in 2012 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 rewritten during 2013 ready for implementation in September 2014.
9. 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. Courses and school support have also been provided beyond Kirklees through Traded Learning.
10. Network meetings for RE teachers have been held each term. A termly newsletter is now produced giving news on RE, information about professional development and some ideas for teaching and learning. The Youth SACRE has been re-launched and there are plans for a student conference in March at New College, Huddersfield on the theme of 'Welcoming Difference'. Kirklees SACRE is exploring the possibility of a joint conference next year with Calderdale 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.

11. Reviews of RE have been offered as part of SACRE's duty to monitor and support RE. Schools Forum funding have enabled these to be provided free through AST time. This funding will finish in March 2013 and arrangements thereafter will be subject to future funding.
12. 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 and Sikh representation. There has been no attendance from Buddhist and Hindu faiths though they have nominated representatives. Attendance by elected members has been, to put it delicately, patchy, with some members attending no meetings at all.
13. Kirklees SACRE has a budget of £15,000 a year although most of this covers the cost of seconding the RE consultant. The remainder 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.
14. There was a systematic survey of collective worship in 2010-11 and SACRE will be initiating a programme of visits and support in the 2013. There are determinations in place for five Kirklees primary schools and 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 Kirklees we have made 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 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 local 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 are declining 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 way of delivering RE in key stage 4 and offering national accreditation. There have been over a quarter of million entries a year across England each year. Indeed the Kirklees Agreed Syllabus, and many others, supports this as the best way of providing a statutory curriculum entitlement. There may be strong academic arguments for serious reform of the qualification, but many are worried that its disappearance will leave a void for core RE at KS4. 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 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 resource, 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.

Kirklees SACRE takes the view that we will 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.

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 Kirklees and elsewhere reveals that inspectors are in fact looking at outcomes too.

There was something of a hiatus in support for SACRE. The RE consultant, Alastair Ross, had been seconded half-time to the authority from his substantive role as advanced skills teacher and head of RE at Holmfirth High School. However, with the squeeze in local authority finances and the changing structure of the learning service, this secondment ended in July 2011. By January 2012 a creative solution had been reached with SACRE funding a secondment for a day each week and a second day being available to schools through AST time. This gap in provision meant that SACRE did not produce an annual report for 2010-2011. Future support for RE is still uncertain as AST funding will end in March 2013.

SACRE continued to meet throughout the year. RE network meetings have been arranged for teachers and courses in SMSC development for teachers and senior leaders have been provided. As part of SACRE's statutory role of monitoring and supporting RE, the consultant has offered reviews of RE to primary schools and support to 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 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 cheaper places to schools which book through Kirklees SACRE. Another important priority will be the monitoring of collective worship, including the schools who have determinations from broadly Christian worship.

This report follows 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 Kirklees 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, partly because of the absence of consultant support in the first half of the year, and partly because data is limited. 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 the Kirklees Locally Agreed Syllabus. Many choose to provide RE through a combination of discrete time and cross-curricular work through the creative curriculum. Schools tend to think of the syllabus as the units of work which are actually provided as support and exemplars. The Kirklees syllabus offers six detailed schemes of work for each year group and these are widely used by schools in (and well beyond) Kirklees. However these units are not the actual syllabus and schools are free to adapt, change or select units from those provided or to devise their own units of work as long as these comply with the principles of the syllabus itself. The consultant has provided a brief summary of the requirements to clarify this, reproduced here.

A simple guide to fulfilling the requirements of the Kirklees Agreed Syllabus

1. Enough time

The law says that all pupils should be taught RE, from reception right through to Year 11 and beyond. The law does not state a precise time allowance but it has generally been interpreted as around 5% or an hour a week. RE can be delivered through cross-curricular themes and drop-down days as well as through discrete timetabling. Many schools do a combination of these methods of delivery. It is unlikely that the agreed syllabus can be delivered without any discrete timetable slots.

2. The religions studied

Christianity should be studied across all key stages.

- At KS1 pupils should study two faiths in depth – Christianity and one of the religions in the table below.
- At KS2 pupils should add a third religion. They should continue to study Christianity and the faith chosen at KS1. They should add a third option from the group not chosen at KS1.

These are the main religions to be studied. But you may choose to do aspects of another faith or world view as well, thinking about a festival, for example.

Group A	Judaism	Islam
Group B	Buddhism	Sikhism

3. A balance of the attainment targets

Across schemes of work and lessons there should be a balance between the two attainment targets:

AT1 **Learning ABOUT religion** – the beliefs, practices and lifestyles of believers

AT2 **Learning FROM religion** – reflection on the relevance for themselves

Crudely speaking, AT1 is about faith in the world, whereas AT2 is about pupils discovering the meaning, purpose and values for their own lives, whether they have a religious belief or not. Of course this does not mean that every lesson must major on both aspects, but across lessons there should be a broad balance.

4. A balance of the key strands

There are two key strands in the syllabus, and two key themes in each. Essentially Strand 1 is what people believe and Strand 2 is what they do about it – beliefs and the impact on lives. When constructing a long term plan there should be aspects of each segment across each year. The non-statutory units of work tend to fall into one of these categories or may cross a couple. Get a broad balance is the key message.

Strand 1: Beliefs and Teachings	Strand 2: Practices and Ways of Life
Key themes: <ul style="list-style-type: none"> • Beliefs • Teachings 	Key themes: <ul style="list-style-type: none"> • Ritual and Spirituality • Commitment and Responsibility

One of the most common difficulties with compliance is the tendency for many schools to feel that they have to cover every religion in some depth at each key stage. The syllabus asked schools to opt for two at KS1, to add a third at KS2 and for secondary schools to focus on those not covered at primary level. Pyramids were meant to agree which religions were covered when, though this was never meant to preclude study of other religions, for example at a festival time. This has been honoured more in the breach than in the observance. This is partly because in many parts of Kirklees there is no single secondary school to which pupils move after Y6. It is therefore likely that the revised syllabus proposed for 2014 will determine the faiths to be studied and the consequent progression in learning in a more precise way.

At secondary level most enter students for GCSE Religious Studies, either short or full course, or a combination of both. Advice from SACRE remains 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 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. However 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 the 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 continues to rise. In 2010 892 pupils were entered. This increased to 1697 in 2011 and in 2012 reached 2312. 51% of the total Yr11 cohort within Kirklees schools sat the full course. The numbers entered for GCSE short course has gradually declined over the last few years. In 2010 2334 pupils were entered for short course Religious Studies GCSE. In 2012 the numbers entered were 1153. This represents 25% of the total Y11 cohort within Kirklees schools.

Twenty schools entered pupils for Full course examination and 19 schools offered short course exams. Only 1 secondary school in Kirklees did not enter students for either full course or short course GCSE. SACRE would like to investigate the quality of provision offered to the pupils in this school within key stage 4.

Six schools entered students for A level Religious Studies with 62 entries at this level. This number of entries is slightly higher than the numbers entered in 2011. The numbers entered for AS level is 11 from 4 schools. The numbers entered at AS level are slightly below those in 2011.

The number of boys and girls entered for both GCSE Short course and full course remains balanced. However, girls attain higher than boys in both full course and short course grades. More girls were entered for A Level exams than boys this year. However the boys generally attained higher than girls.

More girls were entered for AS level exams this year and attained better than the boys overall, though it must be noted that the numbers entered at AS level are not statistically comparable with only 1 boy entered at AS level.

Key area 1c: Standards and achievement

It is disappointing to note that the percentage of pupils achieving A* - C grades at GCSE full course remains fairly static with 57.4% of students entered for GCSE full course Religious Studies attaining A* - C. This was well below the national average of 74%. Students that attained A* – G in GCSE full course compares favourably to the national average with Kirklees students achieving 96.5% and the national average being 98%.

The Kirklees average for students achieving 5+ A* - C grades in GCSE was 81.9% 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 2011 show that students achieved slightly lower at A* - B grades for A2 level (46.8%) than in 2011 (55.4%).

Students at AS level achieved much better in 2012 than in 2011 at A – B grade, with 2012 36.4% achieving A- B compared to 17.6% in 2011. Boys generally attained higher than girls in A level, with boys attaining an average of 65% at A* - B grades compared with girls who attained on average 54% at the same grades.

Please see Appendix 1 for tabulated data.

Primary schools

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 teachers 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 have any comprehensive knowledge about attainment at KS1/2.

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.

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.

We are running a 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, and the AST role funded through Schools Forum. After April, when this funding and the role of AST ceases, this provision will diminish or become chargeable.

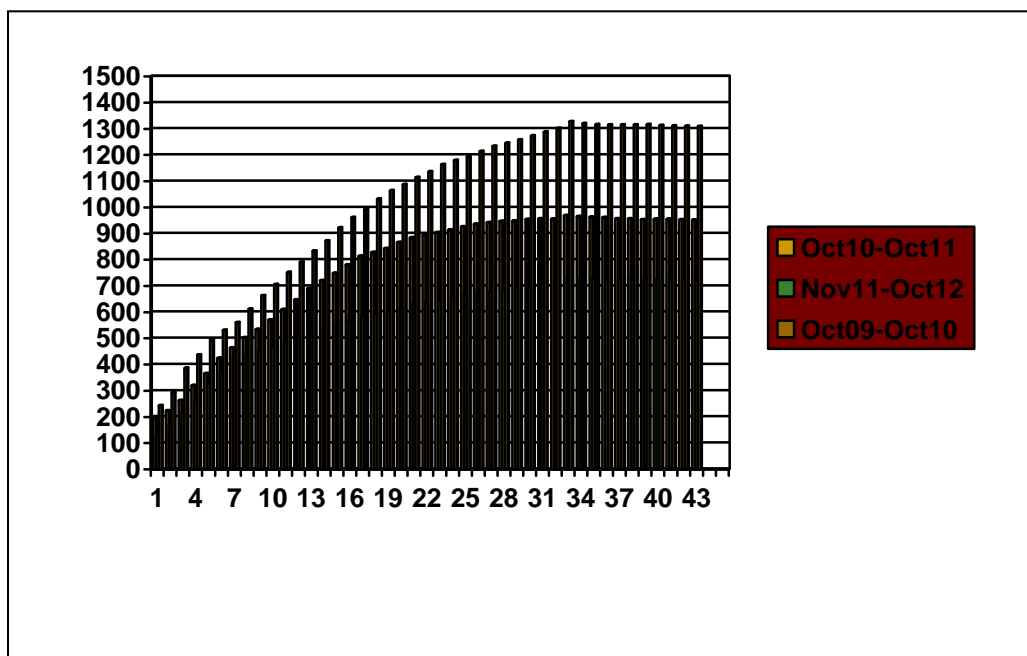
Key area 1f: Teacher recruitment and retention, level of specialist provision

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. 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

Kirklees SACRE had a collection of religious artefacts for free hire by any school. However these were removed from Deighton and are now available only through Books Plus.

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 a visit for them 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. Kirklees Interfaith Schools offers a local service to aid this and the contact is emma.stone@kirklees.gov.uk.

Section 2: The work of SACRE

Key area 2a SACRE meetings

There were four meetings of SACRE during the year 2011-2012. The minutes of meetings are included as an appendix. Issues discussed included:

- The role of SACRE and its consultant
- Changes to the curriculum
- Collective worship
- SMSC development
- Training and support for teachers

A full programme of meetings has been planned for the year 2012-2013.

Key area 2b: SACRE membership and training

SACRE includes 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	Kirklees 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 and Sikh representation. There has been no attendance from Buddhist and Hindu faiths though they have had nominated representatives. Attendance by elected members has been, to put it delicately, patchy, with some members attending no meetings at all. Although we appreciate the many demands and pressures on councillors we hope members

will be able to take a more active interest in SACRE and the religious education of our borough's young people in the future. An attendance list is provided in Appendix 5.

As a member of NASACRE Kirklees 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 Deighton during June. The consultant has provided training in some schools. 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 held each term and a list of these is provided in the appendix. Separate networks are held for primary and secondary schools recognising the different curriculum and needs. The consultant has worked jointly with the advanced skills teacher, Helen Hallas, in providing the secondary networks. Patricia Jones from Lepton CE and Evelyne Barrow from St Aidan's First School Skelmanthorpe, have planned the primary networks alongside the consultant.

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.

The Youth SACRE has been re-launched and there are plans for a student conference in March at New College, Huddersfield on the theme of 'Welcoming Difference'. All secondary schools and academies will be invited to attend to make a presentation on an aspect of this theme. The Youth SACRE also offers young people an opportunity to encounter different

faiths and to provide a voice to SACRE, especially as the revision of the syllabus is considered.

Kirklees SACRE is exploring the possibility of a joint conference next year with Calderdale 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. In a separate development there are plans to initiate a regular network for RE in special schools across West Yorkshire.

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.

Key area 2d: Financial support

Kirklees SACRE has a budget of £15,000 a year although most of this covers the cost of seconding the RE consultant. The remainder 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.

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.

SACRE receives advice and information from a number of sources including:

- Kirklees MC
- NATRE (National Association of Teachers of RE)
- NASACRE (National Association of SACREs)
- Culham Institute

Key area 2f: Partnerships with other key stakeholders

Kirklees SACRE appreciates 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 Calderdale 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.

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 Kirklees syllabus was due for review in 2012. 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.

Kirklees SACRE has therefore extended the validity of the current Agreed Syllabus for RE until September 2014. During 2013 SACRE will consult with 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 Calderdale has taken a decision to review at the same time which leaves the possibility of cooperation open. The Diocese of Wakefield are 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 Kirklees 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;

Section 4: Collective worship

Key area 4a: Practice and provision for collective worship

Key area 4b: Monitoring the provision of collective worship

There was a systematic survey of collective worship in 2010-11 and SACRE will be initiating a programme of visits and support in the 2013.

There are determinations in place for five Kirklees primary schools: the determination at Pentland Infant School is due for review shortly. 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, Kirklees 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 Kirklees SACRE has been proactive in promoting community cohesion. In March 2012 a successful pupil and teacher conference was held at Deighton involving 25 schools and students from years 5 and 8. The conference focused on community cohesion and SMSC and was 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 Deighton during June. The consultant has provided

training in schools and clusters in Kirklees, Calderdale 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 begun to explore the possibility of revising the agreed syllabus and working in partnership with others to achieve this;
- Through the consultant network meetings have been run for primary and secondary teachers;
- Courses in SMSC have 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;
- A major conference for pupils and teachers, 'Respect for All' was successfully delivered through RE Today Services in 2012.
- 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 Kirklees
- Starting the review of the agreed syllabus
- Supporting and monitoring collective worship;
- Adapting to the demise of the role and funding of ASTs
- Developing the Youth SACRE and holding a student conference 'Welcoming Difference' in March 2013.
- 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 and other SACREs.

Appendix 1 Examination results

	National Average	Kirklees Average
5+ GCSE Grade A* - C	81.1%	81.9%
5+ GCSE Grade A* - C Including English and Maths	58.6%	61.6%
5+ GCSE Grade A* - G	93.6%	96.3%
5+ GCSE Grade A* - G including English and Maths	91.9%	95.4%
Religious Studies GCSE Grade A*- C	74%	57.4%
Religious Studies GCSE Grade A*- G	98%	96.8%

GCSE Full Course Gender Comparisons

	NOE Boys	NOE Girls	A*-C Average Boys	A*- C Average Girls	Boys APS	Girls APS
2011	806	891	62.76%	77.34%	38.8	43.5
2012	1132	1180	64.32%	72.13%	39.1	41.94

GCSE Short Course Gender Comparisons

	NOE Boys	NOE Girls	A*-C Average Boys	A*- C Average Girls	Boys APS Average	Girls APS Average
2011	902	896	39.19%	56.15%	14.5	17.7
2012	575	578	34.68%	51.58%	15.4	18.3

GCE AS Level Gender Comparisons

	NOE Boys	NOE Girls	A - E Average Boys	A – E Average Girls	Boys APS Average	Girls APS Average
2011	1	16	100 %	93.33%	135	89
2012	1	10	100%	100%	90	106.56

GCE A Level Gender Comparisons

	NOE Boys	NOE Girls	A* - B Average Boys	A* - B Average Girls	Boys APS Average	Girls APS Average
2011	9	47	66.67%	50%	230	226.25
2012	9	53	65%	53.66%	238.5	219.18

Appendix 2

Professional development and consultancy

Courses during 2011-2012

Date	Title	Aprox numbers	Notes
18 th January 2012	Collective Worship	20	Organised by the Diocese of Wakefield and led jointly with Kirklees SACRE
25 th January	Secondary RE network – Ten practical strategies for GCSE revision	10	
28 th January	RE and the new Ofsted Framework	50	Presentation by Alan Brine, HMI for RE
1 st February	Respect for All – RE and community cohesion	130	Pupil and teacher conference (YY5 and 8) led by RE Today and supported by St Gabriel's Trust
1 st March	Primary RE network	20	
22 nd May	Primary RE network	15	
23 rd May	Secondary RE network: Independent Learning	10	
30 th May	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	Exploring three religions: Christianity, Sikhism and Islam in the primary school	30	RE Today course
12 th July	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. We were fortunate in welcoming the national HMI for RE, Alan Brine, to a gathering of teachers at the beginning of the year. The Respect for All conference was a

Kirklees Standing Advisory Council on RE Annual Report 2011-2012

special highlight and 25 schools were represented on this day in February, held at the Deighton centre. There was no professional development or SACRE support in the autumn term due to absence of authority consultancy.

Consultancy and RE review

As part of the programme of RE reviews, the following schools were visited for half a day during the summer term 2012:

Primary Schools

Spring Grove J,I and N

Meltham CE (C) Primary

Cumberworth CE (VA) First

Wellhouse J&I and Clough Head J&I

Crosland Moor Junior

Brockholes CE (VC) J&I

Lindley CE (VA) Infant

Emley First

Secondary schools

Holmfirth High School

Moor End Academy

Netherhall Learning Campus

Heckmondwike Grammar School

Special Schools

Nortonthorpe Hall

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 Kirklees there were 45 reported Ofsted inspections of schools. An analysis of these inspection reports showed that Religious Education was only mentioned in 1 of the reports and within this report this was included as an example of SMSC development in the school concerned. Of the 45 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 and promotes/ enhances their life experiences;
- Extra-curricular activities and clubs that also link with the local and wider community and charitable giving;
- 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;
- Developing partnerships in the local and wider community to help pupils understand their duties to themselves and others.

Primary Schools

<p>Ashbrow Infant and Nursery School</p> <p>12–13 July 2012</p>	<p>This is an outstanding school. Pupils thrive in the exceptionally caring, nurturing and stimulating learning environment that the school provides. Leaders and managers ensure that the outstanding curriculum provides pupils with a wealth of truly memorable experiences. It underpins learning and pupils' spiritual, moral, social and cultural development outstandingly well.</p> <p>Teaching is invariably lively and varied. Great thought is given to setting tasks that capture pupils' interest and stimulate their learning. Pupils are encouraged at every opportunity to give of their best and they do not disappoint. This adds to pupils' confidence as learners and makes a profound contribution to their spiritual, moral and social development.</p> <p>Leaders and managers ensure that the curriculum matches pupils' needs exactly. 'Resourcefulness, reciprocity, resilience, risk taking and reflection' are the guiding principles that the school puts fully into effect in planning and delivering the curriculum. It provides a wealth of memorable experiences both indoors and outdoors. As a result, pupils develop truly inquiring minds and exceptionally positive attitudes to school and learning. The curriculum supports pupils' spiritual, moral, social and cultural development outstandingly well.</p>
<p>Beech Early Years Infant and Junior School</p> <p>22–23 February 2012</p>	<p>This is a satisfactory school. The curriculum is sufficiently broad and balanced and modified according to needs. It meets the varying needs of pupils satisfactorily. There is a good focus on pupils' spiritual, moral, social and cultural development. For example, during a lesson on religious education, pupils were taught the importance of washing their hands before handling the Koran as an example of understanding and respecting cultures very different to their own. Assembly time makes a strong contribution as pupils are taught the value of unselfishness and are given time to reflect upon their own beliefs. Good partnerships have been established in the local area and further afield to help pupils understand their place in the wider society and their duties and responsibilities to themselves and others.</p>
<p>Birstall Community Primary School</p> <p>16–17 November 2011</p>	<p>This is a satisfactory school. However, it is improving rapidly. Equally, improvements to the curriculum have resulted in pupils enjoying their learning, having greater confidence, and a more positive attitude to their work. Pupils' personal development is good. They have a good understanding of keeping safe and living a healthy lifestyle. They are proud of their contribution to the school and village communities, and are looking forward to working with a link school in Sri Lanka. Pupils are developing personal qualities that prepare them well for life out of school.</p> <p>They particularly appreciate the 'feelings box' and the 'angry volcano'. Pupils have a good understanding of spiritual, moral, social and cultural issues. Community classes held three times each week, bringing together pupils of different ages, results in thoughtful discussions on numerous issues. For example, in addition to raising pupils' moral awareness, a debate on the topic, 'Is it right to tell a lie?' contrib-</p>

	<p>uted considerably to pupils' speaking and listening skills.</p> <p>The extent to which pupils contribute to the school and wider community is good. The extent of pupils' spiritual, moral, social and cultural development is good. Through a change to a themed, skills-based curriculum, pupils are able to make links between subjects and transfer their knowledge. As part of the current theme of 'musicals', for example, pupils in Year 6 preparing to present 'Joseph' are learning the history, geography and religious beliefs of Israel and Egypt. Useful links with partner schools contribute well to achievement in modern languages and the creative arts. Community cohesion is good. The school is a harmonious, outward looking community. Leaders work passionately to promote equality of opportunity and celebrate diversity.</p>
<p>Brownhill Infant School</p> <p>25 – 26 January 2012</p>	<p>This is a satisfactory school. The effective management of pupils and skilled use of encouragement and praise, also underpin learning. As a result and because teachers know their pupils well, spiritual, moral, social and cultural development is effectively promoted. When work is challenging, subject knowledge secure, resources carefully chosen to appeal to pupils' interests, time used to good effect and presentations are lively, pupils achieve well. Pupils are learning to understand the impact their actions have on others. Moral and social development is a high priority. Pupils develop well as responsible citizens, learn to appreciate the importance of the school motto 'Learning is for Everyone, and take pride in their efforts and achievements. This is because the school places much significance on the importance of pupils enjoying the success of others, such as, through the many awards and certificates distributed at assemblies, which help to promote confidence and raise self-esteem further.</p> <p>The curriculum is satisfactory and is broad and balanced. It is well-liked by pupils and all subjects are securely represented. 'Real-life' experiences are helping to give pupils a love of learning and promote their good spiritual, moral, social and cultural development.</p>
<p>Carlton Junior and Infant School</p> <p>24 – 25 January 2012</p>	<p>This is a good school. Positive relationships throughout school foster pupils' spiritual, moral, social and cultural development well. The quality of teaching is good overall, leading to good achievement and effectively fostering pupils' spiritual, moral, social and cultural development. The curriculum is good and helps to ensure pupils' good spiritual, moral, social and cultural development. The school is successful in its aim to 'celebrate diversity'. The school is a harmonious community and pupils show respect for others, including those of other faiths and cultures.</p>
<p>Chickenley Community Junior Infant and Nursery School</p> <p>12-13 October 2011</p>	<p>This is a satisfactory school. A significant strength of provision is its good quality of care and personal support for pupils. Extensive partnerships within a pyramid of schools successfully broaden the range of sporting opportunities for pupils and enrich provision further. The satisfactory curriculum is in the process of being developed to add relevance and interest so that it contributes to the pupils' good enjoyment of school. Pupils develop good social awareness through exciting opportunities to work with pupils from other schools and cultures. The extent of pupils' spiritual, moral, social and cultural development is satisfactory.</p> <p>The effectiveness with which the school promotes community cohesion is good.</p>

<p>Cowlersley Primary School</p> <p>1-2 December 2011</p>	<p>Cowlersley Primary School provides a satisfactory standard of education for its pupils. Within this overall satisfactory picture there are some good features. Other strong aspects are pupils' secure knowledge of how to lead a healthy lifestyle and stay safe, and pupils' good spiritual, moral, social and cultural development, which underpins the school's work and helps to explain pupils' good behaviour. The school is a cohesive and largely harmonious community where pupils respect the rights of others and know right from wrong. Pupils' spiritual, moral, social and cultural development is good, which helps to explain their good behaviour.</p> <p>The extent to which pupils contribute to the school and wider community is satisfactory. The school is a cohesive community. However, links with the wider world to help establish an understanding of cultural diversity are too few.</p>
<p>Dalton School</p> <p>14-15 June 2012</p>	<p>Dalton is a satisfactory school. Well-promoted spiritual, moral, social and cultural development is a strength of the school. Pupils have positive attitudes to learning and consider that, 'teachers make lessons fun.' Well-promoted spiritual, moral, social and cultural development underpins good behaviour and good relations between pupils and teachers. A range of activities, such as through circle time and assemblies, promotes pupils' good spiritual, moral, social and cultural development. The school is committed to promoting equality of opportunity and tackling discrimination.</p>
<p>Denby Church of England Voluntary Aided First School</p> <p>10-11 October 2011</p>	<p>This is a good school. Pupils are eager to contribute positively towards their school. From a young age, they enjoy taking on opportunities for making their school a healthy and happy place to learn, and play an active role within their local community. However, pupils' understanding of diverse cultures within the United Kingdom and further afield, is not fully-developed.</p> <p>The extent to which pupils contribute to the school and wider community is good. The extent of pupils' spiritual, moral, social and cultural development is good. The school is a harmonious place to learn and opportunities for pupils to engage with community groups nearby are good. Extending opportunities for pupils to engage with ethnically-diverse groups further afield has already been identified by leaders as an improvement priority.</p>
<p>Farnley Tyas Church of England Voluntary Controlled First School</p> <p>5-6 January 2012</p>	<p>This is an outstanding school. Pupils have great enthusiasm for learning. They thoroughly enjoy school and their attendance is high. Their spiritual, moral, social and cultural development is outstanding. Pupils' self-confidence as learners grows significantly over time. Their willingness and the social skills needed to work together and help each other, which are encouraged in lessons, are very strong features of their spiritual, moral, social and cultural development. The school's outlook has widened through developing links with the community, other schools and increasing the number of visits and visitors contributing to learning. Pupils' spiritual, moral, social and cultural development is outstanding. Through their work and activities they experience awe and wonder, develop self-confidence and become well-rounded individuals. Within the breadth of the curriculum they learn about differences in people's beliefs and cultures and the importance of having positive regard for others.</p>

<p>Field Lane Junior Infant and Nursery School</p> <p>21-22 May 2012</p>	<p>This is an outstanding school. The rich and very well-planned curriculum promotes high levels of spiritual, moral, social and cultural development throughout school.</p> <p>The excellent management of pupils' behaviour and highly effective learning environment contribute outstandingly well to pupils' spiritual, moral, social and cultural development. The school promotes equality of opportunities for success and appreciation of diversity extremely well and tackles very rare examples of discrimination effectively. The breadth and balance of the curriculum is outstanding. The school works with a very wide range of educational, community and faith partners to promote high quality learning opportunities.</p> <p>The school's commitment to enrich the lives of all pupils through memorable learning experiences makes an excellent contribution to pupils' spiritual, moral, social and cultural development. The many excellent examples of high quality pupils' work on display demonstrate the strengths and challenge of the curriculum. Regular visits and visitors and a very wide range of extra-curricular activities and successful sporting events enrich not only the pupils', but also the visitors' experiences.</p>
<p>Golcar Junior Infant and Nursery School</p> <p>22-23 February 2012</p>	<p>This is a good school. Pupils' behaviour, their sense of fair play and their empathy with characters in literature and non-fiction, for example, help to develop their spiritual, social, cultural and moral development. Assemblies are celebratory and spiritual, whether applauding pupils' achievements, for example, or singing together harmoniously. These are appreciated by pupils who are keen to sing, play musical instruments and celebrate each other's successes. Very good partnerships with 'Golcar village schools' and pupils' involvement in the school and local community deepen their moral, social and cultural development. There are comparatively few opportunities for pupils to understand and appreciate people from backgrounds other than their own and this is a school priority.</p> <p>The curriculum is mostly challenging and it is well-planned to develop pupils' spiritual, moral, social and cultural development although the promotion of pupils' understanding of people from different walks of life is not well-embedded at this stage. The school's contribution to cohesion in the community is welcomed in school and in the local area, especially when the school choir is performing.</p>
<p>Grange Moor Primary School</p> <p>3-4 July 2012</p>	<p>This is a good school. There are excellent enhancements to the curriculum through clubs, visits and visitors to the school. Teachers take advantage of opportunities to promote spiritual, moral, social and cultural development. For example, pupils in Years 5 and 6 are encouraged to empathise with Victorian children or the victims of flooding. The excellent relationships between adults and pupils mean that pupils are ready to share their feelings.</p> <p>Providing equality of opportunity is central to the school's work and any form of discrimination or stereotyping is tackled strenuously. The curriculum supports this work being broad and balanced and meeting pupils' differing needs well. Pupils' particular gifts or talents are identified and nurtured through events such as opportunities for able writers to work with an author. Spiritual, moral, social and cultural development is an integral part of the curriculum. Termly 'arts' weeks, focused on particular cultures, lead pupils to remark that 'We're all the same, even if we have different beliefs'</p>

<p>Hade Edge Junior and Infant School</p> <p>5-6 January 2012</p>	<p>This is a good school. Activities with pupils from other schools, where pupils are from different social and cultural backgrounds, make a positive contribution to pupils' good spiritual, moral, social and cultural development. Teachers make very regular use of opportunities, such as talking in pairs, for pupils to discuss and to clarify their understanding and to increasingly involve them in self-assessment. This contributes to pupils' good spiritual, moral, social and cultural development. For example, pupils write sensitive and reflective reports in musical appreciation activities as part of their music lessons.</p> <p>The good relationships between adults and pupils have a positive impact on pupils' spiritual, moral, social and cultural development. For example, older pupils mentor new children in the Early Years Foundation Stage and help them to settle in quickly. The pupils' spiritual, moral, social and cultural development is good. It is promoted well through many subjects and school assemblies. There are good opportunities for all groups of pupils to take responsibilities and extend their social and leadership skills through the school council.</p> <p>The school is central to many village activities and makes good use of strong links with schools in Britain and abroad in different social and cultural circumstances to broaden pupils' awareness of diversity.</p>
<p>Helme Church of England Voluntary Aided Junior and Infant School</p> <p>2-3 November 2011</p>	<p>This is a good school. This is a happy school where there is much smiling and pupils thrive on a wide range of experiences. Good teaching and an enriched curriculum make learning fun.</p> <p>Outstanding levels of spiritual, moral, social and cultural development contribute to the pupils' exemplary behaviour and their excellent attitudes to learning. Pupils are proud of their excellent contributions to their school community and value the opportunities they have to voice their opinions and help others, for example, as playground helpers. The school vigorously promotes community cohesion. Excellent partnerships with other schools, wide-ranging international links and first-rate provision for French successfully deepen the pupils' understanding and appreciation of different cultures.</p> <p>The school is proud of its inclusive nature and makes an outstanding contribution to community cohesion. The sense of community in the school is exceptionally strong and there are excellent links with the local community and schools in France, Africa and India. Accordingly pupils have a highly developed understanding of the diversity of modern society.</p>
<p>Highburton Church of England Voluntary Controlled First School</p>	<p>This is a satisfactory school. The school is a harmonious community so that almost all pupils feel safe. A strong emphasis on pupils' personal, social and emotional development enables pupils to develop high levels of care and concern for others. In lessons, pupils make every effort to ensure that their friends learn and thrive in an atmosphere of mutual respect and appreciation. For example, in assemblies pupils readily celebrate the achievement of others.</p> <p>Pupils enjoy school because the curriculum is relevant and aligned to their interests. There are good opportunities for creative development as when felt-making with an artist or taking part in SING UP activities. The strong emphasis on basic skills has had a marked impact on pupils' writing. Pupils' have limited opportunities</p>

<p>22-23 March 2012</p>	<p>to apply their mathematical skills across other subjects. Pupils' spiritual, moral, social and cultural development is good. The curriculum fosters spiritual growth, for example pupils think deeply about issues that affect the world and demonstrate empathy for those less fortunate. Pupils develop a strong moral code, and through participation in aspects such as the school council, learn to reflect on the wider issues facing the school.</p> <p>Partnerships with others are good and enable pupils to extend their learning in sporting and creative ways. They develop strong links with the church and regularly contribute to church services. Pupils' understanding of cultural diversity in Britain is limited.</p>
<p>Hightown School</p> <p>19-20 June 2012</p>	<p>The school's overall effectiveness is satisfactory. Teachers pay good attention to promoting pupils' spiritual, moral, social, and cultural development in lessons. The introduction of a new curriculum contributes well to promoting pupils' spiritual, moral, social, and cultural development. Partnerships with local schools are developing well and staff are benefiting from opportunities to share effective practice in teaching and learning.</p>
<p>Holme Junior and Infant School</p> <p>17-18 November 2011</p>	<p>This is a good school. Exceptional care for pupils' learning and personal well-being is at the heart of the school's character and prepares them extremely well for their future. Pupils' spiritual, moral, social and cultural development is outstanding, reflecting their keen sense of right and wrong, their consideration and respect for people from different walks of life and their commitment to fairness. Pupils feel very safe in this reassuring and attractive environment.</p> <p>They are beginning to learn more about the wider community and its diversity through partnerships with other schools. They are very generous fund-raisers for a range of local and international charities. Their contribution to 'Fairtrade', especially through the shop in the local town, is a matter of pride for pupils and much appreciated by the community. Pupils are aspirational and understand precisely what to do in order to achieve their goals for the future.</p> <p>The extent of pupils' spiritual, moral, social and cultural development is outstanding. Human rights are respected because the school develops pupils' understanding about differences. The school has forged productive links with other schools and support agencies. Its contribution to community cohesion locally, and on national and international fronts, is excellent.</p>
<p>Kirkburton Church of England Voluntary Aided First School</p> <p>5-6 January 2012</p>	<p>This is a good school. Pupils arrive at lessons keen to learn. Pupils' ability to work collaboratively is a strong feature of many lessons. Teachers make good use of ICT to enthuse pupils and promote learning across the curriculum. Higher attaining pupils in Year 2 used laptop computers independently in a literacy lesson, finding and grouping information about wolves. This lesson also illustrated teachers' strong contribution to spiritual, moral, social and cultural development as pupils were encouraged to marvel at the natural world. 'That's interesting!' and 'I can't believe it!' were typical responses as pupils learned more about life in the Arctic. Spiritual, moral, social and cultural development is good. The school fosters a strong sense of its own community, helps pupils to contribute to the local community, and appreciate and understand other cultures.</p>

<p>Lydgate Junior and Infant School</p> <p>12-13 December 2011</p>	<p>This is a good school. Pupils learn in an extremely welcoming setting, where a strong sense of harmony pervades its diverse population. The outstanding contribution to promoting community cohesion reflects in pupils' excellent spiritual, moral, social and cultural development and in their striking personal qualities. Pupils recognise the importance of taking responsibility for their own actions and appreciate opportunities to develop their skills in resolving conflict. This, along with their excellent appreciation of cultural and religious diversity, often through first-hand experiences, demonstrates why their spiritual, moral, social and cultural development is outstanding.</p> <p>The school makes an outstanding contribution to promoting community cohesion. Leaders ensure that pupils show great sensitivity, tolerance and respect for the diverse backgrounds of its pupils and around the world. Very strong links with a nearby school enable pupils to participate in many exciting first-hand experiences alongside pupils from different local communities.</p>
<p>Marsden Infant and Nursery School</p> <p>7-8 March 2012</p>	<p>Pupils' satisfactory moral and social development is shown by their positive relationships with staff and each other. For example, more fluent readers in Year 1 happily read books to their 'reading buddy'.</p> <p>Since the last inspection, leaders and managers have introduced a more relevant, skills-based curriculum, although it is too early for clear impact to be seen on pupils' achievement. The curriculum promotes pupils' spiritual, moral, social and cultural development appropriately. The curriculum is satisfactory because it adequately meets the needs of different groups of pupils and promotes pupils' satisfactory level of achievement. Leaders satisfactorily promote equality of opportunity and celebrate diversity.</p>
<p>Meltham CofE (VC) Primary School</p> <p>15-16 March 2012</p>	<p>This is a good school. The well-planned curriculum ensures pupils have plenty of practical opportunities to learn in fun and engaging ways, making good use of the splendid grounds. They have many occasions to reinforce effectively their writing skills across a range of subjects.</p> <p>Throughout the school the impact of teaching on pupils' spiritual, moral, social and cultural development is evident. For example, teachers use paired talk regularly to support pupils' speaking and listening skills effectively, developing their social skills through negotiating ideas and sharing opinions.</p> <p>There is a strong emphasis on enriching pupils' spiritual, moral, social and cultural development and this also helps to improve pupils' self-esteem and confidence. Pupils are well prepared for the next stage of their education.</p> <p>The enrichment of pupils' spiritual, moral, social and cultural development is also well provided for through the curriculum and strong links with the local church support this aspect well. The school is aware of the need to further broaden pupils' understanding of other faith groups and cultures.</p>

<p>Mill Lane Junior Infant and Early Years School</p> <p>29-30 May 2012</p>	<p>This is a good school. Leaders have successfully developed strong partnerships with local schools and within the local community, which enhance pupils' learning and enjoyment.</p> <p>Pupils have positive attitudes to learning, which is reflected in their good attendance and punctuality and enjoyment of extra activities to enrich their learning, including the well-run breakfast club.</p> <p>Leaders provide a broad range of relevant learning opportunities through good curriculum planning. The curriculum promotes spiritual, moral, social, and cultural development well, through consideration of the plight of children working in factories during Victorian times and whether it is right for children under 16 years of age to work. Good opportunities to celebrate and promote different cultural traditions through, for example, close links with mosques and local churches, develop pupils' understanding and appreciation of diversity.</p>
<p>Old Bank Junior Infant and Nursery School</p> <p>10-11 May 2012</p>	<p>Old Bank is a good school. Pupils' positive attitudes and their enthusiasm for learning contribute positively to the progress they make. They concentrate well and are willing to persevere when faced with difficulty. Pupils enjoy taking part in discussions and are able to communicate their ideas and opinions clearly. Teachers have high expectations of pupils' behaviour and effectively teach them the difference between right and wrong. This makes a positive impact on their moral development.</p> <p>The curriculum successfully meets pupils' needs and aspirations. Social development is promoted well through a variety of well-attended extra-curricular activities and visits to places such as the Railway Museum in York. Pupils' understanding of cultural diversity is enhanced by assemblies and the opportunity to mix with pupils from cultures different to their own.</p>
<p>Our Lady of Lourdes Catholic Primary School</p> <p>8-9 February 2012</p>	<p>Our Lady of Lourdes is a good school. The good promotion of spiritual, moral, social and cultural development results in a harmonious community where pupils of all ages and backgrounds behave well and work and play together happily. Good spiritual, moral, social and cultural development is seen in the happy relationships between pupils and staff, and pupils willingly cooperate and support each other. Year 5 pupils showed real empathy as they studied the poem narrating the last journey of 'the Lady of Shallot' and pupils sat reverently and listened attentively during school assembly. Pupils care about others and value the 'Buddy system' where older pupils look after the younger ones. They show respect towards the adults, for each other and towards the different lifestyles, cultures and religions represented in the school.</p> <p>Spiritual, moral, social and cultural development is good with the promotion of equality and pupils' individual needs at the heart of the school's work.</p>

<p>Park Road Junior Infant and Nursery School</p> <p>28-29 September 2011</p>	<p>This is a good school. Excellent relationships at all levels give pupils confidence and self-esteem so that their behaviour in lessons and around the school is outstanding. Pupils develop into mature young people. Their spiritual, moral, social and cultural development is exceptional. They appreciate the cultural diversity in the school and judge others on their actions rather than their ethnicity. The school provides a good curriculum that is broad and balanced. It has been redesigned to ensure topics are relevant and grab pupils' interests. They contribute significantly to pupils' enjoyment of their learning.</p> <p>Community cohesion is promoted well on a local and an international basis. Pupils' outstanding spiritual, moral, social and cultural development is a marker of the school's success in establishing itself as a strong, united community.</p>
<p>Ravensthorpe Church of England Voluntary Controlled Junior School</p> <p>29 February – 1 March 2012</p>	<p>Ravensthorpe is a good school. Most lessons incorporate a variety of activities. Some work by pupils revealed good opportunities for their social, moral, spiritual, and cultural development; examples included work on what it means to be helpful; poetry beginning 'what if..', in which pupils wrote about friends and families; and social and global issues such as divorce and war.</p> <p>The curriculum provides pupils with a good range of opportunities for learning and for their personal development. It includes a good range of regular extra-curricular activities and is enriched by a variety of memorable educational visits much enjoyed by the pupils. The social, moral, spiritual, and cultural development of the pupils is central to the ethos of the school. The impact is seen most clearly in the relationships at the school, the high regard of parents and carers, and the very positive attitudes of the pupils.</p>
<p>Shaw Cross Infant and Nursery School</p> <p>16-17 May 2012</p>	<p>This is a good school. The school has a strong focus on providing high-quality care for pupils and developing their well-being.</p> <p>The curriculum is varied, stimulating and provides a wealth of experiences through which learning is effectively promoted. Pupils enjoy 'independent learning day' when they are able to apply their skills in a range of contexts, for example in carrying out research using net books. The Early Years Foundation Stage provides a stimulating environment, with well-planned activities for children to choose from. The curriculum effectively promotes pupils' spiritual and cultural development. Pupils' social and moral development is a particular strength and is demonstrated in their exemplary behaviour and relationships. The curriculum is well designed to follow pupils' interests but has greater impact on boys' progress and attainment at the higher levels in mathematics than girls'.</p>
<p>Shepley First School</p> <p>23-24 February 2012</p>	<p>Shepley is a good school. The vast majority of parents and carers hold very positive views of the education it provides for their children, describing it as happy, welcoming and supportive.</p> <p>In the best lessons, activities are lively and quickly gain pupils' attention and develop their spiritual, moral, social, and cultural understanding. This was especially evident in a Year 2 lesson, when pupils benefited from well-planned opportunities to develop their writing skills and creativity through drama and the retelling of the</p>

	<p>Billy Goats Gruff story from the troll's point of view.</p> <p>There are many opportunities for pupils to develop and demonstrate their creative talents through class assemblies, which also have a positive impact upon pupils' spiritual, moral, social, and cultural (SMSC) development. SMSC is also reinforced through the curriculum, which has a good focus on extending pupils' knowledge of the wider world.</p> <p>The curriculum is good. The introduction and development of the International Primary Curriculum has been embraced by staff and is utilised well to add interest and variety to lessons as well as supporting pupils' good spiritual, moral, social, and cultural development. There is a wide range of visits and visitors that enrich pupils' learning and participation by pupils in outdoor activities supports their healthy life-styles. The pupils are reflective and demonstrate a strong social and moral awareness, supporting many charities and showing empathy for those less fortunate than themselves.</p>
<p>Skelmanthorpe First and Nursery School</p> <p>15-16 November 2011</p>	<p>This is a satisfactory school. It has, however, strengths in terms of a warm, welcoming ethos, the openness of its staff and the rich learning environment. This ensures that pupils are very happy to come to school. Pupils' personal development, including their spiritual, moral, social and cultural development, is good.</p> <p>The good curriculum has been skilfully crafted to develop pupils' skills and to provide 'hands-on' experiences through a range of visits, visitors, topics and themes to enthuse and motivate pupils, particularly boys.</p> <p>The school makes a satisfactory contribution to community cohesion by promoting a harmonious community and playing an active role in the local neighbourhood. The curriculum provides good opportunities to raise pupils' awareness of other cultures and traditions.</p>
<p>St John's Church of England Voluntary Controlled Infant School</p> <p>27-28 March 2012</p>	<p>This is a good school. Under the acting headteacher's strong leadership, it is thriving and improving. It is highly inclusive and the promotion of pupils' spiritual, moral, social and cultural development is outstanding, as is the curriculum.</p> <p>The curriculum across the whole school is extremely well designed to provide an innovative and stimulating range of topics and activities to engage pupils in their learning while promoting their basic skills. It promotes their spiritual, moral, social and cultural development outstandingly well. For example, pupils learn about diversity in race, culture and religion through the topics that they study. Respect for children and high expectations for all of them are at the heart of this school. Provision for their spiritual, moral, social and cultural development is outstanding because of the wide range of personal qualities that are very well promoted. The curriculum is also outstanding because of the many stimulating activities provided which excite pupils about learning and enable them to do so effectively.</p>

<p>St Joseph's Catholic Primary School (Dewsbury)</p> <p>26-27 September 2011</p>	<p>This is a satisfactory school. Pupils learn in a warm and welcoming setting. In lessons, pupils behave well, are keen to learn and most respond enthusiastically to teachers' questions. Pupils generally enjoy their work, especially when discussing learning together, such as in pairs, or collaboratively. This, along with their broadly average attainment and average attendance, means that they are prepared soundly for secondary school.</p> <p>Pupils learn together in a harmonious school community, showing respect for one another's similarities and differences. Pupils demonstrate good understanding of other cultures around the world, which is fostered through special themed events, such as, European Day and Airport Day. Pupils are eager to contribute to their school as school councillors, play buddies or by looking after new pupils. They enjoy raising funds for others less fortunate than themselves. Opportunities for pupils to engage fully in the wider community are, however, still developing.</p> <p>The extent of pupils' spiritual, moral, social and cultural development is good. In their quest to bring about improvement, leaders forge productive partnerships with others, such as, the local authority and other schools. Although these partnerships are successfully helping to extend the quality of provision in some areas, for example, in sport and music, they are yet to impact on accelerating pupils' progress to a good rate.</p>
<p>St Joseph's Catholic Primary School (Huddersfield)</p> <p>5-6 October 2011</p>	<p>This is a good school. The headteacher, with effective support from staff and the governing body, provides a clear vision that ensures that pupils of all abilities are eager to learn and achieve well. Pupils have a good understanding of how to stay safe from harm. They are friendly and considerate towards each other and have a good understanding of right and wrong. They are reflective and thoughtful and their spiritual, moral, social and cultural development is good. Pupils contribute to the school and local community. For example, the school council has been involved in staff interviews and organising fund-raising events. However, their understanding of the diversity of modern Britain and involvement in the wider community are less well developed. The extent of pupils' spiritual, moral, social and cultural development is good. There are close links with the church but opportunities to learn more about other places of worship are underdeveloped.</p>
<p>St Paulinus Catholic Primary School</p> <p>24-25 May 2012</p>	<p>Good improvements since the last inspection mean that this is now a securely good school. Great emphasis is placed on promoting pupils' spiritual, moral, social and cultural development which ensures that pupils receive a good all-round education where both their academic and personal achievement is good.</p> <p>High levels of care and the very positive ethos along with well-planned assemblies and classroom worship mean that the provision for pupils' spiritual, moral, social and cultural development is good. The relationships between pupils and staff are good. Routines are well-established so that lessons begin promptly, pupils' behaviour is good and classrooms are calm and orderly environments for learning. These are contributory factors that make the provision for pupils' spiritual development outstanding. Curriculum planning and the provisions for pupils' spiritual, moral, social and cultural development remain strengths and make a significant contribution to pupils' positive experiences and enjoyment of school. The school promotes equality and tackles discrimination effectively and pupils show great understanding and respect for one another, particularly those of different faiths or cultures.</p>

<p>St Thomas CofE (VC) Primary School</p> <p>10-11 October 2011</p>	<p>This is a satisfactory school. It has outstanding strengths in promoting pupils' personal development and ensuring they feel extremely safe. The excellent atmosphere of care is immediately apparent and pupils confidently show good behaviour and very good manners. There is a very strong sense of community in the school; pupils of different backgrounds mix readily and attendance is above average. Pupils speak with pride about the good opportunities for them to take responsibilities and the various roles they fulfil. They show a very strong sense of social responsibility and value opportunities to reflect, think deeply about themselves, their values and those of others. The impact of pupils' outstanding spiritual, moral, social and cultural development shows in the ways pupils from different backgrounds interact harmoniously and cooperate well. The school effectively promotes community cohesion from a good understanding of its own context. There are strong links in the local area and internationally that help pupils from different cultures and backgrounds to get along very well together.</p>
<p>Wellhouse Junior and Infant School</p> <p>15-16 May 2012</p>	<p>This is a good school. Pupils' spiritual, moral, social and cultural development is good, with outstanding features in their pride about their achievements and the way they help others less fortunate than themselves. Teaching and the curriculum provide some good opportunities for spiritual, moral, social and cultural development. For example, all pupils in Years 5 and 6 learn the viola. There are many joint ventures with other pupils in the federation and trips to places such as Jodrell Bank, which give pupils a sense of awe about the universe. Behaviour is often outstanding in class and in assemblies when discussing, for example, the values that lie behind the Olympic Games such as courage and tenacity. This also enhances pupils' spiritual, moral, social and cultural development.</p> <p>A family-style culture that values individual contribution and achievement has been sustained and developed. Pupils respond to this culture with enthusiasm. These successes demonstrate the school's good capacity to improve even further. Pupils' good spiritual, moral, social and cultural development is demonstrated by their delight in social activities within the federation, such as The Federation's Got Talent Competition, concern over the moral issues of waste management and their interest in visiting different places of worship such as churches and mosques. There is more to do, however, in broadening pupils' understanding of cultural diversity in Britain.</p>
<p>Wilberlee Junior and Infant School</p> <p>27-28 March 2012</p>	<p>This is a good school. Pupils enjoy their learning and are keen to join in everything the school has to offer. They are eager, listen intently to their teachers and settle quickly to tasks. Teachers plan effectively to promote pupils' spiritual, moral and cultural development. For example, pupils were in awe as their teacher described the spectacle of the planets Jupiter and Venus in-line in the night sky. An appreciation of a range of cultures is prominent in teachers' planning, resulting in pupils acquiring skills such as African drumming and creating stirring African-style dances. Pupils respond well to the good provision for their spiritual, moral, social and cultural development. Conscious that most of the pupils are of White British heritage, numerous links have been established with pupils from other cultures including China, and very recently a school for pupils of Asian heritage. Outstanding links have been established with the local community. The work undertaken by pupils in the planning and conversion of an adjacent field to create a wildlife conservation area for the village has raised pupils' understanding of their responsibilities as citizens.</p>

Secondary Schools

<p>Almondbury High School and Language College</p> <p>1-2 February 2012</p>	<p>This is a good school. Senior leaders are well supported by capable staff at all levels, effective governance and the alliances forged with key partners. Collectively, they have strategically enhanced the quality of provision, raised academic standards, and are ensuring that pupils' spiritual, moral, social and cultural development is effective.</p> <p>Good links with partner providers enrich the learning opportunities available to pupils and, together with a range of visits and visitors, allow pupils to gain insights and experiences from beyond Almondbury.</p> <p>Pupils take full advantage of and appreciate various enrichment, extra-curricular and study support options. Pupils' spiritual, moral, social and cultural development is actively promoted through daily tutorials, lessons in personal, social, health, citizenship and relationships education, and whole-school events. Pupils' high-quality works of art, their mutual respect, resilience, respect for diversity and creativity reflect this as does their charity work, leadership roles and quiet reflection in assemblies. The community benefits from language clubs in local primary schools and adult and family learning classes in Mandarin, Arabic and Urdu. Cultural, spiritual and social awareness is raised via international food days, exchange visits and associations with schools in several countries and a Sikh temple.</p>
<p>Earlsheaton Technology College</p> <p>24-25 January 2012</p>	<p>The curriculum is satisfactory. The development of literacy skills is given a high priority across the curriculum in both key stages; numeracy less so. The curriculum is broad and balanced at Key Stage 4 with a range of vocational and other courses with the potential to meet all students' needs, including those in danger of becoming disaffected. However, the full potential of the curriculum is not realised as a result of inadequacies in delivery of the curriculum content in lessons. The number of Year 11 students not progressing to education, employment or training is reducing well. The promotion of spiritual, moral, cultural and social development varies across the school but is satisfactory overall. It is strongest in arts and humanities.</p>
<p>Holmfirth High School</p> <p>3-4 July 2012</p>	<p>Holmfirth High School is an outstanding school. It is an ambitious, harmonious learning community which is outward facing and characterised by strong, respectful relationships which support and encourage each individual to reach their full potential. The curriculum offers exceptional opportunities to all students and promotes extensively their spiritual, moral, social, and cultural development.</p> <p>Excellent planning ensures that students benefit from an outstanding and innovative curriculum which is well matched to the needs of all students and promotes their spiritual, moral, social and cultural development exceptionally well.</p>
<p>The Mirfield Free Grammar and Sixth Form</p>	<p>This is an outstanding school with an outstanding sixth form. The school's curriculum very effectively supports students' spiritual, moral, social and cultural development. Students develop high levels of engagement and independence. They have a clear understanding of other life-styles, traditions and customs, as a result of imaginative, varied tasks with expectations made explicit, such as a role play where students adopted the roles of Amnesty International personnel and worked together writing a section of a publication on human rights. This lesson successfully promoted reflection on human rights and contributed exceptionally well to stu-</p>

<p>28-29 May 2012</p>	<p>dents' spiritual, moral, social and cultural development.</p> <p>A wide range of partnerships very strongly supports students in their spiritual, moral, social and cultural development. Many links have been established with other schools and teachers visit to learn and improve. The school's curriculum in Key Stages 3, 4 and 5 is outstanding; it has been developed in response to the needs of students and national developments. The curriculum's contribution to students' spiritual, moral, social and cultural development is strong.</p>
<p>Moor End Academy</p> <p>27-28 June 2012</p>	<p>Moor End Academy is outstanding. The very strong promotion of students' spiritual, moral, social and cultural development ensures that they thrive in the supportive and highly cohesive learning community. High aspirations, outstanding teaching and the rich curriculum result in outstanding achievement. Excellent relationships and high-quality planning promote a positive culture for learning. The high quality of teachers' relationships promotes students' spiritual, moral, social and cultural development.</p> <p>The extensive enrichment programme allows many students to take on responsibilities and to broaden their experience. The daily two minutes of quiet reflection and many other well-planned curriculum opportunities enable students to frequently consider spiritual, moral, social and cultural issues.</p>
<p>Netherhall Learning Campus High School</p> <p>16-17 November 2011</p>	<p>Lessons support the social, moral, spiritual and cultural development of the students. For example, in a Year 10 English lesson, boys told the inspector about their growing appreciation of Shakespeare's writing and spoke maturely about how they were learning to express their views about the emotional aspects of Romeo and Juliet.</p> <p>The extent of pupils' spiritual, moral, social and cultural development is good. The school's success in promoting equalities is most evident in the harmonious school community. The school's work in the local community is extensive and much appreciated by community organisations and other activities enable the students to learn about the wider world.</p> <p>The effectiveness with which the school promotes community cohesion is good.</p>
<p>Royds Hall High School</p> <p>14-15 September 2011</p>	<p>Strong relationships and a commitment to including fully all students from the many and varied backgrounds represented underpin a friendly, welcoming and increasingly successful school. The students show much respect for each other in lessons and for their teachers, responding to instructions rapidly. Their behaviour around the school is good.</p> <p>The extent of pupils' spiritual, moral, social and cultural development is good. The school has made good use of its science specialism to develop links with primary schools and universities, which contribute well to the school's work in supporting students as they move between the different phases of their education. The school's approach to promoting community cohesion is also imbued with a sense of working in partnership, so that its actions take account of locally identified priorities and plans.</p>

<p>Westborough High School</p> <p>12-13 January 2012</p>	<p>The overall effectiveness of the school is good. The curriculum is good. It is adapted well to meet the needs of different groups of students and, where needed, for individuals. It has been expanded to provide a broad range of experiences relevant to the school's specialisms. Social, moral, spiritual and cultural development is good. It is promoted well through initiatives such as the 'creative minds' programme in Year 7. In one striking example, the students told an inspector how a lunchtime prayer session helped them to clear their minds and prepare for learning in the afternoon. There is a good variety of activities that promote awareness of other countries and cultures.</p>
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Appendix 4

Kirklees SIAS and Section 48 Reports: September 2011 to July 2012

SIAS reports (Anglican schools)

Crowlees Church of England Voluntary Controlled Junior and Infant School

School context

Crowlees Church of England School is a larger than average primary school of 422 pupils. Most of the pupils are of White British heritage with 8% of pupils speaking English as an additional language. The number of pupils receiving free school meals and those with special educational needs is below average. The school is situated in an urban setting half a mile from St Mary's Church.

The distinctiveness and effectiveness of Crowlees CE (VC) J & I as a Church of England school are outstanding

The high level of commitment of the headteacher, deputy headteacher, staff, governors and local clergy ensure that Christian values permeate all aspects of school life. This has a very positive impact on all children and adults which promotes the excellent relationships in the school. All members of the school community work to ensure that children achieve extremely well in their personal and spiritual development, as well as academically.

Established strengths

- The strong, caring leadership of the headteacher together with the support of dedicated staff and governors
- The outstanding relationships between all members of the school community
- ☒ The strong links with the church and community
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The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Christian values promote a culture of respect for one another and underpin the work of the whole school. Outstanding relationships between all members of the school community contribute to the excellent provision, where diversity is valued and where the needs of all children are met. Strong links with the church and parish contribute a valuable dimension to the school's Christian ethos. Great emphasis is put upon educating the whole child, with effective promotion of spiritual, moral, social, cultural and aesthetical development within a calm, rich, Christian environment, through worship and the everyday life of the school.

Children are confident, they show care and compassion for one another and their behaviour is outstanding. They are listened to, feel valued and special and play an active part in the life of the school and local community. Quiet areas, places for reflection and a prayer tree are available in school, which contribute to children's spiritual development. The grounds are extremely well used to provide opportunities for children to appreciate the natural environment, grow food and enjoy quiet areas for reflection, such as the circle of peace and willow structures.

The school is held in high esteem by parents and the local community, which promotes mutual support. The school has a link with a school in Uganda, a wide range of charities are supported and older children work on projects to benefit charity shops in the nearby town. This all supports the development of children's understanding of their role regarding service to others in the local, national and world-wide community.

The impact of collective worship on the school community is outstanding

Collective worship is awarded high priority in the life and work of the school and is set at the beginning of each day. It inspires the whole school community and focuses the thinking and actions of the day. The whole school come together for worship three times a week and Key Stage worship is held twice a week. Appropriate music and a projected focus picture is carefully chosen to set a reflective mood for worship and children come into the hall calmly and quietly. Children enjoy worship and participate with enthusiasm. They are alert and eager to make a personal contribution. Children particularly relish coming to the front to take part in a demonstration or drama. They are still and respectful during times for reflection and quiet prayer and this is supportive of their spiritual growth. Children write and share their own prayers and are helped to understand the Lord's prayer. They know and enjoy singing a wide range of hymns and praise songs. Children regularly plan and lead worship, especially for weekly Key Stage worship assemblies. A wide range of adults regularly plan and lead collective worship including the headteacher, deputy headteacher, teachers, vicar, curate and visitors. Worship planning includes many creative opportunities and fully reflects the Anglican tradition, with some links being made to festivals in other faiths. Services are held in the church on special occasions, such as at Christmas. These occasions are cherished by parents who attend in large numbers. Staff, governors and children are involved in the evaluation of collective worship and views are taken into account regarding future developments.

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

The strong, caring leadership of the headteacher together with the support of dedicated staff and governors is effective in providing high quality education for each individual child, within the distinctive Christian character of the school. Many quality learning opportunities have been afforded following the merger of three local parishes and a period of interregnum. The role the local clergy play in support of the school's Christian ethos is a significant one and the links with the church have gone from strength to strength. Every week the vicar or curate lead whole school collective worship. The curate leads regular class visits at the church which are supportive of a range of curriculum areas including religious education, mathematics and history. Key Stage 1 children were involved in role play when learning about the Christian wedding ceremony and baptism in the church. Governors and members of the school community readily describe the positive impact of Christian values on the curriculum and life of the school. However a system for the regular review of the school's Christian values, involving all stakeholders is not yet fully in place.

Awareness of the importance of the church school distinctiveness, regarding succession planning was apparent during the recent appointment process of the next headteacher, who takes up her post in September. School leaders ensure that staff are provided with sufficient support and development opportunities to enable them to carry out their role successfully.

SIAS report July 2012 Crowlees Voluntary Controlled Junior and Infants School, Springfield Park, Parker Lane, Mirfield WF14 9PD

Denby Church of England Voluntary Aided First School

School context

Denby Church of England School is a very a small school with 50 pupils on roll, aged 4 to 10 years, taught in mixed-age classes. Almost all pupils are White British. The school is situated in a rural setting adjacent to the church. The headteacher took up her post in January 2011.

The distinctiveness and effectiveness of Denby First School as a Church of England school are good

Denby School has a Christian ethos where each individual is valued and where caring and supportive relationships are extended to all associated with the school. Pupils develop as compassionate individuals who are committed to working hard. As a result achievement is good and their behaviour and attitudes are outstanding. The strong links with the church and community provide good support for the school's Church of England foundation.

Established strengths

- The high value placed on each individual in the school community, which promotes strong caring, relationships and respect at every level
- The strong links with church and community which is mutually supportive
- The compassionate outlook that pupils have for others, which is nurtured through the Christian character of the school
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The school, through its distinctive Christian character, is good at meeting the needs of all learners

Strong, caring relationships at all levels throughout the school and its extended community are a significant feature of Denby School. This is supported through the high value placed on each person, which is a strength of the school. Pupils show remarkable compassion, nurtured through the school's Christian character, which is a strength of the school. They have a high level of moral and social maturity and are able to apply Christian moral values. Positive aspects of citizenship are evident in their charity fundraising, community involvement and the prayers they write for the community. Parents express very positive feelings about the school saying 'every child is valued and older children care for younger children'. Very strong and effective links with the church support the school's Christian foundation and pupils see themselves as part of the church community. The Christian ethos contributes positively to pupil's feeling of well-being and to their learning. Pupils' spiritual development is nurtured through opportunities for reflection during worship, in the reflective areas inside and outside school and through writing prayers to hang on the prayer tree. This is an improvement since the last inspection when the lack of time and space for reflection was an issue.

The school's involvement in a project with Wakefield's link diocese of Mara, Tanzania to buy goats is supportive of pupils' personal, social and cultural development. Christian values are implicit in relationships in school. However, often they are not explicit in the school environment or policy documents. Monitoring and evaluation of the distinctive elements of a church school was an issue in the last inspection. Some improvement has now been made with staff and governors involved. However this is not yet sufficiently rigorous to support effective review and development.

The impact of collective worship on the school community is good

Collective worship is good because pupils are active participants and have a sense of ownership through planning and leading worship, such as for the recent Harvest Festival. Pupils enjoy worship which has a special place in this church school community. They express a high level of commitment and their spiritual development is nurtured through times of reflection and prayer. Collective

worship makes a positive contribution to the Christian ethos because it provides an affirming experience for pupils, staff and visitors. A cycle of worship themes are in place providing a coherent focus. Evaluation of worship has begun but is not yet embedded. Creative elements are an important part of worship, which adds to pupils' enjoyment and affirmation, for example through singing a wide repertoire of hymns and praise songs. Strong links with the local church enhance the Christian foundation and clergy and lay members regularly lead school worship. Monthly worship and celebration services for the main Christian festivals are held in church. School is clearly a valued part of the church and local community. Visitors from the diocese and links with the local Methodist church also contribute to good quality worship.

Pupils are engaged in reflecting on moral issues, which they can relate to their own lives, through for example the school's involvement in the diocesan link with Mara.

The effectiveness of the religious education is good

Teaching and learning in religious education (RE) is good and standards are in line with the other core subjects. This is because pupils have positive attitudes to RE, they listen well, are engaged and keen to participate, working well together. Pupils say of RE, 'It's fun and we work hard.' They show a good level of knowledge of Christian traditions as well as the main features of the festivals of other major religions. The profile of RE has been raised recently, resulting in the implementation of initiatives such as the RE assessment record and the tracking of progress to inform planning and support achievement, which is in its early stages. Positive attitudes towards those from other religious and ethnic groups are fostered through a recent link made with another Kirklees school, with a diverse population. RE is enhanced through regular visits to the church and a visit to a mosque and through a range of visitors to school from local churches and the diocese, supporting pupils' spiritual development.

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

The vision of the head teacher provides good leadership which is driving Denby School forward as a church school. Staff and governors are actively involved, ably supporting this process. They are also involved in monitoring and evaluating, addressing areas from the previous inspection, such as planning and ownership in worship. They have recognised the need to involve everyone in reviewing the school's mission and values. Governors know the school well and foundation governors especially show strong commitment to providing strong links with the church and community. Sensitive support for pupils and families experiencing difficult times by staff and pupils demonstrates the Christian compassion which is evident in the school and much appreciated by the parent body. Parents value and testify to the quality of provision at the school, conscious of the development of the 'whole child' with an emphasis on caring for others. The school's self-evaluation is realistic and accurate, enabling the school to put in place the areas for development it has rightly identified.

SIAS report November 2011 Denby Church of England Voluntary Aided First School
Huddersfield, West Yorkshire HD8 8UN

Farnley Tyas Church of England Voluntary Controlled First School

School context

Farnley Tyas First School is a much smaller than average-sized primary school, although numbers on roll have increased in recent years. Pupils transfer to middle school at the end of Year 5. Pupils are all of White British heritage and the proportion known to be eligible for free school meals is well below average. The proportion of pupils with a disability or special educational needs is below average. The school has Investors in Pupils status and Eco School Silver award.

The distinctiveness and effectiveness of Farnley Tyas as a Church of England school are outstanding

Farnley Tyas First School is a happy, welcoming and friendly school. Christian values clearly permeate through all aspects of school life, driven by strong leadership and management. The Christian character and lively worship greatly enrich the lives of pupils and adults, as well as having a good impact on the local community. Pupils thus achieve their very best both academically and spiritually.

Established strengths

- The caring, family ethos that promotes Christian values.
- The dedication of head teacher, staff and governors in promoting a distinctive church school education.
- The strong links with the local church and community.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

All stakeholders, including pupils, speak of the strong Christian values that give meaning and purpose to the daily life of this outstanding school. The Christian vision of the head teacher, which everyone supports wholeheartedly, powerfully motivates the whole school community and supports pupils in their achievement. Opportunity for spiritual, moral, social and cultural (SMSC) development are many, for example through reflection in worship, the school garden where pupils can care for chickens, and the reflection area in the hall.

The Christian character has a major impact on preparing learners to become responsible citizens, for example locally by supporting charities such as Guide Dogs for the Blind, baking for Children in Need, and globally with books for Uganda. Relationships and behaviour are excellent, based on Christian values. Pupils state they are 'treated with respect', that 'friendship is very important in school', and about 'the importance of the school's core Christian values such as compassion'. Conflict, which is rare in school, is dealt with fairly and teachers encourage pupils to forgive and have a new start. Pupils state that this makes them feel 'safe' and 'happy'. The physical environment in terms of Christian character has a good impact on pupils' SMSC development. Religious education makes a very good contribution to the Christian character of the school particularly supporting the core Christian values in learning about the difference that faith can make to life.

The impact of collective worship on the school community is outstanding

Worship has a very high profile at Farnley Tyas First school and is a special time of day that everyone looks forward to. One of the many reasons for its outstanding impact is the fact that the head teacher, who coordinates worship, listens to pupil feedback and plans with their comments in mind. Pupils also play a key role in helping with the practical aspects of running worship and have opportunity to plan and lead acts of worship themselves on a termly basis. Not only are worship themes thoroughly and creatively planned but there is a good range of visitors to lead worship, such as members of local clergy, the Hand to Mouth puppet group and also a local lay preacher who uses fuzzy felt characters to tell Bible stories. Themes are based on the Christian calendar, social and emotional aspects of learning (SEAL) and the schools core Christian values. Worship is lively, vibrant and inspiring with pupils actively encouraged to participate and share their thoughts and ideas. Pupils know why worship is an important time. The impact of worship on pupils' spiritual and moral development is exemplary, for example one pupil stated 'One day I was feeling cross, and in assembly we were told to look at the candle and relax, and think about the theme. So I did it and it made me calm.' Anglican traditions

and practices are developed through use of symbols such as a lighted candle, songs and hymns, the Lord's prayer and blessings particularly for services in church. Although pupil feedback is regularly evaluated by the head teacher, staff and governors, to ensure worship is of the highest quality and impact, the system needs to be formalised for continued development.

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

Everyone involved with the school is extremely proud of its Christian foundation and all are keen to promote its core Christian values. Head teacher, staff and governors have worked extremely hard reviewing the mission statement, aims and values to ensure they are high priority in all that the school does. Pupils would now benefit from developing their own pupil friendly version. The head teacher has a very clear Christian vision for the school and this truly gives purpose and direction to all aspects of leadership and management. It also ensures the school sets an excellent example of Christian living through the values it promotes. Monitoring and evaluation of the school as a church school has been accurately and rigorously undertaken via the SIAS toolkit and is well linked to school improvement planning. Governors are frequent visitors to school, to monitor all aspects of church school effectiveness and distinctiveness. However, there is scope for a more formal system to monitor collective worship, to ensure continued high standards. Governors are exceptionally hard working and equally supportive of the head teacher and staff, have a clear idea about future development needs for the school (succession planning) and also regularly review staff opportunities for professional development. Parents speak of the strong Christian values that underpin the school. Links with the church, diocese, and community are very strong.

Through projects such as CART (Christian African Relief Trust) the school is developing understanding of not only local but the global perspective of community cohesion.

SIAS report January 2012 Farnley Tyas CE VC First School, Farnley Tyas, HD4 6TZ

Flockton Church of England Voluntary Controlled First School

School context

Flockton CE Voluntary Controlled School serves the small village community of Flockton. It is situated immediately adjacent to St. James' Church, close to the Wakefield/Kirklees border. Pupils are of predominantly White British origin. Pupils come from a mix of economic backgrounds. 31% of children are eligible for free school meals. The school holds the Kirklees Healthy Schools award, (Gold Standard), Investors in People and Financial Management Standard in Schools awards.

The distinctiveness and effectiveness of Flockton Church of England Voluntary Controlled School as a Church of England school are good.

Strong relationships and mutual respect characterise the distinctive and effective provision for every child in this school. Pupils feel safe and well cared for. They articulate that teachers have their best interests at the forefront of all that they do, and every individual feels valued. The clear Christian values underpinning all that this school represents make an unmistakeable impact on pupils, staff, parents and carers.

Established strengths

- Strong, caring leadership of a dedicated head teacher, supported by a loyal staff and governing body.
- Excellent relationships between all members of the school community.
- Outstanding Christian ethos which nurtures all members of the school community and ensures exemplary standards of behaviour, attitudes and maturity of learners.
- Strong links between the church and school.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

This school provides a safe family environment in which every child and adult is shown the utmost care and respect, underpinned by Christian values expressed in all areas of the school's provision and actions. These values, taught and embedded in school life, have a positive impact on attitudes and as a result, a strong ethic of wanting to do one's best is reflected in high standards in the classroom. Effective and challenging Religious Education reinforces the Christian values lived out in all aspects of the daily life of the school. Pupils work and play alongside those of different age groups, older ones acting as excellent role models and living up to the responsibility entrusted to them.

The school environment makes a strong contribution to the spiritual development of learners with bright, informative and attractive displays, Christian symbols in shared areas, and a well-organised and maintained quiet/garden area. Parents, carers and pupils are fully aware that this is a Church school, defined not by name but by strong relationships and a uniting thread of love, nurture and respect for all. Staff and governors work together to ensure that every child is supported in order to achieve success and reach his or her full potential. Parents and carers are fully supportive of the school and appreciate the strong link with the church. Children flourish under this umbrella of Christian care and all children know they are valued for their personal worth. Pupils understand the importance of Christian giving and are aware of the importance of their own actions in supporting poor and needy people around the world.

The impact of collective worship on the school community is good.

Collective worship is an important part of the school's daily life, and is seen as an opportunity to meet as a family, share Christian values and encourage pupils' spiritual, moral, social and cultural development. Regular worship in church and visits by local clergy are greatly enjoyed and enhance pupils' opportunities to learn about Anglican faith and traditions. In the act of worship observed, pupils entered church reverently, settled quickly and generated an atmosphere of awe and wonder. Learners listened attentively to the teaching; effective questioning resulted in enthusiastic responses from all learners, eager to be involved. The sensitive deliv-

ery of the message enabled learners to achieve a mature understanding of the imagery of Jesus the Light of the World. They related this clearly to the school badge, and were able to explain how they also could be lights in their community. The effective use of resources also supported aspects of Anglican practice. Questionnaires canvas parents' and pupils' opinions but as yet include no reference to collective worship. Evaluation of worship is already a feature of school practice but a more rigorous approach is required which should include regular evaluation by pupils. This will assess more effectively the impact of the worship experience on all learners, and inform future provision.

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

The fully committed governing body is involved in the whole life of the school. Governors take care to ensure that all stakeholders are looked after. They know staff and pupils well, seeing them as an extended family. Governors are a regular presence in school and offer support in classrooms, and to the head teacher and staff. Governors often attend acts of worship and also involve themselves in supporting after-school activities. There are strong links between the school, church and local community, but wider partnerships within the diocese and worldwide church need further development. The school has begun to use the Toolkit more to refine its judgements about Church school aspects of school life, and acknowledges what is still to be achieved. The head teacher is appropriately challenged yet well supported by governors, and can call upon governors' experience and expertise to move the school forward. The Senior Leadership Team is developing future Church school leaders by providing leadership roles and appropriate professional development opportunities within this small staff. Self-evaluation is accurate and realistic, leaving the school well-placed to achieve the improvements that it genuinely seeks.

SIAS report February 2011 Flockton CE.VC First School WF4 4DH

Helme Church of England Voluntary Aided Junior and Infant School

School context

Helme Church of England Junior and Infant School currently has 141 pupils and occupies a pleasant setting in the Pennine foothills near Huddersfield. The parish church is adjacent to the school. The great majority of pupils are of white British origin. The head teacher and deputy head teacher are new in post since the previous inspection.

The distinctiveness and effectiveness of the school as a Church of England school are outstanding.

The Christian character of the school permeates its daily life and is demonstrated in children's excellent spiritual and social development; a cohesive community has been created in which everyone respects each other and where children enjoy learning and make good progress. Strong leadership and teamwork have created a successful community, based around positive and caring relationships, which is a pleasure to experience. The school has been effective in building a working partnership with the local church.

Established strengths

- The clear Christian ethos focussed around excellent personal relationships at all levels
- The strong leadership and sense of teamwork
- The inclusive nature of school life

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners.

The distinctive Christian character shines through in all aspects of the school's work. It is embedded in its daily life and central to the school's forward planning. Children and staff are committed to a common purpose. Staff, parents, governors and children have worked together to develop the school aims and 'respect' mission statement which underpin school life; interwoven through this are values, such as friendship and equality, which children and staff speak about with knowledge and passion. Relationships at all levels are exemplary and all members of the school community are supportive of each other. A hallmark of the school is the remarkable maturity that children demonstrate in their care for each other, as for example through the peacemaker and buddy roles. This behaviour is founded on Christian principles and has become second nature to them, so that they speak about each other as in a close family community where every member is valued. Children speak readily and confidently about the importance of the school's links with the local church.

The Christian character is also portrayed through stimulating and relevant displays. Prayer is a natural activity within the school day – children have written their own prayers and, at the end of the day, they are confident to pray for the needs of those in their school community. Parents are highly supportive of the school ethos and its 'spiritual life' - they speak positively about the partnership between the school and the church.

The impact of collective worship on the school community is good.

Collective worship is important in the life of the school and is valued by children and staff alike. Children respect it as a special time and are fully engaged; the manner of their participation suggests it is having a positive impact on their understanding and attitudes. They sing well and make thoughtful contributions; they recite the Lord's Prayer and accompany the school prayer with actions. The special nature of collective worship is reinforced by displays around the school hall and by artefacts, including a lit candle to indicate that 'we can be with God and be quiet.' The content is relevant and appropriate to the children and provides space for thought as well as for participation. Children appreciate their regular visits to the local church for worship. Parents are invited to take part in these events. Collective worship is thoroughly planned and there are strong links with the school aims and with the content of RE lessons. The major Christian festivals are covered – for instance, through the weekly church services in Lent – along with festivals from other faiths, as shown by the diva lamps displayed in the hall. Children contribute to planning and evaluating collective worship although there is scope

to develop the role of a range of stakeholders, including children, in evaluating its impact.

The effectiveness of the religious education is outstanding.

Religious education (RE) enjoys a high profile in the school – one child explained that ‘we get more involved in RE than other schools’. This is clearly evidenced by children’s enthusiasm for the subject and their exceptional understanding. Children in all classes, due to a whole school approach, can relate the story of Rama and Sita and older children were keen to present their silhouette version. In another class, children were using role play to tackle issues of conflict and to consider how different faith groups can promote peace and harmony. Standards of work in RE are excellent and at least in line with those in other subjects. The enthusiasm for RE demonstrated by staff is having an impact on children, who are comfortable speaking about spiritual matters. Lessons are supported by visitors and by visits to the church – younger children were seen in the church taking part in an activity during which volunteers from the ‘Hand to Mouth’ team sensitively led children through a prayerful, interactive Advent journey. An extensive portfolio of children’s work is maintained and the RE subject leader has set in place an assessment system to which all teachers contribute.

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

The school leaders have been effective in creating a church school environment in which everyone, including the most vulnerable, thrives. The head teacher leads by example through her very clear commitment to promoting the Christian purpose of the school. The Christian vision is clearly articulated by all those in leadership and provides a foundation for everything the school does; it is worked out in children’s attitudes, in relationships and in teamwork. The sense of shared purpose is exceptional because objectives are clear and unequivocal.

School and church leaders work closely to develop mutually beneficial links. Leaders are proactive in arranging events to develop the school ethos, such as the Festival of Light day, the visit of a Paralympic swimmer and carols in the park. Governors are fully involved in the strategic development and evaluation of the school as a Christian community; they provide appropriate levels of support and challenge. Community cohesion is well developed; the school can afford to be outward looking because it is confident in its own spiritual starting place. Children have an understanding of communities that are different from their own – this is achieved through links with schools in Uganda and France. This encourages empathy.

There are plans to develop stronger links with other UK communities. Leaders have addressed the focus area from the previous inspection – all classrooms now have a quiet or prayer corner which children use.

SIAS report November 2011 Helme Church of England Voluntary Aided Junior and Infant School HD9 5RW

Highburton Church of England Voluntary Controlled First School

School context

Highburton Church of England Voluntary Controlled First School is a smaller than average first school for pupils to Year 5 serving the village of Highburton, with a catchment area of mainly owner occupied private housing. There are 181 pupils on roll with the majority coming from White British backgrounds. The number of pupils known to be eligible for free school meals is below average; the percentage of pupils with a statement of special educational needs is above the national average. The school holds Healthy Schools, Active ark and Sing Up! Gold awards. There has been an acting head teacher in post since April 2011.

The distinctiveness and effectiveness of Highburton Church of England Voluntary Controlled First School as a Church of England School are good

Highburton First is a good voluntary controlled Church school where Christian values of care for the individual, compassion, forgiveness and reconciliation underpin the daily life of the school. Although the school has recently experienced a period of uncertainty, due to the illness of the head teacher, the acting head teacher has ably and effectively led the school and ensured that the quality of education offered to each pupil has continued to develop and improve.

Established strengths

- The quality of relationships between pupils and staff which are modelled on Christian values.
- The effective leadership of the acting head teacher together with a dedicated staff team.
- The commitment of the whole school community to the inclusion and nurture of all pupils, especially those with special educational needs.

The school, through its distinctive Christian character, is good at meeting the needs of all learners.

Daily life for members of the school community at Highburton First school reflects Christian values of care for each individual, compassion and forgiveness. The quality of relationships between staff and pupils is modelled on mutual respect and genuine affection. Pupils are encouraged to try to succeed in all areas of their lives and are motivated by praise and recognition for their efforts. Behaviour throughout the school is very good with high standards of courtesy towards each other. Pupils are clear that there is no bullying and that any fallings-out are quickly resolved. There are many opportunities for pupils to take responsibility: the school council helps to organise charity fund-raising, whilst the eco-council monitors energy consumption and has saved the school significant amounts of money by ensuring that lights and computers are turned off. Children relate this to taking care of God's world. Since the last inspection, the curriculum has been enriched by a programme of visits to a range of places of worship, including a Buddhist temple, a Sikh gurdwara and a mosque. Parents spoke of the positive impact of these visits and of their children's growing appreciation of universal values. Parents were full of praise for the support their children receive through the 'buddy system'; they also believe that the Christian values that children experience at Highburton will stand them in good stead throughout their later school lives. Great care is given to the display of Christian symbols and other religious artefacts in shared areas in the school. Children's spiritual development would be enhanced by extending this into other parts of the school, both indoors and out.

The impact of collective worship on the school community is good

Pupils are clear that collective worship is an important and enjoyable part of the school day during which they come together 'like a big family'. They say that the Bible stories that they hear in worship help them to reflect on their own behaviour and attitudes; older children can relate these to the teachings of Jesus in relation to values such as forgiveness and treating each other as we would like to be treated. In the worship observed, led by the vicar, pupils' behaviour was exemplary. Opportunities and resources for pupil prayer form part of the outstanding display in the corridor area dedicated to religious education. This is well-used by children who

hang their individual prayers on a wooden prayer-tree. Parents spoke positively of the impact of the school prayer which is displayed in the entrance hall. All staff lead worship on themes planned mainly by the worship coordinator and which reflect the church's liturgical year. An effective pupil team makes a good contribution to the daily management and monitoring of worship, including the choosing of the entrance music. Clergy and lay members from the church are regular visitors to the school and lead worship, as do the ever-popular 'Hand to Mouth' puppets. There is satisfactory informal monitoring of worship by foundation governors but this should now be formalised as part of the governing body's regular procedures. Pupils would welcome the opportunity to plan, lead and evaluate their own collective worship.

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

The effective leadership of the acting head teacher has ensured that Christian values remain at the forefront of the school's daily life and vision. These values are exemplified in attitudes and behaviour throughout, and are characterised by affirmation, praise and reconciliation. Staff speak of the quality of teamwork and the impact this has on the experience of pupils; it is evidenced in the way that the whole school community supports and includes children with special needs. Both teaching and support staff feel that their work is highly valued, whilst the 'Friday Fine Diners', organised by the lunch supervisors, makes a significant contribution to the development of good manners in the children. The leadership team, including governors, is aware that there is a need to make more explicit the distinctive Christian values which underpin the school, so that these can be understood and articulated by the wider community. Governors are regular visitors to the school and have a good understanding of its strengths and future development needs; parents say that they appreciate the way that governors are easily accessible. However, formal systems for the monitoring and evaluation of the school as a church school, together with succession planning, need to be strengthened and this is identified as an area for development. The partnership with the church is good but physical distance from the school means that visits to the church are usually for major feasts such as Christmas and Mothering Sunday. A number of children attend the annual Remembrance service at the village cenotaph and this is greatly appreciated by the wider community.

SIAS report April 20th 2012. Highburton CE VC First School, Northfield Lane, Highburton, Huddersfield, HD8 0QT.

Kirkburton Church of England Voluntary Aided First School

School context

Kirkburton is a small primary school that serves a mainly White British population. The proportions of pupils from ethnic minority backgrounds and those known to be eligible for free school meals are below average. The proportions of pupils with special educational needs and/or disabilities are also below average.

The distinctiveness and effectiveness of Kirkburton First as a Church of England school are good

The Christian ethos of the school creates quality relationships between the whole of the school community. This results in a caring learning situation where adults have a good knowledge of each individual. This enables every child to have their academic and personal needs supported and challenged to make successful progress.

Established strengths

- The ethos of the school that enables good relationships between everyone in school
- The overall academic and personal development of pupils
- The vision and leadership of the headteacher, shared by staff and governors

The school, through its distinctive Christian character, is good at meeting the needs of all learners

The school has a caring and welcoming ethos that ensures everyone is valued as an individual treated with respect and compassion. This results in excellent relationships aspects of school life and provides children with a sense of belonging to a Christian community. Christian values inform the 'golden rules' that are central to the harmonious learning situation and displayed in each classroom. Teachers have a good knowledge of each child and their families. This enables them to meet the academic and personal needs of all children because each is given the appropriate challenge and support to develop as a unique individual. Pupils know they are part of a church school where 'we learn about Jesus and how to love each other.' They feel safe in school because 'the teachers are there to help us.' This results in positive attitudes to learning. Pupils are very supportive of each other and confidently enjoy discussing and exploring the similarities between different faiths. A creative curriculum, including SEAL (Social and Emotional Aspects of Learning) and links with worship and religious education (RE) support good Spiritual Moral Cultural and Social (SMSC) development. A range of visits enhance this. The school council gives pupils voice to 'help make the school a better place.' They also support a number of national and global charities. The Christian distinctiveness of the school is reinforced by 'the six golden rules' and 'The Lord's Prayer' displayed in every classroom, as well as affirmation posters around the school and displays in the hall.

The impact of collective worship on the school community is good

Acts of worship have a positive impact on the behaviour and attitudes of pupils and the relationships throughout the whole of the school community. Themes are based on the Church year, Christian values and issues immediately relevant to the life of the school. The school has an effective policy that includes guidelines for leaders who follow a common format to give continuity and familiarity. This allows pupils to experience a range of worship, including whole school, key stage and singing praise, in addition to golden and silver assemblies that celebrate good work and behaviour. The range of leaders includes staff, clergy from Anglican and Methodist churches, and Hand to Mouth puppets. Pupils enjoy worship 'because it teaches us how to treat each other and love God.' Leaders make themes relevant for pupils because they use examples from their own lives to encourage pupils' thinking. Pupils show a good understanding of a quiet and reflective atmosphere for worship by their quiet entry and exit to music. They offer thoughtful responses to questioning and have a good awareness of prayer, describing it as 'a time to talk to God and Jesus and say thank you.' They also have a mature understanding of the significance of the lighted candle and 'Jesus the light of the world,' explaining that 'Jesus shows us how to bring the world together.' Pupils views are now included in the evaluation of worship, although much other evaluation is still informal. The school has begun to explore developing a worship group

to involve staff, clergy and pupils in more formal evaluation and the opportunities for pupils to be involved in the planning and delivery of worship. The school has secure links with the church. The vicar leads worship each half term in school and the church is used for festival services. The local worshipping community occasionally uses the school for 'Church 4 all' services.

The effectiveness of the religious education is satisfactory

The coordinator for religious education (RE) has a clear vision for the development of her subject and is working effectively to raise the profile of the subject and standards of achievement. She has created an action plan and audited resources and staff needs to support the introduction of a new syllabus. Staff annotate planning to make cross-curricular links and themes appropriate to each class. Currently staff, with the support of teaching assistants, make informal assessment of pupils based on learning objectives. The coordinator is developing and introducing assessment tasks for use at the end of each unit of study to show attainment and progress of each child. The teaching of RE is good with appropriate pace and challenge for pupils. However, although pupils experience a range of learning opportunities including role-play and discussion, no record is kept of practical activities. Pupils are developing knowledge of major faiths, festivals and places of worship. However, pupils' written work and the lack of recording of learning objectives do not reflect the range of pupils' oral knowledge.

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

The headteacher has a secure vision and commitment to the continuing development of the Christian character of the school. This is shared with all adults and children in the school through high quality relationships and further enhanced in worship. Since the last inspection there has been a significant number of changes on the governing body. With the support of the diocese the governing body has explored church school distinctiveness. This has enabled governors to be more proactive. Through links with classes, lesson observations and visits they have a good understanding of the strengths and areas for development of the school. This includes recognising the need to revisit the development areas from the previous inspection to ensure they are effectively and securely embedded in the school.

Parents of different faiths recognise the profile of religion in school, making comments such as 'this school teaches children about other religions and gives them the skills to make their own choices. It is like a big family.' Other comments recognise that 'there is a great sense of community.'

SIAS report January 2012 Kirkburton VA First School HD8 OSG

Meltham Church of England Voluntary Controlled Primary School

School context

This is a larger than average primary school. A large proportion of pupils are from White British heritage and a smaller than average number are from minority ethnic groups. Very few speak English as an additional language. The proportion of pupils who are disabled or who have special educational needs is below average. The number of pupils who are known to be eligible for free school meals is under half the national average. The school has been awarded Healthy School status, Food for Life (Bronze) and Activemark.

The distinctiveness and effectiveness of Meltham Primary as a Church of England school are good

Meltham Primary is a good church school, where everyone is welcoming and friendly, living out their school life based on Christian values. Worship makes a significant contribution to developing these values. Consequently children enjoy school, they achieve well and have a very good understanding of citizenship and service to others. The strong links with church and community further enhance the Christian character of the school.

Established strengths

- The excellent organisation and quality of collective worship.
- The strong, caring and inclusive ethos, where children thrive and achieve well.
- The partnership between the school, the church and the wider community.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

Pupils are very clear that Meltham Primary is a church school. They state 'we know it's a church school because we pray'. Christian values are an integral part of school life particularly 'respect for others'. One pupil mentioned that St Paul said 'we should show kindness, compassion and forgiveness. This is what we try to do.' Such values have a good impact on behaviour and relationships. Achievement is good and pupils are keen to say that 'teachers say nice things to you', 'they take your views seriously' and 'some make learning fun'. Conflict is dealt with fairly and in the spirit of forgiveness and reconciliation. However, the behaviour policy does not yet emphasise these explicit Christian values. The strong focus on Biblical and Christian values, particularly evident in worship, leads to children who are happy, confident and extremely welcoming of visitors. Pupils have many opportunities to develop their citizenship skills through initiatives such as Operation Christmas Child and also within school to support each other through buddying schemes. The school environment, particularly the beautiful grounds and RE displays, makes some contribution to pupils spiritual, moral, social and cultural development. Pupils would now benefit from interactive reflection areas around school based on Christian values, to further embed the vision and aims of the school.

Impact of collective worship on the school community is outstanding

Worship is seen by everyone in school as central to the school's Christian character. Pupils are extremely positive about worship stating 'it teaches you how to be a nice person and make friends.' All teaching staff attend and lead worship, thus further embedding its importance. Worship is led and managed by a very able and committed leader, who ensures that worship is high on everyone's agenda. A weekly worship bulletin highlights key focus areas for staff to follow up in their class worship and lessons. Planning is exceptionally thorough with themes related to Christian values, the Bible, the Church calendar and social and emotional aspects of learning (SEAL).

Regular input from clergy, the Methodist Minister and Hand to Mouth Puppets as well as other visitors, ensures worship is lively, vibrant and engaging. These visitors also help to strengthen the impact of worship, promote effective links with church and community and also develop understanding of the Anglican dimension. The impact on pupils' spiritual, moral, social and cultural development is exemplary. Prayer is developed by saying the school prayer on a regular basis, through singing the Lord's prayer and occasionally by pupils

writing their own prayers. The worship co-ordinator is looking to develop aspects of spontaneous prayer in worship time. Pupils have plenty of opportunities to plan and lead worship, such as for the main Christian festivals and also in their weekly class acts of worship, to which parents are invited. Monitoring and evaluation of worship is a real strength of the school; it is undertaken regularly and includes feedback from parents and pupils, as well as feedback given to visiting speakers. This ensures that worship has high impact and is of the best quality.

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

The headteacher has a clear vision for the school as a church school and this is underpinned by implicit Christian values. The vision is shared with all stakeholders, for example at new parents' evening and at governors' meetings particularly to discuss the school development plan. Staff and governors are very supportive of the Christian character of the school, and would now benefit from further exploration of how explicit Christian values underpin the vision and aims of the school. Parents are very clear that Christian values underpin all aspects of school life and really value the links with the church and the fact that school is caring and friendly. Parents state the underlying Christian value of caring for others is put into practice every day in many ways, for example the playground champions and buddying older children with foundation stage. The vision is put into practice particularly through worship, but also through informal discussions with governors. However, governors have not recently had opportunity to participate in monitoring and evaluation of the school as a church school. Leaders and governors have a clear idea about future needs in terms of succession planning and all staff regularly participate in professional development. There are good links with the local church and community

SIAS report April 2012 Meltham CE VC Primary School, Meltham, HD94DA

Ravensthorpe Church of England (VC) Junior School

School context

Ravensthorpe CE Junior School has 384 pupils aged 7 to 11 years. It is much larger than average and the number on role is growing significantly. The school serves the district of Ravensthorpe located a short distance south of Dewsbury in West Yorkshire. The very large majority of pupils are from Muslim Asian / Pakistani families and use English as a second language; there is a high level of socio-economic deprivation and an estimated eligibility for free school meals of 50%. The percentage of pupils having learning difficulties or disabilities is well above average.

The distinctiveness and effectiveness of Ravensthorpe School as a Church of England school are outstanding

Ravensthorpe Junior School offers a model for the way that Church School education has both relevance and effectiveness to serve a community whose faith tradition is almost entirely from Islam. Working to demonstrate the way that Christian values can be used so successfully to shape the whole school experience, school leaders and managers have won the trust of their community. By using self-evaluation systematically, leaders and managers will be able to sustain excellence in all aspects of church school effectiveness.

Established strengths

- The quality of learning and the excellent relationships that make the community at this large school such a fulfilling place in which to learn and to work.
- The trust in the work of the school and its character that has been built up within the local community served by the school.
- The sense of inclusion at every level and especially evident in school collective worship.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners.

Christian distinctiveness threads seamlessly through every aspect of the work of the school. Children, their parents, staff and governors all promote and adopt the Christian values on which Ravensthorpe is based even though written expression of them is not prominent in the marketing of the school. Consistent application of these values richly nurtures children's spiritual, moral, social and cultural development: they grow to become polite, exceptionally well behaved, enthusiastic learners and keen to understand new ideas in all their work especially within religious education (RE). Children respect other cultures and beliefs, they extensively support each other and contribute much to the community within and beyond school. The outstanding success of school provision may be measured in the way the children, who come mainly from a very localised cultural and faith community, develop open-minded and informed views of the world beyond their school. This stems directly from the school ethos and the high quality teaching of a committed and experienced staff. The curriculum is rich, diverse and exceptionally well resourced; it is structured to meet every child's need and includes many activities outside the classroom. Ravensthorpe is fully inclusive; its Christian mission means that it welcomes every child irrespective of their learning needs and / or disabilities or their previous school history - whatever the possible consequent demands upon staffing. In school there is a culture of hard work, co-operation and mutual support. The school description of itself as an oasis of order and structure for children is very appropriate; care, love, forgiveness and reconciliation inform all relationships. The school offers a very rich environment for learning with extensive and imaginatively used outdoor areas that children greatly value. Christianity and associated ideas are intrinsically represented within curriculum displays and pupils have had the opportunity to display prayers they have written in their RE for others to read. Small wonder then that the children are happy and achieve well.

The impact of collective worship on the school community is outstanding.

Leaders at Ravensthorpe have kept alive and healthy the tradition of very regular whole-school collective worship with a Christian character. Great care has been taken to ensure that it is fully inclusive and inspirational

for the whole school community. As part of the planned programme, each class presents an act of collective worship for the whole school twice each year and this offers a platform to challenge children's confidence to speak publically, to include their creativity and to show their understanding of some of the religious ideas and beliefs shared by Christianity and Islam. In their collective worship children behave impeccably, participate enthusiastically; they sing joyfully hymns and songs, use drama, read their creative writing and lead prayers both from Christianity and Islam. Many parents attend when their children are in the class leading the special act of collective worship. This demonstrates the success of the school in establishing great trust and securing inclusion; no children are withdrawn either from collective worship or RE. For such a large school serving a community like Ravensthorpe this is remarkable. Planning for collective worship is undertaken for each half term period at a time. It reflects the Anglican calendar but includes the major festivals of other religions, particularly Islam and draws extensively on the activities and topics of the school curriculum. All teaching staff help lead collective worship and other staff join in and contribute. There is no dilution of the Christian message, themes include Bible stories, parables and events, including the Easter story, that inspire practical understanding of values such as love, respect, service and good works. The local priest and governors visit the school to experience provision and to take part. Special acts of collective worship such as the Christmas nativity are very popular with parents. There is some reflection of Anglican worship traditions and these have been used with care as the school nurtures the trust and respect of its community in its wholehearted acceptance of Christian collective worship in school.

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

The head teacher provides outstanding leadership with a can-do problem solving approach which is ambitious and innovative yet applied with great sensitivity and therefore highly effective. Ravensthorpe Junior School derives its inspiration from faith and applies Christian values to its work in tangible ways that secure the respect and trust of the largely Muslim community it serves. They are understood rather than explicitly stated but inform the work of the whole school. Children, parents and all governors are fully aware that this is a Church of England School and value the ethos and traditions that stem from this. Foundation governors do not yet contribute to the planning and evaluation of collective worship. Notwithstanding, all sections of the school community have been involved in developing the quality and success of school provision identifying improvements such as greater security for children, developing the richness of the curriculum and growing the importance of inclusive collective worship. The previous inspection findings have been well-used to secure improvement. Ravensthorpe fosters close links with the Church; the parish priest works in school, children visit the local church, there are visitors from the diocese, many of whom come to learn from the school, and links to church communities overseas. While the school is not able to participate in parish worship, its work nevertheless represents a most tangible and effective witness of Christian service to the community of Ravensthorpe.

SIAS report March 2011 Ravensthorpe (VC) Junior School WF13 3AS

St John's Church of England Voluntary Controlled Infant School

School context

St John's Infant School is smaller than the average-size primary school. The proportions of pupils from minority ethnic heritages and who speak English as an additional language are well above average as is the proportion of disabled pupils, special educational needs and free school meals. Pupils make good progress from lower than average starting points and leave school with above average attainment. The school is led by the deputy headteacher who is acting as headteacher during the prolonged absence of the substantive headteacher.

The distinctiveness and effectiveness of St John's Church of England Voluntary Controlled Infant School are outstanding

The strong and the determined leadership of the acting headteacher has ensured that Christian values remain firmly at heart of this school. Children and families are given a warm welcome and the variety of their backgrounds and cultures is recognised and celebrated. This is reflected by one Muslim parent's comment that 'this school feels like one community and you always feel welcome'. It is clearly evident that the school works hard to nurture pupils of the Christian faith, encourage pupils of other faiths and challenge all to grow in understanding of each other's beliefs and cultures. This has secured an environment where children develop social capital and academic potential.

Established strengths

- The consideration, care and respect for all, which establishes the outstanding ethos of inclusion and Christian care which permeates this diverse, mixed faith school community.
- The acting headteacher's purposeful and effective Christian leadership, which drives an ethos of "Christian care in action".
- The rich and stimulating curriculum that effectively enhances children's spiritual, moral, social and cultural development.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

The school's ethos is securely based on Christian principles which have a significant impact on the personal, social and academic development of all pupils. The school places great importance on inclusion, which can be seen in the respectful manner in which relationships in school are conducted and the fact that all pupils make good progress. Children agree that their beliefs and views are respected and valued and they learn with and from one another. The school environment is stimulating. A rich and varied curriculum, supported by visits and visitors such as a talk given by a Muslim parent governor, scaffold pupils' spiritual, social, moral and cultural development. This was evident in the recently created 'reflection corner' and the thoughtful displays around school, e.g. the friendship display in the EYFS unit and the 'Garden of Kindness'. It was also seen in action, when the year 1 children enthusiastically talked about their work on the Mosque as a place of worship. RE is seen as an important aspect of the curriculum and is linked to other areas of working and through continuous provision activities. The school places a strong emphasis on partnership with families. Parents say that they particularly choose to send their children to St John's because of its Christian character, good reputation and the welcome and support they receive. There is a flourishing relationship with the parish. Children are familiar with members of the church community such as vicar Kathy and vicar Elizabeth, whom they respect, trust and with whom they enjoy working. The active church group and school council enables pupils to have a voice in school developments such as the Reflection Corner and raise funds for various charities.

The impact of collective worship on the school community is good

Collective worship has a very positive impact on the spiritual, moral, social and cultural development of pupils. It is seen as an important aspect of school life and follows the pattern of the church year as well celebrating festivals from other world religions. Children speak warmly about collective worship and appreciate that everyone has their own way of praying and speaking to God. Prayer and time for reflection are integral parts of

worship and pupils respond in a positive manner and clearly understand the purposes intended. Daily collective worship is led by all members of teaching staff, children and members of the church community. Good use is made of outside visitors, including parents, faith visitors from the local community and governors and the termly class assemblies are well attended. The recent creation of a pupil 'church group' has allowed children to begin to have an input into worship planning and evaluation. Parents expressed an enjoyment of attending assembly in school and appreciate the chance to be part of this aspect of school life.

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

The acting headteacher, (supported well by the acting deputy headteacher), clearly exemplifies a model of 'Christian leadership in practice'. After a period of orientation, following the absence of the substantive headteacher, she has seized the role of acting headship and over the last twelve months has driven the school forward. She has a good understanding of the needs of the school and its pupils, demonstrating a determination to ensure continuing school improvement within a Christian context. All stakeholders have recently been involved with the choice of five core Christian values for the school, which are prominently displayed around school, along with photographs of governors who are 'friends of a class'. Governors are supportive and understand the central role of Christian values have in informing decision-making. Parents praise the school highly and the way the core values of the school nurture confidence, independence and respect in their children. The school promotes a cohesive environment and it is clear that staff, governors, parents and church members demonstrate positive relationships in the community with people of different backgrounds, cultures and beliefs. The school takes account of the views of parents and pupils and ensures that opportunities are found to include all, particularly in collective worship, and open classrooms at the start of the day. Parents agree that those of other faiths and denominations and none, value the nature of the education the school provides based on its distinctive character.

SIAS report May 2012 St John's Church of England Voluntary Controlled Infant School WF13 2LP

St Thomas Church of England Voluntary Controlled Primary School, Bradley

School context

St Thomas CE Primary is a thriving, recently amalgamated church school located in an urban setting. Because of the school's infectious vitality and enthusiasm, it is able to inspire pupils, staff, and the local community as well as instilling a feeling of 'pride and purpose' in all those involved with it. The school celebrates its diverse pupil population of 17 first languages and seeks to serve a locality which has areas of significant deprivation.

The distinctiveness and effectiveness of St Thomas Primary, Bradley as a Church of England school are good

Through its underpinning Christian ethos, this is a school with a strong sense of united and renewed purpose in striving to support every child to achieve his or her full potential. Parents feel their children thrive at St Thomas School. Governors and staff have worked hard to plan for and create a rich educational environment in the new school that stimulates children's learning, supports quality teaching and makes for a vibrant faith learning community.

Established strengths

- The excellence of relationships and nurture between pupils, staff and parents/carers,
- The ways in which the school is an inspiration and a focus for the local community,
- A shared sense of purpose in working for the highest standards in every aspect of school life.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

"The school feels different now" is a comment from several parents, describing in their words the love and hope that are the Christian values that sustain the life of St Thomas School. Whilst not yet clearly articulated, gospel values sustain school life. Love is seen in the help, guidance and care given to all and the quality of relationships nurtured by the school's calm purposeful learning environment in which good pupil behaviour is the norm. Hope shines from the educational, sporting and social opportunities provided by the school for pupils and their families to live fulfilling lives both now and in the future.

Through the work of the active School Council, pupils influence school decision-making and have brought about such changes as school meals menus, a healthy choice tuck shop and leisure zone choices for break-times. Links to local, national and international charities are supported well by the school, with pupils' ideas on how to help being taken up and acted on. The school has links with a contrasting primary school within the area, as well as a growing link with a French primary school which provides the children with a practical opportunity to use their modern foreign language skills. Examples of good practice in use of the school environment to enhance faith life, such as classroom Christian artefacts, school and class prayers and faith displays, are worthy of wider adoption. Because this is a school that is taking its Christian outreach into the centre of community life, it is seen by local people to be making a positive difference to 'how it feels' to live there.

The impact of collective worship on the school community is good

St Thomas School policy states that "every child should feel that they are wonderful, loved, valued and unique because God made them that way". Collective Worship is therefore given due focus as an affirmation of this belief. Reverence was very evident in the two acts of worship seen during the inspection. Pupils joined in with enthusiasm and both sang and signed the words of the worship songs with impressive dexterity. A theme of 'remembrance' had been followed during the week and had clearly been understood by the children who were able to offer their own insights. As part of the weekly plan, a lay member of St Thomas Church led the worship effectively for the older pupils whilst a senior teacher led appropriate worship for Key Stage 1 pupils. In both acts of worship a cross was the focal point and candles were lit to emphasise the time as being special. Strong links and positive collaboration exist with the parish church, with the children worshipping there at least once a term and also using the building as a learning resource. Through worship and RE teaching, pupils are helped to respect and understand other major world faiths and celebrate their main festivals. Anglican faith traditions

are evident in school with the Lord's Prayer being used, the main Christian year seasons of Advent, Christmas, Easter and Harvest being celebrated and regular visits from local clergy taking place. The school utilises a wide variety of approaches to make its worship vibrant, including 'Hand to Mouth' puppets, which are much enjoyed by pupils, with the aim of "opening up the teaching of the Bible". A weekly Key Stage 2 quiet reflection time is used well. Children are supported to use prayer in innovative ways such as the online prayer box accessed via the school website, and by having a prayer garden. A regular weekly staff prayer meeting focused on school life take place each Monday. Whilst some evaluation of pupil's views on worship has taken place, this now needs to be more systematic and involve all stakeholders. This will create the feedback of trends and outcomes necessary to fully inform future planning and content, and refine the links with RE teaching and learning.

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

The highly committed headteacher, his leadership team and the active governing body have jointly undertaken "the deep and moral purpose" of uniting the cultures of the two former schools. That it should remain a church school was 'paramount' in discussions, and now the vision of unity is a reality. As the school strives towards its "culture of improvement and high expectations", the community has committed itself to the school and what it stands for. This has supported an ethos that has helped to ease people past the fear of change and to share in the success of the school. The quality of education provides hope for the future, and the faith ethos sustains the nurture and care given to all. The challenge is now to empower the school's Christian faith life to support the over-arching requirement for the school to further raise standards and accelerate progress for all pupils. Currently, many of the school's well-placed moral values appear implicit, rather than being explicit gospel values. Well-focused evaluation of the positive influence of the school's faith foundations and subsequent appropriate action from school leaders and governors will advance and extend the next stages of the school's development and its on-going work within the local community.

SIAS report November 2011 St Thomas CE VC Primary, Bradley, Huddersfield HD2 1RQ

Savile Town Church of England Voluntary Controlled Infant and Nursery School

School context

Savile Town CE Infant and Nursery School is situated in an urban setting and caters for 182 children, who belong almost uniquely to the local Muslim community. The school comprises a main building and a separate early years unit. The parish church is sadly threatened with closure although Dewsbury Minster is within a reasonable distance. The current headteacher has been appointed since the previous inspection.

The distinctiveness and effectiveness of the school as a Church of England school are good.

The outworking of Christian values is apparent in the school's daily life and is demonstrated through positive relationships across the entire school community. Children enjoy school and are achieving well; they are beginning to understand how the values promoted by the school can affect their attitudes and behaviour. Collective worship, prayer and reflection play significant roles in school life. School leaders are committed to ensuring that Christian values inform the school's development.

Established strengths

- The school's strong sense of community
- Support for the Christian foundation and values of the school
- Pupils' positive and mature attitudes to school and to each other

The school, through its distinctive Christian character, is good at meeting the needs of all learners.

The Christian values that underpin the life and work of this school are fully supported by all members of its community. Parents identify with the values promoted by the school as they are also important in their own faith community and one parent explained that 'it does matter that the school values faith'. This consistent message encourages children to be open to spiritual issues, to show a genuine interest in beliefs and traditions and to have respect for others, as when children explain that 'we say sorry because we respect each other'. Staff are supportive of the 'working together' ethos and work hard to encourage understanding of and respect for different faiths. Religious education (RE) contributes significantly to this and children are aware of a range of traditions and beliefs. Children understand the importance of respecting both the church and the mosque as places of worship and are aware that the school has links with the church. Children are also happy to share knowledge of their own faith and tradition. Times of reflection and prayer are encouraged and pupils write their own prayers. However, despite this emphasis on spiritual and cultural development, there is limited evidence of this displayed in classrooms and around the school generally and, in this respect, the distinctive character is somewhat underplayed.

The impact of collective worship on the school community is good.

Collective worship is an important and affirming aspect of school life; children are respectful and engaged. They listen well, remember what they have heard and contribute thoughtfully. Children appreciate the chance to lead times of reflection using the school prayer. A candle is lit to signify the start and end of worship and a small table provides a focal point. There is, however, scope to enhance the hall visually as a worship space. Collective worship is planned thoroughly in advance with a thematic approach that takes into account key festivals from both faith traditions. Parents enjoy opportunities to take part in these celebrations, especially at Christmas and Eid. Children have opportunities to visit both a church and a mosque and are learning about the similarities and differences in forms of worship. Some monitoring of collective worship has been undertaken to assess the impact that worship is having on the spiritual life of the school but this is quite limited and the school is not yet fully engaging children, governors and parents in contributing to evaluation.

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

The headteacher, supported by senior staff, leads by example and demonstrates clear vision and a strong commitment to promoting the school's distinctive character. This vision is helping to create a school community which is cohesive and confident in its own identity. School leaders, including governors, recognise the school's strengths and achievements and are aware of areas for development. Maintaining links with the local church and its leaders has presented challenges but school leaders have been proactive in developing alternative links with Dewsbury Minster and with the inter-faith centre based there. They are looking forward to welcoming visitors from the Minster and to a closer working relationship. Children's appreciation of other communities, both locally and further afield, is enhanced by links with other schools and, through the diocese, with Tanzania. This is helping children to respect and understand those who are different from themselves. The school also promotes children's understanding of wider issues through its successful charities and eco-schools work. Although governors are committed to their strategic role and have plans to attend diocesan training, there are opportunities for them to be more fully involved in development planning, monitoring and evaluation and in providing support and challenge for the headteacher.

SIAS report July 2012 Savile Town Church of England VC Infant and Nursery School
WF12 9LY

Section 48 reports (Roman Catholic Schools)

**Our Lady of Lourdes Catholic Primary School, Bradley Boulevard, Huddersfield.
Section 48 Report 5th & 6th March 2012**

School Context

The school is smaller than most primary schools. The school has an admission number of 30 with 203 pupils on roll of whom 51% are Catholic. There are 8 full time teachers and 3 part time teachers (9.5 fte), of which 9 are Catholic with 3 holding the CCRS certificate. The percentage of pupils from ethnic minority groups remains high and the number of pupils with English as an additional language has risen steadily over the past three years. Approximately one third of pupils are of White British heritage. The largest minority ethnic groups are White and Black Caribbean, African and Caribbean pupils, with an increasing number of pupils of Polish heritage. The proportion of pupils known to be eligible for free school meals is above average.

Main Findings

Our Lady of Lourdes Catholic Primary School provides good quality Catholic education with several outstanding features. Outcomes for pupils, provision for Catholic education and capacity for sustained improvement are all good whilst the effectiveness of leadership and management and the quality of Collective Worship are outstanding.

Leadership and management are outstanding in their commitment to the school. The Headteacher and RE Co-ordinator are inspirational and excellent role models; they ably support the school community to strive for excellence and live out gospel values in their daily interactions. The school has a clear idea of its own strengths and areas for development grounded in honest and thorough self-evaluation. Good progress has been made towards addressing areas identified in the previous Section 48 inspection.

A strong sense of Catholic mission permeates all aspects of school life; the whole staff is committed to providing pupils with extended opportunities to grow and develop into young people with a strong sense of personal worth and an awareness of their responsibilities towards others. Pupils' behaviour is exemplary; they are happy, enthusiastic and are justifiably proud of their school, they say 'the school is friendly and welcoming and everyone is treated equally'. Through the 'Seeds and Gardeners' initiative and play leader training pupils make a positive contribution to a cohesive community where all feel safe. Parents recognise and value the considerable improvements the school has made in recent years and state 'there is now strong leadership in place that sets high values and good moral standards for themselves and the children'. The school has effective partnerships with the Parish Priest Fr Smith, Sr Ita, Fr Angel and a range of external support workers in order to enhance provision for pupils' health and well-being and to support families. The dynamic of this pastoral support and the close links with the parish play a crucial role in supporting the spiritual, moral and cultural development of pupils.

How good are the outcomes for pupils?

Outcomes for pupils, taking particular account of variations between different groups are good. Pupils take on responsibilities and participate constructively in the Catholic life of the school beyond routine lessons and activities. They are reflective and enquiring, confident and ready to express their own views and beliefs. They understand that religious belief and spiritual values are important for many people and show interest in the religious life of others. They are considerate to others and caring to anyone in apparent need. They show signs of responding to the needs of people beyond the school e.g. Cafod appeals and support of Fr Hart's community in Peru. They show an understanding of the need to forgive, to be forgiven and to have a good understanding of right and wrong.

Pupils act with reverence in Collective Worship and are keen to participate. They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence. They have a good understanding of the reli-

gious seasons and feasts and are becoming skilled in the use of scripture, religious artifacts, hymns and other forms of prayer. They are at ease when praying with their school community and appreciate what is taking place.

How effective the provision is for Catholic education.

Across the school, teaching is of a consistently good standard with examples of outstanding practice in all Key Stages. Teaching strategies are effective in ensuring that pupils are motivated and engaged. The many and interesting displays in public areas reflected the liturgical year. Quality RE displays and attractive RE focal points in classes enhanced learning e.g. Lenten displays, the Prayer Table, pupils' Stations of the Cross, Shrove Tuesday/pancake experience.

Teachers generally have strong subject knowledge that inspires and challenges most pupils and contributes to their good progress. As a result, in most lessons, pupils are keen to learn, concentrate well and make good progress. Good and imaginative use is made of resources, including technology, to maximise learning. Since the adoption of a new RE scheme the school has adapted their assessment procedures. The school uses tasks linked to 'The Way, the Truth and the Life' RE scheme of work and national attainment targets to assess pupils' work at the end of each topic. Assessment folders are kept for each pupil. 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. e.g. involvement in Diocesan Music led to pupil involvement in the Papal visit and the Diocesan carol concert. 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 and the school has plans to extend further its teaching of Other Faiths in order to reflect the diverse community the school is part of.

Acts of collective worship are outstanding and given high profile, they are central to the life of the school. Staff and pupils have a range of formal and informal opportunities for daily prayer. Collective Worship themes are 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. Attendance by parents and others associated with the school is encouraged, particularly at the weekly Celebration Assembly.

Provision for Education in Personal Relationships is good. All staff have completed SEALs training (Social, Emotional Aspects of Learning) and, following consultation with parents, the school adopted the 'This Is My Body' programme.

How effective leaders and managers are in developing the Catholic life of the School.

The school's leadership is deeply committed to the Church's mission in education. They are a source of inspiration for the whole community. There is unequivocal and explicit evidence that the Catholic mission of the school is a priority along with spiritual and moral development of pupil. This is reflected in the school improvement plan, self evaluation form and other documents. Leaders and managers conduct a range of monitoring activities relating to provision and outcomes and their analysis provides a firm basis for accurate diagnosis of the school's strengths and weaknesses. The school's improved standards in quality of teaching and learning, the calm and spiritual ethos and the generous enthusiasm of all staff stems from outstanding leadership and management.

Governors make a highly significant contribution to the work and the Catholic dimension of the school. They have high levels of expertise, are extremely well organised and thorough in their approach. In discharging their statutory and canonical responsibilities, they evaluate the effectiveness of their implementations, keep the work of the school under review and act upon their findings. Governors are flexible and adapt to new ideas, supporting the work of the staff in improving outcomes for all pupils. They are confident in providing high levels of professional challenge to hold the school to account and are not afraid to take decisive action when required. Governors have been proactive and determined in their approach to staff appointments in an effort to ensure a raising of standards and improved outcomes for pupils.

The school participates fully and actively in developing and implementing a variety of partnership activities e.g. Kirklees/Calderdale Cluster of schools and other Catholic schools as well as the collaboration with the local High School. These activities themselves, and the resulting improvements in the school's provision and leadership and management, make an excellent contribution to pupils' good achievement and well-being.

Section 48 Report, The Catholic Life of the School and Religious Education.
Our Lady of Lourdes Catholic Primary School, Bradley Boulevard, Huddersfield HD2 1EA

**St Joseph's Catholic Primary School, Healds Road, Dewsbury.
Section 48 Report 1st & 2nd November 2011**

School Context

St Joseph's Catholic Primary is a one-form entry voluntary aided school serving the parish of St Joseph's Dewsbury. The school is popular, enjoying a good reputation locally. It is oversubscribed and full.

The school serves the parish of St Joseph's, Batley Carr and has a wide catchment area which covers seven council wards in the Kirklees area, with the majority of pupils coming from Dewsbury West, Batley West and Batley East. It serves a mixed area of housing, including council built and private housing with a significant number of families renting from private landlords.

There have been significant changes to the intake of the school in recent years and the proportion of Catholics is presently at around 70%. A small number of these Catholic pupils have Polish or Filipino backgrounds. Approximately 20% of the pupils are from non-Christian backgrounds. The overwhelming majority of these pupils are Muslims.

The school is proud of its motto: 'Love – Peace – Respect' which all adults and children try to live by.

Main Findings

St Joseph's Catholic Primary School provides a consistently good Catholic education for the community it serves. The parents believe it is a good school where children are safe and happy, where they reach their potential and where they learn about how much God loves them. The school has a good leadership team in place and with the continued support and encouragement of the governors and parents it has a good capacity to achieve further improvement in the future.

How good are the outcomes for pupils?

Outcomes for pupils at St Joseph's are good. Most children make at least good progress in Religious Education. The inspector observed some outstanding practice in lessons observed, particularly when children enter the school and as they near the end. There was no inadequate teaching observed. The school is working hard to ensure that the new RE scheme 'The Way, The Truth and The Life' (WTL), introduced in January 2011 becomes more embedded, so that increasing numbers of pupils will be able to achieve higher levels of attainment at the end of KS2. The hard work that has been carried out by the newly appointed RE Leader and the Headteacher on this objective is already showing a positive impact in the discussions and debates children have with their teachers. The monitoring of pupil progress in RE has been significantly improved in the last year, with systems having been established which put the subject on an equal footing with Numeracy and Literacy. Good assessment and evaluation practices are being well embedded.

The overwhelming majority of pupils demonstrate very good attitudes towards their RE learning. All the children the inspector spoke to said they liked their RE lessons. As they grow older, pupils increasingly learn how to concentrate for more extended periods of time. They are keen to participate in the learning activities and in more successful lessons they are engaged in very practical and creative tasks such as playing in an area of a classroom made to look like Heaven, or making miniature people for a display or engaging in a heated debate about whether Christians should be soldiers. Children are increasingly aware of their own learning and they are beginning to be able to identify for themselves how they can improve.

The RE Coordinator is an exemplar of good practice despite being very new to the role at St Joseph's. Liturgies are well planned, monitored and recorded. Staff and governors pray together whenever they meet and voluntary opportunities for prayer are enthusiastically attended by staff and some pupils during important times of the year, such as Lent and Advent. Liturgies in school are generally open to parents to attend but sometimes the response is a little disappointing. The school might usefully evaluate this issue and try to determine why this is.

How effective the provision is for Catholic education.

Teaching standards in RE at St Joseph's are good overall. As a result of good assessment and monitoring procedures teachers and other adults plan well to meet the needs of all pupils. Much of the improved provision has come about in the last year or so, and the newly appointed RE Leader has had a significant impact throughout the school. Other staff members appreciate the work she has done and the new ideas she has brought from her previous school. Resources for the teaching of RE and for supporting the Faith Life of the school are very good. Support staff, 4 of whom are Higher Level Teaching Assistants, work closely and effectively alongside teachers to enable pupils to achieve their best. The best results happen when these adults actively engage in the lessons and spot where disruption or the need for encouragement is likely to occur, before it arrives. Pupils of faiths other than Christian are welcomed warmly into the school community and the contributions they make towards the life of the school are highly valued. Their needs are provided for wherever practical, and parents feel the school is extremely good at celebrating and enjoying its diverse community mix. In Collective Worship these children do not feel excluded and all pupils show sensitive respect and genuine interest in each other's beliefs.

How effective leaders and managers are in developing the Catholic life of the School.

The governors and head teacher are providing a good quality of Catholic life provision at St Joseph's. The head teacher in particular is very well thought of by parents, staff and pupils. She is clearly dedicated to the school and to the well-being of the pupils, as well as the staff, parents and wider community. She has played a pivotal role in leading the school through the very positive changes that have been made in recent years to move the school on. In partnership with her senior leadership team she has all the skills and experience in place to continue to do this in the future.

The Parish Priest is a central figure on the governing body but is also often in school and is much loved by the staff, parents and pupils for his approachability and active support for the school community. He works closely with the headteacher and RE leader to ensure RE and Faith Life are at the top of the school's agenda at all times.

The leadership group knows the strengths and weaknesses of the school and it is in the inspectors view accurate in its self-evaluation judgements.

The headteacher, supported by the SLT and RE Leader have established a good level of systematic monitoring relating to provision. The school also has good systems in place for the identification of weaknesses and the construction of effective action plans. The governors are extremely supportive of the school and the Chair of Governors, who is new to this role, but not a new governor has already made a good start in his work with the other governors and the headteacher. Whilst St Joseph's is without doubt and very obviously and proudly a Catholic school within the Diocese of Leeds, it is also managing to provide a common sense of belonging for all its pupils and families. This is a school that respects difference, values diversity and ensures equal opportunities for all.

St Joseph's Catholic Primary is a good place for children to learn. The school provides its pupils with the skills they will need in life to give actively to their community and to be positive members of society whilst also knowing that they are individually very precious in God's eyes and that He loves them very much.

Section 48 Report, The Catholic Life of the School and Religious Education.
St Joseph's Catholic Primary School, Healds Road, Dewsbury, WF13 4HY

St Joseph's Catholic Primary School, Grosvenor Road, Dalton HD5 9HU
Section 48 Report 9th and 10th November, 2011

School Context

St. Joseph's Catholic Primary School, Dalton Huddersfield, is an average sized Voluntary Aided Primary School belonging to the family of schools of the Catholic Diocese of Leeds. Currently there are 279 pupils on roll including 26 part time nursery children. The school currently has a published admission number of 50 and gives priority to the baptised Catholic children of families of the recently founded parish of the Immaculate Heart of Mary, which incorporates the twin parishes of St. Joseph's Dalton and English Martyr's Dalton including their associated mass centres in Meltham and Shepley. Currently 196 Catholic pupils are on roll.

The majority of pupils who attend St. Joseph's are of white British heritage. A growing number of pupils are drawn from minority ethnic backgrounds. Currently pupils are arranged into 10 classes taught by 9 full time and 2 part time teachers (10 full time equivalent staff). 7 teachers are Catholic and 7 teachers hold the Catholic Certificate of Religious Studies (CCRS) or equivalent. 10 FTE teachers teach Religious Education (RE).

Main Findings

St. Joseph's School, Huddersfield provides a good standard of Catholic education with no less than satisfactory or inadequate aspects. Outcomes for pupils, the provision for Catholic education and the school's capacity for sustained improvement are all good. Currently the school is in a period of transition following a number of staffing changes at both the senior leadership and management levels.

The recently appointed headteacher and Chair of Governors clearly demonstrate a very deep commitment to the Church's mission in education. Together with the conscientious commitment of all staff, governors and the parish chaplaincy provision, RE and the Catholic life of the school will continue to be further enhanced under their effective leadership.

Senior leadership of the school has already undertaken an initial self evaluation of standards in RE and the Catholic life of the school. This inspection found the results of the self evaluation to be very accurate. Governors and senior leaders now recognise the school's strengths and areas for further development.

A number of the areas identified for development in the previous S48 inspection are still on going and have now been subsumed into the newly reformulated School Improvement Plan (SIP) to bring about a 'step change' in the culture of classroom monitoring and evaluation in RE/Catholic life of the school.

How good are the outcomes for pupils?

For the majority of pupils at St. Joseph's learning and progress in RE/the Catholic life of the school is good across all three key stages, particularly in view of the generally low baseline levels of RE knowledge and practice that many pupils arrive with when they join the school. Work scrutiny of samples of RE work/books and direct observations of RE lessons and Collective Worship showed appropriate progression both within and between all key stages. Attainment in RE is broadly in line with national expectations and exceeds standards in literacy at the end of KS1. Pupils say that they enjoy RE and appreciate the provision of the new, more attractively produced, RE textbooks linked to the revised RE Programme 'The Way the Truth and the Life'. A strength of the school is the exemplary pupil behaviour evidenced in class during RE and Collective Worship. Pupils are polite, courteous and respectful to each other and to the other adults in the classroom. Pupils are keen to do well, generally apply themselves diligently in RE lessons and work at an appropriate pace. Pupils generally seek to produce their best work and are enthusiastic to actively contribute to their own and others learning. This is especially true where the teacher's planning includes appropriate differentiation. Pupils are taught to respect and care for their own and each other's property. Pupils show interest, care and respect for religious artefacts on display in their classrooms and elsewhere throughout the school. Pupils are proud of their school. Pupils willingly and generously respond to the needs of others through organising and contributing to various charitable fund raising events. Over the past year, the school has supported CAFOD, Catholic Care, ('The Good Shepherd Fund'), Poppy Appeal, Christmas Shoebox Appeal and The Forget me not Trust. Staff also took part in a sponsored 'midnight walk' in support of Kirkwood Hospice. St. Joseph's offers pupils and parents a wide range of opportunities for participation in Collective Worship. Seasonal liturgical celebrations, monthly Masses

in the adjoining parish church, individual class/key stage/whole school special assemblies and First Sacrament Celebrations with the wider parish. Each class at St. Joseph's is named after a particular saint, but when questioned, although all pupils could say which saint their particular class were named after, none of the pupils were able to recall any factual information about their class saint.

How effective the provision is for Catholic education.

The provision for Catholic education at St. Joseph's School is good. Teaching of RE and the Catholic Life of the school overall is good. No unsatisfactory or inadequate teaching of RE was evidenced during the inspection. RE teaching was at its most effective where lessons were well planned and appropriately differentiated and well resourced, to meet the needs of all the learners. Similarly, where pupils are actively encouraged to take responsibility for inputting aspects of the lesson, the learning process came alive. Lesson observations suggest that pupils do rise to the challenge of assuming greater responsibility for planning and leading Collective Worship in their own classroom where they are given support, guidance and good role models to follow offered by their class teachers. Particularly effective use of 'talk partners' was witnessed in some of the more effective RE lessons. RE is treated as a core curriculum subject at St. Joseph's. The time allocation for the teaching of RE adequately fulfils diocesan guidelines. The governing body are compliant in providing an Education for Personal Relationships (EPR) programme 'In the Beginning.' It is intended to review this provision in line with diocesan developments in this area. Parents appreciate being consulted over such materials so that they can support their children at home.

Parents are most supportive of the school and comment favourable about the schools caring family ethos. One parent commented that on a recent shopping trip to her local supermarket, her child was singing 'Our God is a great big God' at the top of her voice as they pushed their shopping trolley around! Parents and pupils would welcome the opportunity to broaden their knowledge of the customs, traditions and practices of other local faith communities.

How effective leaders and managers are in developing the Catholic life of the School.

The leadership and management of the Catholic life of St. Joseph's School is good with satisfactory aspects. Despite the school being in a period of transition, having new members of both the governing body (including the Chair of Governors) and teaching staff who have only served for a relatively short length of time, the governing body have been successful in appointing a very experienced headteacher to lead the school. The extent to which leaders and managers are already developing the Catholic life of St. Joseph's School is good. In particular, the relatively new Chair of Governors and the very recently appointed headteacher are both very actively committed to fulfilling the Church's mission of placing Christ and the teaching of the Catholic Church at the very centre of all that St. Joseph's seeks to achieve.

A 'step change' in the culture of monitoring and evaluating RE and the Catholic life of the school has already been introduced. A very accurate self evaluation form (SEF48) has already been produced of the standards in RE and the Catholic life of the school, ensuring that the senior leadership and management team have an up to date analysis of the school's strengths and areas for further development in RE. The School Improvement Plan incorporates those aspects of RE and the Catholic life of the school which have already been identified for targeted improvement.

Pupils help to organise, attend and actively participate in monthly parish Masses held in the parish church adjacent to the school. Pupils, parents and parishioners comment very favourably on how much they enjoy and look forward to these occasions. Younger pupils also say how much they appreciate the fact that older pupils help and support them in church. Older pupils are looking forward to helping the headteacher and staff to implement further improvements at St. Joseph's.

Section 48 Report, The Catholic Life of the School and Religious Education.
St Joseph's Catholic Primary School, Grosvenor Road, Dalton HD5 9HU

St Paulinus Catholic Primary School, Temple Road, Dewsbury, WF13 3QE
Section 48 Report 28th - 29th June 2012

School Context

St. Paulinus Catholic School, Dewsbury, is a larger than average primary school with 442 pupils, two classes per year group and a 24 place Nursery. It serves the Dewsbury parishes of St Paulinus and St Thomas More as well as St Aidan's, Mirfield. 68.6% of the current pupil population are baptised Catholics. Staff mobility is low. The Headteacher and RE subject leader were both in post at the last inspection in March 2009. Some changes in the governing body have occurred in the last two years. The Parish Priest, who is also the RE Link Governor, has been in the parish for seven months. Extensive building/renovation work has resulted in spacious connecting corridors and safer and better access for pupils to outdoor play areas. Further alterations to improve the main reception area are scheduled to begin immediately after this inspection.

Main Findings

St Paulinus is an outstanding Catholic school guided by its mission statement '*We live in God. We Walk with God. We are in God*'. It is a busy and welcoming place where children are loved and respected, where they radiate a strong sense of belonging and obviously enjoy coming to school. The website rightly boasts of a talented team of teachers and support staff working well together and being committed to continuous school improvement. During inspection, the annual '*Early Years Unit Open Day*' (EYU) highlighted strong links between home, school, parish and other local providers as well as the 'hands-on' involvement of key governors and staff in appraising the day-to-day culture of the school.

The quality of teaching and learning in RE is good and almost 50% of lessons observed were outstanding or with some outstanding features. As a consequence, pupil progress and attainment in RE are good. With the introduction of *The Way, the Truth & the Life* (TWTL), and its related assessment tools, pupil attainment in RE is recorded and targeted much more effectively than at the last inspection, with very positive outcomes. Collective Worship (CW) throughout the school is outstanding and this contributes to pupils' confident and spontaneous use of religious vocabulary, gesture and movement.

The capacity for sustained improvement is secure because of the commitment of a dedicated Headteacher and senior leadership team to the Catholicity of the school and also because of the rigour with which recommendations made at the last inspection have been tackled, improved and extended.

How good are the outcomes for pupils?

Significant changes have been made since the last inspection in the way that RE has been planned, resourced and taught. The learning needs of pupils are identified now by systematic tracking records and are supported and provided for by an excellent team of teachers and teaching assistants. The school can articulate good attainment trends for the last two years and the quality of pupil response observed in RE lessons and workbooks is convincing and augurs well for continual success. Further refinement of data for gender or specific SEN groups would help to confirm this trend. Pupils' knowledge of scriptural stories, and related key discussions in past lessons, contribute to a growing and mature understanding of what it means to be a witness to Christ. In a Yr2 lesson where pupils were empathising with the mindset of Peter before his rescue from the dungeon by an angel, one boy confidently countered all the others' claims to fear, "*I knew Jesus would help me,*" he said, "*I knew it ... ever since the Last Supper!*"

Pupils contribute in a variety of ways to Collective Worship and as a consequence can articulate different levels of spiritual and ethical thinking. They have a wide repertoire of hymns, chants, prayers and gestures enabling them to engage reverently and confidently in liturgical events and to identify some constituents of *sacred space* or *focal points* for silent prayer. They pray with ease and love to compose their own prayers too. A booklet of whole-school collected pupils' prayers was being compiled as an end-of term 'take-away' for parents and pupils.

How effective the provision is for Catholic education.

A range of firmly embedded teaching styles and activities is used to motivate interest, to sustain concentration and to help pupils assimilate their new learning. Many techniques promoted by *Investors in Pupils* are in evidence in the best lessons, thus ensuring that core skills of active listening, looking, thinking and evaluating are the norm. At the end of their writing task on *Jesus and the Storm*, for instance, Yr1 pupils showed ease and familiarity with reviewing each other's work. In another outstanding lesson on love as defined by St Paul, excellent classroom management skills choreographed vibrant bouts of talking, listening, moving, dramatising and interpreting so that all pupils increased their learning and enjoyed the experience. Similarly, in an exploration of how the gifts of the Holy Spirit can transform everyday life, the teacher's higher order questioning skills and personal faith-sharing engaged Yr6 pupils in deep discussion about examples of awe and wonder and reverence in their own daily lives. The quality of teaching throughout the school could benefit further from sharing excellent exemplars of in-house practice with *all staff*. The RE leadership team acknowledges the potential faith-sharing outreach of written feedback in pupils RE workbooks and is keen to address it. Collective Worship at St Paulinus is outstanding because it enriches pupils' understanding and observation of liturgical seasons and feasts and is a key factor in age-appropriate spiritual formation. Mass is central to the life of the school and each class in turn attends the Friday parish Mass in Church with pro-active participation. The Parish Priest also celebrates Mass in school on special occasions.

How effective leaders and managers are in developing the Catholic life of the School.

St Paulinus' is a happy and confident school where all adults display an awareness of being a necessary part of the school's overall success. Governors play an active role in determining and supporting the Catholic life of the school. Their considerable professional expertise and long-term involvement of many of them with the school and parish enable them to fulfil statutory and canonical responsibilities. They confirm that discussion at point of interview ensures that all new staff are made fully aware of responsibilities and expectations enjoined on them in relation to the mission of the school. Pupil Voice and Parent Voice, accessed through annual questionnaires, are analysed by governors and headteacher together. Feedback to parents on the current survey promised that the school website would be updated and that a curriculum long-term plan for each year group would be issued. Discussion with leaders and managers during the inspection agrees that the new website should aspire to reflect the Catholic culture of the school as part of its evangelising outreach to those who may consult it.

Partnerships with other schools and providers is good particularly in relation to transition of pupils *into* St Paulinus from other EYUs in the locality and *onto* senior schools from Yr6. Formal links towards a Kirklees & Calderdale RC Schools Pyramid (K&CP) for mutual future strategic support are welcomed but are still in their infancy.

Section 48 Report, The Catholic Life of the School and Religious Education.
St Paulinus Catholic Primary School, Temple Road, Dewsbury, WF13 3QE

Appendix 5

SACRE membership and attendance 2011-2012

Representing	No	Name	Attendances actual/possible
Committee A (All faiths except Church of England)			
Roman Catholic Church	1	Maureen Fletcher Kim O'Connor (alternates)	1/2
Baptist	1	Rev Dr Philip Clements-Jewery	3/4
Methodist	1	Caroline Holt - Methodist Rep	0/4
United Reformed Church	1	Rev Janet Lees	1/4
Baha'i	1	Christine Deihim	3/4
Islamic representatives nominated by mosques	3	Fatima Mamaniyat	1/1
		VACANCY	
		VACANCY	
Fellowship of Evangelical Churches in Kirklees	1	Karen Grimwade	4/4
Buddhist rep	1	Member of community at Birkby	0/4
Hindu rep	1	Kiran Bali	0/4
Jewish rep	1	VACANCY	
Sikh rep	1	Hardeep Sahota	0/4
Committee B – Church of England			
Church of England (lay & clergy)	5	Mary Judkins	2/4
		Gill Johnson	2/4
		Anita Raggett	1/2
		VACANCY	
		VACANCY	
Committee C – Schools and Teachers			
Primary School Head Teacher	1	VACANCY	
Secondary School Head Teacher	1	VACANCY	
Infant School Teacher	1	Patricia Jones	2/4
Junior School Teacher	1	Mehrun Mohammed	3/3
ATL	1	Janice Leam (ATL)	4/4
NUT	1	Carol Walters	4/4
Committee D – Council representatives			
Elected Members of Kirklees Council	4	Cllr Ann Denham	3/4
		Cllr Andrew Marchington (Lib Dem)	1/4
		Cllr David Hall	0/4
		Cllr Shabir Pandor (Lab)	0/4
Co-options			
Not to exceed 1/4 of members appointed to Group A	4	VACANCY - HUMANIST	
		David Raven-Hill	2/4
		Emma Salter (Hudds University)	3/4

Appendix 6

Minutes of SACRE meetings

Monday 26 September 2011 at Dewsbury Evangelical Church

Present

Carol Waters (Chair), Philip Clements-Jewery, Karen Grimwade Christine Deihim, Cllr Ann Denham, Jill Johnson, Mary Judkins, Janice Leam, Mehrun Mohamed, Alastair Ross.

In Attendance

Mrs B Rushworth (Minute Clerk)

311 Welcome and Introduction to Church

Karen Grimwade welcomed the members to the Church; Karen explained that the church doesn't actually meet here in the building as the whole church on a Sunday as the group is too big with upto 130 members they meet at the Scout Hall in Heckmondwike, there are many other visitors to the Church that aren't actually members. There are many groups in the Church including a Mums and Toddlers group and a Friday Teenagers club. The Evangelical Church works very closely with the Baptist Church in Staincliffe and share resources. Karen was thanked for her introduction of the Church.

312 Apologies for Absence

Apologies were received from Cllr Pandoor, J Lees, and C Holt.

313 Minutes of the Annual General Meeting 13 June 2011

AGREED: That the minutes of the meeting held on Monday,

13 June 2011 were accepted as a true record subject to minor amendments;

To add Cllr A Denham as present

To make corrections where Mr P Clements-Jewery appears as Jewery-Clements

To alter 'Trading on Egg shells' and replace with 'Treading on Egg Shells'.

314 Matters Arising

There were no matters arising.

315 Future RE consultancy and support for Kirklees SACRE

AR left the room at this point.

The Chair informed the Committee that as of the end of last term AR no longer held a position within SACRE and circulated a document on the Application to SACRE –funding for post- Alastair Ross (Sept 2011-2012), from the LA.

The request is to cover specialist work with SACRE, work on the revised syllabus, VLE for RE maintenance and development, facilitations of 6 RE networks, facilitation of RE courses as requested by Traded Learning Service, to line manage RE Advanced Skills teacher. AR is currently employed as an Advanced Skills Teacher for one day a

week. It is a statutory duty to monitor standards in RE and Collective Worship and to report this to SACRE. It is a statutory duty to revise the syllabus which is due for review in 2011/2012. The cost would be 40 days at £400. The Committee discussed the matter and noted that she felt that SACRE are being pushed into making a decision. Kirklees proposed that AR is financed by SACRE. If the Committee agreed to this it could only pay till March 2012 and would have to turn down training opportunities; Youth SACRE; donations etc. MJ noted that SACRE has a statutory duty to revise the syllabus and train teachers, Cllr Denham noted that this request is wrong, SACRE does not have the budget, Committee members discussed the budget further and agreed that if SACRE were to consent to the request then they would be setting a precedent that will form the expectation of funding AR's post. It was noted that Kirklees has a statutory duty to provide RE in education, it is Kirklees responsibility and they should finance the post.

ACTION: It was agreed by committee members that;

- (i) The Chair will talk with Val Flintoff and send a letter out to Kirklees on behalf of SACRE.
- (ii) The Chair will mail committee members for advice on moving forward
- (iii) SACRE members believe the funding for the post should be the responsibility
- (iv) SACRE will not approve the funding for the post from the budget

RESOLVED: Committee members agreed that SACRE will not fund the post.

316 Budget 2011/12

AR took Committee members through the document on the budget, there were suggested allocations from the budget via the action plan. SACRE is to have an allocation of £15000 with a carry forward of £5000.

Committee members thanked AR for the information.

317 Format of Future Meetings

Dates and Venues of SACRE meetings and core group

Monday, 28 November 2011 at 5.30pm at North Huddersfield Trust School, Woodhouse Hall Road, Fartown. HD21DJ

Monday, 5 March 2012 at 5.30pm TBC

Monday, 11 June 2012 at 5.30pm TBC

AR will look into visiting other faith centres as outlined in the Action Plan.

The Core Group will arrange a meeting in the near future.

318 Membership Update

Committee members went through the Membership of SACRE; the number of vacancies was noted, especially in Group A, Cllr Ann Denham informed the Committee that she did raise this at Kirklees Faith Forum.

AR agreed to contact the Faith Forum and request they include the membership of SACRE on the agenda for the next possible meeting. There are currently 2 members of SACRE on the Kirkless Faith Forum. It was suggested that Merhun Mohamed become the Junior School Teacher representative who also happens to be Muslim. Mrs C
Kirklees Standing Advisory Council on RE Annual Report 2011-2012

Deihim's renewal of membership to SACRE had come up; she would contact the National Assembly for them to write a letter of renewal.

319 Update on RE news

AR informed the Committee that the Education Minister has decided to keep the subjects the same on the E Bacallaureate for the time being. There is a new E Bacallaureate online petition, the signing is slower than before as people think it is the one they have already signed. ES noted that there has been a huge uptake on the RE Degree Course for a variety of reasons. AR noted that Key Stage 4 delivery will be reviewed.

320 Action Plan 2011/12

AR circulated the RE and Collective Worship support and Improvement Plan 2011-2012.

There are 7 main priorities in the plan and AR took Committee members through the document. Priorities include proposals, allocation of funding and consideration of proposals.

AR agreed to organise a trip out for SACRE members to a Faith Centre, the Buddhist temple in Manchester was suggested. It was noted that at the meeting in November the points of the document will be discussed at length. SACRE members' training is just as important as all other training and creates a good working practice. Committee members thanked AR for the information.

321 Collective Worship

AR gave Committee members a summary of the monitoring visits that had taken place during the last academic year. Monitoring visits took place in schools that invited SACRE in, which were 9 Primary school and 1 Secondary school. Determined Worship had also been monitored. It was noted that class assemblies varied enormously; overall the outcomes were very positive. Committee members agreed that to move forward they need to think of ways to support schools; a toolkit was suggested. Continuous relationship building with ranges of faith groups and a self evaluation on collective worship for schools was suggested. AR will also contact any schools that weren't monitored but invited SACRE in

322 Syllabus Revision

AR noted that the Revision of the Syllabus was included in the action plan.

323 Any Other Business

(a) Kirklees Faith Forum

It was agreed that this be included as a standing item on the agenda for future meetings. Cllr Denham had previously reported on this.

(b) Forget me not trust

Cllr Ann Denham noted that the Mayors charity this year is Forget me not trust. A sponsored walk took place which was well received and asked for support for the next walk.

Monday, 28 November 2011 at North Huddersfield Trust School

Present

Carol Waters (Chair), Philip Clements-Jewery, Karen Grimwade, Cllr Ann Denham, Patricia Jones, Mary Judkins, Janice Leam, Cllr Andrew Marchington, Mehrun Mohamed, Kimberely O'Conner, Emma Salter

In Attendance

Mrs B Rushworth (Minute Clerk)

Apologies for Absence

Apologies were received from Christine Deihim (Consent), Gill Johnson (Consent)

324 Welcome and Introduction of New Members

The Chair warmly welcomed the new members to SACRE and all members introduced themselves.

325 Minutes of the meeting held on 26 September 2011

AGREED: The Minutes were agreed as a true record subject to the following amendment;

(iii) SACRE members believe the funding for the post should be the responsibility of the LA.

326 Matters Arising

There were no items notified.

327 Report back on Action regarding Consultancy of Alastair Ross for SACRE

Ms Waters reported to Committee members on the outcome of discussions with the LA concerning the employment of AR. SACRE will be funding AR's position from January 2012 and up until July 2012 at this point SACRE should have received funding for the next year and so will be in a position to consider how best to secure AR's position hopefully giving AR more financial security. At present the Youth Forum will not be taking place this term. Committee members thanked Ms Waters for the information.

328 Membership Update

It was noted that SACRE had 2 new members Maureen Fletcher/Kimberely O'Connor, both members are from the same school and will alternate attending meetings both are also representing NAS/UWT and from a Primary Cof E school. SACRE will seek help from KFF to recruit more faiths' members. AR is to seek a Humanist representative to join SACRE.

329 Compilation of Annual Report

Committee members discussed issues surrounding schools regarding R.E especially in light of the E-Baccalaureate. It was noted the annual report does need completing by December 2011 and the Chair has the template and information. Ms Waters requested support from Committee members; Emma Salter volunteered. ACTION: For 'The Current Situation of R.E in Schools' to become a standing item.

330 Revision of Agreed Syllabus/ formation of the Agreed Syllabus Conference

The Syllabus 'runs' out in 2012 and does need reviewing, however in the current situation members felt it correct to defer the item until a more appropriate time. The revision of the Syllabus is a statutory duty of SACRE, and committee members agreed to constitute the Agreed Syllabus Conference. RESOLVED: That SACRE members become the Agreed Syllabus Conference with the addition of consultants as and when necessary.

331 Respect for all Conference

The 'Respect for all' Conference is to take place on 1 February 2012. Kirklees SACRE will be hosting the event at the Deighton Centre with Lat Blaylock who is nationally renowned for R.E education in Primary and Secondary schools. Around 4 students and a teacher from each school will be invited to attend; the Conference is expected to promote R.E and the development of teaching. Committee members were invited to attend and members offered their time in support. ACTION: Ms Waters to e-mail all members with full details on the Conference.

332 Report from Interfaith Kirklees Schools

Mrs Judkins reported to Committee members on Interfaith Schools in Kirklees; She had attended a Conference along with a member of SACRE from Birmingham who had recently re-written their own Syllabus, it was suggested inviting members from Birmingham SACRE to the Kirklees SACRE conference when revising theirs. Whilst at the conference Marius Felderhof from the University of Birmingham spoke on Social, Moral, Spiritual and Cultural Development (SMSC), discussed on how to promote in schools to keep RE exciting and relevant. Oakwell Hall are holding a 'Growing together in 2012' event on 3 May 2012. This event is for anyone interested in exploring spiritual development through gardens and spaces. All members were invited to attend. Faiths are being included in the 2012 Olympics with badges being designed. ES and MJ will work together on an Olympic package and faith. Interfaith Kirklees Schools now has its own Facebook page. The Steering Committee had previously approved the Safeguarding Policy. A policy is also being modelled for Faith Centre Hosts and Visitors in Schools. MJ is to meet with A.Lythgo on future funding for Interfaith Kirklees Schools, ES offered to support by putting an email together. Committee members continued to discuss budget implications for Kirklees Faith Forum.

333 Report from Kirklees Faith Forum

Cllr Ann Denham noted that she had raised over a £1000 for 'Forget me not trust'.

334 Future Meetings

Monday, 5 March 2012 at 5.30pm; Overthorpe Junior School at Thornhill.

AGM - Monday, 11 June 2012 at 5.30pm; Huddersfield University Faith Centre.

335 Any Other Business

Draft RE and Collective Worship Support and Improvement Plan

The draft plan was circulated to members for discussion; Ms Waters took members through the major points of the plan. Committee members will bring forward any further comments or suggestions for the plan at a future meeting. AR is to develop and finalise the plan. Committee members were thanked for their time and dedication to SACRE and all were wished well for the festive season and the New Year.

Monday, 5 March 2012 at Overthorpe CE (VC) Infant and Nursery School

Present

Carol Waters (Chair), Alastair Ross, Christine Deihim, Cllr Ann Denham, Karen Grimwade, Gill Johnson, Mary Judkins, Janice Leam, Fatima Mananiyat, Mehrun Mohamed, Dan O'Keefe, David Raven-Hill, Emma Salter

In Attendance

Mrs B Rushworth (Minute Clerk)

336 Welcome and Introduction of New Members

The Chair warmly welcomed Dan O'Keefe and Fatima Mananiyat to SACRE and all members introduced themselves.

337 Apologies for Absence

Apologies were received from Philip Clements-Jewery, Cllr David Hall, Patricia Jones, Caroline Holt, Janet Lees and Anita Ragitt

338 Minutes of the Meeting Held on 28 November 2011

AGREED: The Minutes were agreed as a true record.

339 Matters Arising

Membership Update: The proforma of membership was circulated for Committee members to update.

To include on the next agenda: Interfaith Olympic Events – Cllr Ann Denham to forward any information pertaining to events to CW.

340 Revision of Agreed Syllabus

After discussion the following was agreed, proposed by K Grimwade and seconded by C Deihim and agreed unanimously.

1. The current syllabus should be extended until 2013.
2. A working group was established to make some initial plans for the process of revision. This would include Carol Waters (Chair of SACRE), Alastair Ross (RE and SACRE officer), David Raven-Hill, Emma Salter (University of Huddersfield), Gill Johnson (Diocese of Wakefield).

The group's first tasks would be:

- To look at some other syllabi
- To agree the questions and process for consultation
-

All key decisions would be made by the full Agreed Syllabus Conference

341 Reports

It was noted that the Kirklees Faith Forum had not yet met.

Interfaith Schools

David Raven-Hill gave a verbal report to the committee and outlined that Interfaith schools was currently undergoing a major review. Committee Members thanked D R-H for his verbal report.

Respect for All Conference

CW informed Committee members that this Conference was extremely well attended and hugely enjoyed by all. In total 130 pupils and teachers attended and found it to be a really positive experience. Committee members thanked CW for her report.

342 Dates for Future Meetings

11 June 2012 – AGM, Venue: Huddersfield University Faith Centre 5.00pm for 5.30pm.

24 September 2012, Venue: Evangelical Church, Dewsbury, 5.00pm for 5.30pm.

Note by chair: This was Belinda Rushworth's last meeting as minute clerk. SACRE thanked her warmly for her work with us and presented her with a card and gift in appreciation of her service to SACRE.

MINUTES OF ANNUAL GENERAL MEETING held at the Faith Centre, Huddersfield University on 11th June 2012

Minutes taken by Alastair Ross
Status Approved

Members:

Committee A

Representing Other Denominations and Faith
Philip Clements-Jewery (Baptist)
Christine Deihim (Baha'i)
Fatima Mamaniyat (Muslim)
Daniel O'Keefe (Buddhist)

Committee B

Representing the Church of England
Gill Johnson
Anita Raggett
Mary Judkins

Committee C

Representing infant school teachers
 Representing junior school teachers
 Representing secondary teachers
 and SACRE officer
 Representing the Association of
 Teachers & Lecturers (ATL)
 Representing the National Union of
 Teachers (NUT)
 Representing special school teachers

Patricia Jones
Mehrun Mohammed

Alastair Ross

Janice Leam

Carol Waters
Stewart Geddes

Committee D

Representing Kirklees Council
Cllr Andrew Marchington

Co-opted members

Huddersfield University
Emma Salter

In attendance:

	ACTION
<p>1. Apologies and Welcome</p> <p>Carol Waters welcomed everyone and introduced the meeting. Apologies were received and accepted from Karen Grimwade. The AGM also agreed to record the apologies of Cllr Mohan Sokhal who would only have received notice of the meeting today because of his recent appointment to SACRE.</p>	
<p>2. Election of officers</p> <p><i>Chair</i></p> <p>Carol Waters left the chair for the election of the new chair of SACRE and Alastair Ross conducted the election for chair. Carol Waters was proposed by Philip Clements-Jewery and seconded by Emma Salter. She was elected unanimously.</p> <p><i>Vice-chair</i></p> <p>Philip Clements-Jewery was elected. (Prop. Carol Waters; sec. Christine Deihim)</p> <p><i>Committee Chairs</i></p> <p>Elected by the group as follows: Committee A: Chair – Christine Deihim; Vice-chair – Daniel O’Keefe Committee B: Chair – Anita Raggett Committee C: Chair – Mehrun Mohammed; vice-chair Patricia Jones Committee D: Chair – Andrew Marchington</p> <p>Thanks were recorded to former Cllr Ann Denham for her commitment and contribution to SACRE over many years and the chair was asked to write to convey our best wishes and thanks.</p>	CW
<p>3. Minutes of the Annual General Meeting held on 13th June 2011</p> <p>These were approved after some spelling and typographical errors were corrected. There were no matters arising.</p>	
<p>4. Minutes of the SACRE meeting held on 5th March 2012</p> <p>These were approved after some spelling and typographical errors were corrected. There were no matters arising.</p>	
<p>5. Role and purpose of SACRE</p> <p>After an initial quiz on aspects of Britain today, the purpose and aims of SACRE was outlined by the SACRE officer, who also summarised some of the latest issues and news around RE nationally and locally. Members of SACRE will be sent a copy of his PowerPoint with this information.</p>	AR
<p>6. Budget and accounts</p> <p>The budget and account from the Kirklees cost centre was discussed and approved by members. There was an allocation of £15000, most of which was paid to Holmfirth High School to support the officer’s secondment. SACRE also paid for determined worship and had been able to put on conferences with other sponsorship. A further sum of around £20000 was se-</p>	

<p>cured in a cost centre at Holmfirth for statutory revision of the syllabus.</p>	
<p>7. Report on the work of SACRE</p> <p>Carol Waters outlined some of the key challenges and achievements of SACRE over the past year, referring to the Development Plan.</p>	
<p>8. Report from the syllabus review group</p> <p>The group had looked at a range of syllabi from other SACREs and had put in place plans for consultation with interested parties. However, a national review of RE was being undertaken by the RE Council of England and Wales during the next year so it seemed wise to postpone any major revision until that review had taken place. It was also the advice of NASACRE that SACREs should hold fire for the time being.</p> <p>SACRE therefore agreed to call an Agreed Syllabus Conference for September with the recommendation that:</p> <ul style="list-style-type: none"> - The substance of the present agreed syllabus be extended until September 2014 - Consideration should be given making some interim changes including: aligning the religions studied across the authority (instead of leaving it to pyramids); reviewing the transition arrangements. <p>In the meantime, the SACRE officer was asked to write to heads outlining this position.</p>	<p>Next agenda</p> <p>AR</p>
<p>9. Main priorities</p> <p>In groups and in plenary, members of SACRE discussed the main priorities for the year ahead after reflecting on the previous year's plan. These included:</p> <ul style="list-style-type: none"> - Supporting the professional development of teachers, including non-specialists - Renewing the Youth Forum - Monitoring collective worship, including at secondary level , and offering feedback - Developing visits to schools, including exploring support for special schools perhaps collaborating at a regional level. - Developing communication with faith communities. <p>It was agreed that we would initiate some working groups (in addition to the syllabus group) to further some of these aims and members signed up as follows: Youth Forum: Dan, Andrew Collective Worship: Janice, Patricia, Anita, Stewart Faith communities: Emma, Mehrun, Fatima Alastair and Carol will discuss possible dates and will contact members in the next month.</p> <p>Members also discussed ways they could be supported in working effectively. These included:</p> <ul style="list-style-type: none"> - The option to attend subject network meetings <i>(NB SACRE members will be sent copies of the 'Update' emailed to teachers each term. Details of networks are included on these. Please contact Alastair Ross if you want to take up a place.)</i> - Meeting and working with other SACREs - Visiting and learning from faith communities who have members on SACRE so that we become attuned to local issues - Training conferences or activities <p>AR will edit the development plan with all these areas accordingly.</p>	<p>CW/AR</p> <p>AR</p>

<p>10. Spiritual, Moral, Social and Cultural Development</p> <p>This was deferred until the next meeting because of time constraints</p>	<p>Next agenda</p>
<p>11. Items for future agendas</p> <p>These included: The role and importance of SMSC The impact of the new Ofsted framework on RE The role of SIAS inspections (GJ)</p> <p>CW and AR will meet to programme these into meetings.</p>	<p>CW/AR</p>
<p>12. Dates of future meetings</p> <p>Mon 24th September 2012 (Agreed Syllabus Conference) – Dewsbury Evangelical Church</p> <p>Mon 26th November 2012– Mary Judkins to ask about meeting at the Gurdwara</p> <p>Mon 4th March 2013</p> <p>Mon 10th June (AGM)</p> <p>All meetings at 5.30 pm.</p>	<p>MJ</p>